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FACULTY SENATE MEETING

October 7, 2013

Merrill-Cazier Library, Room 154

3:00 – 4:30 p.m.

Agenda

- 3:00 Call to Order**.....Yanghee Kim
- Approval of Minutes September 9, 2013
- 3:05 Announcements**.....Yanghee Kim
- Broadcasting all FS meetings, microphones are open in this room.
 - Inclusive Excellence Symposium Thursday, October 10, 2013 go link for further information:
<http://www.usu.edu/diversity/inclusiveexcellence/>
- 3:10 University Business**.....Stan Albrecht, President
Noelle Cockett, Provost
- 3:30 Consent Agenda**.....Yanghee Kim
1. Education Policies Committee Annual Report – Larry Smith
 2. Libraries Advisory Council Report – Jennifer Duncan
 3. Parking Committee Report – James Nye
 4. Honors Program Report – Nick Morrison
 5. EPC Items for September 2013 – Larry Smith
- 3:40 Information Item**
1. Recent proposed changes to the Honors Program.....Noelle Cockett
 2. Code Section 406 - Task Force update on proposed revisions.....Vince Wickwar
 3. Disposition of Unfinished Business Items.....Yanghee Kim
- 4:10 Action Item**
- PRPC Section 402, Language changes for RCDE, USU Eastern and Elimination of GSS (Second Reading).....Stephen Bialkowski
 - PRPC Section 402.12.7 FEC wording on what follows “decide university awards” (First Reading).....Stephen Bialkowski
- 4:30 Adjournment**



**USU FACULTY SENATE
MINUTES
SEPTEMBER 9, 2013
Merrill-Cazier Library, Room 154**

Call to Order

Yanghee Kim called the meeting to order at 3:00 p.m.

Introductions. Yanghee Kim introduced and welcomed President Albrecht, Provost Cockett, and the new Senate Parliamentarian, Becki Lawver.

Minutes. There were no corrections to the minutes of April 29, 2013. The minutes were adopted.

Announcements – Yanghee Kim

Calendar. The Faculty Senate calendar is included in the agenda packet and available on the FS website at <http://usu.edu/fsenate/calendar/FSCalendar2013-2014.pdf>.

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

Faculty Senate Committee Assignments. Committee assignments are posted on the [FS website](#).

Faculty Senate Handbook. The handbook is posted on the [FS website](#).

Broadcasting FS meetings. Please remember that the microphones in the room are on and very sensitive. Please keep all side discussions and paper rustling to a minimum.

Unfinished Tasks from 2012-2013. These will be reviewed by the Faculty Senate Executive Committee for disposition and prioritizing.

Roles and Membership of FSEC. Yanghee Kim reviewed, for the senators, the roles and membership of the FSEC.

University Business – President Stan Albrecht, Noelle Cockett

President Albrecht welcomed the senators and introduced the new Provost, Noelle Cockett who took the position effective July 1, 2013. He asked the senators to consider and submit any honorary degree nominations to the committee as soon as possible. New this year, the President and Provost will invite groups of faculty to lunch, where the agenda will be up to the faculty in attendance. This will provide opportunities for more informal discussions about University issues that are important to the faculty. The State Board of Regents will be on campus Thursday and Friday. Issues likely to be discussed will be building requests and approval of a draft budget. They will also be discussing performance based funding and mission based funding. The administration is feeling encouraged about our enrollment this semester; however, official numbers will not be released until after September 16.

Consent Agenda Items – Yanghee Kim

Office of Research & Graduate Studies Annual Report – Mark McLellan. Mark presented a brief overview of the report that was provided to the Faculty Senate members in the agenda packet. The newly combined office has four major strategic goals: Expand success of graduate students, Increase competitiveness in contracts/grants, Increase individual research capacity,

and Enhance graduate and undergraduate research program. He highlighted the acquisition of new research equipment and partnerships with national laboratories. Discussed the tuition award pool and enhanced tuition funding, as well as the Grantsmanship program. He mentioned the Funding Finder a weekly newsletter and the Presidential Doctoral Research Fellows all on four year fellowships; they will have 40 of these fellowships with the upcoming cohort. The graduate research symposium has been revised. ASCEND their monthly communication continues. He mentioned the support that Senator Urquhart gave to boost our graduate program by giving one-time monies that will hopefully be converted to ongoing monies.

Doug Jackson-Smith moved to accept the report, Glen McEvoy seconded and the report was accepted unanimously.

Information Items

Post Tenure Review Taskforce update and results of last year's straw poll – Renee Galliher. Renee reviewed the process and purpose of the taskforce for the senate. She also presented the results of the (non-binding) straw poll taken at the last Faculty Senate Meeting in the spring. The majority was in favor of keeping the original language that described the standard of evaluation and adopting the proposed timeline in its current form. The task force will now take the feedback from the senate (straw poll results) and from BFW to draft a recommendation for the FSEC to forward to the appropriate committees and PRPC for the code revision process.

Action Items

PRPC Section 402 Language changes for RCDE,USU Eastern and Elimination of GSS – Stephen Bialkowski. No discussion.

A motion to accept the revisions was made by Glenn McEvoy. A second was received and the motion passed unanimously.

Election of new Committee on Committees Member – Robert Schmidt. Glenn McEvoy nominated Sherrie Haderlie to fill the vacancy on the Committee on Committees, and was seconded by Doug Jackson-Smith. No other nominations were received. Sherrie was confirmed to the committee.

Adjournment

The meeting adjourned at 4:25 pm.

**2012-2013 ANNUAL REPORT
OF THE
UTAH STATE UNIVERSITY
EDUCATIONAL POLICIES COMMITTEE**

**Submitted by
Laurens H. Smith Jr., Chair
September 16, 2013**

**2012-2013 Annual Report of the Educational Policies Committee
September 16, 2013**

MEMBERSHIP:

The membership of the 2012-2013 Educational Policies Committee:

Laurens H. Smith, Chair
Ed Reeve, Curriculum Subcommittee Chair
David Hole, College of Agriculture and Applied Science, Academic Standards
Subcommittee Chair
Nicholas Morrison, Caine College of the Arts
Scott Bates, Emma Eccles Jones College of Education and Human Services
Thom Fronk, College of Engineering
Patricia Gantt, College of Humanities and Social Sciences
Karen Mock, Quinney College of Natural Resources
Richard Mueller, College of Science
Scott Henrie, USU-Eastern
Scott DeBerard, Graduate Council
Christian Thrapp, ASUSU President
Roland Squire, Registrar's Office
Cathy Gerber, Registrar's Office
Zach Portman, Graduate Studies Vice-President
Jordan Hunt, ASUSU Academic Senate President
Norm Jones, General Education Subcommittee Chair
Cliff Skousen, Huntsman School of Business
Travis Peterson, Regional Campuses and Distance Education
Wendy Holliday, Libraries

MEETINGS:

The Educational Policies Committee (EPC) is a standing committee of the Faculty Senate. During the 2012-2013 academic year, the regular meeting time of the EPC was the first Thursday of every month at 3:00 p.m. in the Champ Hall Conference Room in Old Main.

The EPC is supported by the following three subcommittees.

| | |
|---------------------------------|----------------------|
| Curriculum Subcommittee | Edward Reeve, Chair, |
| General Education Subcommittee | Norman Jones, Chair |
| Academic Standards Subcommittee | David Hole, Chair |

ACTIONS:

The Educational Policies Committee acts on items presented to it from three subcommittees: Curriculum, Academic Standards, and General Education; as well as other items submitted directly to EPC for consideration.

A. Actions originating from the Curriculum Subcommittee:

1. The Curriculum Subcommittee approved 569 requests for individual course actions
2. The Curriculum Subcommittee considered and acted on a large number of proposed changes to department graduate programs originating from the university's comprehensive graduate program review conducted in 2012. Tables 1-3 categorize these changes into three groups. These are:

Table 1. Discontinuation of graduate programs

Table 2. Reduction in number of credits required for doctoral programs

Table 3. Creation of new professional Masters level degree programs

Table 1. Proposals for the discontinuation of graduate programs during 2012-2013.

| Unit | Degree Discontinued |
|---|--|
| Applied Economics | Plan C in the MS Degree in Applied Economics |
| Applied Sciences, Technology, and Education | Plan C in M.S. degree in Agricultural Systems Technology (AST) |
| Applied Sciences, Technology, and Education | Plan C in MS in Technology and Engineering Education (TEE) |
| Art and Design | MS in Human Environments |
| Communicative Disorders and Deaf Education | MS Communicative Disorders and Deaf Education |
| Communicative Disorders and Deaf Education | EdS in Communicative Disorders and Deaf Education |
| Communicative Disorders and Deaf Education | Audiology under the MA, MS, Med, and AuD degrees in Communicative Disorders and Deaf Education |
| Economics and Finance | Plan C option in the Master of Science and Master of Arts degrees in Economics |
| Environment and Society | Master of Arts in Geography and six specializations within the Master of Science degree in Geography |

| | |
|--|--|
| Health, Physical Education and Recreation | MS Health and Human Movement, Health Education Specialization |
| Health, Physical Education and Recreation | Corporate Wellness, for Plans A, B and C, in the MS Health and Human Movement |
| Instructional Technology and Learning Sciences | Plan C in the MS in Instructional Technology and Learning Sciences |
| Management Information Systems | MS in Management Information Systems |
| Teacher Education and Leadership | Specializations in Education (EdD and PhD): Management Information Systems, Instructional Technology, Occupational and Adult Education and Special Education |
| Teacher Education and Leadership | MA degrees in Elementary Education and Secondary Education |
| Wildland Resources | Game-Range Management, International Range Management, Range Rehabilitation, and Range Resource Economics in the MS and PhD in Range Science |
| Wildland Resources | Forestry Biology and Forest Economics and Policy in the MS and PhD in Forestry |
| Wildland Resources | Conservation Biology and Problem Wildlife Management in MS and PhD in Wildlife Biology |

Table 2. Proposals to reduce the number of credits required for doctoral programs.

| Unit | Reduce Credits in PhD Program |
|---------------------------------------|-------------------------------------|
| Animal, Dairy and Veterinary Sciences | Animal, Dairy and Veterinary |
| Applied Economics | Economics |
| Biological Engineering | Biological Engineering |
| Civil and Environmental Engineering | Civil and Environmental Engineering |
| Civil and Environmental Engineering | Irrigation Engineering |
| Electrical and Computer Education | Electrical Engineering |
| Engineering Education | Post-MS doctoral degree |

| | |
|---|--|
| Environment and Society | Human Dimensions of Ecosystem Science and Management |
| Environment and Society | Ecology |
| Nutrition Dietetics and Food Sciences | Nutrition and Food Sciences |
| Sociology, Social Work and Anthropology | Sociology |
| Watershed Sciences | Ecology Watershed Science |
| Wildland Resources | Ecology Forestry Range Science Wildlife Biology |

Table 3. Proposal for new professional Masters level degree programs.

| Unit | Professional Masters Degrees |
|--|--|
| Applied Economics | Master of Applied Economics |
| Applied Sciences, Technology, and Education | Master of Career and Technical Education (CTE) |
| Health, Physical Education and Recreation | Master of Health Promotion |
| Health, Physical Education and Recreation | Master of Fitness Promotion |
| Instructional Technology and Learning Sciences | Master of Learning Technologies and Instructional Design |
| Management Information Systems | Master of Management Information Systems |
| Psychology Department | Master of Education with Specialization in School Counseling |

EPC acted on a large variety and number of proposals for other actions during the 2012-2013 academic year. Table 4 is a summary of those.

Table 4. Other action in 2012-2013 taken by the EPC.

| Unit | Other |
|--|--|
| Applied Sciences, Technology and Education | Create two emphases options within the Aviation Technology-Professional Pilot Bachelor of Science degree |
| Art and Design | Add an Interior Design specialization (Plan B) within the MFA degree |
| Center for Women and Gender | Graduate Certificate of Women and Gender Studies |
| Communicative Disorders and Deaf Education | Implement an American Sign Language minor |
| Family, Consumer and Human Development | Create a Human Development Lifespan Emphasis |
| Health, Physical Education and Recreation | Plan B option within the Health Education Specialization of the MS in Health and Human Movement |
| Health, Physical Education and Recreation | Pathokinesiology Specialization to the Disabilities Disciplines |
| Music | Add two additional specializations, Performance and Conducting, to its Master of Music degree |
| Nutrition, Dietetics, and Food Science | Graduate Certificate for completion of the existing Dietetic Internship |
| Plants, Soils, and Climate | Restructure their PhD programs in Climate Science, Plant Science, and Soil Science |
| Plants, Soils and Climate | Rename the Biometeorology (BMET) degree for both the MS and PhD degrees to Climate Science |
| Sociology, Social Work and Anthropology | 36 credit Advanced Standing option to the Master of Social Work program |
| Special Education and Rehabilitation | Create the Institute for Interdisciplinary Transition Services (IITS) |
| Utah State University | Change the name of the College of Agriculture to the College of Agriculture and Applied Sciences |

B. Actions originating from the General Education Subcommittee:

- Courses approved by the EPC in 2012-2013 for General Education use.

ARTH 3510 (CI)
ARTH 3630 (CI)
ARTH 3740 (CI)
ARTH 3750 (CI)
ARTH 3760 (CI)
ARTH 3850 (DHA/CI)
ARTH 2640 (BCA)
AV 3720 (CI)
CS 3450 (CI)
ENVS 1350 (BLS)
HIST 3560 (CI/DHA)
HIST 3489 (DHA/CI)
HIST 3490 (DHA/CI)
HIST 3560 (DHA/CI)
LAEP 3700 (CI)
LANG 2100 (BSS)
MIS 5900 (CI)
MSL 4010 (CI)
MUS 1105 (BCA)
NDFS 5210 (CI)
NDFS 5410 (CI)
WATS 4490/5490 (QI)
USU 1300 (Sara Friedel)
USU 1320 (Susan Cogan)
USU 1330 (David Wall)
USU 1330 (BCA, David Wall)
USU 1340 (BSS, Lauren Fairbanks)
USU 1340 (Michael Petersen)
USU 1360 (BPS, Mark Noirot)
USU 1360 (BPS, Mark Noirot)

- A proposal to develop a process to review depth courses every five years by the General Education subcommittee was approved.
- A motion to create a USU 1010: Connections/Gen Ed subcommittee was approved. The subcommittee will consist of the following members of the General Education Subcommittee of the EPC, ex officios: ASUSU Student Body President; USU Eastern representative; the Library representative; and the subcommittee chairs of the Arts, Humanities, Social Sciences, and Sciences disciplinary subcommittees, as well as the administrator of Connections from Student Services and faculty who have taught this

course, to be appointed by the Chair of the General Education Subcommittee of the EPC. This new Committee will approve the syllabi and faculty for USU 1010 and assist in the selection of the common hour reading.

C. Actions originating from the Academic Standards Subcommittee:

Actions taken by the Academic Standards Subcommittee include the following:

From the September 27, 2012 Meeting:

- Approval of a change in the process for grading study abroad course. Letter grades will be posted without the # sign.
- Approval of language in the General Catalog language clarifying Latin Scholastic Distinctions for a second Bachelor's degree. The language (changes in red) would read:

Latin Scholastic Distinctions (Bachelor's Degrees and second Bachelor's Degrees)

To qualify for Latin Scholastic Distinctions at graduation, a student must have completed a minimum of 40 semester credits in residency (USU credits) at USU's Logan, USU-Eastern, or through classes offered by USU Regional Campuses and Distance Education.

From the February 28, 2013 Meeting:

- **Prohibiting a Second Bachelor's in Interdisciplinary Studies and General Studies.** A motion to prohibit a second bachelor's degree in interdisciplinary studies or general studies was approved. These are rare situations that do not provide an advantage to the student.

From the March 28, 2013 Meeting:

- **Academic Standing Policy.** A motion to approve two revisions to the policy on Academic Standing was approved.
 - a.) 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 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.

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.

Library Advisory Council

FY 12/13 Annual Report

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

Members:

Laurie McNeill, Engineering (16)
Lance Seefeldt, Science (13)
Education – Vacant
Christopher Scheer, Arts (16)
Jinni Meehan, ASUSU GSS
Bailee Binks, ASUSU

Chris Skousen, Business (14)
Daren Cornforth, Agriculture (13)
Jeffery Smitten, CHASS (15)
Joseph Tainter - Natural Resources (16)
RCDE - Vacant
Richard Clement, ExOfficio

Overview:

The Council met two times during the academic year (November 2012 and March 2013). Much of the discussion focused on the impact of Open Access issues. The Council was also given updates on: (1) Library collections, (2) HathiTrust, (3) USU Press, (4) sustaining open access models, and (5) the Institutional Repository.

