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FACULTY SENATE EXECUTIVE COMMITTEE

October 21, 2013

3:00 – 5:00 p.m.

Champ Hall

Agenda

- 3:00 Call to Order**.....Yanghee Kim
Approval of Minutes September 23, 2013
- 3:05 Announcements**.....Yanghee Kim
Next Brown Bag Lunch with the President Thursday, November 14th noon Champ Hall
- 3:10 University Business**.....Stan Albrecht, President
Noelle Cockett, Provost
- 3:30 Information Items**
1. Faculty Evaluation Committee Annual Report.....Karen Mock
2. Athletic Council Annual Report.....Ken White
- 4:00 New Business**
1. EPC Items for October.....Larry Smith
2. Committee on Committees Item (Charles Waugh-Grad Council).....Robert Schmidt
3. Wording change to Code 402.4.3.....Yanghee Kim
- 4:10 Old Business**
1. 405.12 PTR Task Force updated proposal.....Renee Galliher
2. 402.12.7 PRPC wording on what follows “decide university awards”
for Second Reading.....Stephen Bialkowski

Excuse administrators and move into the Faculty Forum preparation. Be prepared to continue the meeting to 5 p.m.



FACULTY SENATE EXECUTIVE COMMITTEE MINUTES
SEPTEMBER 23, 2013 3:00 P.M.
Champ Hall Conference Room

Present: Yanghee Kim (Chair), Dale Barnard, Amy Brown, Richard Clement (excused), Jennifer Duncan (excused), Renee Galliher, Jake Gunther, Doug Jackson-Smith (excused), Steven Mansfield, Glenn McEvoy, Jason Olsen, Terry Peak (for Doug Jackson-Smith), Robert Schmidt, Flora Shrode (for Jennifer Duncan), Vincent Wickwar, President Stan Albrecht (Ex-Officio), Provost Noelle Cockett (Ex-Officio), Becki Lawver (Parliamentarian) (excused), Joan Kleinke (Exec. Sec.), Marilyn Atkinson (Assistant) **Guests:** Larry Smith, James Nye, Nick Morrison.

Call to Order

Yanghee Kim called the meeting to order at 3:00 p.m. There were no corrections to the minutes of August 26, 2013.

Announcements

Brown Bag Lunch with the President is Tuesday, October 15th, 12:00 noon Champ Hall.

University Business - President Albrecht and Provost Cockett.

No University Business was presented.

Information Items

Education Policies Committee Report – Larry Smith. Larry reviewed for the Executive Committee the function and process of the EPC. The EPC consists of three subcommittees; Academic Standards, Curriculum, and General Education. The EPC monthly report format is in four sections covering each of the subcommittees and any additional business. Requests for changes to programs are submitted on "R401" forms from the Regents Office and are discussed in the additional business section of the report. R401 requests are approved by the college curriculum committees, then come to EPC. If it concerns graduate programs at all, Larry forwards the request to the School of Graduate Studies. Any action item is sent to BFW for their review and input. Finally the Faculty Senate reviews the requests and they are then forwarded on to the Board of Trustees and the Regents.

The annual report covers action items which were vetted through FSEC and the FS. There were a number of proposals this year that resulted from the graduate program review.

Glenn McEvoy moved to place the report on the consent agenda, Robert Schmidt seconded and the motion passed unanimously.

Libraries Advisory Council Report – Jennifer Duncan. Flora Shrode presented a summary of the report in Jennifer's absence and discussed the results of the LibQual 2013 survey. Flora will provide an electronic copy of the summary was distributed at the meeting for Joan to include in the Faculty Senate Agenda.

Renee Galliher moved to place the report and summary on the consent agenda, Vince McEvoy seconded and the motion passed unanimously.

Parking Committee Report – James Nye. James asked if there were any questions on the Parking Committee Report. Eighty-eight new stalls will be added to the Black parking area over the summer. Parking fees will increase in the spring ranging from .17 to .33 per month to cover the bond debt and future building needs. Storage needs and usage for USU vehicles owned by colleges and departments is becoming a concern due to limited space available. This issue may need to be visited in the future.

A motion to place the item on the consent agenda was made by Robert Schmidt and seconded by Steven Mansfield. The motion passed unanimously.

Honors Program Report – Nick Morrison. The Honors Program admits about 150 students per year. Last year only 47 graduated from the program. There is currently an effort to focus on retention of enrollees.

A motion to place this item on the consent agenda was made by Glenn McEvoy and seconded by Steven Mansfield. The motion passed unanimously.

Recent Changes to the Honors Program – Noelle Cockett. Noelle clarified that no changes have been made to the Honors Program as of yet, but an active discussion of how best to improve the program is underway and Noelle is asking for feedback from faculty on the proposed changes. An internal search for a new Honors Program Director will soon be underway. Few, if any, permanent changes will be implemented before the selection of a Director. Undergraduate Fellowship Research money will not be transferred to the Honors program, but Noelle will work with the President to identify other funding by 2016.

