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FACULTY SENATE EXECUTIVE COMMITTEE

April 15, 2013
3:00 – 4:40 p.m.
Champ Hall

Agenda

- 3:00 Call to Order**.....Renee Galliher
Approval of Minutes March 18, 2013
- 3:05 Announcements**.....Renee Galliher
- Next year's FS Calendar
 - Thanks for the good year
- 3:10 University Business**.....Stan Albrecht, President
Raymond Coward, Provost
- 3:30 Information Items**
1. FDDE Annual Report.....Kevin Brewer
 2. Committee on Committees Report.....Cathy Bullock
 3. Election of Committee on Committees members.....Cathy Bullock
 4. Caucus for Election of FSEC members.....Cathy Bullock
 5. Calendar Committee.....Janis Boettinger
 6. BFW Report on Extra Service Compensation.....Carol Kochan
 7. Provost Coward's Farewell Address.....Renee Galliher
- 4:10 New Business**
1. EPC Items for April.....Larry Smith
- 4:15 Old Business**
1. Post Tenure Review Discussion from Senate and possible disposition.....Renee Galliher
 2. Restructuring of Faculty Senate and its Committees.....Glenn McEvoy
- 4:30 Adjournment**



FACULTY SENATE EXECUTIVE COMMITTEE MINUTES

MARCH 18, 2013 3:00 P.M.

Champ Hall Conference Room

Present: Renee Galliher (Chair), Alan Blackstock, Richard Clement, Jennifer Duncan, Curtis Dyreson, Nancy Hills, Doug Jackson-Smith, Yanghee Kim, Vincent Wickwar (excused), President Stan Albrecht (Ex-Officio), Provost Ray Coward (Ex-Officio), Glenn McEvoy (Past President), Joan Kleinke (Exec. Sec.), Marilyn Atkinson (Assistant) **Guests:** Ed Reeve, Terry Peak

Renee Galliher called the meeting to order at 3:00 p.m.

Approval of Minutes

Glenn McEvoy made a motion to approve the minutes of February 19, 2013. The motion was seconded by Yanghee Kim and passed unanimously.

Announcements

Brown Bag Lunch with the President & Provost. March 28, 12:00 noon in Champ Hall.

University Business – President Albrecht and Provost Coward.

President Albrecht gave a brief update of the completed legislative session. There were some victories for USU including; significant money for graduate programs, and some funding for building projects in Price and Brigham City. The Legacy Bill tuition waiver passed which will extend the legacy benefits to grandchildren of USU graduates. A bill also passed to remove the cap currently in place on the number of out-of-state tuition waivers that can be granted. Bill 358 formally changed the name of Utah State University – College of Eastern Utah to Utah State University Eastern. The President and Provost will be visiting each college over the next 6 weeks to discuss budget issues.

Information Items

Professional Responsibilities and Procedures Committee Annual Report – Terry Peak.

A motion to place report on the Consent Agenda was made by Glenn McEvoy and seconded by Curtis Dyreson. The motion passed unanimously.

Honorary Degrees and Awards Committee Report – Sydney Peterson. Sydney Peterson was unable to attend, so President Albrecht presented the report in her stead. The information contained in the report is confidential until a formal announcement is made.

A motion to place the report on the Consent Agenda was made by Jennifer Duncan and seconded by Yanghee Kim. The motion passed unanimously.

Disposition of Task Forces Review of AFT and BFW Feedback – Renee Galliher/Vince Wickwar. The Executive committee decided not to act on the 406 Task Force presently, but it will be brought back again in the last meeting of this academic year or the first meeting of the next academic year.

The recommendation of FSEC is to take the three big issues of the Post Tenure Review Task Force to the full senate for discussion and to get a better sense of consensus at the April 1st meeting, and then provide PRPC with specific recommendations for moving forward. The FSEC members are encouraged to talk with all the senators from their colleges and encourage them to become familiar with the issues involved to allow for a more productive discussion.

A motion to place this item on the Faculty Senate Agenda as New Business was made Curtis Dyreson and seconded by Doug Jackson-Smith.

New Business

EPC Items - Larry Smith. Larry Smith was unable to attend so the report was presented by Ed Reeve. He highlighted two issues. First, that the graduate programs are still aligning their programs based on their internal reviews and these items are being processed by EPC, and secondly, that a name change for the College of Agriculture was approved. It will now be known as the College of Agriculture and Applied Sciences.

A motion to place the EPC monthly report on the Consent Agenda was made by Glenn McEvoy and seconded by Curtis Dyreson. The motion passed unanimously.

PRPC 402 - Elimination of the Graduate Student Senate (second reading) – Terry Peak. Terry Peak presented the second reading of the changes to section 402 dealing with the elimination of the Graduate Student Senate. There was no discussion.

Glenn McEvoy moved to place this item on the agenda as an Action Item (Second Reading). Yanghee Kim seconded and the motion passed unanimously.

Old Business

Restructuring of Faculty Senate and its Committees – Renee Galliher/Glenn McEvoy. The committee engaged in a discussion about how to reduce the size of committees and if all committees should be effected. It was suggested that the AFT Committee might create a larger pool of people, independent of the committee selection process, that would serve for several years and could be called on to hear grievances, a pool similar to jury duty. Committee members were asked to think of specific suggestions on how to go about reducing the size of committees and how to build a grievance panel pool.

It was concluded that EPC and AFT should probably remain unchanged in committee size but the other four committees could be reduced from 15 members to 8. It was decided that Glenn McEvoy will return this item to the Executive Committee in April for further discussion.

A motion was made by Doug Jackson-Smith to place on this on the next FSEC agenda as Old Business. Glenn McEvoy seconded and the motion passed unanimously.

Adjournment

Renee Galliher asked for a motion to adjourn the meeting. The meeting adjourned at 4:30 p.m.

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

FACULTY SENATE

2013-2014 Session

UtahState
UNIVERSITY

Calendar of Meetings and Committee Reports

| Executive Committee Meeting Champ Hall, Main 136 3:00 – 4:30 p.m. | Senate Meeting Merrill-Cazier Library, Room 154 3:00 – 4:30 p.m. | Senate Committee Annual Reports | University Council and Committee Reports |
|--|---|---|--|
| August 26, 2013 | September 9, 2013 | | Graduate Council – Mark McLellan Research Council - Mark McLellan |
| September 23, 2013 | October 7, 2013 | Educational Policies Committee (EPC) – Larry Smith | Honors Program – Amber Summers-Graham Libraries Advisory Council – Joe Tainter Parking Committee – James Nye |
| October 21, 2013 Immediately following FSEC Mtg. - Faculty Forum Planning | December 2, 2013 (This is the next FS meeting after Faculty Forum when reports come to the Senate) | Faculty Evaluation Committee (FEC) – | Athletic Council – Ken White |
| November 4, 2013 - FACULTY FORUM Taggart Student Center Auditorium 3:00 – 4:30 p.m. | | | |
| November 18, 2013 | December 2, 2013 | | ASUSU – Retention and Student Success – John Mortensen |
| December 9, 2013 | January 6, 2014 | | Council on Teacher Education – Francine Johnson Scholarship Advisory Board – Patti Kohler |
| January 21, 2014 (Tuesday) | February 3, 2014 | | Bookstore Report – David Hansen |
| February 18, 2014 (Tuesday) | March 3, 2014 | Budget and Faculty Welfare Committee (BFW) – Academic Freedom and Tenure Committee (AFT) - | |
| March 17, 2014 | April 7, 2014 | Professional Responsibilities and Procedures Committee (PRPC) – | Honorary Degrees and Awards – Sydney Peterson |
| April 14, 2014 | April 28, 2014 | Faculty Diversity, Development, & Equity Committee (FDDE) – Committee on Committees – | Calendar Committee – Janis Boettinger |

Updated: 3/5/2013

**Annual Report:
Faculty Development, Diversity and Equity Committee (FDDE)
2013 Annual Report**

Report Table of Contents

| | |
|---|----------------|
| Introduction | 2 |
| Timeline of the Report: | 3 |
| Discussion | 4 - 7 |
| Diversity Data Graphs and Tables | 8 - 12 |
| Welcome Plus Documentation | 13 - 15 |
| Minutes of Meetings | 16 - 28 |

**Prepared by Kevin Brewer, Chair
Faculty Development, Diversity and Equity Committee
Annual Report, March 29, 2013**

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, 2012 - 2013

Term Ends

| Name & Email | College | Term Ends |
|-------------------------|----------------------------|------------------|
| Alison Cook | Business | 2013 |
| Christopher Neale | Engineering (Sabbatical) | 2013 |
| Kathleen Puzey | CCA (sub 1-year) | 2013 |
| Lucy Delgadillo | Senate | 2013 |
| Lyle Holmgren | Senate | 2013 |
| Virginia Exton | RCDE | 2013 |
| Jennifer Truschka | USU-CEU | 2014 |
| Kevin Brewer | Libraries | 2014 |
| Phebe Jensen | CHaSS | 2014 |
| Ron Patterson | Senate | 2014 |
| Troy Beckert | Education & Human Services | 2014 |
| Clark Israelsen | Extension | 2015 |
| Helga Van Miegroet | Natural Resources | 2015 |
| Man-Keun Kim | Agriculture | 2015 |
| Nancy Huntly | Science | |

Meeting Dates 2012 - 2013

Sept. 11

Oct. 9

Nov. 27

Feb. 5

March 5

April 2

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

Timeline of the Report

SUMMARY OF ACTIVITIES COVERED DURING 2012 - 2013:

FDDE examined our annual statistics report to see if any additional data sets were available from the Office of Analysis, Assessment and Accreditation (AAA). There was concern that the available statistics were limited and fail to fully capture the diversity and equity issues facing faculty. A recurring theme throughout our discussions was the focus on women faculty and their progression through the ranks. Interest in the availability of AAA data and a way to track movement through the ranks led to the formation of a subcommittee to work with Michael Torrens and AAA.

The FDDE Committee proposed a renewed and updated version of the ADVANCE SERT (Science and Engineering Recruiting Team) program last year and our charge was to implement that mandate. After going through a couple of name changes (SERT -> CADET -> Welcome Plus) we set about establishing the parameters for the Welcome Plus (WP) program.

Met with Michael Torrens and Allen Walker and discussed the parameters of AAA data and the availability of data new or different from what FDDE reported on in the past.

Changing the size and/or make-up of Faculty Senate Standing Committees is a critical topic particularly in light of the poor attendance at the monthly FDDE meetings. This discussion was in response to the open discussion at the Feb. 4, 2013 Faculty Senate meeting.

Further discussion focused on the Regional Campus Distance Education (RCDE) faculty members' trepidation with the promotion path to full professor. Faculty members, at both the USU Logan and RCDE, have concerns over the timing and promotion requirements necessary to move to full.

Outline of Meeting Facts and Discussions:

1. FDDE's Annual Statistics Reporting

At our first meeting of the year we discussed the AAA statistics collated by FDDE and discussed how the committee should handle the statistics - interpret the data and make recommendations or to collate and present the data as is. Some apprehension rose from the reception of the FDDE report, ***Proposal To Develop a Comprehensive, Strategic, Visionary Diversity Office at USU, led by a full-time administrator*** submitted on March 21, 2011 at the Faculty Senate Executive Committee (FSEC) meeting. FDDE decided to focus more on faculty equity issues; specifically if and how gender affects the progression of faculty from associate to full professor. A FDDE subcommittee met with Michael Torrens and Allen Walker from AAA on November 27, 2012 to learn about what datasets are available and what constraints exist on varying data sets. Some of the constraints are:

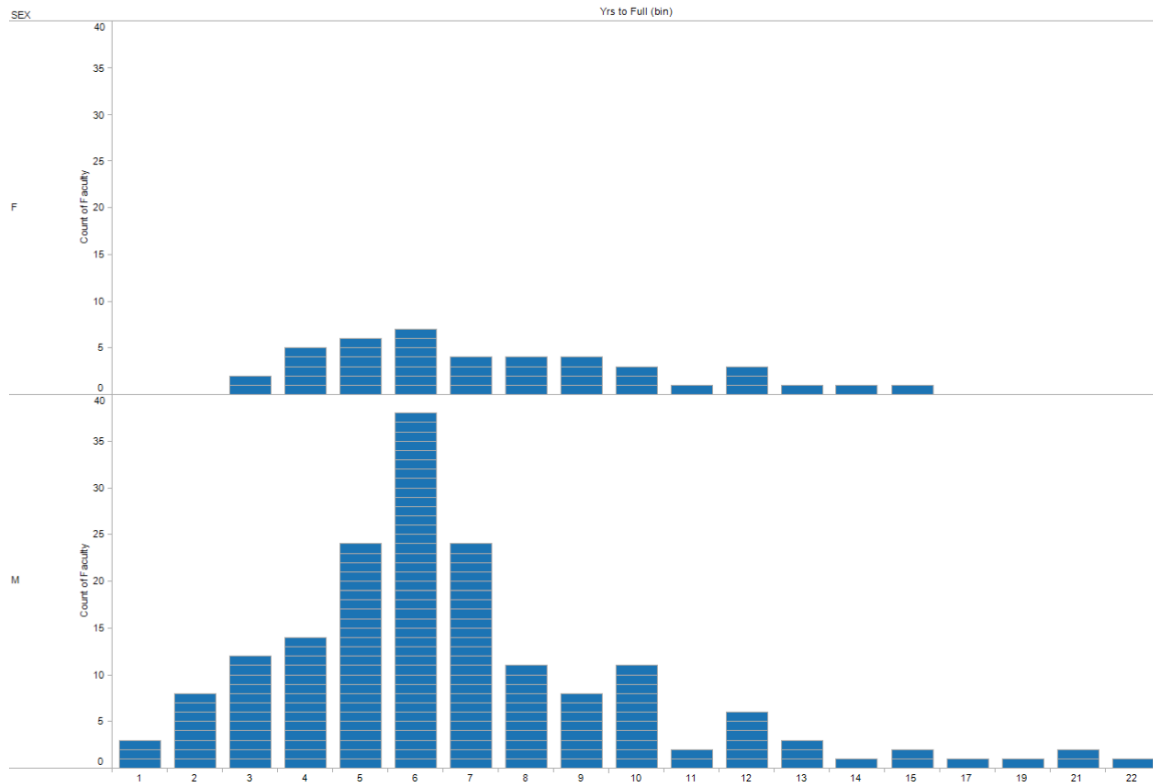
- 2007 is first year data is available
- 2011 first time a single report available for USU Logan, Price, Blanding and RCDE campuses
- Newest data becomes available end of November
- Data eliminates anyone who leaves therefore, can't track movement through the ranks of those who leave
- Of the people we do track through the ranks we cannot see the data because there are so few people in some of the groups that they would be personally identifiable
- All FDDE can do is look at a particular year's standing numbers of people of different gender, rank, and ethnicity

Because of the factors listed above, it becomes impossible for FDDE to take a close look at whether the University is improving its record of recruiting and retaining a diverse faculty body. The available data set is a handicap for tracking and accomplishing FDDE's duties as described by the Faculty Senate.

Apart from the frustration with the available data set, the committee cannot distinguish promotion from those coming in at the rank of full professor or those that leave at associate. It might be beneficial for the University to track those who leave so we have a more complete picture of the promotion process:

- Can we get data for each individual who moved to the rank of full professor and when (how many years it took) at the University level rather than broken down by college because the numbers are so small we lose the ability to compare.
- Can we get data on at the various levels new faculty are hired as - Assistant, Associate or Full professor and their advancement through the ranks?
- Can we sort out those that started at USU at the Associate level (and Full Level) and those associates that were promoted to full by gender and the number of years until promotion to full. This could be a powerful indication of the state of promotion at USU.

- Need the underlying data for the histogram seen below so we can plot total male and female and cumulative male and female. Having this data at the college level would be useful to identify issues but we realize this may not be practical.



2. Welcome Plus

Welcome Plus (WP) is an initiative that was proposed last year and was left to this year's FDDE committee to implement. We have a launch date of August 2013 when we expect to roll out the WP program. The program is based on the NSF funded ADVANCE SERT program;

"SERT was formed to help bring the recruitment of women in science and engineering in line with available PhDs in these disciplines. SERT was a faculty-based team with 12 members that collaborates with hiring committees to maximize the quality of potential hires."

WP, staffed by volunteer faculty members, potentially serves all faculty candidates across campus. Presently, WP is only available on the Logan campus due to availability of volunteers.

Welcome Plus can arrange, at the request of a Department Head and/or hiring committee chairperson, two WP members to meet with interviewing candidates to answer in an "off-the-record" confidential mode, general questions about living and working in Cache Valley. WP will make information about

families, community, and support options available to all candidates. We hope to create a hiring environment that is open and informative and to help identify and support candidates who want to live in Cache Valley and ultimately increase faculty retention rates.

3. Size of Faculty Senate Standing Committees

This discussion came about because of the open discussion at the Feb. 4, 2013 Faculty Senate meeting. The FDDE committee has attendance issues and only attained a quorum once this year at our first meeting. The most difficult challenge is finding common time when all members can meet plus difficulties with getting the technology to work reliably. As far as attendance goes, there is not a readily available solution however; FDDE now has a reliable conference calling system that has been working well.

The general FDDE committee consensus is that smaller is better for managing meetings, which I agree with, but we scarcely get seven members to attend our monthly meeting. Some suggestions for shrinking committee sizes were:

- Change RCDE member so he/she reports to both RCDE and College of Eastern Utah (CEU) Eastern/Blanding campuses
- Do not need to have the three Faculty Senators on each standing committee and the FDDE Chair of each standing committee can represent each committee at the Faculty Senate and report back to the committee on Senate actions and issues
- Need alternative chair in case chair can not make FS meetings

A parallel discussion centered on the lack of recognition for faculty service. Faculty members adhere to the faculty code in order to attain P&T and there is a disparity between the service portion of the role statement and the assessment of faculty. There exists a need for a mechanism that establishes credit for faculty service and some possible options may be acknowledgement of service, reduction of duties, or possibly some sort of reimbursement for service.

4. RCDE and Promotion to Full Professor

The majority of RCDE professors are associate faculty except those grandfathered in as full professors. Similar to the Logan Campus faculty, RCDE faculty expressed concerns and confusion over the requirements necessary for promotion to full. Although the timing for when a professor can begin the process to full is not clearly stated, the faculty code does delineate the standards faculty must meet to attain the rank of full professor. Section 405.2.2 - 2.5 of the faculty code defines expectations for advancement from associate to full and the FDDE committee's consensus was that faculty going up to full can't just publish in their content area but need to branch out and share pedagogy about how to teach the skills and literacy of their discipline. A strong portfolio that can include teaching

and pedagogy approaches that are being adopted elsewhere, mentorship, directorship, and programs - all are part of the excellence in teaching.

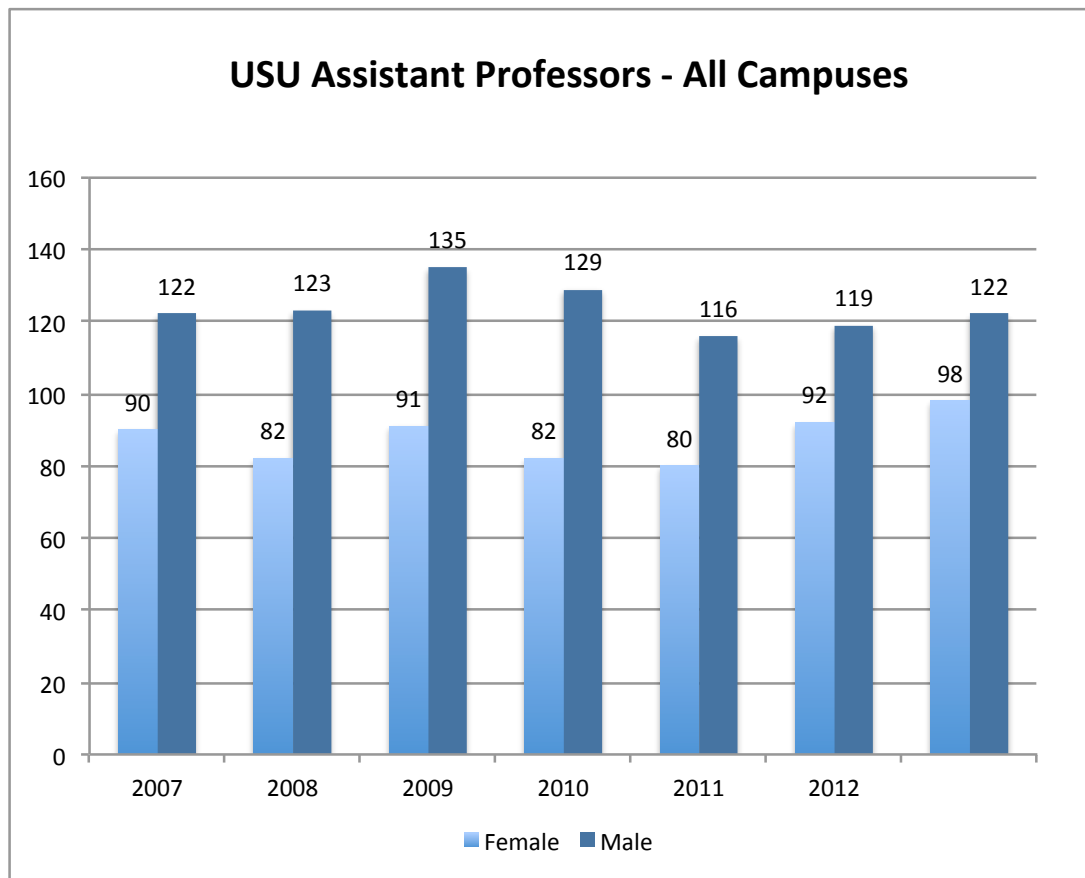
Supporting Materials

DIVERSITY DATA AND GRAPHS:

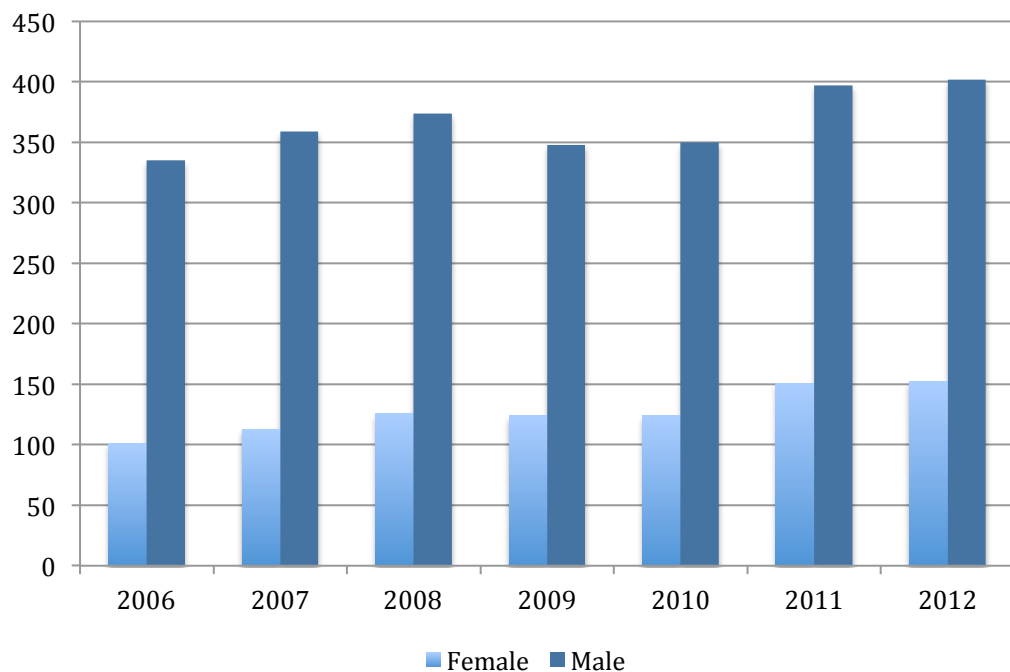
The following tables and graphs summarize the latest diversity statistics for USU.

| Percentage Of Female Faculty In 2012 - Sorted by Highest Percent, 2012 | | | All Campuses - All Female Faculty by College |
|--|------|------|---|
| 2006 | 2011 | 2012 | Female Faculty by College |
| 58% | 55% | 60% | E Eccles Jones Coll of Ed & Hum Svs |
| 19% | 26% | 50% | College Of Science |
| 45% | 45% | 46% | College Of Humanities, Arts & Social Sciences |
| 37% | 41% | 41% | Regional Campuses & Distance Education |
| 25% | 21% | 35% | Jon M Huntsman School of Business |
| - | 35% | 32% | Caine College of the Arts |
| 45% | 44% | 30% | Cooperative Extension |
| 26% | 30% | 27% | College Of Agriculture |
| 16% | 29% | 13% | College Of Natural Resources |
| 8% | 11% | 13% | College Of Engineering |