2012/13 Action Items:

1. Review reports on the usage of eBook collections and it's impact on future budget allocations.
2. Work with the Library in the development of the LIBQUAL Survey distributed in spring 2013.
3. Assist with planning and implementation of the Library departmental road shows that will present information/resources for citation analysis.

2013/14 Agenda Items:

1. Identify new representatives for the LAC from other Colleges.
2. Review the LIBQUAL data and discuss actions the Library can take to improve on services and collections.
3. Examine the impact of the missionary age change on student Library fees.

LibQual 2013 -- SUMMARY

PARTICIPANTS DATA:

| Population GROUP | Population # | Respondents # | % Respondents | % Respondents/ population | # Comments |
|--------------------------|---------------|---------------|---------------|---------------------------|-----------------------|
| Undergraduate students | 25,445 | 4,065 | 14% | 16% | 1,624 |
| Graduate students | 2,593 | 643 | 2% | 25% | 287 |
| Faculty/research faculty | 1,089 | 242 | 1% | 22% | 183 |
| Total | 29,130 | 4,950 | 17% | NA | 2,100 (42%) |

Our prize winners were:

| | |
|-----------|--|
| iPad | Tiera Miller, Undergraduate student in General Studies/Business, Blanding Campus |
| iPad Mini | Marcelle Rodriguez, Graduate student in Civil & Environmental Engineering, Logan Campus) |
| Kindle | Jessica Wei Peng , Graduate student in Instructional Technology, Logan Campus / Online student |

Respondents by location

| | |
|----------------|------|
| Logan | 4576 |
| Price | 236 |
| Blanding | 73 |
| Online only | 621 |
| NA/Blank/Other | 176 |

RESULTS:

On a 9-point scale the overall score showed a desired mean of 7.75 and a perceived mean of 7.33

| | High scores | Low scores |
|----------------------|--|---|
| Library as place: | <ul style="list-style-type: none"> Community space for group learning and group study (highest overall score) Gateway for study, learning and research | <p>Not really any, but the following had slightly lower scores</p> <ul style="list-style-type: none"> Inspires study and learning Quiet space for individual activities Group study room bookings (comments) |
| Information Control: | <ul style="list-style-type: none"> Print or e-journals I need for my work Print material I need for my work (2nd highest overall score) | <ul style="list-style-type: none"> Website that enables me to locate information on my own (lowest overall score) Easy-to-use access tools to find things on my own (2nd lowest overall score) |
| Service | <ul style="list-style-type: none"> Giving users individual attention (3rd highest overall score) Readiness to respond to users questions | <p>Not really any, but the following had slightly lower scores</p> <ul style="list-style-type: none"> Employees that have knowledge to answer user questions (student worker issue/ training) |

Immediate response to survey results:

- Information infrastructure taskforce
- Redesigned the way students book group study rooms

Future responses:

- Student worker training
- Reviewing quiet area

Comparative data for other schools all using Lite survey 2013 (through May)

| School | Population | Returned survey | Min Mean | Desired Mean | Perceived Mean |
|---------------|---------------|-----------------|-------------|--------------|----------------|
| USU | 29,130 | 4,950 | 6.35 | 7.75 | 7.33 |
| Gonzaga | 7,788 | 1,411 | 6.22 | 7.63 | 7.28 |
| BYU | 36,000+ | 2,195 | 5.96 | 7.69 | 7.23 |
| U of Arizona | 43,245 | 258 (sample) | 6.66 | 7.82 | 7.23 |
| Ohio State U. | 51,344 | 1,661 (Sample?) | 6.4 | 7.77 | 7.19 |

SURVEY DATES: MARCH 25 – APRIL 12, 2013

Parking and Transportation Advisory Committee Faculty Senate Committee Summary Report

Section 1. Introduction:

The role of the Parking and Transportation Advisory Committee is to formulate recommendations regarding parking policies. All recommendations are subject to adoption by the Administration. The committee membership represents faculty, staff and students. Membership consisted of the following individuals for the 2012-2013 academic year:

CONSTITUENCY REPRESENTED

MEMBER

Faculty/Staff Members

Chair
Faculty Senate
Faculty-at-Large
Professional Employees Association
Professional Employees Association
Classified Employees Association

Whitney Pugh
Ralph Whitesides
Rosemary Fullerton
Chuck Kimber
Justin Williams
Taci Watterson

Student Members

Executive Vice President
Student Advocate
Natural Resources Senator
Agricultural Science Senator
RHSA (Housing)

Emily Esplin
Daryn Frishknecht
Cameron Lawrence
Ashley Lee
Matthew Anderson

Ex-Officio, Non-Voting Members

Assistant
USU Police
Facilities
Disability Resource Center
Parking and Transportation Services
Parking and Transportation Services
Parking and Transportation Services
Parking and Transportation Services

Tiffany Allison
Steve Mecham
Stanley Kane
Diane Baum
Alden Erickson
Teresa Johnson
Joe Izatt
James Nye

Section 2. Outline of Facts and Discussions:

The Parking and Transportation Advisory Committee approved a change in the By-Law/Procedures, effective for 2013-2014 academic year. This action was agreed upon by the Chair of the Committee, Whitney Pugh and Vice President Dave Cowley.

Appendix A: By-Laws as adopted, including the major changes involved.

Appendix B: Current USU Parking Map, with Faculty/Staff assignments.

Section 3. Important Parking Related Issues:

- James Nye, Director of Parking and Transportation, presented a department report.
 - There were no major parking lot construction projects for the 2012-13 year.
 - Loss of 58 parking stalls west of the Spectrum due to construction of the Wayne Estes Athletic Center
 - No parking permit increases for Faculty and Staff for the 2012-13 year.
 - Reconstruction of the Black parking lot May 2014.
 - Transportation Survey

Upcoming Plans for Committee

The Parking and Transportation Advisory Committee is scheduled to discuss the following issues during the 2013-2014 academic year. Other pertinent issues may come forth as necessary.

- Proper utilization of the Big Blue Terrace
- Long term planning for parking on the central campus
- Price increases for Faculty and Staff.
- State Vehicle storage

Appendix A

By-Laws/Procedures for the Utah State University Parking and Transportation Advisory Committee

Article I - Purpose

The purpose of this document is to establish an organizational framework for the Parking and Transportation Advisory Committee (herein referred to as “Committee”). The role of the Committee is to formulate recommendations regarding master planning and parking policies and procedures. All recommendations are subject to adoption by the Administration.

Article II - Composition of the Advisory Committee

Section 1 - Representation

The Committee is composed of thirteen (13) official members and as many ex-officio members as deemed necessary. Committee members will represent the following constituencies of Utah State University:

A. Chair: A member is nominated by the Vice President for Business and Finance to chair the Committee. This person may either be a faculty or staff member employed by the University for a minimum of five years.

B. Faculty: Two members are nominated by the Faculty Senate. A third member is selected from the faculty-at-large by the Vice President for Business and Finance.

C. Staff: One member is nominated from each of these associations: the Professional Employees Association (PEA), the Classified Employees Association (CEA), a member of the USU Master planning group from Facilities and one member from USU Housing master planning group.

D. Students: Students holding the following four Associated Students of Utah State University (ASUSU) offices are nominated to serve on the Committee: Executive Vice President, Student Advocate Vice President, Agriculture Senator and Natural Resources Senator.

One student member is nominated by the Residence Hall Association (RHA).

E. Secretary (Assistant): Appointed by the Chair.

Section 2 - Member's Absence

A member may send a representative to a Committee meeting in his/her absence. This person may speak as the representative of that specific constituency.

Section 3 – Terms

A. Terms for the Committee members are designated as follows:

Chair 3 year term.

Faculty Faculty Senate - 3 year term

Staff Professional Employees Association - per recommendation of
PEA, 3 years

Classified Employees Association - per recommendation of
CEA, 3 years

Facilities Master Planning Group - 3 year term

Housing Master Planning Group - 3 year term

Students Associated Students of Utah State University - 1 year term

Residence Hall Association - per recommendation of RHA, 2
years

B. Removal, resignation or otherwise: unscheduled vacancies will be filled
for the unexpired term by the aforementioned associations or groups.

Article III - Voting

A simple majority vote of those in attendance may establish planning or policy recommendations. Any member of the Committee may ask for and receive a roll call vote. The vote will be called and recorded in alphabetical order by the Assistant.

Article IV - Advisory Committee Meetings

Section 1 - Records Access: All records of the Committee are public. Additionally, any person has the right to inspect a public record and the right to copy a public record during normal working hours. A reasonable fee will be assessed for copies.

Section 2 - Advisory Committee Meeting Procedures: The Committee meetings will be conducted as follows:

A. Schedule: The Committee will meet annually on a regular schedule established by the Committee secretary, or on an as needed basis. Committee meetings will be open to the public. Committee meetings will not be scheduled on any University designated holiday.

B. Agenda Development and Distribution: The final Committee agenda and appropriate supporting documents will be produced by the Director of Parking and Transportation (herein referred to as “Director), with input

from the Committee Chairperson. The agenda and supporting documents will be distributed to the Committee via email not less than seventy-two (72) hours prior to the meeting. Any changes to the agenda or other Committee materials will be clearly highlighted and documented in the minutes.

C. Agenda Composition: The format of the agenda will be reviewed annually by the Committee Chair to determine an appropriate format.

D. Action Items

1. - All recommendations by the Committee will be forwarded by the Committee Chairperson and the Director, to be given to the Administration for their approval via the offices specified in Article VI, Section 1.

Article V - Minutes of Committee Meetings

Section 1 - The minutes will record recommendations taken by the Committee and a summary of important reports and discussions. Committee members may request that specific comments be included in the minutes.

Article VI - Duties of Administration, Committee Officers, Department Staff

Section 1 - Administration - Recommendations by the Committee will be forwarded ultimately to the President's Administrative Council for their approval via the following offices: Vice President for Business and Finance, President's Executive Committee, President.

Section 2 - Chairperson - The Chairperson will preside at all meetings of the Committee.

Section 3 - Director: The Director will act as a representative of the Department to the Committee, and is empowered to participate fully in discussions representing the interests of the Department. The Director is responsible for the active management, supervision and administration of the Department. The Director will keep the Committee informed as to affairs and matters concerning parking and transportation at USU.

Section 4 - Assistant: The Assistant will be responsible for the records of the proceedings of the Committee. The Assistant will attest to documents, action items, and recommendations of the Committee.

Article VII - Sub-Committees

By vote of the Committee, permanent or ad hoc sub-committees can be established to review, study and make recommendations concerning specific planning, operation or management issues of the Department.

Article VIII - Responsibilities of Advisory Committee Members

Section 1 - Standards of conduct for Advisory Committee members and requirements for members to disclose actual or potential conflicts of interest between their public duties and their personal interests are spelled forth in the **Municipal Officers' and Employees' Ethics Act** of the Utah State Code, as amended.

Section 2 - No member of the Advisory Committee will interfere directly with the conduct of any Department employee or the operations of the Department.

Article IX - Committee Member Requests

All master planning and policy and procedures requests made by the Committee will be directed to the Director. Copies of requests will be provided to all Committee members for discussion of merit.

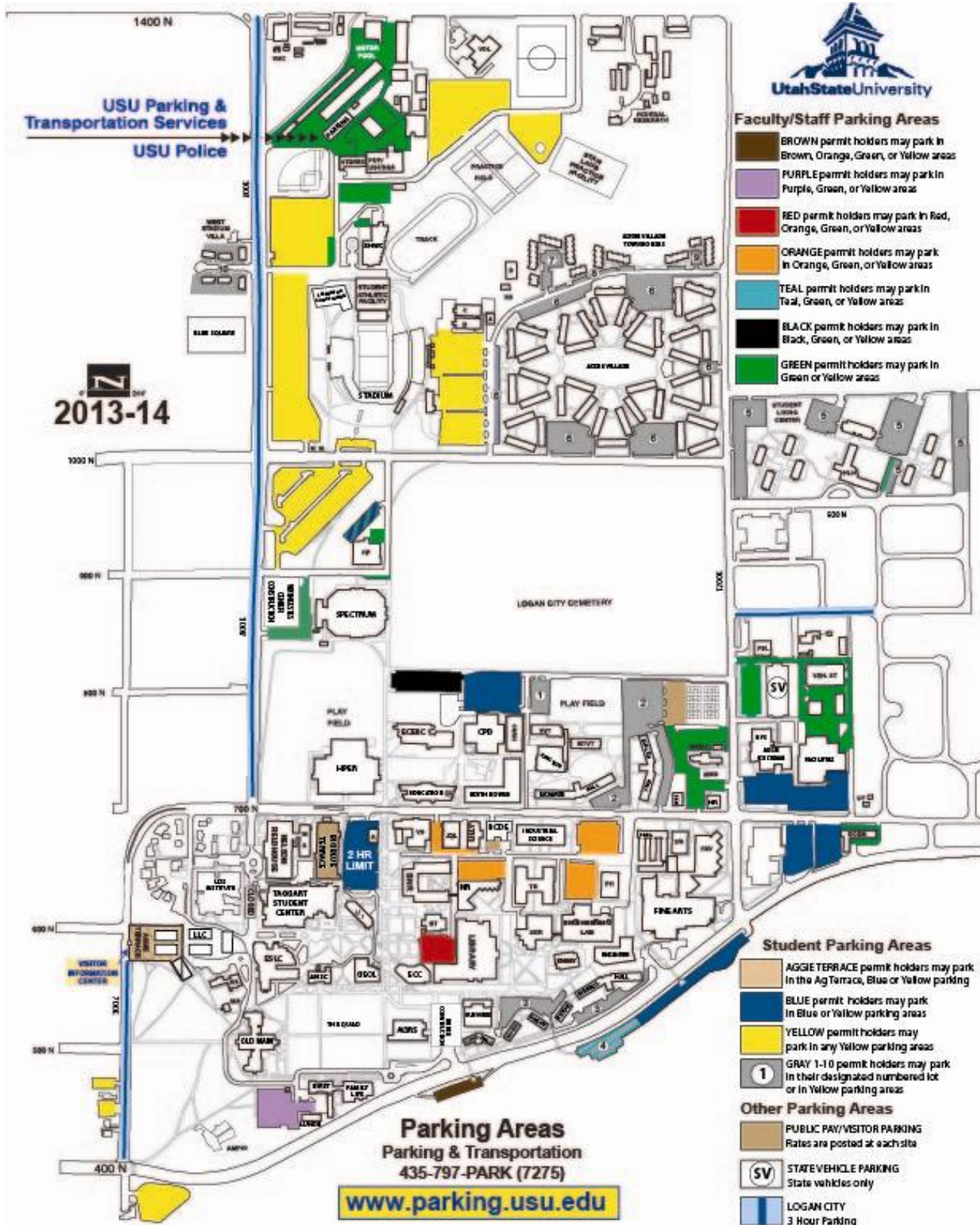
Article X - Process to Amend These BY-LAWS/PROCEDURES

At any Committee meeting, a majority vote can recommend an action item for the next Committee meeting for amendment of these BY-LAWS/PROCEDURES. Any change to these procedures that alters the basic responsibilities between the Committee and the Department will be formally transmitted to the Administration. Changes may be requested by the Department or a Committee member.

The changes associated with updating the By-Laws for the Parking and Transportation Advisory Committee are as follows:

- Article I - Scope and purpose of the committee changes to become long term master planning solutions and major policy and procedure updates for parking at USU.
- Article II - The composition of the committee is expanded from 11 members to 13 to allow a broader approach.
- Article II, Section 2. A member of the committee may send a replacement with voting privileges.
- Article III - Voting is by a majority of those in attendance, rather than a quorum minimum.
- Article IV, Section 2a. Meeting schedules will meet once annually or on and as needed basis, rather than quarterly.
- Article IV, Section 2c. Formats of the meeting will be reviewed by the chairperson annually.
- Article IV, Section 2d. Action Items – recommendation will be forwarded by the Committee Chair and the Director to the Administration.

Appendix B



Honors Program Annual Report 2012-2013

OVERVIEW:

This report covers the time period from July 1, 2012 through June 30, 2013.

PERSONNEL: Dr. Michelle Larson, Interim Director Fall 2012; Dr. Nicholas Morrison, Interim Director Spring 2013; Amber Summers-Graham, Coordinator of Programs; Lauren Mealy, Staff Assistant; Peer Advisors: Britney Marler, Matthew Petersen, Sara Hegsted.

HONORS FELLOWS 2012-2013:

Joshua Blume
Chance Christensen
Andrea Decker
Chelsey Funk
Hesper Kohler

Lauren Page
Karen Tew
Hannah Thompson
Amber Shaffer
Amele Welliver

STUDENT STATISTICS: Honors graduated 47 students in the 2012-2013 academic year. To date, the Honors Program has graduated more than 773 students. Senior theses are available on the Merrill-Cazier Library's Digital Commons, http://digitalcommons.usu.edu/student_works.html

Overall, Honors students comprised 2.81% of the undergraduate population at the USU Logan campus. The Honors incoming class was 150 students, which represented 3.77% of the 2012-2013 incoming class.

Incoming Class statistics:

Average admissions index: 130

High school GPA: 3.92

ACT: 30

At the end of 2012-2013, average USU GPA was 3.67

In 2012-2013, Honors also admitted 45 current/transfer students.

Incoming class scholarship statistics

| | Fall 2012 |
|--------------------------|-----------|
| Presidential Scholarship | 65 |
| Deans Scholarship | 39 |
| Scholar | 29 |
| Lower | 17 |

Honors Enrollment and Graduation by College

| | Fall 12 Incoming | Overall currently enrolled | 5-year graduation numbers |
|-------|------------------|----------------------------|---------------------------|
| AG | 7 | 25 | 29 |
| BUS | 20 | 48 | 16 |
| CCA | 13 | 35 | 13 |
| CEHS | 20 | 62 | 30 |
| CHaSS | 16 | 60 | 57 |
| ENGR | 44 | 86 | 14 |
| NR | 7 | 19 | 5 |
| SCI | 22 | 87 | 32 |
| UND | 1 | 6 | 0 |

STUDENT HIGHLIGHTS:

10 Honors students presented at Research on Capitol Hill.

8 Honors students participated in the 2013 National Conference of Undergraduate Research in LaCrosse, Wisconsin.

39 Honors students received the prestigious A-Pin.

48 Honors students participated in Utah State University's 2013 Student Showcase.

6 Honors students received Undergraduate Research and Creative Opportunity (URCO) grants.

Neal Hengge (Biological Engineering) was the recipient of a 2012 ASM Undergraduate Research Fellowship Award, presented by the American Society of Microbiology.

Dallen Hansen (Sociology) was the recipient of the Hansen Scholarship.

Andrea Decker Moreno (Music Performance) was chosen as the 2013 Caine College of the Arts Valedictorian, Honors Undergraduate Teaching Fellow of the Year, and was awarded a Critical Language Scholarship to study Indonesian language in Indonesia.

Hesper Kohler (Environmental Studies) was named College of Natural Resources Outstanding Senior and Department of Environment and Society Outstanding Senior.

Matthew Peterson (NFS) was the 2013 recipient of the Bill E. Robins Memorial Award.

Tiffany Torrey (Art) was awarded a Gilman Scholarship to study in Switzerland.

Brooke Siler (Biochemistry and Economics) received the 2013 Huntsman School of Business Scholar of the Year Award and was also awarded a Boren Scholarship to Study in Morocco.

Anna Guadarrama (Spanish & International Studies) was chosen as the 2013 CHaSS Valedictorian, 2012-2013 Spanish Student of the Year and International Studies student of the year and was awarded a Student Fulbright to teach in Mexico.

Pamela Blackmore (LAEP) received the 2013 Joyce Kinkead Outstanding Honors Thesis Award, 2013 Bachelor of Landscape Architecture Senior Faculty Medal, the Landscape Architecture Foundation Fellowship, LAEP's Olmsted Scholar for 2012-13 and the Utah Chapter of the American Society of Landscape Architects Honor Award.

Taylor Halversen (Communications Studies) received the 2013 CHaSS Outstanding Undergraduate Researcher award. Taylor was also the only student chosen to represent USU at the TEDx presentation event in the fall of 2012.

Sarah Mousley (Mathematics and Statistics) received the 2013 College of Science Scholar of the Year award.

Mitchell Dabling (Civil & Environmental Engineering) received the 2013 Engineering Undergraduate Researcher of the Year award and Outstanding Senior in Engineering award.

Darcie Christensen (Biological Engineering) and Myles Putnam (Computer Science) received 2013 Outstanding Pre-Professional Sophomore Engineering awards.

Nathaniel Decker (Civil & Environmental Engineering) and Taylor Bybee (Electrical & Computer Engineering) received 2013 Outstanding Pre-Professional Junior Engineering Awards.

Sara Hegsted (COMD) received the 2013 Emma Eccles Jones College of Education and Human Services Undergraduate Researcher of the Year award and Scholar of the Year award.

Kevin Cope (PSC) received the 2013 College of Agriculture and Applied Sciences Undergraduate Researcher of the Year award.

Britney Marler (English) was the 2013 Student Showcase Oral Presentation Winner in the category of the Humanities, Arts, Social Sciences and Education.

Chance Christensen (HMSC) was the 2013 Student Showcase Poster Presentation Winner in the category of the Humanities, Arts, Social Sciences and Education.

Luz Maria Carreno (Sociology) and Hesper Kohler (Environment and Society) were awarded 2013 Student Showcase Poster Presentation Honorable Mentions in the category of the Humanities, Arts, Social Sciences and Education.

Mitchell Dabling (Civil & Environmental Engineering) was awarded the Student Showcase Poster Presentation Honorable Mention in the category of Engineering.

Kevin Cope (PSC) was the 2013 Student Showcase Poster Presentation Winner in the category of Life Sciences.

Ariel Peterson (English) was published in the 2013 edition of *Scribendi*. Her piece "Armor," was selected from a record-breaking 586 submissions of short stories, poetry, visual art, photographs, digital art, film and music from Honors students across the western United States.

HONORS BUDGET:

| | |
|-------------------|------------------------------------|
| Beginning budget: | \$227,997 |
| Revenue: | \$36,000 general education funding |
| | <u>\$8,000</u> UTF funding |

Total: \$271,997

Expenses:

| | |
|-----------------------------|--|
| Salaries & wages: | \$94,713.63 |
| Honors courses: | \$109,624.58 |
| UTFs, Peer Mentors & Tutors | \$14,025.17 |
| Student Research Support: | \$24,781.16 (includes student conferences) |
| Student Social Activities: | \$2,150.17 |
| Staff Professional Dev. | \$3,079.53 (conference & dues for NCHC, WRHC & NAFA) |
| Student Academic Activities | \$5,742.29 |
| Operating & Office Expense | <u>\$17,880.47</u> |

Total: \$271,997

REPORT OF THE HONORS STUDENT COUNCIL:

The 2012-2013 school year was an active one for the Honors Student Council (HSC). In September, the HSC held an Opening Social, which attracted over two hundred students. The event included a BBQ and games on the quad. Other popular events included participation in the Homecoming Street Painting activity, a fall Corn Maze activity, Freshmen Scheduling Party, Ice Skating Party, participation in the Festival of Trees and Snowman Walk, and a Closing Social Pizza Party. Each event drew sizable crowds of Honors students and friends who had the opportunity to have fun and get to know each other.

The HSC also participated in two successful service projects this year. In October and November, the HSC participated in a food drive donating a large pallet of food to the Cache Valley Food Pantry. The HSC also created an Honors Team for the Utah State University Relay for Life in April and held several fund raising events to collect money for the fight against cancer.

I. CURRICULAR ACTIVITIES, 2012-2013

A. Students in the Honors Program

Entering 1st-years

| | |
|-----------|-----|
| Fall 2012 | 150 |
| Fall 2011 | 148 |
| Fall 2010 | 153 |
| Fall 2009 | 150 |
| Fall 2008 | 315 |

| Students in Honors Courses | Fall Classes | Fall Contracts | Spring Classes | Spring Contract |
|----------------------------|-----------------|-------------------|-------------------|--------------------|
| 2012-2013 | 470 | 89 | 240 | 78 |
| 2011-2012 | 478 | 113 | 289 | 116 |
| 2010-2011 | 476 | 102 | 294 | 104 |
| 2009-2010 | 313 | 70 | 264 | 106 |
| 2008-2009 | 545 | 104 | 310 | 103 |

B. Honors Graduates

Number of students who received Honors degrees in 2012-2013: 47

The names of 2012-2013 Honors degree recipients and the titles of their senior Honors theses/projects appear in Appendix A.

C. Honors Courses

Number of compensated course offerings in 2012-2013: 38 (including 6 sections of Honors Connections) (2008-2009, 47; 2009-2010, 36; 2010-2011, 40; 2011-2012: 45)

Note on compensation: The Honors Program compensates courses listed with the HONR prefix, plus 2-4 sections of ENGL 2010H, and two Math courses per year: Math 1220H and Math 2210H. Business, Biology and HPER compensate the Honors sections of their courses.

A list of 2012-2013 Honors courses and enrollment statistics appear in the Appendix B of this report.

D. Honors Degrees Offered

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

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

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

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

E. Faculty Participating in Honors

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

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

Appendix C lists faculty members who are serving as Department Honors Advisors.

II. EXTRACURRICULAR ACTIVITIES, 2012-2013

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

External Scholarship Report:

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

Faculty are invited to nominate exceptional students for these awards or to encourage qualified students to apply. The Truman and Goldwater programs provide awards for undergraduates nominated in their sophomore or junior years. Other programs are designed for students proceeding into graduate school.

In 2012-2013, J. Tyler Gish (Chemistry and Physics) and Jordan Rozum (Physics) were selected as Goldwater Scholars.

In the spring of 2013, Briana Bowen (Political Science) became the first USU student awarded a Truman Scholarship since 1984. Bowen is the fourth Truman Scholar in USU history and the University's only female recipient.

Martin Welker (Anthropology) represented USU in the Marshall Scholarship competition and Brooke Siler represented USU in the Rhodes Scholarship competition.

Honors Program Scholarships

Through generous donations, Honors has established several endowed scholarships.

The Helen B. Cannon and Lawrence O. Cannon Awards carry a monetary stipend of \$500 at the time of the award and \$500 upon the student's graduation.

Rachel Nydegger

2013 Lawrence O. Cannon Scholar

Briana Bowen

2013 Helen B. Cannon Scholar

The Douglas D. Alder Scholarship carries a monetary stipend of \$1000 at the time of the award.

Kolbie Astle

2013 Douglas D. Alder Scholar

Drs. Joseph G. and Karen W. Morse established the Morse Scholarship to assist future generations of students in the Honors Program at Utah State University. Joe and Karen came to USU in 1968. While at USU, Joe was Director of the University Honors Program and Associate Professor of Chemistry. Dr. Karen Morse formerly served as USU's Provost and now serves as President of Western Washington University. The Morse Scholarship carries a monetary stipend of \$500.

John Maynes

2013 Morse Scholar

The Stretching Boundaries Scholarship (formerly known as the Koch Study Abroad Scholarship), supported by Art and Mary Heers, provides funds for students to pursue opportunities outside of their “comfort zones”.

The 2013 recipients were Brooke Siler and Allison Fife. Brooke and Allison both received \$500 to help fund the cost of attendance at the Insight Dubai international women’s conference with faculty mentor Dr. Shannon Petersen. While at the conference both students distributed surveys to other conference participants as well as a wider range of Emirati women as the first step of an ongoing research project. Allison's research is a comparison study focusing on women's access to education in the Middle East and women's access to education here in Utah. Brooke's research focuses on how Insight Dubai contributes to the empowerment of women in order to create social forces for change.

The Joyce Kinkead Outstand Honors Scholar Award carries a monetary stipend of \$200 at the time of the award. This award is meant to recognize a graduating Honors student who has created an Honors thesis of merit.

Pamela Blackmore

2013 Kinkead Scholar

B. Last Lecture

The 38th annual “Last Lecture” was given April 3rd in the Performance Hall by Dr. Phebe Jensen, Professor of English. Dr. Jensen was chosen by a committee of USU Honors students to give her theoretical “last lecture” to students and her faculty peers. Her lecture, “I’ll Drown My Book: Shakespeare’s Last Lecture”, can be viewed by visiting <http://honors.usu.edu/htm/get-involved/last-lecture/ll-past>

V. APPENDICES

Appendix A.

2012-2013 Recipients of Honors Degrees and Titles of Honors Senior Projects

College of Agriculture

| | |
|-------------------|---|
| Pamela Blackmore | Landscape Architecture Foundation Case Study Investigation and the Case of the Streetscape. |
| Courtney Buchanan | Describing Horse and Ranchette Owners in Utah. |
| Kevin Cope | Developing an Optimized Light Spectrum for Plant Growth and Development. |
| Nicole Elbert | Utilizing Single Nucleotide Polymorphism Analysis in Determining Parentage of Cattle. |
| Alexandra Kelley | Analysis of an Inkjet Printed Strip Assay for Pregnancy Test in Cattle. |
| Matthew Petersen | Patient Perspectives of Nutrition in Healthcare: An Exploratory Study. |
| Amanda Spackman | EBT at Farmer's Markets is a SNAP. |

College of Business

| | |
|-------------------|--|
| Joshua Blume | Historical Foundations of the Capitalist Peace Theory in Ancient Greece. |
| Ashley Calder | Organizational Change: Models for Successfully Implementing Change. |
| Kristen Winterton | Observational Research in a Marketing Classroom: A Guidebook. |
| Amber Shaffer | Leadership Expectations-Personal Experience as a Target Intern. |

Caine College of the Arts

| | |
|----------------|--|
| Marti Bowles | African Drumming: An Examination for Drumming in Ghana, Its intentions, and Application in Music Therapy Practice. |
| Andrea Decker | The Cult of Socrates: the Philosopher and His Companions in Satie's Socrates |
| Stevie Dutson | Visual Narratives: Storytelling in the Digital Age |
| Alyssa Spjut | Crossing Over mediums: Experimentation with Watercolor and Printmaking. |
| Rebecca Tanner | Using Songwriting to Assist the Healing Process of Victims of Domestic Violence. |

College of Education and Human Services

| | |
|---------------------|--|
| Jessica Billingsley | Integrating Mathematics and Other Content Disciplines in the Elementary Classroom. |
| Joseph Clyde | Medical Professionalism: An Experimental Look at Physicians' Facebook Profiles. |
| Hannah Fjeldsted | Pre-Service Teachers' Perceptions of No Child Left Behind. |
| Sara Hegsted | Narrative Development in Preschool and School-Age Children. |
| Gordon Hoffman | Personality: A Deciding Factor in Leadership. |
| Lindsay Prettyman | Using Writing to Explore Human Environment Interactions: An Integrated Approach. |
| McKelle Tobey | Fruit and Vegetable Consumption at Bear River Charter School; A Demand Curve Analysis. |
| Laura Anne Wright | An Application of Acceptance and Commitment Therapy as it Relates to Children. |

College of Engineering

| | |
|-------------------|--|
| Jordan Cox | Design and Optimization of a Thermal Capacitor. |
| Mitchell Dabbling | Canoebis. |
| Karen Nielson | Analysis and Design of a Thermal Capacitor for Use in the Food Industry. |
| Brian Pincock | Thermal Capacitor Hot Plate. |
| Benjamin Shurtz | Transformable Wheelchair |

College of Humanities and Social Sciences

| | |
|-----------------|---|
| Anna Bullock | Not Shut in by Any Fence |
| Brandon Shumway | Medical Interpretation in Cache Valley Clinics |
| Anna Guadarrama | Guerrilla Warfare Theory and Praxis: The case of Revolutionary Leader Ernesto 'Che' Guevara |
| Blain Housley | Medical Interpretation in Cache Valley Clinics |
| Britney Marler | Deconstructing the Supernatural in Shakespeare's Macbeth |
| Aurora Wallis | The Logan Temple Barn |
| Martin Welker | The Southeast in Context: An Assessment of the Trauma Associated with Agriculture |
| Amele Welliver | The Face of Bedlam: Madness, Gender, and Social Mores in Jacobean Drama |

College of Natural Resources

| | |
|--------------|---|
| Katie Fisher | Comparing Trophic Level Position of Invertebrates in Fish and Fishless Lakes in Arctic Alaska |
|--------------|---|

College of Science

| | |
|----------------|---|
| Michael Buhler | Spock, Euler, and Madison: Graph Theory in the Classroom. |
|----------------|---|

| | |
|-------------------|--|
| Maria Goller | Thermal Microhabitat Preference of the Common Side-Blotched Lizard, <i>Uta Stansburiana</i> |
| Colby Kearn | Development of a Genetic Marker to Differentiate Between <i>Pulex Irritans</i> and <i>Pulex Simulans</i> |
| John Kidd | Curds and Whey: Little Miss Muffit's Contribution to Multivariate Linear Regression. |
| Sarah Mousley | Tournament Directed Graphs. |
| Kyle Naylor | Spectrum Noise Exposures- Analysis and Control Implementation. |
| Lauren Page | Modulation of Neuronal R-Type Ca^{2+} Channels (Cav2.3) by G Protein-Coupled Receptors |
| Megan Paxton | Preservation Effects on Wet Mass of Aquatic Macroinvertebrates of the Intermountain West |
| Kristina Sorensen | Ultrasonic Analysis of Breast Tissue for Pathology Classification |