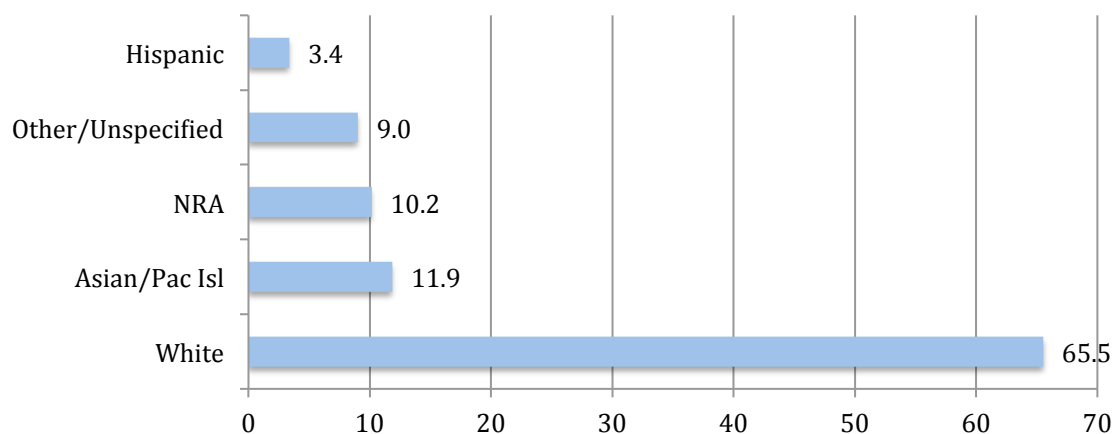
| Percent Change In Female Faculty: 2006, 2010, 2011 to 2012 | | | All Campuses - All Female Faculty by College |
|--|-----------------|-----------------|---|
| 2006 to 2012 | 2010 to 2012 | 2011 to 2012 | Female Faculty by College |
| 71% | 71% | 33% | College Of Engineering |
| 100% | 13% | 18% | Regional Campuses & Distance Education |
| 12% | 21% | 15% | E Eccles Jones Coll of Ed & Hum Svs |
| 29% | 20% | 13% | Jon M Huntsman School of Business |
| - | 35% | 8% | College of Humanities and Social Science |
| 114% | 50% | 7% | College of Natural Resources |
| 75% | 8% | -2% | College Of Agriculture |
| -10% | 0% | -4% | Cooperative Extension |
| 40% | 30% | -8% | College Of Science |
| - | -5% | -9% | Caine College of the Arts |



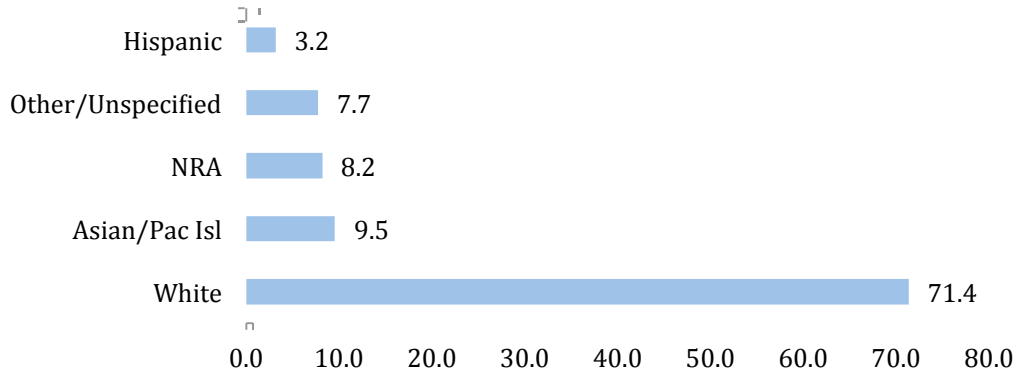
USU Tenured Professors - All Campuses



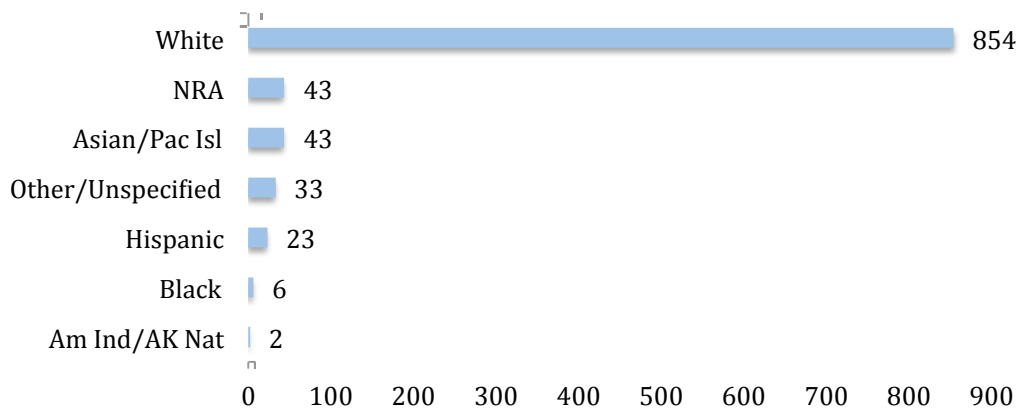
Percent, Race of tenure-track Faculty Main USU Campus



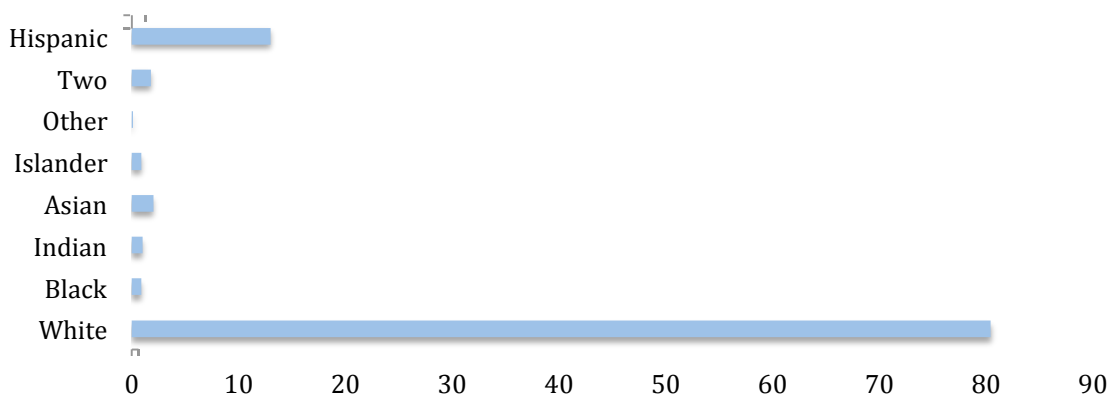
Percent Race, Tenure-track Faculty All USU Campuses



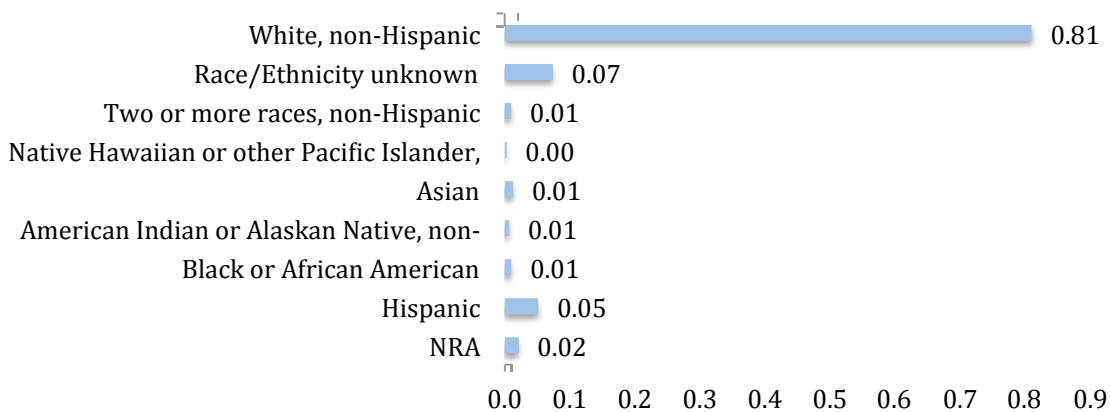
Race - All Faculty - All Campuses 2012



Percent Race - Utah 2010 Census



Percent, Race of USU Student Body 2012



Welcome Plus

Proposal:

Welcome Plus (WP) is an outcome of the Faculty Diversity, Development, and Equity Committee (FDDE) and the NSF funded ADVANCE SERT program. Welcome Plus can arrange, at the request of a Department Head and/or hiring committee chairperson, two WP members to meet with interviewing candidates to answer in an “off-the-record” confidential mode, general questions about living and working in Cache Valley.

- Make information about families, community, and support options available to all candidates
- Create a hiring environment that is open and informative
- Help identify and support candidates who want to live in Cache Valley and ultimately increase faculty retention rates
- Offer all incoming candidates information on whom to contact and discuss any special requirements or circumstances, such as the need for partner job assistance, disability accommodation, education, and life here in Cache Valley.

History of *Welcome Plus*:

Chris Neal proposed a SERT (Science & Engineering Recruiting Team) like task force as a part of FDDE's 2012 Annual Report to the Faculty Senate Executive Committee (FSEC). The ADVANCE SERT (Advance was a NSF Program funded to support the advancement of women in the sciences) program did this but was dropped when funding for ADVANCE < <http://digitalcommons.usu.edu/advance/> > expired. FDDE was started to keep the work of ADVANCE moving forward and Welcome Plus is a natural outcome of this. At the 2011 FSEC the proposal was approved and subsequently passed by the Faculty Senate.

Mission:

Provide feedback and advocate processes for faculty recruitment, promotion, and retention that promote diversity, fair pay standards, and work/life balance for the faculty.

Implementation Issues:

| New Hires - Benefit-Eligible (All Faculty Ranks) | | | | | | | |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Year: | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
| Total: | 54 | 73 | 90 | 49 | 65 | 78 | 95 |

1. Staffing WP:

- a. Who populates WP task force?
 - i. Current and former members of FDDE committee willing to serve on WP
 - ii. Work with Janis Boettinger to identify additional members (volunteers) - FDDE cannot do it all
- b. WP participants would need to meet once/year for feedback, question, or concerns over the WP program

2. Training WP members:

- a. It was agreed that WP members must adhere to AA/EO guidelines as to what is and is not appropriate to ask faculty candidates as part of a search. One way to handle the potentially awkward hiring rules is for Welcome Plus members not to ask questions and that WP members would only respond to candidate's questions. Welcome Plus exists outside the search committee and the candidates who choose meet with WP have the liberty to discuss anything but WP members do not have the liberty to ask questions that are not legal job interview questions. WP members must remain within the guidelines of the legal criteria of a job interview. We have to make sure we don't ask or do anything that puts the University in the position of having violated AA/EO rules for hiring. Our predecessor, the SERT program, had the following rules; "Don't Ask Candidates Questions" except the first and only question; "Do You Have Anything You Want to Discuss With Us?"
- b. How do we respond to questions and what resources are available to answer candidate's questions is critical to how we help candidates decide to choose to live in Cache Valley. WP must project a consistent, welcoming, and positive outlook to help the candidate choose to live here. We need to develop a packet of resources that each WP member can access and share with candidates.
- c. FDDE's goal is to have Welcome Plus up and running for the fall 2013 semester populated with FDDE current and former volunteers and by volunteer faculty members across campus. Have a call for volunteers at the departmental retreats in August.
 - d. From BrandE Faupell: "In terms of training WP members, once we have an LMS system, it could sit behind that and you could see who did the training, when, if a test is involved did they pass.

3. Two WP members:

- a. Two members meet with each candidate;
- b. One WP member coming from the FDDE Committee
- c. Neither WP member can be from same College as candidate
- d. WP members only address Cache Valley Community issues
- e. Focus is on social support systems within the valley i.e., schools, local and community organizations and family support groups.
- f. Facilitate connecting candidates with relevant valley resources
- g. Create a packet for search committees to give to each candidate highlighting Cache Valley community resources

4. Getting WP on Hiring Committees' Agenda:

- a. Faculty search committees need to be aware from the outset that WP is available for each candidate
 - i. BrandE Faupell thinks we could probably do something in the PeopleAdmin applicant tracking system to alert search chairs about this - BrandE will check into this.
 - ii. Include WP information when Affirmative Action/Equal Opportunity (AA/EO) office meets with hiring committee
 - iii. Make WP part of an HR initiative early in the pre-interview hiring process
- b. That each candidate is given the opportunity to meet with WP as part of the interview-day schedule
- c. WP would only meet with candidates who request a meeting

5. Feedback:

- a. Need instrument to track each person WP meets with (paper, email, or web instrument) and gauge how we are doing and what we can do better or need to change
- b. Troy Beckert volunteered to develop feedback survey

MINUTES OF MEETINGS:

FDDE Committee Meeting Minutes 9/11/12

Attendees: Kevin Brewer, Man-Keun Kim, Lucy Delgadillo, Helga Van Miegroet, Ron Patterson (WebEx), Christopher Neale, Vinne Exton (Speaker Phone), Clark Israelsen, Jennifer Truschka, Troy Beckert.