Appendix B. 2011-2012 Honors Courses

Fall 2012

HONR 1300 US Institutions
HONR 1320 Humanities
HONR 1330.001 Creative Arts
HONR 1330.002 Creative Arts
HONR 1340 Social Systems and Issues
HONR 1350 Integrated Life Science
HONR 1360 BPS: Planet Earth
HONR 3020 Social Change Gaming/Humanities
HONR 3900.001 Mysteries in Cultural Context
HONR 3900.002 Preparing for Scholarships
ECON 1500 (H) Economic Institutions
ENGL 2010.026H Intermediate Writing
ENGL 2010.043H Intermediate Writing
SPAN 1010H Spanish First Year
MATH 1220H Calculus II
BIOL 1610H Laboratory
PSY 1010H Laboratory
PE 1520H Hiking
PE 1700H Celtic Dance
USU 1010 H (Connections)

Michael Lyons
Carol McNamara
Nancy Hills
Joanna Zattiero
Michael Thomas
John Barrett
James Evans
Ryan Moeller
Ona Siporin
Susan Andersen
Dwight Israelsen
Lezlie Park
John Engler
Ruby Ramirez
Lawrence Cannon
Greg Podgorski
Scott Bates & Gretchen Peacock
Gregory Griffin
Hannah Thompson
Danene Dustin
David Christensen
John Engler
Sarah Gordon
Shannon Peterson & Stacy Hills
Scott Bates

Spring 2013

HONR 1330 Creative Arts
HONR 1350 Integrated Life Science
HONR 3010 Green Planet/Science
HONR 3030 Special Topics: Social Sciences
POLS 3130H US Legislative Politics
ENGL 3040H Perspectives in Writing
ENGL 2010.072H Intermediate Writing
ENGL 2010.073H Intermediate Writing
ENGL 2010.074H Intermediate Writing
SPAN 1020H Spanish First Year II
MATH 2210H Multivariable Calculus
BIOL 1620H Laboratory
PE 1700H Celtic Dance

Nancy Hills
John Barrett
Richard Mueller
Michael Thomas
Michael Lyons
Joyce Kinhead
Susan Andersen
Russell Beck
Susan Pesti-Strobel
Ruby Ramirez
Lawrence Cannon
James Pitts
Hannah Thompson

Enrollment Statistics

| Fall 2012 | Enrollment | Spring 2013 | Enrollment |
|----------------|------------|----------------|------------|
| HONR 1300 | 25 | HONR 1330 | 27 |
| HONR 1320 | 22 | HONR 1350 | 27 |
| HONR 1330.001 | 28 | HONR 3010 | 15 |
| HONR 1330.002 | 25 | HONR 3030 | 7 |
| HONR 1340 | 22 | POLS 3130H | 10 |
| HONR 1350 | 25 | ENGL 3040H | 16 |
| HONR 1360 | 23 | ENGL 2010.072H | 22 |
| HONR 3020 | 14 | ENGL 2010.073H | 19 |
| HONR 3900.001 | 9 | ENGL 2010.074H | 22 |
| HONR 3900.002 | 7 | SPAN 1020H | 14 |
| ECON 1500H | 21 | MATH 2210H | 13 |
| ENGL 2010.026H | 17 | BIOL 1620H Lab | 21 |
| ENGL 2010.043H | 22 | PE 1700H | 27 |
| SPAN 1010H | 14 | | |
| MATH 1220H | 17 | | |
| BIOL 1610H Lab | 26 | | |
| PSY 1010H Lab | 10 | | |
| PE 1520H | 15 | | |
| PE 1700 | 14 | | |
| USU 1010H | 114 | | |

Appendix C.

2012-2013 Departmental Honors Advisors

College of Agriculture

| | |
|--------------------------------------|--------------------------|
| Animal, Dairy Science | Lyle McNeal |
| Agricultural Education | Bruce Miller |
| Biotechnology | Daren Cornforth |
| Bioveterinary Science | Lee Rickords |
| Dietetics | Janet Anderson - Interim |
| Food Science & Food Tech. Management | Daren Cornforth |
| LAEP | Bo Yang |
| Plants, Soils, and Climate | Jeanette Norton |
| Nutrition and Food Sciences | Janet Anderson - Interim |

College of Business

| | |
|-------------------|----------------|
| College-wide Plan | Frank Caliendo |
|-------------------|----------------|

Caine College of the Arts

| | |
|-----------------|-------------------|
| Art | Rachel Middleman |
| Interior Design | Rachel Middleman |
| Music | Nicholas Morrison |
| Theatre Arts | Ken Risch |

Emma Eccles Jones College of Education and Human Services

| | |
|---------------------------------------|---------------------|
| Communicative Disorders | Sonia Manuel-Dupont |
| Early Childhood Education and ELED | Deborah Byrnes |
| Family, Consumer, & Human Development | Kaelin Olsen |
| Health Education Specialist and | |
| Human Movement Science | Eadric Bressel |
| Parks and Recreation | Eadric Bressel |
| Psychology | Scott Bates |

Special Education & Rehabilitation

Barbara Fiechl

College of Engineering

College-wide Plan & Aviation Technology

V. Dean Adams

Computer Science

Myra Cook

College of Humanities and Social Sciences

American Studies

Paul Crumbley

Anthropology

Bonnie Glass-Coffin

English

Phebe Jensen

History

Susan Shapiro

International Studies

Veronica Ward

Journalism & Communication

Ted Pease

Languages

Sarah Gordon

Law & Constitutional Studies

Veronica Ward

Liberal Arts and Sciences

Susie Parkinson

Philosophy

Charles Huenemann

Political Science

Veronica Ward

Religious Studies

Philip Barlow

Sociology

Christy Glass

Social Work

Terry Peak

Women and Gender Studies

Jamie Huber

College of Natural Resources

Watershed Sciences

Wayne Wurtsbaugh & Helga Van Miegroet

Wildland Resources

Gene Schupp & Helga Van Miegroet

Environment and Society

Claudia Radel

College of Science

Biochemistry

Alvan Hengge

Biology

Kim Sullivan

Biology – Uintah Basin Campus

Lianna Etchberger

Chemistry

Alvan Hengge

Geology

Tom Lachmar

Mathematics and Statistics

David Brown

Physics
Public Health

David Peak
Kim Sullivan

Report from the Educational Policies Committee September 16, 2013

The Educational Policies Committee met on September 5, 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 September meeting of the Educational Policies Committee, the following discussions were held and key actions were taken.

1. Approval of the report from the Curriculum Subcommittee meeting of September 5, 2013 which included the following notable actions:
 - The Curriculum Subcommittee approved 73 requests for course actions.
 - A request from the School of Teacher Education and Leadership to offer a Literacy Teaching Minor was approved.
2. There was no report from the Academics Standards Subcommittee.
3. Approval of the report from the General Education Subcommittee meeting of April 16, 2013. Of note:
 - The following General Education courses were approved:

COMD 5100 (CI)
HIST 3483 (DHA/CI)
 - Norm Jones was elected chair of the General Education Committee for 2013-2014.
4. Other business.
 - A request from the Department of Management to change the name of the Master of Science in Human Resources to Master of Human Resources was approved.

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

**Utah State University Honors Program
Request for Course Development Proposals**

September 17, 2013

The Utah State University Honors Program, in cooperation with the Office of the Executive Vice President and Provost, solicits proposals from faculty for the development of Honors “big question” breadth courses to be launched in Fall Semester 2014.

The successful faculty members will:

- Create a course that will be appropriate for high-achieving students of all majors,
- Develop a 3-credit course that will meet the criteria for integrated breadth (USU) courses (HONR 1300, 1320, 1330, etc.) for a maximum of 25-40 first year honors students (see http://www.usu.edu/provost/academic_programs/geduc_univstud/breadth.cfm),
- Imbed in the course qualities that contribute to the enhancement of the student’s research skills, creative capacity, critical thinking skills, and communications literacy, such as the use of primary source material, library research, field work, lab work, creative work, etc.
- Prepare a draft syllabus and general education course approval request and submit them for approval by February 2014,
- Complete development of the course by the end of Summer Semester 2014,
- Agree to teach the course, beginning in either Fall Semester 2014 or Spring Semester 2015, and for two academic years thereafter (not necessarily sequential years),
- Be awarded the title of “Distinguished Professor (or associate professor, assistant professor, professional practice professor, etc.) of Honors Education” while teaching the course,
- Be provided with an undergraduate teaching fellow when teaching the course, and
- Receive course development support to be negotiated with the dean and department head in consultation with the interim director of honors that may include:
 - (1) Compensation to the faculty member for time spent developing the course;
 - (2) Compensation to someone else who will assume responsibility for the course that the faculty member is foregoing in order to teach the honors course (i.e., to “fill in” for the faculty member’s normal teaching load);
 - (3) Any legitimate expenditure which is deemed appropriate by the dean to entice and reward the faculty member for his/her contributions to the university honors program.

This money cannot be used as extra service compensation for teaching the honors course.

Two pathways have been developed for identifying faculty members who are interested in teaching a “big question” honors breadth course beginning either Fall Semester 2014 or Spring Semester 2015.

Pathway 1: By October 1, 2013, each dean, in consultation with the department heads of the college, should submit to the interim director of honors names of 1-3 faculty who are interested in developing a “big question” honors course. The interim director of honors will contact each of these faculty members to obtain a brief summary of his/her proposed course.

Pathway 2: By November 15, 2013, interested faculty member should submit to the interim director of honors a brief summary of the proposed “big question” course and the qualifications and interest of the faculty member to work with honors students. The interim director of honors will contact the faculty member’s dean to discuss the proposed course.

Sometime after November 25, 2013, the Honors Executive Advisory Council (comprised of the associate deans for academic affairs of the eight colleges) in consultation with the interim director of honors will recommend to the Deans Council six courses that will be offered during the 2014-15 academic year. Once approved, the interim director of honors will begin working with those faculty members selected to deliver the “big question” courses.

For submissions or questions, please contact Nicholas Morrison, Interim Director of Honors, Nicholas.Morrison@usu.edu or 797-3506.

Suggested Revisions to Section 406 of the Code Report from the Special Task Force

September 23, 2013

Charge to the Task Force to Recommend Code Changes to Sections 406 and 407 of the USU Policy Manual:

In 2011, to facilitate the integration of the College of Eastern Utah into the Utah State University system, a thorough review and update was completed on Sections 401 through 405 of the USU Policy Manual (commonly called “the faculty code”). In the course of that review, it became clear that Sections 406 and 407 — those parts dealing with program discontinuance, financial exigency, and financial crisis; and academic due process involving sanctions and hearing procedures — were also in need of an update. As a starting point, several years ago a committee chaired by former President of the Faculty Senate, John Kras, raised a number of very good questions about these sections that have not yet been addressed. More recently, the AFT committee, based on its experiences, has suggested some changes. This task force was created to make this review and to suggest updates.

The charge to this task force is to make this review, suggest updates, and follow through, as need be, on their revision for final adoption by the Faculty Senate. The time frame is this spring semester, with a possibility that some questions about the suggested updates will occur this coming fall semester.

Task Force Members:

| | |
|-----------------|--|
| Vincent Wickwar | Former President, Faculty Senate; Science; Co-Chair |
| Ray Coward | Provost & Exec VP; Co-Chair |
| Ed Heath | Former President, Faculty Senate; Ed. & Human Services |
| Glenn McEvoy | Past President, Faculty Senate; Business |
| John Elsweiler | PRPC; Library |
| Rhonda Miller | BFW Committee; Agriculture |
| Scott Budge | AFT Committee; Engineering |
| Larry Smith | Committee Staff |
| Kim Doyle | Committee Staff |

Task Force Meetings (19 meetings, two to four hours long):

February 3, 2012
February 15, 2012
February 29, 2012
March 23, 2012

March 28, 2012
April 4, 2012
April 13, 2012
April 25, 2012
May 30, 2012
July 9, 2012
July 17, 2012
August 2, 2012
September 4, 2012
September 26, 2012
October 23, 2012
February 23, 2013
March 27, 2013
June 3, 2013
September 6, 2013

What the Task Force Did:

By the second meeting, it became clear that the 406 section of the code, having to do with suspension of enrollment, program discontinuance, financial crisis, and financial exigency were a mess. For instance, the most severe problem, financial exigency, was discussed before the less severe financial crisis. The description and response to each problem were discussed in very different ways, making it unclear what the intentions were. The steps involved in declaring and handling a financial crisis were so involved that a financial crisis would never be invoked. For instance, when the first severe budget cuts from the legislature occurred in 2008/2009, there was about a three-month period in which to act, whereas the steps under financial crisis would have taken more than a year.

In a series of 19 meetings between spring 2012 and fall 2013 (listed above), the committee essentially reorganized and rewrote Section 406 and developed flow charts to outline the steps for a financial crisis and for a financial exigency. The changes were so many and so significant that you are being given the old (current) Section 406 and the new (proposed) Section 406. They are attached. An indication of the most significant changes are given in the next section.

The effort put into Section 406 was extensive enough that the Task Force did not work on Section 407. That will have to be examined in the future by another Task Force.

Significant Changes to Section 406:

- Sections of 406 describing major actions by the university to address financial situations of varying scale and severity have been reordered. The new order in the revised 406 is: suspension of enrollment, program discontinuance, financial crisis, then lastly, financial exigency.
- Definitions of terms found throughout section 406 have now been compiled into one new section near the beginning of 406 (406.2).
- Sections addressing financial crisis (406.5) and financial exigency (406.6) have been substantially revised to add clarity and transparency to these complex and important processes. A new committee, the Financial Crisis Advisory Committee, has been added in the process for addressing a financial crisis.
- Two flow charts have been created and included to make clear steps in the procedures for financial crisis and financial exigency.
- Redundancy of language has been eliminated throughout section 406. For example, the current section on reinstatement (406.5) has been revised and placed first now in program discontinuance (406. 4.3) and reference made to it thereafter in financial crisis and financial exigency.
- Clarity of language has been made throughout. For example, “university president” has been used instead of simply “president” to eliminate confusion with the president of the faculty senate. Words such as “discontinuance”, “reduction”, and “termination” have been used in proper contexts to mitigate confusion and differences in interpretation.
- Abbreviations for committees have been included to add clarity to the language.
- The involvement of the Board of Trustees or Board of Regents in processes in 406 have been verified and revised to reflect actual policy and practice.
- Timelines for processes have been revised to allow the institution to address financial crisis or financial exigency effectively.
- In late Fall 2012 semester, the revised draft of section 406 was presented to the Budget and Faculty Welfare (BFW) and the Academic Freedom and Tenure (AFT) committees of the Faculty Senate. The task force spent much of the Spring 2013 semester carefully considering all feedback from those two committees and making further revisions of section 406.

What next?

You are being given the proposed revised version of 406 to review and, then, to decide what to do next. One possibility would be to send it to PRPC to review. However, the changes are so extensive that it would be hard for PRPC to review them with their usual diligence without going through many of the same deliberations that the task force did. That could take at least a year, which would interfere with PRPC doing its normal business. Another possibility would be to send it to the Faculty Senate with the suggestion that the Senate as a whole, along with PRPC members, be asked to review it in one or two special sessions. This has been done before when other extensive code changes were suggested. This happened for the code changes to include CEU within the USU family. The review was thorough and was accomplished quickly.

POLICY MANUAL

FACULTY

Number 406

Subject: Suspension of Enrollment, Program Discontinuance, Financial Crisis and Financial Exigency

Effective Date: July 1, 1997

Revision: July 1, 1999, March 6, 2009, August 21, 2009

Date of Last Revision: July 8, 2011

406.1 INTRODUCTION

This section of the policy manual specifies the procedures for suspending enrollment, discontinuing a program for academic reasons; determining whether the university faces a major financial crisis; responding to a major financial crisis; determining whether the university faces financial exigency; and responding to financial exigency. In regard to this section of the faculty code, reduction in status or termination of tenured faculty members shall only occur for reasons of program discontinuance, financial crisis, or financial exigency. In all of the decision making processes described in this section, all parties will act in a manner that is respectful of both the principle of shared governance and the need for the institution to take strategic and timely actions.

406.2 DEFINITIONS

2.1 Academic Program.

An academic program has an identifiable teaching, research, or other academic mission and may operate within one or more academic units (for definition, see 401.2.2). An academic program must fulfill one or more of these criteria: (a) offer or administer a degree, certificate, or some other credential; (b) have an identifiable curriculum or be formally described in current university catalogs or other publications; or (c) be designated a “program” by specific faculty decision and have an identified group of one or more faculty.

2.2 Suspension of Enrollment.

Suspension of enrollment (406.3) is an action short of program discontinuance that, if not reversed, will lead to discontinuance, and which refers to the suspension of enrollment in a major subject, a minor subject where there is no corresponding major, a certificate program, or a program awarding a credential certifying completion. Suspension of enrollment does not lead to reduction in status or termination of faculty in the program.