Minutes:

Diversity Statistics:

Helga volunteered to track and update the Diversity Statistics as maintained by Mike Torrens' Office of Assessment and Accreditation (AAA). These stats are used in FDDE's annual final report to the faculty senate.

The statistics we collate fostered discussion throughout the meeting and below are the highlights:

- The diversity statistics are included in FDDE's Final Report given to the Faculty Senate Executive Committee's (FSEC) final meeting of the year each April.
- FDDE's ***Proposal To Develop a Comprehensive, Strategic, Visionary Diversity Office at USU, led by a full-time administrator*** report given to the FSCE. This proposal is part of the minutes from the FSEC meeting on Monday March 21, 2011. The Proposal given at the FSEC meeting was met with stern opposition. Subsequent discussion led the members of FDDE to discontinue interpretation of the data. FDDE will present the most accurate data and let it speak for itself, without interpretation or recommendations and focus on the critical data elements.
- We need to work with Vice Provost Janis L. Boettinger regarding how we interpret and spin the data.
- It was late last year (March) before FDDE got the new data from AAA. We need to make our request early so that Michael Torrens (director of Analysis, Assessment & Accreditation (AAA) at Utah State University) has more time to get us the data and we have more time to analyze and present the data.

Continuity of Committee's Work

There was discussion on continuity of the committee's efforts as members' leave and new members join. Concern was stated with the lack of continuity, over the years and the different members on the FDDE Committee and the discussions and actions that have gone on before and not recorded in the minutes. Need to have a mechanism to archive the proceedings of the committee that have never saw the light of day. Without this we lose effectiveness, as we have to seemingly re-create

the wheel each year. The year-to-year continuity of the committee can be enhanced by the following FDDE activities:

- Add FDDE web presence to Provost's Comprehensive Listing of Diversity Resources on the Utah State University website
- Keep agendas and minutes up-to-date and accessible on Provost's website
- Promote FDDE by using the web and developing a brochure (see below)

CADET (Candidate Assistance for Diversity & Equity Team):

- Chris Neal proposed a SERT (Science & Engineering Recruiting Team) like task force as a part of FDDE's 2011 Annual Report to the Faculty Senate Executive Committee (FSEC). Make diversity advocate available to all hiring committees.
- Make information about families, community, and support options available to all candidates
- Offer all incoming candidates information on whom to contact to discuss any special requirements or circumstances, such as the need for partner job assistance or disability accommodation, education, and family life here
- Need to develop:
 - CADET mission statement
 - Feed back form for each person CADET meets with
 - Publicity brochure
 - CADET contact information and roster

Graduate Student Tuition Waiver:

The allocation of tuition waiver funding was transferred to the college level (de-centralized) and the colleges now administer the funding. Question is will the amount of monies coming to the college level be maintained. Right now, each college disperses those monies as it sees fit using two tiers: in state and out-of-state tuition waivers. Issue was set aside as the director of the newly merged Office for Research and the School of Graduate Studies, Mark McClellan, takes the helm.

Youth Discovery Program:

Lucy Delgadillo volunteered to work with the Youth Discovery Program (YDP) and Logan High School. The goal of the YDP program is to assist Latinos make the transition from the area public schools to Utah State University. Last year Chris and the FDDE committee wrote a letter of support for the YDP's grant application.

Women Associate Faculty:

Note the number of women Associate Faculty that make it to Full. The issue is not going from Assistant to Associate, the track is well established, rather from Associate to Full. The timing and whether that happens or not is open to the discretion of the system in place here at USU and often does not happen. Need to keep watch on the statistics.

Diversity Web Site:

Potential content of FDDE web page:

1. Membership of committee with email links (historical and present membership)
2. FDDE meeting minutes
3. Diversity Statistics
4. CADET Brochure
5. Diversity Resources beyond those already listed on Provost's site
6. Copies of FDDE annual reports and proposals

Action Items:

- Contact Janis L. Boettinger to join our next meeting to discuss:
 - IDEA ramifications for faculty & diversity
 - FDDE's role concerning diversity statistics and their implications for USU
 - FDDE web site for the Provost's Diversity Resources web pages
< <http://www.usu.edu/provost/faculty/diversity/> >
- Create FDDE web pages
- Create CADET flyer or brochure
- Develop CADET guidelines and procedures
- Upon approval, post minutes to Provost website.

Next meeting:

Tuesday, Oct. 9, 1:00 pm to 2 pm. Merrill-Cazier Library Rm. 208

We will plan to meet the 2nd Tuesday of each month from 1:00 to 2:00 p.m. in the Merrill-Cazier Library Room 208 through December.

**FDDE Committee
Meeting Minutes
10/9/12**

Attendees: Kevin Brewer, Helga Van Miegroet, Vinne Exton (Speaker Phone), Troy Beckert, Nancy Huntly,

Guest: Janis Boettinger, Vice Provost, FDDE Provost Office liaison

Minutes:

Discussion:

FDDE's role and diversity statistics:

What is our approach to and use of Diversity Statistics provided by the USU Office of Analysis Assessment & Accreditation (AAA) and should FDDE be a vehicle for analyzing AAA statistics or both analysis and promotion of solutions. Janis

encouraged us to do both but emphasized the importance of highlighting one or two issues, supported by longitudinal data analysis, and make recommendations. Also, renew focus on the equity and development role of FDDE.

Faculty Needs Assessment for USU Eastern and Regional Campuses. Vinnie identified a need for regional faculty to move to full professors but possible need of mentoring.

Move forward with SERT program. Discussion centered on the usefulness of this kind of service which members' experienced similar services when interviewing here. Great way to promote USU, create a welcoming environment, supports diversity and equity, and the opportunities here at USU.

Action:

Nancy Huntly, Janis Boettinger, Helga Van Miegroet, and Kevin Brewer volunteered to review the available diversity statistics and highlight the data for which there is the greatest traction, i.e., Associate faculty to full professor

Set up meeting with Michael Torrens, Director of AAA to discuss diversity, equity, and development data.

Janis and Vinnie develop an instrument to gauge faculty needs on regional and Eastern campuses.

- Change name of SERT to Welcome Plus. Much more informal and welcoming than an acronym (thanks Lucy)
- Check for participants from former FDDE committee members
- Develop flyers announcing service
- Send an announcement to Janis for Departments Heads Meeting in Jan.

Next meeting:

I will be out of town for the next meeting - I will do a Doodle poll to re-schedule.

**FDDE Sub-Committee
Meeting Minutes
Mtg: 11/27/12**

Present: Helga Van Miegroet, Nancy Huntly, and Kevin Brewer

Limit to only people who started as associate professor

Show only those hired at full

Rate of Retention:

Are we losing percentages of women/Hispanics?

Retention of faculty

- % Stay
- % Leave
- % Promote

Female attrition and lower rates of promotion

- Hypothesis:
 - Better post tenure review process therefore increases rates of women achieving full

5 yr. review - tool for cleaning out faculty vs. avenue to full professorship as a mandate

- Black marked
- Loose out on merit raises
- Forced out

Big difference between 5 - 8 yrs. for woman - they begin to fall behind

Pool all non-white categories (except those designated NRA)

- "Ethnic minorities" - do they differ in retention?

Ask Michael:

1. Clarification on availability of data:
 - a. Research faculty
 - b. Federal researchers
 - c. Lecturer
 - d. Adjunct
 - e. Research appointments
 - f. Graduate assistants

Does not include non-benefited employees; emeritus, and adjunct faculty

New data online end of November

Meeting with

Michael Torrens - Director, Analysis, Assessment & Accreditation (AAA)

Allen Walker - Data visualization programmer

Attendees: Kevin Brewer, Helga Van Miegroet, and Janis Boettinger

1. Datasets for the following from Banner and/or Digital Measures by year (trends):
 - a. 2006 Banner comes online without historical data
 - b. 2007 (1st year data available) to 2012
 - c. 2011 single report available for USU Logan Campus & RCDE
 - d. Title IX effects data
 - e. Newest data available end of November
 - f. Includes all benefit eligible employees, research faculty, lecturers, research appointments, graduate assistants, and federal collaborators
 - g. Separate report for adjuncts & emeritus faculty
 - h. Data on administrators, deans, provosts, and dept. heads as long as they have tenure.
 - i. Librarians used to be in tenured pool but now tracked separately
2. Who is faculty?
 - a. Deans
 - b. Dept. Heads
3. Ethnicity and Race:
 - a. 2008 Federal Gov't changed definition
4. Data Sets:
 - a. AAA has data on campus
 - b. Digital Measures has data on:
 - i. Data on all faculty going back to when employee started at USU but no data on employees who left
 - ii. Who is Associate Professor and when
 - iii. Who is Full Professor date
 - iv. Data on women and full professorship then can analyze data on when women went to full versus those hired at full
 - v. Do not have data on those who left
 - vi.

Action Item:

Does Affirmative Action keep data on ethnicity and race of applicants vs. who is hired?

**FDDE Committee
Meeting Notes
Feb. 5, 2013**

Attendees: Troy Beckert, Helga Van Miegroet, Kevin, Lucy, and Virginia Exton (over speaker phone)

Statistics:

Email Michael Torrens about availability of stats

The data we are looking for:

1. Retention:
 - a. Are we losing percentages of women/Hispanics?
 - b. % Stay
 - c. % Leave
 - d. % Promote
2. Associate to Full Professor by gender:
 - a. Years to full w/ 2012 data
 - b. Looked like that about 13 years after tenure women reach full at about the same rate as men
 - c. Some male professors reach full 2 or 3 years after they reach associate
3. Continuity w/ previous FDDE Statistical Reports
 - a. Faculty Gender by Tenure Status by College, (data derived from AAA raw numbers in Appendix 2)
 - b. Percentage of Women Faculty by College (all ranks)
 - c. Raw Data from AAA Office detailing Faculty Rank and Gender by College
 - d. Raw Data from the USU AAA Office, Faculty Gender by College (all ranks)
 - e. Faculty Race by Tenure Status Compared with National Availability
 - f. Comparison of USU Faculty Racial Background to Other Demographic Groups
 - g. USU AAA Office Raw Data Detailing USU Faculty Race and Rank by College
 - h. USU AAA Office Raw Data Detailing USU Faculty Race by College (all ranks)
4. Limiting factors:
 - a. Data starts in 2007 and runs to 2012. 2006 data is available and Michael Torrens indicated that it is unreliable.

Implementation Issues - Welcome Plus:

| New Hires - Benefit-Eligible (All Faculty Ranks) | | | | | | | |
|--|------|------|------|------|------|------|------|
| Year: | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
| Total: | 54 | 73 | 90 | 49 | 65 | 78 | 95 |

6. Staffing WP:
 - a. Who populates WP task force?
 - i. Current and former members of FDDE committee willing to serve on WP
 - ii. Work with Janis Boettinger to identify additional members (volunteers) - FDDE cannot do it all
 - b. WP participants would need to meet once/year

- c. Need to train WP members
 - i. In terms of training WP members, once we have an LMS system, it could sit behind that and you could see who did the training, when, if a test is involved did they pass.... Your committee should be thinking of what that training consists of, so it is ready as soon as the LMS is available. (*from BrandE Faupell*)
- d. Two WP members to meet with each candidate;
 - i. One WP member coming from the FDDE Committee
 - ii. Neither WP member can be from same College as candidate
 - iii. WP members only address Cache Valley Community issues
 - iv. Focus is on social support systems within the valley i.e., schools, local and community organizations and family support groups.
 - v. Facilitate connecting candidates with relevant valley resources
- e. Create a packet for search committees to give to each candidate highlighting Cache Valley community resources

7. Getting WP on Hiring Committees' Agenda:

- a. Faculty search committees need to be aware from the outset that WP is available for each candidate
 - i. *PeopleAdmin* applicant tracking system to alert search chairs about this. Let me (*BrandE Faupell*) ask around about this as an option.
- b. Include WP information when Affirmative Action/Equal Opportunity (AA/EO) office meets with hiring committee
- c. That each candidate is given the opportunity to meet with WP as part of the interview-day schedule
- d. Candidate can choose to meet with WP if they desire
- e. WP would only meet with candidates who request a meeting

8. Feedback:

- a. Need instrument to track each person WP meets with (paper, email, or web instrument) and gauge how we are doing and what we can do better or need to change
- b. Troy Beckert volunteered to develop feedback survey

Faculty Senate Open Discussion:

Glen McEvoy (last year's FS president) and Renee Galliher (current FS President) held an open discussion on changing the size of the FS and/or possibly the size FS Standing Committees.