2.3 Program Discontinuance.

Program discontinuance (406.4) for academic reasons means the cessation of a program, center, institute, school, department, academic college, or regional campus based upon educational and academic considerations. For the purposes of Policy 406.2, educational and academic considerations do not include temporary or cyclical variations in enrollment and/or budgets; but must reflect long-range judgments that the basic teaching, research, and extension mission of the university will be strengthened by the discontinuance. Program discontinuance does not preclude the reallocation of resources to other academic programs with higher priority based upon educational and academic considerations. Program discontinuance may entail the reduction in status or termination of faculty.

2.4 Major Financial Crisis.

To constitute a major financial crisis (406.5), a situation facing the university shall be substantially more than a minor, temporary, and/or cyclical fluctuation in operating funds; and involve substantial risk to the survival of departments, colleges, or other major academic units of the university. A substantial risk to survival is considered one where a substantial reduction occurs in: (a) the ability to fulfill the mission of the academic unit, (b) the number of students served by the academic unit, or (c) the number and quality of course offerings. A major financial crisis may entail the reduction in status or termination of faculty.

2.5 Financial Exigency.

Financial exigency (406.6) is an existing or imminent severe financial crisis that: (a) threatens the mission of the institution as a whole, (b) requires programmatic reductions or closings that may entail reductions in status or termination of faculty to enable the institution to accomplish its mission, and (c) that cannot be alleviated by less drastic means.

2.6 Serious Distortion of an Academic Program.

A serious distortion of an academic program shall be deemed to occur when the faculty remaining in the program would not be qualified to meet generally accepted program standards (Section 406.4.1(3)).

2.7 Reduction in Status.

Reduction in status is a decrease in the length of the contract period and/or the percentage of time that a faculty member is employed by the university.

2.8 Termination

Termination means ending employment of a tenured or non-tenured faculty member for medical incapacity, program discontinuance, financial crisis, or financial exigency [see also Policy 407.2.1(5)].

406.3 SUSPENSION OF ENROLLMENT

3.1 Procedure

(1) Initiation.

After full consultation with the department faculty and approval by the academic dean or vice president for extension and agriculture, and, where appropriate, the chancellor or regional campus dean, a department head that decides to suspend enrollment must notify the Educational Policies Committee (EPC) as soon as the decision has been made.

(2) Review.

The Educational Policies Committee (EPC) will review the proposed suspension of enrollment for its effect on other academic programs of the university. The committee will hold hearings at which all constituencies affected, including students, faculty, and representatives from other departments affected by the proposed action, have the opportunity to testify. At the conclusion of its deliberations, the Educational Policies Committee (EPC) will recommend approval or disapproval of suspension of enrollment to the Faculty Senate. The Faculty Senate shall make a recommendation to the university president. This process shall be concluded within 90 days following notification of the Educational Policies Committee (EPC). Suspension is granted by the university president subject to the legal obligation, if any, of the university to permit students already enrolled in the program to complete their course of study.

(3) Time limitation.

At any time up to three years after a suspension of enrollment has been granted, it may be reversed by the department, upon approval of the Educational Policies Committee and the Faculty Senate, the academic dean or vice president for extension and agriculture, and, where appropriate, the chancellor or regional campus dean, the provost, and the university president. If suspension has not been reversed within this three-year period, program discontinuance must be initiated.

406.4 PROGRAM DISCONTINUANCE FOR ACADEMIC REASONS

4.1 Decision-Making Process

(1) Initiation.

Consideration of the possible discontinuance of an academic program may be initiated at any time by the faculty or a duly appointed faculty committee of that program; the faculty or an appropriate committee of the center, institute, school, department, college, or other academic unit of that program; Graduate Council; the appropriate department head, academic dean or vice president for extension and agriculture, and, where appropriate, the chancellor or regional campus dean or by the provost or president of the university. Steps toward the discontinuance of a program do not require a prior suspension of enrollment in that program. The person or group initiating the consideration of discontinuance of a program shall prepare, and submit to the provost, a memorandum that: (a) clearly identifies the program; (b) states explicit criteria by which faculty are identified with the program, (c) states the reasons for recommending discontinuance; (d) assesses the probable consequences for faculty, related programs, and the university in general; and (e) suggest a timetable for accomplishing discontinuance. Program discontinuance is never to be declared with the aim of singling out a specific faculty member.

(2) Distribution.

The provost shall distribute copies of the memorandum, embodying an initial or an amended proposal for program discontinuance, to: (a) the faculty members most directly involved in the academic program proposed for discontinuance; (b) the appropriate department head, academic dean or vice president for extension and agriculture, and, where appropriate, the chancellor or regional campus dean; (c) members of relevant departments and colleges; (d) members of relevant college committees or councils; (e) the members of the Budget and Faculty Welfare Committee (BFW); and (f) the relevant student college senators.

(3) Consultation.

The groups above shall forward comments and recommendations to the appropriate academic dean or vice president for extension and agriculture, and, where appropriate, the chancellor or regional campus dean. He or she shall forward the comments and a recommendation to the provost, and, where appropriate, to the Graduate Council. The Graduate Council may review this material and make a recommendation to the provost. After receiving and considering the recommendations and comments, the provost shall submit the proposal, the comments, and a recommendation to the Educational Policies Committee (EPC). The Educational Policies Committee's (EPC) recommendation shall be subject to review and debate by the Faculty Senate [Policy 402.12.6(1)]. All comments, recommendations, and supporting material shall be available to the Faculty Senate.

(4) Final recommendation.

The Faculty Senate's recommendations shall be forwarded to the university president for consideration. The university president shall submit a final recommendation in writing to the Board of Trustees and the Board of Regents.

(5) Notice of program discontinuance.

After the Board of Regents has approved a proposal by the university to discontinue a program, the appropriate academic dean, vice president for extension and agriculture, and, where appropriate, the chancellor or regional campus dean shall give written notice of the discontinuance to all persons in the academic unit. A minimum of one full year, beginning July 1, shall pass from the time a final decision is made to close an academic program to the actual program discontinuance.

4.2 Faculty Reduction in Status or Termination due to Program Discontinuance

(1) Notice of reduction in status or termination.

In addition to the general notice of program discontinuance in Policy 406.4.1(5), if the program discontinuance results in reduction in status or termination of faculty, the university president shall give tenured and tenure-track faculty members in the discontinued academic program formal notice of reduction in status or termination as follows: (a) if the appointee is untenured and in the first year of service, notice shall be given at least three months prior to reduction in status or termination; (b) if the appointee is untenured and in the second year of service, notice shall be given at least six months prior to reduction in status or termination; (c) if the appointee is tenured or is untenured but in the third or subsequent years of service, notice shall be given at least 12 months prior to reduction in status or termination; (d) the length of notice for faculty with term appointments (Policy 401.4) shall be parallel to that for the untenured faculty described above, with the exception of those term appointees with research or federal research ranks; termination of these faculty is coincident with and contingent upon the termination date of their extramural funding; if their funding extends beyond that of a discontinued program, they may be assigned to another program; and (e) appointees with specialized functions as defined in Policy 401.5 shall be parallel to that for the tenured and tenure-eligible faculty described above. Any faculty member whose status has been reduced or has been terminated as a result of program discontinuance, may appeal the action using procedures outlined in section 407.6 for grievances.

4.3 Relocation or Reinstatement

(1) Tenured Faculty.

Tenured faculty members terminated through program discontinuance shall, for a period of three years following the date of their final salary payment, receive preferential consideration among candidates with comparable qualifications for any vacant and funded university

position for which they apply and are qualified. Upon request of the affected faculty member, during a grace period of three years, with the assistance of the appropriate administrators (e.g., academic dean or vice president for extension and agriculture, and, where appropriate, the chancellor or regional campus dean, and the provost) and with the consent of the receiving department unit, every reasonable and good faith effort will be made to enable affected faculty members to obtain suitable positions for which they are qualified elsewhere in the university. The receiving department or academic unit must consent to the appointment, to the relocation, before it is made. A department committee shall make a recommendation regarding the suitability of the faculty member for the position to the department head, who in turn, shall make a recommendation to the dean.

In cases of termination of tenured faculty members, the position concerned may not be filled by replacement within a period of three years from the effective date of the termination unless the tenured faculty member has been offered a return to employment in that position, reinstatement, and has not accepted the offer within 30 days after the offer was extended.

(2) Non-Tenured Faculty.

In cases of termination of non-tenured faculty members, the position concerned may not be filled by replacement within a period of one year from the effective date of the termination unless the person terminated has been offered a return to employment in that position and the person terminated has not accepted the offer within 30 days.

(3) Termination of Offer of Reinstatement.

If an offer of reinstatement is not accepted within the timelines stated above, the university has no further obligation to the person terminated.

(4) Faculty Status and Benefits after Reinstatement.

A faculty member who has been terminated and who accepts reinstatement in the same position will resume the rank and tenure status held at the time of termination, be credited with any sick leave accrued prior to the date of the termination, be paid a salary commensurate with the rank and length of previous service.

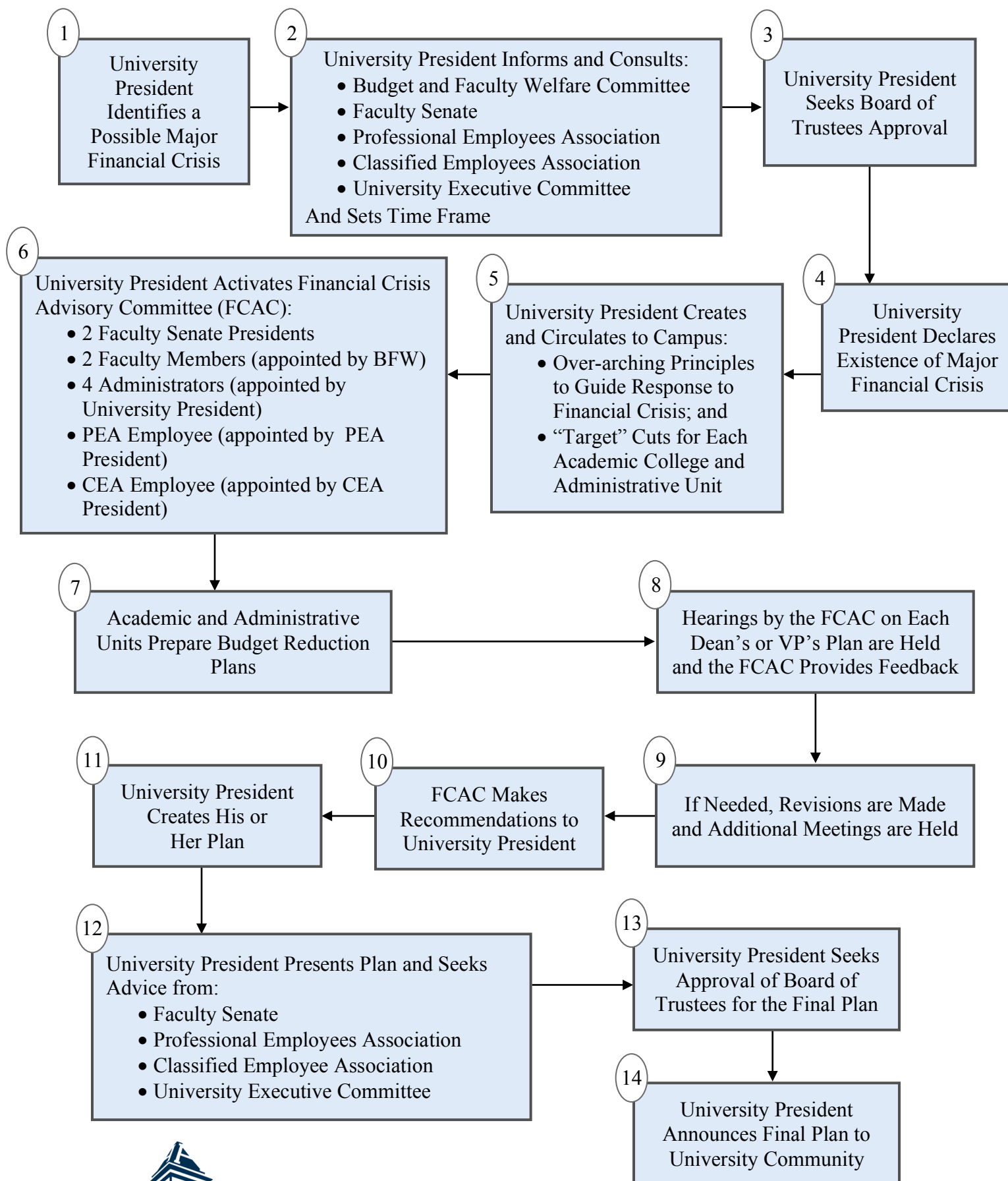
406.5 MAJOR FINANCIAL CRISIS

5.1 Procedures (Flow chart 406.X)

(1) Initiation.

If the president of the university identifies a possible major financial crisis, he or she shall inform and consult with the Budget and Faculty Welfare Committee (BFW), the Faculty Senate, the Professional Employees Association (PEA), the Classified Employees Association (CEA), and the university Executive Committee concerning the causes and the possible

Outline of Process for Financial Crisis (Section 406.5)



consequences of this financial crisis. The university president shall also identify possible solutions and alternatives, and the time frame by which decisions must be made by those entitled to participate in the consultative process [Flow Chart 406.X, Boxes 1 and 2].

(2) Declaration

Having informed and consulted with the above bodies, the university president will seek the approval of the Board of Trustees to declare a major financial crisis [Flow Chart 406.X, Box 3].

The university president, with the approval of the Board of Trustees, may declare the existence of a major financial crisis and set the time frame for developing a plan [Flow Chart 406.X, Box 4].

(3) Guiding principles and “targets”

The university president will then develop a set of over-arching principles to guide the university’s response to the major financial crisis and establish “target” cuts for each academic and administrative unit. The university president will share these principles and “targets” with the university community [Flow Chart 406.X, Box 5]. When establishing target reductions for each academic and administrative unit, the university president shall seek to minimize the negative consequences to the core missions of the university and shall respect the integrity of the tenure system as defined in 406.5.2

(4) Financial Crisis Advisory Committee

The university president will activate the Financial Crisis Advisory Committee (FCAC), which will consist of two Faculty Senate presidents appointed by the current Faculty Senate President; two faculty members appointed by the Budget and Faculty Welfare Committee (BFW) upon consultation with the current Faculty Senate President; four administrators appointed by the university president; a Professional Employees Association (PEA) employee; and a Classified Employees Association (CEA) employee. The respective presidents of the Professional Employees Association (PEA) and Classified Employees Association (CEA) will appoint the representatives from their organizations [Flow Chart 406.X, Box 6].

Following the over-arching principles established by the university president, academic and administrative units will prepare budget reduction plans to meet the “targets” [Flow Chart 406.X, Box 7].

The Financial Crisis Advisory Committee (FCAC) will hold hearings with each dean or vice president and selected colleagues of their choosing to review the plans submitted for their units. The intent of these hearings is to make sure the plans follow the over-arching principles and consider possible impacts on other academic or administrative units. If needed, the Financial Crisis Advisory Committee (FCAC) will ask the academic college or administrative unit to revise its plans and to return for another session [Flow Chart 406.X, Boxes 8 and 9].

After meeting with all the academic and administrative units, the Financial Crisis Advisory Committee (FCAC) will formulate recommendations and present them to the university president [Flow Chart 406.X, Box 10].

(5) University president's plan

Considering these recommendations, the university president will formulate his or her own plan. The university president will then present this plan to the Faculty Senate, the Professional Employees Association (PEA), the Classified Employees Association (CEA), and the university Executive Committee, and may revise the plan taking into account recommendations from those organizations [Flow Chart 406.X, Boxes 11 and 12].

(6) Board of Trustees

The university president will then present this final plan to the Board of Trustees for its approval [Flow Chart 406.X, Box 13].

(7) University community

With the approval of the Board of Trustees, the university president will announce this plan to the university community [Flow Chart 406.X, Box 14].

5.2 Reduction in Status or Termination of Faculty due to a Major Financial Crisis

(1) Plans to reduce in status or terminate faculty due to a major financial crisis.

As the process described in Policy 406.5.1 is taking place, the academic dean or vice president for extension and agriculture, and, where appropriate, the chancellor or regional campus dean, and the provost, shall, in consultation with the departments, department heads, and appropriate college committees, devise an orderly sequence of steps that shall constitute an academic unit's plan to reduce the status of, or terminate faculty. Included in such a plan will be explicit criteria by which individual faculty will be identified within the various programs under consideration for reduction or discontinuance. Program reductions or discontinuance are never to be declared with the aim of singling out a specific faculty member.

Insofar as feasible, the plan will emphasize the creation of various incentives such as voluntary retirement, early retirement, phased retirement, resignation, reduction in status, salary reduction, severance pay, or similar actions that will result in immediate or eventual cost savings for the university, and that are voluntarily entered into by individual faculty members rather than imposed by university authority.