Reduction of Standing Committees Size:

1. Serious concerns with committee not reaching a quorum
 - a. FDDE has only had a quorum once this year
 - b. Smaller is better for managing meeting
 - i. Change RCDE member so he/she reports to both RCDE and CEU Eastern/Blanding
 - c. Do not need to have the three Faculty Senators on each standing committee
 - i. Chair of each standing committee represents committee at the Faculty Senate
 - ii. Need alternative chair in case chair can not make FS meetings
 - d. Limit standing committee membership to 10 people
 - i. Drop membership to 10
 - ii. Make five members active, each with an alternate
 - iii. The five alternates come from the faculty senate?
 - iv. Four active members alternate between colleges and fifth member represent RCDE (and CEU Eastern/Blanding and Extension?)
2. Lack of recognition for Faculty Service:
 - a. Faculty need to focus on what the Faculty Code states is critical to attain P&T
 - b. Lack of credit for service (payment, reduction of duties, acknowledgement of service)
 - c. Committee service is an important job but faculty are constrained by not having reduced teaching/research workloads on top of service
 - d. Representation from each college is important but too often members lack motivation

FDDE Committee Meeting Notes March 5, 2013

Attendees: Alison Cook, Troy Beckert, Ron Patterson, Helga Van Miegroet, Nancy Huntly, Lucy Delgadillo, Virginia Exton (by speaker phone) and Kevin Brewer

1) FDDE Annual Statistics:

Each year FDDE submits an annual report to the Faculty Senate of data compiled by the *Office of Analysis, Assessment and Accreditation (AAA)* and to report to the

faculty senate on faculty diversity and equity at USU. FDDE thinks that the available data is not adequate to do substantive analysis and to track the issues we want to explore i.e., gender and time to full professorship because:

- a) Data only goes back to 2007
- b) Data eliminates anyone who leaves - whether because they were denied tenure or they just decide to leave - so you can't track peoples movement through the ranks who have left
- c) And to the extent we can track people who are here we (need to check with AAA) cannot see the data because there are so few people in some of the groups we are interested in, as they would be personally identifiable.
- d) All FDDE can do is look at a particular year's standing numbers of people of different gender, ethnicity, and rank.

As a result of the factors listed above, it becomes impossible for FDDE to take a close look at whether the University is improving its record of recruiting and retaining a diverse faculty body. The data set is a real handicap for tracking and accomplishing FDDE's duties as described by the Faculty Senate.

2) AAA data:

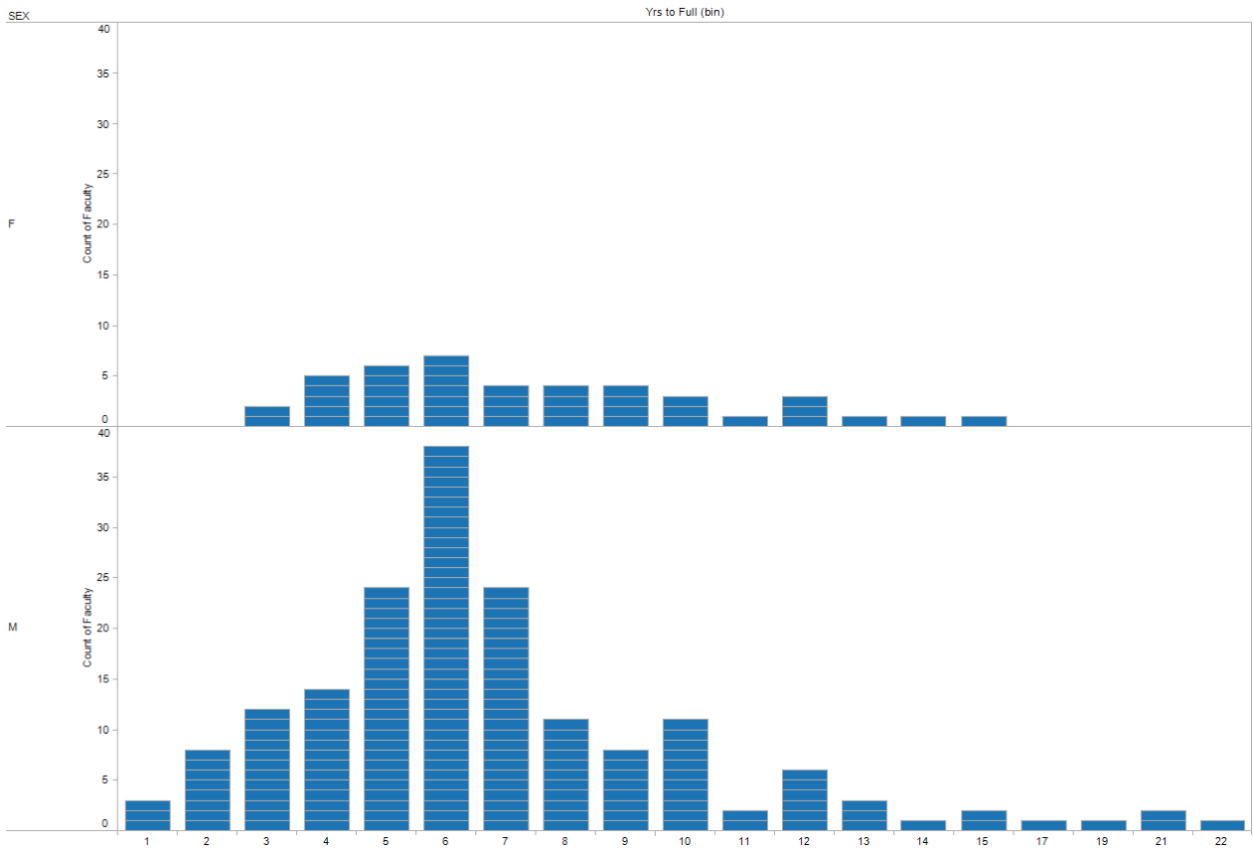
FDDE received data on women and men at different career steps over a number of years and from this we could see the number of years it took to achieve promotion to the next rank (associate to full professor). If plotted out on bar diagrams, you cannot see much - there are not a lot of numbers and not much variation. But when plotted as a cumulative distribution function you see that women consistently take longer to move to full professor. It take thirteen years until women reached the highest rank versus their male counter parts some of whom reach the rank of full within 2 or 3 years after associate. There is a lot of confusion on campus as to when is the earliest an associate professor can go up to full professor. The P&T process is very clear and transparent whereas there is general confusion and miscommunication on the timing and process of promotion to full. The Faculty Code does not state when an associate professor can begin the process to Full. FDDE wants to make sure everyone gets the same career development opportunities in all departments and believes there is a need to codify when faculty are eligible to assemble a committee and pursue advancement to full.

Another data problem is that AAA does not track faculty who have left so we do not know how accurately the data reflects the whole pool. It might be beneficial for the University to track those who leave so we have a more complete picture.

- Can we get data for each individual who moved to the rank of full professor and when (how many years it took) at the University level rather than broken down by college because the numbers are so small we loose the ability to compare.
- Can we get data on who was hired at the various levels - Assistant, Associate, or Full and their advancement through the ranks.
- Can we sort out those that started at USU at the Associate level (and Full Level) and those associates that were promoted to full by gender and the number of

years until promotion to full. This data has not been looked at so far and as incomplete as it is, it is a powerful indication of the state of promotion at USU.

- Need the underlying data for the histogram seen below so we can plot total male and female and cumulative male and female. Having this data at the college level would be useful to identify issues but we realize this may not be practical.



3) Equity and RCDE Faculty:

Vinnie Exton and Janis Boettinger are working to address members of the RCDE faculty have expressed concerns over the promotion path to full professor. No RCDE professors are full professors, unless grandfathered in. This remains a concern for RCDE as a whole and specifically for the faculty who have been hired in the last 5-years who have role statements that are 70% teaching and 20% research. Issues expressed were concerns and confusion over the requirements necessary for promotion to full:

- a) Section 405.2.2 - 2.5 of the faculty code defines expectations for advancement from associate to full
 - i) Section 405.2.4 states; " In addition to the criteria for promotion to associate professor, i.e., evidence of excellence in the major emphasis of his or her role statement and effectiveness of all other professional domains (section 405.2.2), promotion to the rank of professor shall require an outstanding reputation in at least the major emphasis

as defined in the role statement. Excellence is measured by standards for professors within the national professional peer group."

Discussion followed that faculty going up to full cannot just publish in their content area but need to branch out and share pedagogy about how to teach the skills and literacy of their discipline. The issue of excellence in teaching is not "I get good evaluations" but can be expressed as a portfolio that can include teaching, pedagogy, approaches that are being adopted elsewhere, mentorship, directorship, and programs - all can be folded under the excellence in teaching. It is the candidate's responsibility to make a convincing argument that they have a full packet that shows they have reached a level of excellence within their peer group.

4) Welcome Plus:

BrandE Faupell has suggested WP use the PeopleAdmin < <https://jobs.usu.edu> > applicant tracking system to alert faculty search committee chairs about Welcome Plus. Additionally, The office of Human Resources may be able to track training via their Ims system.

5) Welcome Plus Training:

It was agreed that WP members must adhere to AA/EO guidelines as to what is and is not appropriate to ask faculty candidates as part of a search. Kevin will reach out to AA/EO and HR to see what is and is not appropriate. One way to handle the potentially awkward hiring rules is for Welcome Plus members not to ask questions and that WP members would only respond to candidate's questions. Welcome Plus exists outside the search committee and the candidates who choose meet with WP have the liberty to discuss anything but WP members do not have the liberty to ask questions that are not legal job interview questions. WP members must remain within the guidelines of the legal criteria of a job interview. We have to make sure we do not ask or do anything that puts the University in the position of having violated AA/EO rules for hiring. Our predecessor, the SERT program, had the following rules; "*Don't Ask Candidates Questions*" except the first and only question; "*Do You Have Anything You Want to Discuss With Us?*"

How do we respond to questions and what resources are available to answer candidate's questions is critical to how we help candidates decide to choose to live in Cache Valley. WP must project a consistent, welcoming, and positive outlook to help the candidate choose to live here. We need to develop a packet of resources that each WP member can access and share with candidates.

FDDE's goal is to have Welcome Plus up and running for the fall semester populated with FDDE current and former volunteers and by faculty members across campus. Have a call for volunteers at the departmental retreats in August.

RCDE and Extension is presently beyond the prevue of WP except when searches are done on the USU main campus. FDDE will have to continue to monitor off-campus searches for WP opportunities

Annual Report to the Faculty Senate from the Committee on Committees

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 to 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 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

Cathy Ferrand Bullock; Robert Schmidt (on sabbatical); one seat vacant.

Actions and Results

The Committee on Committees conducted business primarily through e-mail, working to fill open positions as they came up. During the fall, the C on C worked with Natural Resources and with Humanities and Social Sciences to secure alternate senators and with the President's office to clarify membership on the Honorary Degrees and Awards Committee. In the spring, at the direction of the Faculty Senate President, the C on C followed up with faculty senators who had too many unexcused absences to ensure that a senator or alternate would attend in the future.

Reapportionment of senators for 2013-2014 led to the following adjustments:

- Agriculture—gained one seat.
- Arts—lost one seat.
- Engineering—gained one seat.
- Science—lost one seat.

Colleges and academic units were notified that it was time to elect senators in mid-March. Results to date are summarized below.

| College/Unit (reapportionment) | Election Results: Faculty Senators | Election Results: Faculty Senate Committees | Committee Seats to be Filled |
|---|---|--|--|
| Agriculture (+1) | Becki Lawver Marie Walsh (2 nd term) Alternate: John Carman | EPC: Ed Reeve | |
| Arts (-1) | Alternates: Nancy Hills Sarah Urquhart | AFT: Lynn Jemison Keisker (2 nd term) BFW: Leslie Timmons EPC: Kevin Olson FDDE: Nancy Hills PRPC: Chris Gauthier (2 nd term) | FSEC (caucus 4/29/13 after Senate meeting) FEC |
| ASUSU | Doug Fiefia (ASUSU President) Emily Esplin (ASUSU Exec. VP) Brittney Garbrick (ASUSU Grad Studies Senator) | | |
| Business | Ronda Callister | | FSEC (caucus 4/29) |

| | | | |
|--------------------------------|---|---|---|
| <i>(Business continued)</i> | Alternates: John Gilbert Alan Stephens | | BFW EPC FDDE |
| Education & Human Services | Jeffrey Dew Sheri Haderlie (2 nd term) Kimberly Lott Kathleen Mohr | | FSEC (caucus 4/29) PRPC EPC |
| Engineering (+1) | David Britt Jake Gunther Marv Halling Alternates: Reyhan Baktur Xiaojun Qi | | BFW PRPC FDDE Grad Council |
| Extension | Senators (2 needed) Alternate (1 needed) | | BFW FEC |
| Humanities and Social Sciences | Senators (2 needed) Alternate (1 needed) | | AFT BFW PRPC Grad Council |
| Libraries | | | AFT EPC |
| Natural Resources | Senators (2 needed) Alternate (1 needed) | | FSEC (caucus 4/13) AFT |
| RCDE | Senator (1 needed) Alternate (1 needed) | | FSEC (caucus) AFT BFW PRPC FDDE |
| Science (-1) | Stephen Bialkowski (2 nd term) David Brown | BFW: Stephen Bialkowski (2 nd term) FDDE: Nancy Huntly PRPC: Ian Anderson (2 nd term) | EPC |
| USU Eastern | Senators (2 needed) | | FSEC (caucus) |
| Administrators | John Allen (Dean, CHaSS) Richard Clement (Dean, Libraries) David Cowley (VP, Business/Finance) Beth Foley (Dean, Education) Craig Jessop (Dean, Arts) Chris Luecke (Dean, Natural Resources) Mark McLellan (VP, Research, Dean Grad Studies) James Morales (VP, Student Services) VP, Extension/ Dean, Agriculture VP, Advancement | | |

Actions Remaining

Follow up on Senate elections in the remaining colleges and units to ensure that all Senate seats from the colleges are filled. Update the Senate roster to reflect the outcome of the elections.

Some Senate committee seats are filled by appointment. Will work with the Faculty Senate President to fill these positions. Will present the list of those who have volunteered to serve to the Senate Executive Committee and provide a complete committee roster to the Senate Executive Secretary.

Contact chairs of committees and councils to determine who will serve as chair for 2013-2014. Update the committee roster with any changes. Inform chairs of new committee members. Contact committee and council members to confirm their term of service and give them the names of and contact information for committee chairs.

Committee on Committees—April 2013
Committee Summary & Proposed Appointments

Faculty Senate Executive Committee (see USU Policy 402.12.1)

| College/Unit | 2013-2014 |
|--------------------------------|--|
| President | Yanghee Kim |
| President-Elect | Doug Jackson-Smith |
| Past-President | Renee Galliher |
| Agriculture | Dale Barnard |
| Arts | <i>TBD by caucus 4/29/13</i> |
| Business | <i>TBD by caucus 4/29/13</i> |
| Education & Human Services | <i>TBD by caucus 4/29/13</i> |
| Engineering | Curtis Dyreson |
| Humanities & Social Sciences | Doug Jackson-Smith |
| Natural Resources | <i>TBD by caucus 4/29/13</i> |
| Science | Vince Wickwar |
| Libraries | Jennifer Duncan |
| Extension | Lyle Holmgren |
| RCDE | <i>TBD by caucus</i> |
| USU Eastern | <i>TBD by caucus</i> |
| Elected Presidential Appointee | <i>To be appointed by president and approved by Senate</i> |
| Ex-Officio, USU President | Stan Albrecht |
| Ex-Officio, USU Provost | Noelle Cockett |

The Senate Executive Committee consists of the following (a) the Senate President, President-Elect, and immediate Past President; (b) elected faculty senators representing each of the academic colleges, Regional Campuses, USU Eastern, Extension, and the Library; (c) the president of the university and executive vice president and provost, who serve as ex-officio members; and (d) a senator appointed by the president and approved by the Senate.

Committee on Committees (2-year terms; see USU Policy 402.12.2)

| | 2013-2014 |
|--------|------------------------------|
| Senate | |
| Senate | <i>To be elected 4/29/13</i> |
| Senate | |

The Committee on Committees shall consist of three 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 and President-Elect. See policy 402.10.3. Members of the Committee on Committees serve two-year terms. They elect a chair from within their membership. **Three representatives needed.**

Academic Freedom and Tenure Committee (see USU Policy 402.12.3)

| College/Unit | 2013-2014 |
|----------------------------|----------------------|
| Agriculture | Grant Cardon |
| Arts | Lynn Jemison Keisker |
| Business | Kathy Chudoba |
| Education & Human Services | Bryce Fifield |

| <i>Academic Freedom and Tenure Committee continued</i> | |
|--|--|
| Engineering | Robert Spall |
| Humanities & Social Sciences | <i>TBD</i> |
| Natural Resources | <i>TBD</i> |
| Science | Mark Riffe |
| Libraries | <i>TBD</i> |
| Extension | Kathy Riggs |
| RCDE | <i>TBD</i> |
| USU Eastern | Anthony Lott |
| Senate | Foster Agblevor |
| Senate | John Stevens |
| Senate | <i>To be appointed by C on C</i> |
| Senate 1-year supplemental | <i>(Appointed by C on C as needed)</i> |
| Senate 1-year supplemental | |
| Senate 1-year supplemental | |
| Senate 1-year supplemental | |

The committee consists of (a) one faculty member elected by and from the faculty from each academic college, Regional Campuses, USU Eastern, Extension, and the Library and (b) three faculty members appointed from the elected faculty senators by the Committee on Committees. Members serve a three-year term. **One appointment by the Committee on Committees needed following completion of Faculty Senate elections.** Supplemental one-year appointments are made by the Committee on Committees from the elected members of the Senate if necessary in order to hear grievances in a timely manner.

Budget and Faculty Welfare Committee (see USU Policy 402.12.4)

| College/Unit | 2013-2014 |
|------------------------------|---|
| Agriculture | Rhonda Miller (2 nd term) |
| Arts | Leslie Timmons |
| Business | <i>TBD</i> |
| Education & Human Services | Dale Wagner |
| Engineering | <i>TBD</i> |
| Humanities & Social Sciences | <i>TBD</i> |
| Natural Resources | Karin Kettering |
| Science | Stephen Bialkowski (2 nd term) |
| Libraries | Carol Kochan |
| Extension | <i>TBD</i> |
| RCDE | <i>TBD</i> |
| USU Eastern | Curtis Icard |
| Senate | Ilka Nemere (2 nd term) |
| Senate | Scott Bates (2 nd term) |
| Senate | Christopher Skousen |

The membership, election, and appointment of members; term of members; officers; and meetings and quorum of the Budget and Faculty Welfare Committee shall be parallel to those of the Academic Freedom and Tenure Committee, as stated in policy 402.12.3(2) through 12.3(5). Elected from faculty in each college and represented group. Three appointments from faculty senators; **no appointments needed.**

Professional Responsibilities and Procedures Committee (see USU Policy 402.12.5)

| College/Unit | 2013-2014 |
|------------------------------|---|
| Agriculture | Heidi Wengreen |
| Arts | Chris Gauthier (2 nd term) |
| Business | Randy Simmons (2 nd term) |
| Education & Human Services | <i>TBD</i> |
| Engineering | <i>TBD</i> |
| Humanities & Social Sciences | <i>TBD</i> |
| Natural Resources | Nancy Mesner |
| Science | Ian Anderson (2 nd term) |
| Libraries | John Elsweiler |
| Extension | Jerry Goodspeed |
| RCDE | <i>TBD</i> |
| USU Eastern | Elaine Youngberg |
| Senate | Jeanette Norton |
| Senate | Stephen Bialkowski (appointed by C on C term to started 2013, elected to Senate for 2nd term, pending Senate approval) |
| Senate | <i>To be appointed by C on C</i> |

The membership, election, and appointment of members; term of members; officers; and meetings and quorum of the PRPC shall be parallel to those of the Academic Freedom and Tenure Committee, as stated in policy 402.12.3(2) through 12.3(5). Elected from faculty in each college and represented group. Three appointments from Faculty Senate. **One appointment brought to Senate for approval; one additional appointee needed.**

Educational Policies Committee (see USU Policy 402.12.6)

| College/Unit | 2013-2014 |
|--------------------------------------|--------------------|
| Provost's Office | Larry Smith, chair |
| Agriculture | Ed Reeve |
| Arts | Kevin Olson |
| Business | <i>TBD</i> |
| Education & Human Services | <i>TBD</i> |
| Engineering | Thom Fronk |
| Humanities & Social Sciences | Eddy Berry |
| Natural Resources | Karen Mock |
| Science | <i>TBD</i> |
| RCDE | Travis Peterson |
| USU Eastern | Susan Neel |
| Libraries | <i>TBD</i> |
| Graduate Council (faculty) | <i>TBD</i> |
| ASUSU President | Doug Fiefia |
| ASUSU Academic Senate President | Emily Esplin |
| ASUSU Grad Studies Senator | Brittney Garbrick |
| Curriculum Subcommittee Chair | <i>TBD</i> |
| General Education Subcommittee Chair | <i>TBD</i> |
| Academic Standards | <i>TBD</i> |

| | |
|--------------------|--|
| Subcommittee Chair | |
|--------------------|--|

The committee consists of the executive vice president and provost or designee; one faculty representative from each academic college, Regional Campus, USU Eastern, Extension, and the Library; one faculty representative from the Graduate Council; the chairs of the EPC Curriculum Subcommittee, General Education Subcommittee, Academic Standards Subcommittee; two student officers from the elected ASUSU student government and one student officer from the GSS. The faculty representatives are elected to the committee in accordance with policy 402.11.2.

Faculty Evaluation Committee (see USU Policy 402.12.7)

| College/Unit | 2013-2014 |
|---------------------------------|------------------------------------|
| Agriculture | Arthur Caplan |
| Arts | <i>TBD</i> |
| Business | Alan Stephens |
| Education & Human Services | Yanghee Kim (2 nd term) |
| Engineering | Oenardi Lawanto |
| Humanities & Social Sciences | Michael Lyons |
| Natural Resources | Karen Mock (Chair) |
| Science | Tom Lachmar |
| Libraries | Kacy Lundstrom |
| Extension | <i>TBD</i> |
| RCDE | Karen Woolstenhulme |
| USU Eastern | Anne Mackiewicz |
| ASUSU Academic Senate President | Emily Esplin |
| ASUSU Student Advocate VP | Christian Orr |
| ASUSU Graduate SS VP | Brittney Garbrick |

The committee shall consist of one faculty representative from each college, Regional Campus, USU Eastern, Extension, and the Library; two student officers from the ASUSU and one student officer from the GSS. The faculty representatives are elected to the committee in accordance with policy 402.11.2. The committee will elect a chair annually, preferably at the last meeting of the academic year.

Faculty Diversity, Development, and Equity Committee (see USU Policy 402.12.8)

| College/Unit | 2013-2014 |
|------------------------------|--------------------------------------|
| Agriculture | Man-Keun Kim |
| Arts | Nancy Hills |
| Business | <i>TBD</i> |
| Education & Human Services | Troy Berkert |
| Engineering | <i>TBD</i> |
| Humanities & Social Sciences | Phobe Jensen |
| Natural Resources | Helga Van Miegroet |
| Science | Nancy Huntly |
| Libraries | Kevin Brewer (Chair) |
| RCDE | <i>TBD</i> |
| USU Eastern | Jennifer Truschka |
| Extension | Clark Israelsen |
| Senate | Ron Patterson |
| Senate | <i>To be appointed by the C on C</i> |

| | |
|--------|--------------------------------------|
| Senate | <i>To be appointed by the C on C</i> |
|--------|--------------------------------------|

The membership, election, and appointment of members; terms 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 policy 402.12.3(2) through 12.3(5). Elected from faculty in each college and represented group. Three appointments from faculty senators; **two appointments needed.**

Senate Handbook Committee (see USU Policy 402.12.10)

| | |
|-------------------------------|--------------------|
| | 2013-2014 |
| Faculty Senate President | Yanghee Kim |
| President-Elect of the Senate | Doug Jackson-Smith |
| Past President of the Senate | Renee Galliher |

This committee consists of the Faculty Senate President, the President-Elect of the Senate, and the Past President of the Senate.

Athletic Council (see USU Policy 105.2.1[2])

2013-2014

3 men faculty reps appointed by Senate
Todd Crowl
Andy Walker

3 women faculty reps appointed by Senate
Marie Walsh
Jennifer Duncan
Sandra Weingart

Six faculty members, three men and three women with academic rank, are elected by the Senate for terms of three years, with terms staggered so that two retire each year. **One male appointment needed this year.**

Bookstore Committee

2013-2014

The Committee includes two faculty appointed by the Senate for two-year terms. The committee is chaired by one of the two faculty members. **Two appointments needed.**

Calendar Committee

2013-2014

Steven Mansfield
Keith Christensen
John Stevens

Membership on the committee includes four faculty appointed by the President of the Faculty Senate for three-year terms. **One appointment needed.**

Facilities Naming Committee**2013-2014**

Steven Mansfield

Membership on the committee includes two faculty appointed by the President of the Faculty Senate for two-year terms. **One appointment needed.**

Graduate Council (see USU Policy 105.2.1[6])**1-, 2-, and 4-year terms**

Dean of Graduate Studies

Library (Dean of Inform. & Learning Res.)