When non-voluntary faculty reductions may be necessary, unless explicitly stated and compelling academic reasons exist to the contrary, consideration will be given first to not

filling existing faculty vacancies and not filling vacancies from resignations, retirements, or deaths. Consideration should next be given to the termination of instructional positions occupied by teaching assistants and faculty members with special appointments (adjunct, visiting, and temporary). Next, consideration should be given to the termination of faculty with term appointments. Finally, consideration should be given to the termination of tenure-eligible or tenured faculty members. Within an academic program, the appointment of a faculty member with tenure will not be terminated in favor of retaining a faculty member without tenure, except in extraordinary circumstances such as: (a) a serious distortion of the specific academic program, or (b) overwhelming and compelling evidence for strategic reductions in the best interest of the university. The determination of whether serious distortion exists shall be decided by the Educational Policies Committee (EPC) and the Faculty Senate, with the approval of the university president and the Board of Trustees. The finding of serious distortion shall be based on criteria that include, but are not limited to, essentiality of service and work, field of specialization, and maintenance of necessary programs or services.

Reduction in status or termination of tenured, tenure-eligible, or term appointment faculty members shall follow the procedures below.

(2) Review procedure.

Proposed faculty reduction plans shall be reviewed by faculty in affected academic units in light of that unit's future strength, balance, quality of teaching, research, extension, and mission. Faculty responses to such reduction plans shall be forwarded in a timely manner to the appropriate department heads, academic dean or vice president for extension and agriculture, and, where appropriate, the chancellor or regional campus dean, and the provost.

The academic dean or vice president for extension and agriculture, and, where appropriate, the chancellor or regional campus dean, shall notify, in writing, any faculty member who is the subject of a recommendation for reduction in status or termination. A faculty member who is so identified may respond in writing at any time before recommendations are forwarded to the next level of review. The faculty member's comments become part of the record. Academic deans or the vice president for extension and agriculture, and where appropriate, the chancellor and regional campus deans, shall consider such a response, and shall add their separate recommendations and forward the complete file to the provost.

The provost shall review the recommendations of the academic dean or vice president for extension and agriculture, and, where appropriate, the chancellor or regional campus dean and any timely faculty response, as well as any appeals filed as in Policy 406.5.2(3).

(3) Appeal of recommendation for reduction in status or termination to the provost.

If a faculty member chooses to formally appeal to the provost, the faculty member must submit, within 15 days of his or her receipt from the academic dean or vice president for extension and agriculture, and, where appropriate, the chancellor or regional campus dean, a notice of a recommendation for reduction in status or termination, a written notice of intent to

appeal with the provost. A faculty member who has submitted notice of intent to appeal must file a formal written appeal with the provost within 30 days of receipt of the notice of proposed reduction in status or termination. This written appeal must contain new relevant information not already considered in the review procedure (Policy 406.5.2(2)). The provost must respond in writing to the formal written appeal within 10 days.

(4) Notice of reduction in status or termination.

The provost shall forward the complete file with a recommendation to the university president. The provost shall also notify any affected faculty members in writing of his or her recommendation to the university president. Written notice from the university president or from the university president's designee will be given to a faculty member whose status is reduced or is terminated due to program elimination because of financial crisis as follows: (a) if the appointee is untenured and in the first year of service, notice shall be given at least three months prior to reduction in status or termination (b) if the appointee is untenured and in the second year of service, notice shall be given at least six months prior to reduction in status or termination; (c) if the appointee is tenured or is untenured but in the third or subsequent year of service, notice shall be given at least 12 months prior to reduction in status or termination; (d) the length of notice for faculty with term appointments (Policy 401.4) shall be parallel to that for the untenured faculty described above, with the exception of those term appointees with research or federal research ranks; termination of these faculty is coincident with and contingent upon the termination date of their extramural funding; if their funding extends beyond that of a discontinued program, they may be assigned to another program.

The notice must include the following: (a) the effective date of termination; (b) a statement of the reasons for the declaration of financial crisis; (c) the basis, the procedures, and the criteria used for termination; (d) opportunities for appeal, including access to appropriate documentation, and the appealable issues as set forth in Policy 406.5.2(5) below; and (e) the reinstatement rights.

(5) Appeal and hearing for reduction in status or termination.

A faculty member may appeal a termination only for: (a) violation of his or her academic freedom, legal, statutory, or constitutional rights; (b) failure to comply with this policy, or with the plan for personnel reduction approved by the Board of Trustees or (c) arbitrary or capricious action. Within 15 days of receiving a notice from the university president for reduction in status or termination, a faculty member who intends to appeal must notify, in writing, the university president and the Academic Freedom and Tenure Committee (AFT) of the intent to appeal. The formal appeal, with supporting documentation, must be filed with the Academic Freedom and Tenure Committee (AFT) within 30 days of receipt of notice from the university president. A hearing will then be conducted in a timely manner by the Academic Freedom and Tenure Committee (AFT), in accordance with procedures in Policy 407. Because of the need to address the financial crisis, the appeal process shall follow the steps in 407.6 except that it must be completed before the termination date of the faculty member.

5.3 Relocation or Reinstatement

Relocation or reinstatement of tenured and non-tenured faculty members terminated as a result of financial crisis shall follow procedures in Section 406.4.3.

406.6 FINANCIAL EXIGENCY

The university president may, in accordance with the procedures below and with the approval of the Board of Trustees, and with the advice of the Faculty Senate, the Professional Employees Association (PEA), and the Classified Employees Association (CEA), recommend to the Board of Regents that a state of financial exigency be declared. Alternatively, a state of financial exigency may be declared unilaterally by the Board of Regents. In either case, a state of financial exigency exists only after it has been declared by the Board of Regents.

The procedures for responding to financial exigency are organized into three stages. Stage 1 includes procedures for declaring financial exigency. Stage 2 involves planning for program reduction or elimination. Stage 3 includes plans for implementing reductions and/or program eliminations.

6.1 Stage 1. Procedures for Declaring Financial Exigency (Flow chart 406.Y)

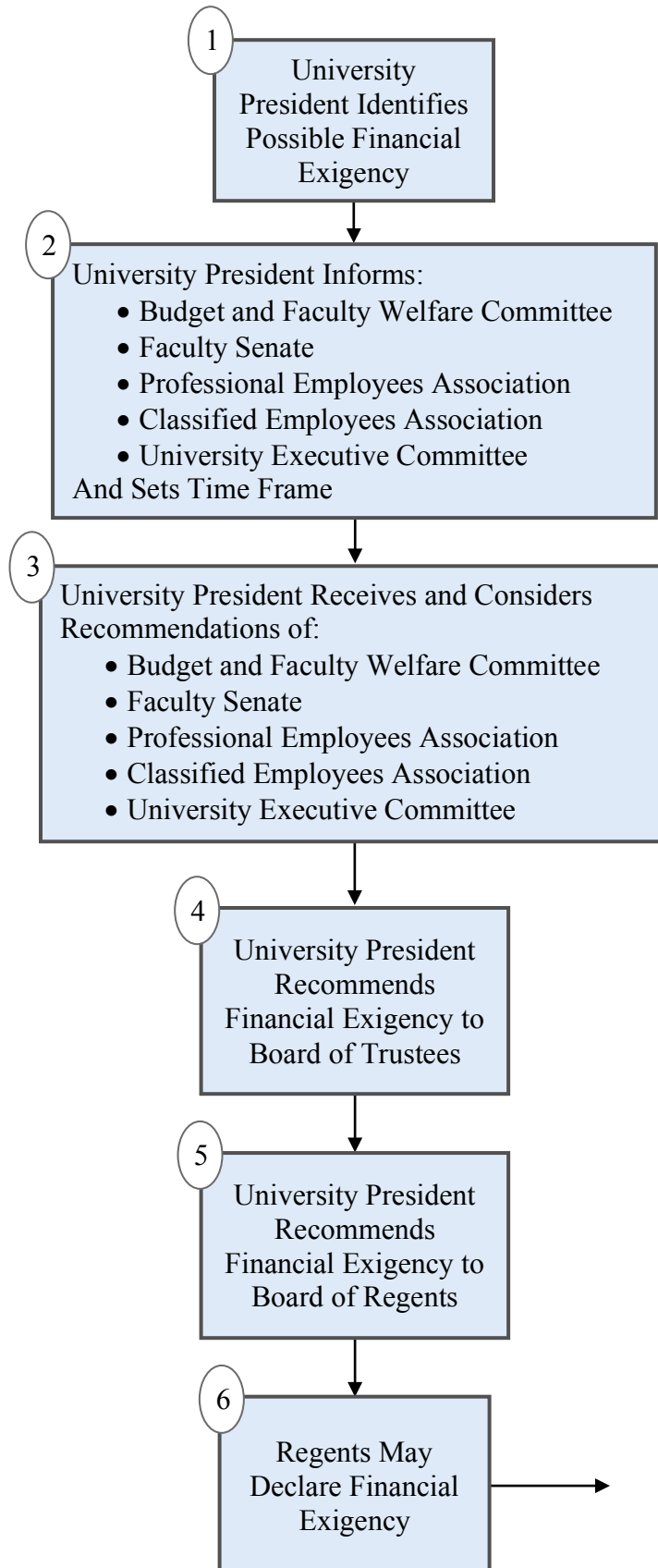
(1) Initiation and consultation.

If the president of the university identifies a possible financial exigency, he or she shall inform the Faculty Senate (and all its committees, e.g., the Budget and Faculty Welfare Committee (BFW)), the Professional Employees Association (PEA), and the Classified Employees Association (CEA) and the university Executive Committee of the causes and the possible consequences of the declaration. The university president shall also identify the measures considered by the university up to that point for dealing with the financial challenge, including a possible declaration of financial crisis, possible strategies that may be alternative to program reduction or program elimination, reasons why the university's financial circumstances may necessitate academic program reduction or elimination, and the time frame by which recommendations must be made by the Budget and Faculty Welfare Committee (BFW), the Faculty Senate, the Professional Employees Association (PEA), the Classified Employees Association (CEA), and the university Executive Committee [Flow chart 406.Y, Boxes 1 and 2].

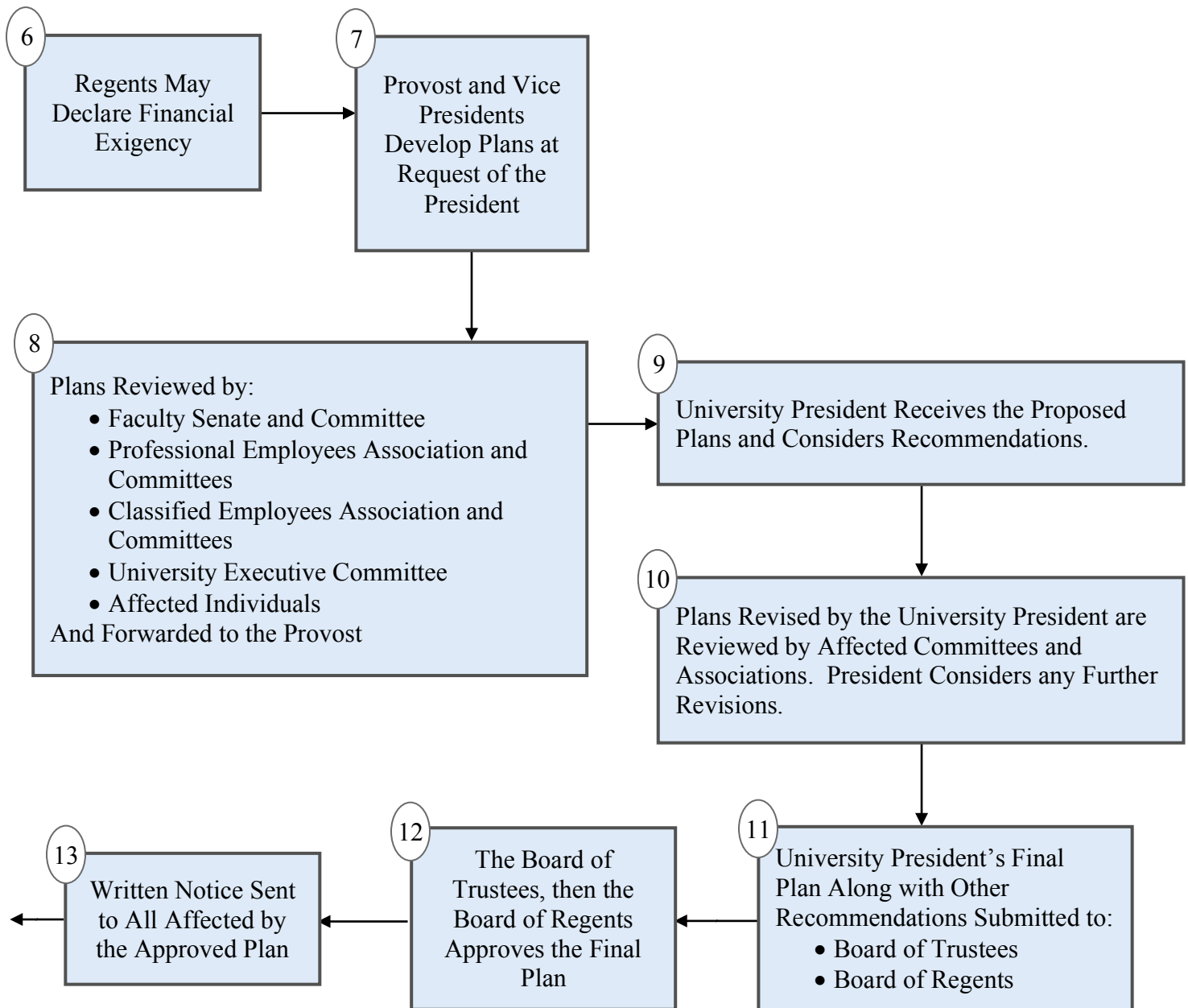
Time considerations will be critical when a financial exigency exists. To the extent that such a judgment must be made in a brief time frame for a given situation, the time periods for the consultative process provided for in this policy [Flow Chart 406.Y, Box 2] shall be specified by written notice from the university president giving those in the consultative process the longest possible amount of time. In that regard, the university president shall use his or her best efforts to secure the longest period of time possible for consideration of these matters and the responses.

Outline of Process for Financial Exigency (Section 406.6)

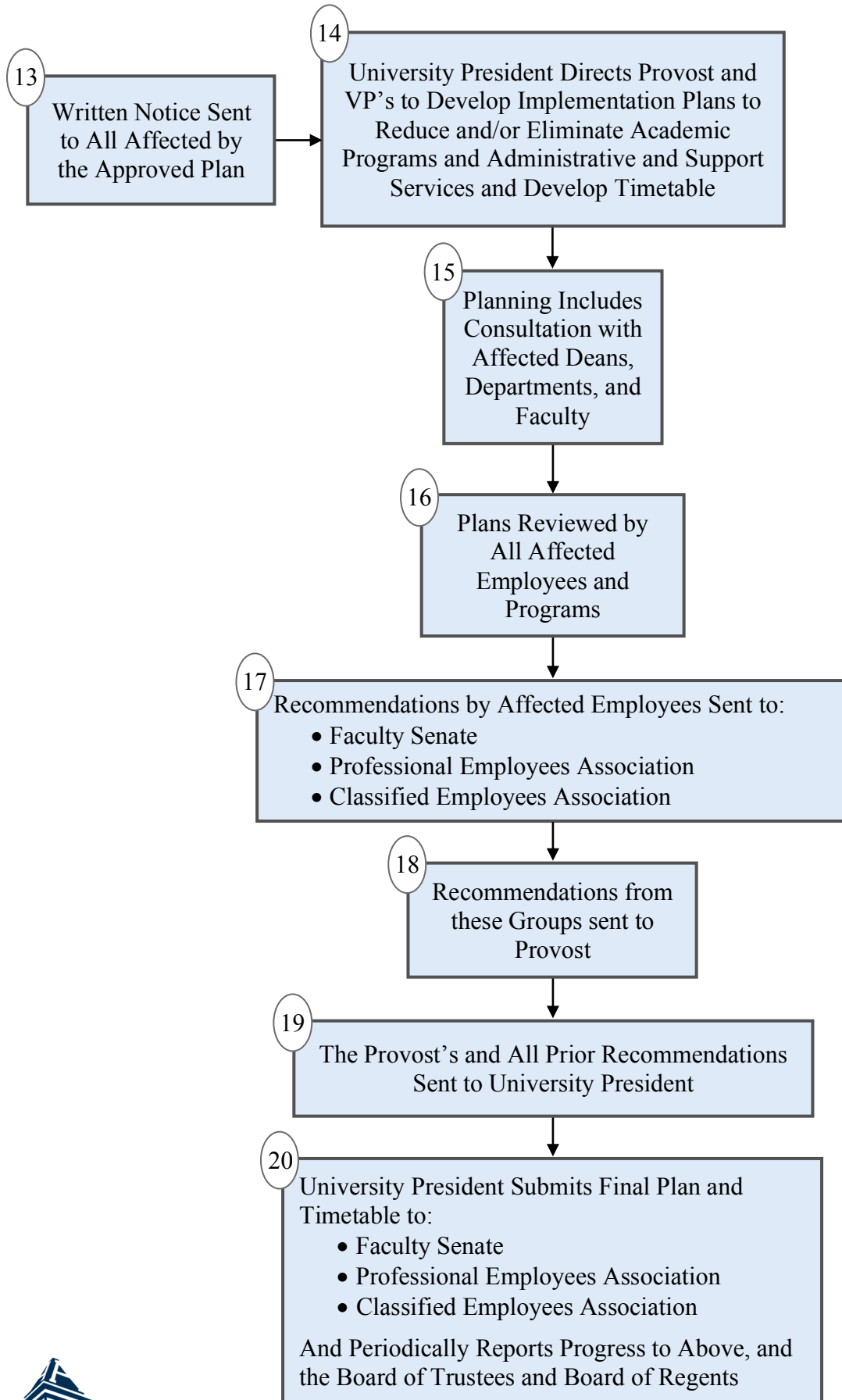
Stage 1. Procedure for Declaring Financial Exigency (Section 406.6.1)



Stage 2. Planning for Program Elimination and/or Reduction (Section 406.6.2)



Stage 3. Implementation of Plans for Reduction and/or Program Elimination (Section 406.6.3)



(2) Receipt and consideration of recommendations.