Agriculture 4-year term

Arts 4-year term

Business 4-year term

Education & Human Services 4-year term

Engineering 4-year term

Humanities & Social Sciences 4-year term

Natural Resources 4-year term

Science 4-year term

Senate 2-year term

Graduate Student representative 1-year term

Graduate Student representative 1-year term

2013-2014

Mark McLellan

John Elsweiler

Paul Johnson

Dennis Hassan

Frank Caliendo

Scott Deberand

Eugene Schupp

Michelle Baker

The Graduate Council consists of: (1) the Dean for the School of Graduate Studies; (2) the Dean of Information and Learning Resources; (3) one faculty member from each of the colleges of the University (elected in a manner consistent with policy 402.10.2); (4) one representative from the Faculty Senate; and (5) two graduate students. All college faculty representatives serve four-year terms, with two elected each year. The Faculty Senate representative is nominated by the Faculty Senate for a two-year term; **representative needed this year.**

Research Council (see USU Policy 105.2.1[8])**2013-2014**

Foster Agblevor

The Vice President for Research has invited one Senate representative who per 105.2.1(8) must be approved by the Senate. Two-year terms are traditional.

Honorary Degrees & Awards Screening Committee**2013-2014**

Shannon Peterson

Vince Wickwar

Seven Senate candidates. Senate votes for three nominees. President appoints one. Three-year staggered terms.

Honors Program Advisory Board

2013-2014

Jim Rogers

The board is composed of representatives from the colleges, Faculty Senate, Research, the Provost's office, and the Honors student body. Terms are annual but renewable. One senate rep appointed for a one-year renewable term. **No appointment needed this year.**

Department Teaching Excellence Award Committee

2013-2014

Dan Murphy

Ilka Nemere

Appointed by the Provost to review department documentation in support of learning excellence. Two representatives from Faculty Senate will be asked to serve for a two-year term. Terms are staggered to ensure consistency of the review process across annual review cycles.

University Assessment Coordinating Council (see USU Policy 105.2.1[9])

2013-2014

Jim Rogers

The permanent membership of the University Assessment Coordinating council consists of two Faculty Senate members appointed by the Senate, one faculty member appointed by the Provost, the Provost (ex officio), an Assistant Provost (ex officio), members of the Office of Analysis, Assessment, & Accreditation (ex officio). **One Senate appointment needed.**

Parking/Transportation Advisory Committee

2013-2014

Steve Mansfield

Two representatives appointed by Faculty Senate. **One appointment needed.**

**REPORT OF THE
UTAH STATE UNIVERSITY
CALENDAR COMMITTEE
Spring 2013**

Calendar Committee Members 2012-2013

Janis L. Boettinger, Provost's Office - Chair
Jennifer Barton, Classified Employee's Association
Scott Bates, Faculty Senate
Taun Beddes, Faculty Senate
Riley Bradshaw, Associated Students of USU
Keith Christensen, Faculty Senate
Stephanie Hamblin, University Advising
Bill Jensen Sr., Registrar's Office
Steven Mansfield, Faculty Senate
John Mortensen, VP Student Services' Office
Sydney M. Peterson, President's Office
John R. Stevens, Faculty Senate
Robert Wagner, Regional Campuses and Distance Education
Craig Whyte, Professional Employee's Association
Xin Zhou, Graduate Student Senate

Charge

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 after review by the Faculty Senate.

Spring 2013 Calendar Committee Actions

1. The Calendar Committee completed academic calendar proposals for the academic year 2016-2017, including summer semester 2016.
2. The committee completed a proposal for employee holidays in 2016.
3. The committee recommended revising the academic calendar for Spring 2015 to allow for two business days following winter break before the first day of classes.

Issues: Discussion of Future Calendars

The committee was presented with several opportunities for changing future academic calendars (e.g., earlier mid-week start to fall and spring semesters, changing the number of days in mid-semester breaks, etc.). After extensive discussion, the committee recommended that feedback from students, faculty, and staff be collected and analyzed before proposing specific action on these changes.

Status

This report resulted from deliberations at meetings of the Calendar Committee on January 28, February 20, and March 20, 2013. It will be reviewed by the Faculty Senate on April 29, and the Executive Committee on May xx.

Supporting Materials – See Following Pages

1. Proposed Academic Calendar 2016-2017
2. Proposed Employee Holidays 2016
3. Academic Calendar 2014-2015 with Proposed Revised Spring 2015

| Proposed Academic Calendar 2016-2017 | |
|--|--|
| Summer Session 2016 | |
| | |
| 4-week session | May 9 – June 3 (M-F; 18 instr. days, 1 test day) |
| 7-week Session | June 6 – July 20 (M-Th; 25 instr. days, 1 test day) |
| Summer Session Holidays | May 30 Memorial Day (M), July 4 Independence Day (M) |
| | |
| Fall Semester 2016 (70 instructional days, 5 test days) | |
| | |
| Classes Begin | August 29 (M) |
| Labor Day | September 5 (M) |
| Friday Class Schedule | October 13 (Th) |
| Fall Break | October 14 (F) |
| Thanksgiving Holiday | November 23 - 25 (W - F) |
| Classes End | December 9 (F) |
| Final Examinations | December 12 - 16 (M - F) |
| | |
| Spring Semester 2017 (73 instructional days, 5 test days) | |
| | |
| Classes Begin | January 9 (M) |
| Human Rights Day | January 16 (M) |
| Presidents' Day | February 20 (M) |
| Monday Class Schedule | February 21 (Tu) |
| Spring Break | March 6 - 10 (M - F) |
| Classes End | April 28 (F) |
| Final Examinations | May 1-5(M - F) |
| Commencement | May 5-6 (F - Sa) |
| | |

Reviewed by: Calendar Committee (03/20/13); Faculty Senate (04/29/13); Executive Committee (05/xx/13).

2016 Employee Holidays

01 January – New Year’s Day (F)

18 January – Human Rights Day (M)

15 February - Presidents' Day (M)

30 May - Memorial Day (M)

04 July - Independence Day (M)

25 July - Pioneer Day (Observed, M)

05 September - Labor Day (M)

24 November – Thanksgiving (Th)

25 November – Thanksgiving (F)

26 December – Christmas Day (Observed, M)

27 December – Holiday break (Tu)

28 December – Holiday break (W)

Reviewed by: Calendar Committee (03/20/13); Faculty Senate (04/29/13); Executive Committee (05/xx/13).

| Academic Calendar 2014-2015 with Proposed Revised Spring 2015 | |
|---|--|
| Summer Session 2014 | |
| | |
| 4-week session | May 05 – 30 (M-F; 18 instr. days, 1 test day) |
| Memorial Day | May 26 (M) |
| 7-week Session | June 02 – July 16 (M-Th; 25 instr. days, 1 test day) |
| Independence Day | July 04 (W) |
| | |
| Fall Semester 2014 (70 instructional days, 5 test days) | |
| | |
| Classes Begin | August 25 (M) |
| Labor Day | September 01 (M) |
| Friday Class Schedule | October 16 (Th) |
| Fall Break | October 17 (F) |
| Thanksgiving Holiday | November 26 - 28 (W - F) |
| Classes End | December 05 (F) |
| Final Examinations | December 08 - 12 (M - F) |
| | |
| Spring Semester 2015 (71 instructional days, 5 test days) | |
| | |
| Classes Begin | January 7 (W) |
| Martin Luther King, Jr. Day | January 19 (M) |
| Presidents' Day | February 16 (M) |
| Monday Class Schedule | February 21 (Tu) |
| Spring Break | March 9 - 13 (M - F) |
| Classes End | April 24 (F) |
| Final Examinations | April 27 - May 01 (M - F) |
| Commencement | May 01 - 02 (F - Sa) |
| | |

Extra Service Compensation Summary Report April 2, 2013

Last Spring, the Budget and Faculty Welfare Committee sent a letter to faculty at Utah State University to gauge their concerns about Extra Service Compensation. The committee received over 50 replies across all colleges. Extra Service Compensation is a very complex issue, and there is no easy solution; however, in light of the large volume of response, we feel the need to bring this issue to the faculty senate for review. Here is a summary of the concerns outlined by the faculty who responded to the survey:

1. Many faculty chose to work at USU, with the promise that they could do extra teaching and research and make more money. Indeed there were role statements that made the promise explicit with respect to summer teaching and contractual programs. Now they are being told that this is no longer allowed. The interpretation of the policy is not applied equally to all. Some people are allowed “work arounds” and others are not.
2. Due to the economic recession USU has lost a number of faculty members and USU enrollment is increasing. Remaining faculty need to teach more classes and have increasing numbers of students in each section. New faculty are hired and granted tenure based on research, so they will be teaching fewer classes. USU is developing a two-class system in many departments; where the least respected class is teachers.
3. Faculty feel undercompensated and overworked. They also feel obligated to do more due to departmental pressure and financial obligations. Promises to roll ESC into faculty salary for classes that are regularly taught, has in some cases not happened. Departments are keeping the resources allocated.
4. Many faculty are on 12 months contracts and don't have the flexibility of adding extra compensation in the “summer months”. If the base pay of these faculty is adjusted to compensate for extra teaching, and later the grant and/or RCDE class money goes away, then people will be considered to be part time. Federal Grant money may be reduced in future to balance the Federal budget. Rolling the ESC into regular faculty loads is NOT appropriate, as it would redefine a 100% load in an inequitable way. There would be no way to define a “standard load” because it is different for each person.
5. Departments are asking faculty hired to teach on the Logan Campus, to travel to other locations and teach classes on nights/weekends. Faculty would like to be compensated for duties outside normal class periods.
6. Even if, USU chose to use all RCDE tuition money received, it would not be generate enough revenue to hire the number of faculty members needed to

teach those classes. [The administration says this is NOT the case. At any rate, it isn't our problem – as long as we aren't forced to teach the classes without pay.] RCDE should pay faculty the going rate for classes. More money from RCDE should be returned to the faculty.

7. Faculty have unique expertise and are experts in their fields. They are often the best candidates to teach a class. Faculty are at times asked to teach for other departments and feel that they should be compensated for these extra duties. In an effort to adapt, some departments and colleges are hiring adjuncts/lecturers to teach both undergraduate and graduate courses. With respect to graduate courses; lecturers teaching graduate course is a violation of 401.5.2(1)
8. Beginning in the late 1980's the University asked faculty, and offered (memorialized in role statements) ESC, to expand the scope and reach of the university's teaching mission. The university brings in far more money from these programs than the compensation offered to the faculty. The expressed opinion that faculty are not meeting their roles is disputable, given the enormous revenues generated by extra teaching. "My contribution is revenue!"
9. When considering the definition of ESC, it becomes apparent that one cannot define "extra" if the "standard load" is not defined. We would ask that each department clearly specify (and make public) how teaching load is determined in their department. The UT document may be useful in helping departments determine how to count various teaching activities.

Report from the Educational Policies Committee April 4, 2013

The Educational Policies Committee met on April 4, 2013. 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 April 4 meeting of the Educational Policies Committee, the following discussions were held and key actions were taken.

1. Approval of the report from the Curriculum Subcommittee meeting of April 4, 2013 which included the following notable actions:
 - The Curriculum Subcommittee approved 79 requests for course actions.
 - A motion to approve a request from the Department of Music to add two additional specializations, Performance and Conducting, to its Master of Music degree was approved.
 - A motion to approve a request from the Department of Civil and Environmental Engineering to reduce the number of credits required for the Civil and Environmental Engineering PhD **AND** the Irrigation Engineering PhD degree was approved.
 - A motion to approve a request from the Department of Environment and Society to reduce the number of credits required for the Human Dimensions of Ecosystem Science and Management PhD degree was approved.
 - A motion to approve a request from the Department of School of Applied Sciences, Technology and Education to create two emphases options within the Aviation Technology-Professional Pilot Bachelor of Science degree was approved.
 - A motion to approve a request from the Department of Health, Physical Education and Recreation to add a Pathokinesiology Specialization to the Disabilities Disciplines PhD degree was approved.
 - A motion to approve Ed Reeve as Curriculum Subcommittee chair for 2013-2014 was approved.
 2. Approval of the report from the Academics Standards Subcommittee meeting of February 28, 2013 which included the following notable actions:
 - **Academic Standing Policy.** A motion to approve two revisions to the policy on Academic Standing was approved.
1. <http://www.usu.edu/fsenate/epc/archives/index.html>

The Academic Standard policy revisions address:

- a.) Enrollment issues related to the LDS missionary age change. Specifically, the revisions include elimination of the provisional admission warning, and the university will admit students into a 2-year program first and then move them into a 4-year program. The appropriate General Catalog language with recommended revisions in red:

Academic Standing Policy

Continued enrollment at Utah State University is dependent upon an undergraduate student maintaining satisfactory academic progress toward attaining a degree. To assist students in maintaining satisfactory progress, Utah State University has adopted academic standards designed to provide early identification of students who are experiencing academic difficulty, and to provide timely intervention through academic advising and academic support programs. Academic standing at Utah State University is dependent upon the total number of credits a student has attempted, the student's semester grade point average (GPA), and the student's cumulative USU GPA.

Undergraduate students are placed on ~~provisional admission~~, semester GPA warning, academic warning, or academic probation as a warning that their academic progress is not satisfactory, and that they should take steps to improve their academic performance to avoid suspension from the University. Students who are placed on semester GPA warning, academic warning, or academic probation should immediately seek assistance in academic improvement from such sources as academic advisors, instructors, and the Academic Resource Center.

- b.) Semester GPA warning. It is recommended that "Good Standing" is based solely on the student's GPA. The appropriate General Catalog language with recommended revisions in red:

Good Standing

An undergraduate student is considered by the University to be in good standing when his or her semester GPA is 2.0 or higher and USU cumulative GPA is 2.00 or higher. An undergraduate student whose semester GPA is below 2.0, but cumulative GPA is 2.0 or higher is placed on semester GPA warning, but is still considered to be in overall good standing. An undergraduate student whose USU cumulative GPA is less than a 2.0 is placed on academic warning or academic probation, based on the number of attempted hours, admission status, and the USU cumulative GPA. A student with less than 36 attempted hours and with a USU cumulative GPA of less than 2.00 is placed on academic warning. A student with 36 or more attempted hours, or any student with a standing of provisional admission warning, with a USU cumulative GPA of less than 2.00 is placed on academic probation.

- **“Most Recent Grade vs. Highest Grade” for Repeated Courses** - A motion to revise language in the General Catalog regarding “Most Recent Grade vs. Highest Grade” for Repeated Courses was approved. The appropriate General Catalog language with recommended revisions in red:

~~Provisional Admission Warning~~

~~An undergraduate student who is admitted provisionally will be noted as such on his or her academic record. Provisional admission warning will carry the same weight as academic warning.~~

~~At the end of the first semester of enrollment, one of the following actions will be taken for students on provisional admission warning status:~~

- ~~• Students will be removed from provisional admission warning status and placed in good standing if they earn at least a 2.00 semester GPA, **or**~~
- ~~• Students will be placed on academic probation if they earn less than a 2.00 semester GPA.~~

Semester GPA Warning

An undergraduate student with a term GPA of *less than 2.00*, but whose USU cumulative GPA is 2.00 or higher, will be placed on semester GPA warning. Students on semester GPA warning will NOT have this status designated on the transcript, but the academic standing will appear blank, rather than indicating a good standing.

At the end of the next semester of enrollment, one of the following actions will be taken for students on semester GPA warning:

- Students will be placed in good standing if they earn at least a 2.00 semester GPA and the USU cumulative GPA is higher than 2.00, **or**
- Students who graduate at the end of the semester and have a semester GPA below 2.00, but maintain a USU cumulative GPA that is 2.00 or higher, will temporarily be placed on academic warning status. When the graduation is closed out, the academic standing will be changed to semester GPA warning, which will appear as a blank on the transcript, **or**
- Students who are not graduating will be placed on academic warning status if the semester GPA is below 2.00, regardless of the USU cumulative GPA, **or**
- Students will be placed on academic probation if the semester GPA is below 2.00, the USU cumulative GPA falls below 2.00 and the cumulative attempted hours are 36 credits or greater.

Consequences of Semester GPA Warning

The academic unit associated with the student’s major has the authority to determine the consequences of semester GPA warning. These consequences may include one or more of the following, but are not limited to: placing a registration hold on a student’s record, requiring a meeting with an academic advisor, and requiring the student to sign a

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

contract. A contract may require specific actions to be taken by the student, and an expected level of performance in the classroom, in order for the student to continue in his or her current degree program. A contract may include, but is not limited to, things such as: meeting with an advisor in the Academic Resource Center, participating in a workshop, attending tutoring sessions, participating in supplemental instruction, taking specific courses and achieving a specified minimum grade, and meeting regularly with an advisor. Failure to fulfill the contract may lead to dismissal from a program of study.

The consequences outlined here are also applicable to students placed on academic warning or academic probation.

Academic Warning

An undergraduate student with less than 36 attempted hours and with a USU cumulative GPA of *less than 2.00* is placed on academic warning. ~~An undergraduate student on semester GPA warning who has another consecutive semester with a semester GPA below 2.00, while retaining a USU cumulative GPA of 2.00 or higher, will be placed on academic warning, regardless of the number of credits attempted. Students on academic warning who complete all of the graduation requirements (which includes a cumulative GPA of 2.00 or higher) will have the standing in the last term changed from academic warning to semester GPA warning, which appears as a blank on the transcript. While~~ Academic warning ~~is the least severe of the negative academic actions, it~~ serves as a reminder that future semesters with a GPA below 2.00 could result in more serious consequences.

At the end of the next semester of enrollment, one of the following actions will be taken for students on academic warning status:

- Students will be removed from academic warning status and placed in good standing if they earn at least a 2.00 semester GPA and the USU cumulative GPA is higher than 2.0, **or**
- Students will remain on academic warning status if they earn at least a 2.00 semester GPA, but the USU cumulative GPA remains below 2.00, and the cumulative attempted hours are less than 36 credits, **or**
- Students will be placed on academic probation if the USU cumulative GPA remains below 2.00 and the cumulative attempted hours are 36 credits or more, **or**
- Students will be placed on academic probation if they earn less than a 2.00 semester GPA.

Academic Probation

An undergraduate student with 36 or more attempted hours, ~~or any student with a standing of provisional admission warning,~~ with a USU cumulative GPA of *less than 2.00* is placed on academic probation. A student with who is on academic warning and has a semester GPA of *less than 2.00* is also placed on academic probation. Academic probation serves as a warning to students that their academic progress is not satisfactory, and that they should take steps to improve their academic performance to avoid suspension from the University. Academic probation is an indication of *very serious academic difficulty* which may result in suspension from the University. Undergraduate

students may be placed on academic probation as a result of either semester GPA, cumulative GPA, or both.

At the end of the next semester of enrollment, one of the following actions will be taken for students on academic probation status:

- Students will be removed from academic probation status and placed in good standing if they earn at least a 2.00 semester GPA and the USU cumulative GPA is higher than 2.00, **or**
- Students will remain on academic probation status if they earn at least a 2.00 semester GPA, but the USU cumulative GPA remains below 2.00, **or**
- Students will be placed on academic suspension if they fail to earn at least a 2.00 semester GPA.

A student who is on academic probation and receives an incomplete grade in one or more classes may register for classes in the subsequent semester, provided the grades received from his or her other classes are high enough to prevent the student from being placed on academic suspension. A student in this situation, prior to making up the incomplete grade, may enroll in *only one* subsequent semester. A Registrar's Office hold will then be placed on the student's record, preventing him or her from registering for a second additional semester. Additional registration holds may be placed on a student's record by an academic advisor. The Registrar's Office hold will not be removed until the incomplete grade is changed to a letter grade. If the resulting grade does not cause the student to be placed on academic suspension, the Registrar's Office hold will be removed. Other registration holds, such as an advisor hold, will need to be removed by the office placing the hold.

Exceptions to the one subsequent semester limitation may be made (1) if receiving the grade that accompanies the incomplete grade (e.g., a student who receives an *IF* grade would receive an *F* if no additional work was completed) would not cause the student to be placed on academic suspension for the semester in which the incomplete grade was originally received, or (2) by memo of justification from the course instructor who submitted the incomplete grade. Any exceptions must be requested through the Registrar's Office.

Academic Suspension

Undergraduate students who do not meet the requirements of their academic probation are suspended from the University. A student who is on probation and earns a semester GPA of *less than 2.00* is subject to suspension. An undergraduate student placed on academic suspension shall be notified in writing of that action by the University Advising Center (or by the Academic Advising and Orientation Office at USU-Eastern). Since this notification 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 Banner (Access) (see [E-mail Communication Policy](#)). The notation *Academic Suspension* is placed on the student's transcript. A student who is registered for classes in the semester immediately following the suspension will be dropped from those classes. Questions about the suspension should be directed to the student's advisor.

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

Notifications, Transcript Notations, and Registration Holds

An undergraduate student placed on **semester GPA warning**, 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 University Advising Center (or by the Academic Advising and Orientation Office at USU Eastern). 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 Banner (Access) (see [E-mail Communication Policy](#)). A notation *Academic Warning*, *Academic Probation*, or *Academic Suspension* is placed on the student's transcript. Students on **semester GPA warning**, academic warning, or academic probation will have a hold placed on their registration and must meet with their academic advisor.

Repeating Courses

Students may repeat any course at USU for which they have previously registered. They may also retake a course originally taken at an institution where USU has an articulation agreement, if the agreement identifies a specific USU course as being equivalent to the one the student desires to replace. All other decisions dealing with retaking courses, including courses taken under the quarter system, will be determined by the department in which the course is offered. The number of times a student can take the same class is limited to a total of three times (once, plus two repeats). Beyond three attempts, the student's dean must approve additional registration for the class. The total number of repeats allowed is limited to ten. Students who exceed this limit will have an academic hold placed on their registration. Beyond ten repeats, the student's academic dean must approve additional registration.

This policy does not apply to courses repeatable for credit. When a course listed in the *General Catalog* is identified as repeatable, the course may be taken more than once for credit. When a course not identified as repeatable for credit is repeated, **the highest grade and GPA hours are used to recalculate the student's grade point average.** (Note: For courses taken prior to Summer 2011, the most recent grade and GPA hours were used to recalculate the student's grade point average.) The lower grade and GPA hours for the same course will remain on the student's academic record, but will *not* be calculated in the grade point average or total GPA hours completed, and will be designated on the student's transcript with an *E* (exclude). **With the approval of the college dean, a course designated as repeatable may be repeated to receive a higher grade, with only the most recent grade and GPA hours being used in recalculating the student's grade point average.**

Once a degree is posted, all grades for that degree are frozen and cannot be modified. The only exception may be when a student completes an associate degree and then continues on to pursue a bachelor's degree. In this case, if a course is repeated, the highest grade will be used.

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

3. Approval of the report from the General Education Subcommittee meeting of March 19, 2012. Of note:

- The following General Education courses and syllabi were approved:

USU 1340 (BSS, Lauren Fairbanks)

Building a Better Faculty Senate: Take 3

4/8/13 Draft, Glenn McEvoy, Renee Galliher, Yanghee Kim

Based on the conversation we had in the FS meeting on Feb 4th, there appears to be little support for reducing the size of the Senate, but considerable support for:

- a) reducing the size of the committees of the Senate, and
- b) increasing the efficiency of the monthly Senate meetings, and making them more meaningful

Reducing the size of the six standing committees of the Senate?

EPC works well as is, so let's leave it alone. It operates in three subcommittees, and we have heard of no difficulties getting these subcommittees together to conduct their business.

AFT size needs to remain at 15 because in years when there are numerous grievances, it can be difficult to staff hearing panels without this many members. So leave the composition as is.

FEC is currently staffed with one elected member from each academic college, and one from RCDE, Extension, USU-Eastern, and the Library (12 faculty members). There are also three students, bringing the total to 15. The other four standing committees (AFT, BFW, FDDE, PRPC) follow the same staffing pattern as FEC except that instead of the three students, there are three Faculty Senators appointed by the Committee on Committees.

Suppose these five committees consisted of only eight members, and all were faculty senators (in the case of FEC, two students could be added). Each year, senators not already on a committee would express interest in the standing committee on which they would like to serve. This could be done in the first meeting of the year in the fall, with assignments completed in "real time" by the Committee on Committees. The four committees could then caucus and determine a chair and vice-chair for the year. A senator's term on the committee of his or her choice would run until that person was no longer serving as a senator (meaning terms on committees would range from one to six years). Only one representative from each college could serve at a time on each of these four committees. All eight senators would have to understand that they were representing faculty interests as a whole, not their particular college.

A side effect of this arrangement would be to reduce the total number of faculty senators by four because the chairs of these four committees, who are currently ex-officio members of the senate, would already be senators. A second side effect would be greater continuity of service on these committees as some senators who got elected to a successive second term in the senate could conceivably serve on the same standing committee for six years. A third side effect would be that fewer faculty members would be involved in Senate business, increasing the time commitment required per senator. Therefore, if there is any ambiguity in the Code presently about this point, the Code should be revised to indicate that significant service to the university via the Faculty Senate should be accompanied by a corresponding reduction in expectations in teaching and/or research (i.e., appropriate changes in role statement percentages).

The special case of AFT. One of the most burdensome tasks of AFT is forming hearing panels to process grievances. Clearly, a committee of eight would be insufficient to handle a large number of grievances in a timely manner. Therefore, USU might consider developing a "grievance pool" of willing faculty who could be called on as needed (similar to the pool of ombudspersons we presently have).

Increasing the efficiency and meaningfulness of Senate meetings?

We suggest discussing this at a later meeting