The Faculty Senate shall receive and consider the comments and advice of the Budget and Faculty Welfare Committee (BFW) as well as timely presented views by any other faculty or administrative body, or individual faculty members, and shall make its recommendation to the university president concerning a declaration of financial exigency.

Within the time period established by the university president and before making a recommendation to the Board of Regents, the university president shall receive and consider the comments and advice presented by the Faculty Senate, the Budget and Faculty Welfare Committee (BFW), the Professional Employees Association (PEA), the Classified Employees Association (CEA), and the university Executive Committee [Flow chart 406.Y, Box 3].

(3) Declaration.

The university president shall submit his or her final recommendation on the declaration of financial exigency in writing to the Board of Trustees prior to submitting it to the Board of Regents [Flow chart 406.Y, Boxes 4 and 5]. The university president shall attach the written comments and recommendations of the Faculty Senate, the Professional Employees Association (PEA), the Classified Employees Association (CEA) and the university Executive Committee. The university president shall also send a copy of his or her final recommendations to the Faculty Senate, the Professional Employees Association (PEA), the Classified Employees Association (CEA), and the university Executive Committee.

Upon consideration of the university president's recommendation, the Board of Regents shall make a final decision regarding the declaration of financial exigency [Flow chart 406.Y, Box 6].

6.2 Stage 2. Planning for Program Reduction or Elimination (Flow chart 406.Y)

(1) Plan Development.

After a declaration of financial exigency by the Board of Regents, a process of university program reduction or elimination planning shall begin. The intent of this process is to ensure the integrity of the overall mission of the university (see Policy 103).

The university president will ask the provost and the appropriate vice presidents to develop reduction and/or elimination plans in academic, administrative, and support services of the university [Flow chart 406.Y, Box 7].

(2) Academic program elimination

The development of plans for academic program reduction or elimination must involve consultation among departmental and college faculties to identify areas for academic program reduction or elimination. The following criteria and information sources shall be considered by those making judgments about which academic programs should be reduced or eliminated

because of financial exigency: (a) legal mandate; (b) the general academic quality of the program with regard to scholarship, teaching, and service; (c) the extent of importance that the program has for the mission of the university; (d) the mission and goals of the university; (e) reports by national accreditation bodies; (f) reports by appropriate national ranking sources; (g) other systematically-derived information, based on long-term considerations of program quality, as may be available; (h) the capacity of the program to generate external funding; (i) student/faculty ratios; (j) student credit hours generated/faculty FTE; (k) cost effectiveness when compared to similar programs at other universities; and (l) relationship to the Board of Regents Master Plan for Higher Education in the State of Utah. The above list is not ranked and is not all encompassing.

Plans for the reduction or elimination of an academic unit will be reviewed in light of the overall academic mission of the university by the Faculty Senate; the Professional Employees Association (PEA); the Classified Employees Association (CEA); committees of these organizations; the university Executive Committee, the faculty members most directly involved in the program; the appropriate department head or supervisor, academic dean or vice president for extension and agriculture, where appropriate, the chancellor or regional campus dean; and college committees or councils. When a plan calls for the reduction or elimination of a specific academic unit, administrative and support services must be re-evaluated and reduced as appropriate.

The conclusions of the Faculty Senate and all of the groups, committees, and individuals listed above shall be forwarded to the provost who shall consider them and forward them, along with his or her own recommendation, to the university president [Flow chart 406.Y, Box 8].

The university president will take into consideration recommendations for revisions to the proposed plan for the reduction and/or elimination of academic, administrative, and support services, [Flow chart 406.Y, Box 9].

If the university president makes revisions to the reduction and/or elimination plans, the revised plan will be reviewed by the affected committees or associations. The university president will then consider recommendations from this review [Flow chart 406.Y, Box 10].

Once plans for the reduction and/or elimination of programs in academic, administrative, and support service units have been finalized, the university president will recommend the final plan, accompanied by recommendations from the Faculty Senate, the Professional Employees Association (PEA), the Classified Employees Association (CEA), and committees of these organizations to the Board of Trustees and then the Board of Regents for approval [Flow chart 406.Y, Box 11]. The Board of Trustees and the Board of Regents, in that order, will consider approval of the recommended plans for reduction and/or elimination in academic, administrative, and support services programs the university president submitted [Flow chart 406.Y, Box 12] .

Once plans for program reduction and/or elimination in academic, administrative, and support service units areas have been approved by the Board of Regents, the university president will deliver written notice to all affected by the approved plan [Flow chart 406.Y, Box 13].

6.3 Stage 3. Implementation of Plans for Reduction and/or Program Elimination (Flow chart 406.Y).

(1) Development of Implementation Plans.

The university president will direct the provost and vice presidents to develop a timetable for the implementation of the approved plan to reduce and/or eliminate academic programs, and administrative and support services [Flow chart 406.Y, Box 14].

The development of implementation plans for reduction and/or elimination of academic programs, and administrative and support services will include consultation with affected deans, departments, and faculty [Flow chart 406.Y, Box 15].

(2) Review of Implementation Plans.

The university president will provide an opportunity to review implementation plans for the reduction and/or elimination of academic programs, and administrative and support services by all employees affected by the plan [Flow chart 406.Y, Box 16].

Recommendations from affected employees who wish to respond will be sent to the Faculty Senate, Professional Employee Association (PEA), and the Classified Employees Association (CEA) [Flow chart 406.Y, Box 17].

The Faculty Senate, Professional Employee Association (PEA), and the Classified Employees Association (CEA) will submit recommendations for revisions to implementation plans to the provost [Flow chart 406.Y, Box 18] and those, together with all previous recommendations, will be submitted together with the provost's recommendations to the university president [Flow chart 406.Y, Box 19].

(3) Timetable.

The university president shall submit a final plan and a timetable to the Faculty Senate, the Professional Employee Association (PEA), and the Classified Employees Association (CEA) for relieving the state of financial exigency and shall periodically report progress in this endeavor to these same bodies, and to the Board of Trustees and the Board of Regents [Flow chart 406.Y, Box 20].

6.4 Reductions in Status or Terminations of Faculty due to Financial Exigency

The procedures described in Policy 406.5.2 shall apply.

6.5 Relocation or Reinstatement

Relocation or reinstatement of tenured and non-tenured faculty members terminated as a result of financial exigency shall follow procedures in Section 406.4.3.

Unfinished Tasks from 2012-2013

- 1. Faculty Code revisions (405.12 & 406)**
- 2. Restructuring the Faculty Senate Committees & more engagement in Faculty Senate meetings.**
- 3. Concerns about the Central Committee's Tenure/Promotion Review Policy (i.e., Role statements)**
- 4. USU-Eastern: Concerns about Administration and Faculty Morale**
- 5. The Intellectual Property Policy (Faculty from Engineering): Faculty Code 402.4.2(2) requires a written petition by 25 members.**



POLICY MANUAL

FACULTY

Number 402

Subject: The Faculty Senate and Its Committees

Effective Date: July 1, 1997

Revision Dates: November 16, 2001, April 29, 2002, January 12, 2007, April 30, 2007,

March 6, 2009, August 13, 2010, July 8, 2011, [January 6, 2012](#)

**Date of Last Revision: [January 6, 2012](#) [Approved by Executive Committee 7/31/13](#) [Pending
Trustee Approval](#)**

402.1 AUTHORITY OF THE FACULTY TO REVIEW FACULTY SENATE ACTIONS

Actions of the Faculty Senate (Senate) shall be subject to the appellate power of the faculty, as provided in policy 401.7.3. The agenda and actions of the Senate shall be reported to the faculty as provided in policy 402.4.2(3).

402.2 AUTHORITY OF THE SENATE

The authority of the faculty is delegated to the Senate. The Senate legislates and sets policy for matters within the collective authority of the faculty. See policy 401.7. The Senate shall have the power to act for and represent the faculty in all matters of educational policy, including requirements for admission, degrees, diplomas, and certificates; and in curricular matters involving relations between colleges, schools, divisions, or departments.

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

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

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

2.2 The President, University Administrators, and Board of Trustees

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

2.3 Senator's Handbook

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

402.3 MEMBERSHIP; ALTERNATES; TERM; VACANCIES

3.1 Membership

The Senate shall be composed of the following members: (1) sixty faculty members assigned in proportion to the number of tenured and tenure eligible faculty in the academic colleges, the Regional Campuses [and Distance Education](#), [USU-CEU](#) [USU Eastern](#), Extension, and the Library. These sixty will be elected by and from faculty members eligible to vote in Senate elections (see policy 401.4.2(c)); (2) the president and the executive vice president and provost of the university or their designees; (3) eight appointees of the president of the university who shall be a vice president an academic college dean, a regional campus dean, or a chancellor, six of whom must hold faculty appointments and must be designated annually preceding elections to the Senate; (4) the chairs of the Academic Freedom and Tenure Committee, the Budget and Faculty Welfare Committee, the Professional Responsibilities and Procedures Committee, the Faculty Diversity, Development and Equity Committee, and the Faculty Evaluation Committee if they are not one of the faculty members elected to the Senate; and (5) three students, who shall include the Associated Students of Utah State University (ASUSU) President or a designee, the ASUSU Academic Senate President or a designee, and the [Graduate Student Senate \(GSS\)](#) [President-elected graduate student representative](#) or a designee.

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

3.2 Alternates for Elected Members

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

Senators must notify the Executive Secretary of the Senate in writing (email is acceptable) whenever alternates will replace them. If a senator fails twice to make a documented effort to arrange for an alternate during an academic year, then that senator's position will be considered vacant (see policy 402.3.4).

3.3 Term

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

3.4 Vacancies

A senate seat shall be declared vacant if a senator (1) resigns from Faculty Senate, (2) is no longer a member of the faculty of the academic unit from which he or she was elected, or (3) misses two regularly scheduled senate meetings during an academic year without making a documented effort to arrange for an alternate and keeping the Executive Secretary of the Faculty Senate informed in writing (email is acceptable). The Executive Secretary of the Senate reports all vacancies to the Committee on Committees. The Committee on Committees will then contact the affected academic dean, vice president, or, where applicable, the chancellor or regional campus dean, who will appoint an alternate elected senator to fill the seat within 30 days (see policy 402.3.2). Colleges whose alternates are not responsive to requests to fill in for senators with planned absences or which do not have sufficient alternates will be required to run a replacement election (see policy 402.3.1). The Faculty Senate Presidency will address other vacancies on a case-by-case basis. For vacancies among Presidential appointees, the president shall appoint a new senator within 30 days (see policy 402.3.1).

402.4 RECORDS; AGENDA; MINUTES; ORDER OF BUSINESS

4.1 Records

The records of the Senate shall be kept by the Executive Secretary for the use of the members of the faculty, the president of the university, and the Board of Trustees. Records are public unless otherwise specified by action of the Senate in accord with state law (see policy 402.8).

Under the supervision of the President of the Faculty Senate, the Executive Secretary shall ensure that Senate actions approved by the president of the university, or where necessary by the President and the Board of Trustees (see policy 402.2.2), are distributed to faculty on all campuses within an appropriate time frame and included in the Senate records.

4.2 Agenda and Minutes

(1) Senate agenda.

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

(2) Faculty petition to place an item on the agenda.

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

(3) Distribution of agenda and minutes.

One week prior to each Senate meeting, the Executive Secretary shall make available to all faculty a copy of the agenda of the next meeting, and minutes of the prior Senate meeting.

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

Under the supervision of the President of the Faculty Senate, the Executive Secretary shall ensure that Senate actions recommending a change in this policy or in other university policies or procedures are communicated in a timely manner to all campuses.

4.3 Order of Business

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

402.5 PARLIAMENTARY PROCEDURE

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

402.6 MEETINGS; QUORUM

6.1 Scheduled Meetings

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

6.2 Special Meetings

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

6.3 Quorum and Voting

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

6.4 Consulting with Constituents

The elected senators shall communicate and/or meet regularly with their constituents to answer questions and discuss Senate business.

402.7 SENATE PRESIDENT, PRESIDENT-ELECT, AND PAST PRESIDENT

7.1 Duties of the Senate President

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

7.2 Duties of the Senate President-Elect

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

7.3 Duties of the Immediate Past President

The immediate past president shall serve as a voting member of the Faculty Senate Executive Committee and Faculty Senate for a period of one year immediately following his/her term as Senate President. The immediate past Senate President shall also serve as a member of the Senate Handbook Committee (see policy 402.12.10).

7.4 Eligibility and Term

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

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

402.8 SENATE EXECUTIVE SECRETARY

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

402.9 FACULTY FORUM

9.1 Membership of the Faculty Forum; Description

Faculty Forum consists of all elected Senate members, and the chairs of the Academic Freedom and Tenure Committee, the Budget and Faculty Welfare Committee, the Professional Responsibilities and Procedures Committee, the Faculty Diversity, Development and Equity Committee, and the Faculty Evaluation Committee. The Faculty Forum meetings are a means of open discussion for elected Senate members and the committee chairs without participation by or from the president of the university, the executive vice president and provost, the presidential appointees, academic deans and department heads, chancellors, regional campus deans, or the student members of the Senate, unless specifically requested by the Executive Committee of the Faculty Forum (see Policy 402.9.3(2)). During meetings of the Faculty Forum, participants may discuss subjects of current interest, question and debate any policies and procedures, and formulate recommendations for consideration by the Faculty Senate. The Faculty Forum does not exercise the legislative authority of the Faculty Senate.

9.2 Meetings; Agenda; Notice

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

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

9.3 Officers and Executive Committee of the Faculty Forum

(1) Officers.

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

(2) Executive Committee of the Faculty Forum.

The Faculty Forum Executive Committee shall consist of the elected faculty members on the Senate Executive Committee (policy 402.12).

402.10 SENATE ELECTIONS

10.1 Apportionment of Elected Faculty Positions

Annually, the Senate Committee on Committees shall apportion the number of elective Senate positions to the academic colleges, Regional Campuses and Distance Education, USU-CEU USU Eastern, Extension, and the Library in proportion to the number of tenured and tenure-eligible faculty. The minimum representation from each of these academic units shall be one.

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10.2 Election of Faculty Members to the Senate

(1) Scheduled date; notice to academic deans, the vice president for extension, vice provost of regional campuses and distance education, and chancellor.

Elections of faculty representatives to the Senate and sufficient alternate senators to serve when regular senators cannot attend, are held by academic colleges, Regional Campuses and Distance Education, USU-CEU USU Eastern, Extension, and the Library. Elections shall be supervised by the Senate Committee on Committees. Elections shall be conducted during January and February of each school year, in time to be announced at the March meeting of the Senate. Additional elections shall be held as necessary to ensure the availability of alternates to fill vacancies in unexpired terms for the duration of those terms. The Senate Committee on Committees shall notify the appropriate academic deans, or vice president for extension, chancellor, or the vice provost of regional campuses and distance education of the number of senators to be elected annually by their faculty and the date by which the elections must be held.

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(2) Nominations.

After receipt of notice that annual elections shall be held, the appropriate academic deans or vice president for extension, chancellor, or vice provost of regional campuses and distance education shall communicate with their faculty members eligible to vote in Senate elections (see policy 401.4.3 for limitations) for the purpose of nominating Senate candidates and alternates. There shall be at least two candidates for each vacancy.

(3) Voting.

Faculty members with tenured or tenure-eligible appointments and faculty members with term appointments may nominate and vote for candidates and alternates in Senate elections. Balloting within each academic college, the Regional Campuses and Distance Education, USU-CEU USU Eastern

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| Eastern, Extension, and the Library shall be by an appropriate method to ensure timeliness, fairness, and verifiability.

(4) Verification and notice of election results.

| The academic colleges, Regional Campuses and Distance Education, USU-CBU USU Eastern, Extension, and the Library must submit the names of nominees elected to the Senate Committee on Committees on or before the final date set for the conclusion of elections. The Committee on Committees shall verify all election results and then inform the Senate of the names of new members at its regularly scheduled April meeting. Election results shall be made public.

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10.3 Elections within the Senate

Nominations for the office of President-Elect shall occur from the floor during the April Senate meeting. Elections shall be by secret ballot completed prior to the May meeting.

402.11 SENATE COMMITTEES: AUTHORITY, ACTION AND PROCEDURES

11.1 Purpose; Reporting

The Senate appoints and discontinues such standing and ad hoc committees as it deems necessary to carry out its duties.

The Senate establishes advisory committees to study and to make reports and recommendations to it on matters under faculty jurisdiction and to carry out the decisions of the Senate relating to its functions and responsibilities. Senate committees receive their authority from the Senate and shall report their work and make their recommendations to the Senate. No Senate committee may alter the reports or the recommendations of another Senate committee.

11.2 Membership; Elections; Terms; Vacancies

Only members of the faculty eligible to vote in Senate elections are eligible for election and appointment to Senate standing committees (see policy 401.4.3(4) (c) for limitations).

Unless governed by committee procedures otherwise stipulated, non-Senators of Senate standing committees are elected at the same time and according to the same procedures that elect Senators (see policy 402.10.2). Terms shall be three years and shall begin July 1 following elections and are renewable once, after which a faculty member is ineligible to stand for election for one year. Terms shall be staggered so that approximately 1/3 of them expire annually.

A vacancy shall be declared among the elected committee members if that member resigns, is terminated, goes on extended medical leave, or has four or more unexcused absences from regularly scheduled committee meetings during an academic year. If a vacancy occurs, then a replacement will be appointed. The Senate Committee on Committees will appoint seats vacated by representatives of the Faculty Senate, and the academic deans, vice president for extension,

chancellor, or vice provost of regional campuses and distance education, will appoint seats vacated by representatives of the academic colleges, Regional Campuses and Distance Education, USU-CEU USU Eastern, Extension, and the Library .

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Appointed members of Senate standing committees are chosen from the elected membership of the Senate; the Committee on Committees prepares a slate of nominations for approval by the Senate at its May meeting. Terms shall be two or three years, as stated below for a particular committee, and shall be renewable once. Terms shall be staggered. Vacancies will be filled upon recommendation to the Senate by the Committee on Committees.

11.3 Senate Committee Procedures

(1) Committee action; meetings; quorum; majority and minority reports.

Senate committees shall not act independently of the Senate. All statements and actions of Senate committees shall be approved by the Senate before they are official, except for routine actions of the Educational Policies Committee which shall be submitted to the Senate as information items (see policy 402.12.6(1)). Committee work shall be accomplished as a body. Committee meetings shall be held as required to meet the duties of the committee. Meetings shall be held at the call of the chair or upon written request, submitted to the chair, by committee members or the Faculty Senate Executive Committee. A majority of committee members shall constitute a quorum for conducting business. Committee actions shall be by majority vote of the quorum present. Minority committee reports may be submitted to the Senate by dissenting committee members.

(2) Committee minutes.

Minutes shall be taken at all committee meetings and a copy shall be filed with the Senate Executive Secretary as part of the Senate records. The minutes shall include copies of all forms, statements, and reports which are presented to the Senate for action.

(3) Chairs.

Unless otherwise specified, all standing committees and subcommittees of the Senate shall elect chairs annually, preferably at the last meeting of the academic year.

402.12 SENATE STANDING COMMITTEES

12.1 Executive Committee

(1) Duties.

The Executive Committee shall perform the following duties:

(a) prepare Senate meeting agendas;

- (b) propose such standing and special committees of the Senate as may be needed;
- (c) examine the work of the Senate committees to discourage duplication of effort and to ensure that all committee assignments are carried out;
- (d) act as a steering committee to direct problems to the proper committees;
- (e) act as a liaison to harmonize the work of all committees;
- (f) transact such business as may be referred to it by the Senate; and

(2) Membership.

The Senate Executive Committee shall consist of the following members:

- (a) the Senate President;
- (b) the President-Elect of the Senate;
- (c) immediate Past President;
- (d) elected faculty senators, representing each of the academic colleges, Regional Campuses and Distance Education, ~~USU-CEU~~ USU Eastern, Extension, and the Library;
- (e) the president of the university and executive vice president and provost, who shall serve as ex-officio members; and
- (f) a senator appointed by the president and approved by the Senate.

All members have a vote.

(3) Eligibility; election; term.

Any elected senator who is completing or has completed one year of a Senate term is eligible to serve on the Executive Committee, subject to the following exceptions: (1) Senators with only one year remaining in their terms; and (2) Senators who are completing their terms, unless they have been re-elected to the Senate for an additional, successive term.

The election of Executive Committee members shall be conducted each spring following the election of new members to the Senate. Elections shall be by separate caucus of faculty senators within each academic college, Regional Campuses and Distance Education, ~~USU-CEU~~ USU Eastern, Extension, and the Library. Caucuses shall be held within one week following the April meeting of the Senate.

A faculty senator elected to the Executive Committee shall serve for a two-year term, renewable (reelected) once.

(4) Joint meeting of new and old Executive Committees.

Newly elected Executive Committee members will attend the April meeting of the old Executive Committee.

(5) Meetings; Senate agenda.

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The Executive Committee shall meet at least 14 days in advance of regularly scheduled Senate meetings to prepare the agenda and make assignments to those who are to report to the Senate.

(6) Reports and recommendations of other Senate committees.

The Executive Committee will place reports and recommendations of other Senate committees on the Senate agenda without alteration.

12.2 Committee on Committees (CoC)

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.

12.3 Academic Freedom and Tenure Committee (AFT)

(1) Duties.

(a) Jurisdiction as an administrative hearing body.

The Academic Freedom and Tenure Committee, as represented by each of its hearing panels is an administrative hearing body, with jurisdiction in matters related to academic freedom, tenure, promotion, dismissals, and other sanctions; and actions alleged not to be in accordance with the adopted standards, policies, and procedures of the university. In relation to these matters, the committee may hear both complaints initiated by the university against a faculty member and grievance petitions brought by a faculty member.

(b) Procedural due process.

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

(c) Policy revisions.

The Academic Freedom and Tenure Committee shall recommend to the Professional Responsibilities and Procedures Committee possible policy revisions arising from within the Academic Freedom and Tenure Committee's jurisdiction.

(d) Review.

The Academic Freedom and Tenure Committee will review, for consideration by the Senate, all matters pertaining to faculty rights, academic freedom, and tenure.

(2) Membership.

The Academic Freedom and Tenure Committee consists of the following members:

(a) one faculty member elected by and from the faculty in each academic college, Regional Campuses and Distance Education, ~~USU-CEU~~ **USU Eastern**, Extension, and the Library, and (b) three faculty members appointed from the elected faculty senators by the Committee on Committees.

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(3) Election and appointment of members; terms.

Committee members elected from the faculty shall be elected and will serve terms in accordance with policy 402.11.2. Committee members appointed from the Senate shall be selected in accordance with policy 402.12.2(4) and will serve three year terms (see also policy 402.11.2).

(4) Officers.

(a) Eligibility; election; term. No later than the last day of the Spring semester (before the terms of the newly elected members begin), the Committee shall elect from among its members a new chair and vice chair, each to serve a one-year term beginning July 1. Any member who has at least one year remaining in a committee term or who has been re-elected to an additional, successive term is eligible to serve as chair or vice chair.

(b) Responsibilities of the chair and vice chair. The chair shall set the agenda for and preside at Academic Freedom and Tenure Committee meetings, and appoint hearing panels as required. In the absence of the chair, the vice chair shall assume these duties. The vice chair shall be responsible for the recording of the minutes.

(5) Supplemental appointments.

If necessary in order to hear grievances in a timely manner, supplemental members of the Academic Freedom and Tenure Committee may be appointed by the Committee on Committees from the elected members of the Senate. This appointment process shall be initiated by the chair of the Academic Freedom and Tenure Committee. The term of these appointees shall expire June 30 following appointment.

(6) Hearing panels.

Hearing panels shall be appointed as necessary to hear grievances. Four members shall be appointed by the chair of the Academic Freedom and Tenure Committee from the Academic Freedom and Tenure Committee, and the remaining member shall be an administrator who holds a faculty appointment appointed by the president of the university. Faculty members of hearing panels shall be selected by the chair of the Academic Freedom and Tenure Committee

on a rotating basis. All five panel members have a vote. Even if their Academic Freedom and Tenure Committee terms expire, hearing panel members shall serve until the recommendation of the hearing panel has been submitted to the Academic Freedom and Tenure Committee and to the president of the university.

12.4 Budget and Faculty Welfare Committee (BFW)

(1) Duties.

The duties of the Budget and Faculty Welfare Committee are to (a) participate in the university budget preparation process; (b) periodically evaluate and report to the Senate on matters relating to faculty salaries, insurance programs, retirement benefits, sabbatical leaves, consulting policies, and other faculty benefits; (c) review the financial and budgetary implications of proposals for changes in academic degrees and programs, and report to the Senate prior to Senate action relating to such proposals; (d) report to the Senate significant fiscal and budgetary trends which may affect the academic programs of the university; and (e) provide faculty representatives for the Benefits Advisory Committee (BAC).

(2) Membership.

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).

12.5 Professional Responsibilities and Procedures Committee (PRPC)

(1) Duties.

The Professional Responsibilities and Procedures Committee shall advise the Faculty Senate regarding composition, interpretation, and revision of Section 400 in University Policies and Procedures. Recommended revisions shall be submitted to the Senate for its consideration.

(2) Membership.

The membership, election, and appointment of members; term of members; officers; and meetings and quorum of the Professional Responsibilities and Procedures 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).

12.6 Educational Policies Committee (EPC)

(1) Duties.

The major function of this committee shall be to serve as the Senate committee on educational policy, including program discontinuance for academic reasons (policy 406.2). In addition to

conducting studies and making recommendations as specifically instructed by the Senate, the committee itself may initiate such activities. Routine actions taken under established policy, such as approval for specific course changes, additions, or deletions, shall be submitted to the Senate as information items. All policy recommendations and major actions shall be referred to the Senate for approval or disapproval. Specific duties of the Educational Policies Committee shall include consideration of standards and requirements for university designated honors such as cum laude, magna cum laude, and summa cum laude.

(2) Membership.

The Educational Policies Committee consists of the executive vice president and provost or designee; one faculty representative from each academic college, Regional Campuses [and Distance Education](#), [USU CEU](#) [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~~ [elected graduate student representative](#). The faculty representatives are elected to the committee in accordance with policy 402.11.2.

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(3) Term of members.

The term of office for faculty members on the Educational Policies Committee shall be in accordance with policy 402.11.2. The term of office for student members shall be one year ~~and shall coincide with the term of ASUSU and GSS officers~~.

(4) Chair.

The executive vice president and provost or his/her designated representative shall serve as chair of the Educational Policies Committee. The Committee will elect a vice chair from its members to serve in the absence of the chair. The chair or his/her designee will report to the Senate on the committee's actions.

(5) Curriculum Subcommittee.

The Curriculum Subcommittee will formulate recommendations on curricular matters, such as course changes, and forward the same to the Educational Policies Committee. This subcommittee shall consist of the chairs of the curriculum committee of each academic college, three faculty members appointed from the elected membership of the Educational Policies Committee, one faculty representative [each](#) from ~~each~~ Regional Campuses [and Distance Education](#), [USU CEU](#) [USU Eastern](#), Extension, and the Library, and two students, one from the ASUSU and one ~~from the GSS~~ [elected graduate student representative](#). The terms of Educational Policies Committee members on the subcommittee will correspond to their terms on the Educational Policies Committee. The term of office for student members shall be one year ~~and shall coincide with the term of ASUSU and GSS officers~~. The subcommittee shall elect a chair annually, preferably at the last meeting of the academic year.

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(6) General Education Subcommittee.

The General Education Subcommittee formulates and reviews policy with respect to general education. The subcommittee shall consist of three faculty members and one student appointed from the Educational Policies Committee. Their terms will correspond to their Educational Policies Committee terms. Additional members may be appointed to the subcommittee for two-year terms by the Educational Policies Committee to lend academic expertise to the areas of emphasis in the general education program of the university. Recommendations developed by the General Education Subcommittee will be submitted to the Educational Policies Committee. The subcommittee shall elect a chair annually, preferably at the last meeting of the academic year.

(7) Academic Standards Subcommittee.

The Academic Standards Subcommittee (a) recommends policy on all matters pertaining to academic evaluation of students, including admission, retention, grade assignment, and graduation; (b) recommends discipline policy regarding student academic dishonesty; and (c) approves the process for discipline regarding alleged academic violations by students and for grievance hearings in cases of alleged student academic dishonesty. The subcommittee shall consist of four faculty members and one student appointed from the Educational Policies Committee. Their terms will correspond to their Educational Policies Committee terms. Additional members may be appointed to the subcommittee for two-year terms by the Educational Policies Committee to lend expertise.

Recommendations from this subcommittee will be submitted to the Educational Policies Committee. The subcommittee shall elect a chair annually, preferably at the last meeting of the academic year.

12.7 Faculty Evaluation Committee (FEC)

(1) Duties.

The Faculty Evaluation Committee shall (a) assess methods for evaluating faculty performance; (b) recommend improvements in methods of evaluation; and (c) decide university awards for Professor and Advisor of the Year.

(2) Membership.

The committee shall consist of one faculty representative from each academic college, Regional Campuses and Distance Education, ~~USU-CEU~~ USU Eastern, Extension, and the Library, two student officers from the ASUSU and one ~~student officer from the GSS~~ elected graduate student representative. 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.

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12.8 Faculty Diversity, Development, and Equity Committee (FDDE)

(1) Duties.

The duties of the Faculty Diversity, Development, and Equity Committee are to: (1) 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; (2) provide feedback and advocate processes for faculty recruitment, promotion, and retention that promote diversity, fair pay standards, and work/life balance for the faculty; (3) report on the status of faculty development, mentoring, diversity, and equity; and (4) make recommendations for implementation of proposals related to faculty diversity, development, and equity.

(2) Membership.

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 policy 402.12.3(2) through 12.3(5).

12.9 Executive Committee of the Faculty Forum (ECFF)

The Executive Committee of the Faculty Forum shall have the duty of composing the agenda for the annual meeting and any special meetings of the Faculty Forum. The membership of this committee shall consist of the elected members of the Faculty Senate Executive Committee excluding administrators (see policy 402.12.1(2a-2d)).

12.10 Senate Handbook Committee (SHC)

The Senate Handbook Committee composes and/or revises annually the Senate Handbook (policy 402.2.3). This committee consists of the Faculty Senate President, President-Elect of the Senate, and the Past President of the Senate. Additional members may be appointed by the Committee on Committees.

402.13 UNIVERSITY COUNCILS AND COMMITTEES WITH FACULTY REPRESENTATIVES

The Senate Committee on Committees recommends to the Senate faculty members to be appointed to the following university councils, boards, and committees: Athletic Council, Graduate Council, University Research Council, Council on Teacher Education, University Libraries Advisory Council, Honors Program Advisory Board, University Scheduling Committee, Calendar Committee, Bookstore Committee, Honorary Degrees and Awards Screening Committee, Diversity Council, and Parking Policy Committee. The faculty representative need not be a Senate member unless his/her role on the council or committee is to represent the Senate specifically as well as the faculty generally. See also policy 402.10.3, 11.2 and 12.2(4). In the spirit of shared governance, at the Regional Campuses and ~~USU-CEU~~ USU Eastern, the chancellor and regional campus deans will establish procedures whereby faculty

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members on those campuses can be actively engaged and represented in key local decisions parallel to the councils and committees described in this paragraph.

402.12.7 Faculty Evaluation Committee (FEC) Award Name Chages

(1) Duties.

The Faculty Evaluation Committee shall (a) assess methods for evaluating faculty performance; (b) recommend improvements in methods of evaluation; and (c) decide university awards for Professor and Advisor of the Year.

(2) Membership.

The committee shall consist of one faculty representative from each academic college, Regional Campus, USU-CEU, 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.

The text in yellow needs to be changed to:

"(c) decide university awards for Teacher of the Year and Advisor of the Year."

The change is needed because the "Professor of the Year" is not the correct term for this award, and it also needs to be clear that these are two separate awards.