A motion was made to place this topic on the agenda as an information item by Renee Galliher, Vince Wickwar seconded. The motion passed unanimously.

Old Business

PRPC Section 402, Language on RCDE, USU-Eastern, and GSS (Second Reading) – Stephen Bialkowski. Stephen was not in attendance at this meeting. This item is correcting language that was missed in the revision last year.

A motion to place this on the Senate agenda as an action item was made by Glenn McEvoy and Robert Schmidt seconded. The motion passed.

Joan presented an email from Karen Mock, chair of the Faculty Evaluation Committee, regarding titles and wording that is incorrect regarding the teacher of the year and advisor of the year Robbins Awards. They have asked that changes correcting the titles move through the system. PRPC has voted to approve the changes.

Glenn McEvoy moved that this be put on the agenda as an action item. Dale Barnard seconded and the motion passed.

New Business

EPC Items - Larry Smith. The September report includes requests for 73 course actions. Among them; the Department of Teacher Education and Leadership proposal for a minor in literacy which was approved and a request from the Management Department for a change in the name of their Master's program to be a professional Master's degree. In total there were 18 masters degrees discontinued as a result of the program reviews across campus and seven masters changed to professional masters degrees.

A motion to place the EPC monthly report on the consent agenda was made by Glenn McEvoy and seconded by Vince Wickwar. The motion passed unanimously.

Discussions on Disposition of Unfinished Business from 2012-2013 – Yanghee Kim.

- a) 405.12 PTR Task Force Update – The Task Force has met again and discussed how to incorporate all of the feedback and how to move forward with a revised set of recommendations. They will present an updated proposal to the FSEC in October.

Steve Mansfield moved to delay the discussion until the October FSEC meeting and Dale Barnard seconded. The motion passed.

- b) 406 Task Force Update and Revisions - Vince Wickwar gave an overview of the work of the taskforce and the purpose for which it was formed. The committee has invested over 400 hours of work on their review of the code. Glenn McEvoy stated he felt there was time to do this right, and there was not a need to rush this through but suggested that the FSEC make certain that all the changes have been thoughtfully crafted and well vetted.

Steve moved that the task force would meet PRPC and present their revision proposal for feedback. It was clarified that PRPC would not rewrite what the taskforce has done but provide feedback and make sure the task force did not overlook any important matters. Yanghee asked for a friendly amendment to also present the proposal to the Faculty Senate as an information item. Steve accepted the amendment. Glenn seconded and the motion passed.

- c) Committee Restructuring - Glenn McEvoy briefed the committee on the size and growth of the Faculty Senate and its committees.

Dale Barnard moved to continue work and discussion on this item in the FS this year. Steve Mansfield seconded. The motion passed.

- d) USU-Eastern: Concerns about Administration and Faculty Morale – This issue was raised during a visit by the Faculty Senate Presidency last year.

The Faculty Senate Presidency gave the input received from the USU-Eastern faculty to the USU administration. With input from the USU Eastern representative, Glenn McEvoy, with a friendly amendment, moved to not address the specific issues and concerns raised from the visit last spring to USU Eastern as a senate body and Dale Barnard seconded the motion. One vote to the contrary was received and the motion passed.

- e) USU Policy on Intellectual Property – This issue was raised last year in an email exchange from a faculty member to the Faculty Senate President. This policy is under the 500 section of the code, which the Faculty Senate does not have the authority to change; the 500 section falls under the VP for Business and Finance. Provost Cockett helped give clarity to the specific issues that were presented and volunteered to meet with the faculty who drafted the email. This item will not be discussed in Faculty Senate. Yanghee will draft a response to the faculty and ask FSEC members to add additional comments.

Adjournment

The meeting adjourned at 4:45 p.m.

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

2013 Annual Report

Faculty Evaluation Committee (FEC)

Report Table of Contents

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Prepared by Karen Mock, Chair

INTRODUCTION

The charge and membership of the FEC is established in the Policy manual 402.12.7 (revised 6Jan2012) as follows:

402.12.7 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 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.

Committee Members 2012-2013

	Term ends
Alan Stephens, Business	2015
Anne Mackiewicz, USU Eastern	2014
Arthur Caplan, Agriculture	2015
Jeffrey Banks, Extension	2016
Joan Kleinke, ex-officio	n/a
Kacy Lundstrom, Libraries	2013
Karen Mock, Natural Resources (chair)	2014
Karen Woolstenhulme, Regional Campuses and Distance Education	2015
Michael Lyons, Humanities and Social Sciences	2014
Oenardi Lawanto, Engineering	2015
Thomas Lachmar, Science	2014
Thomas Rohrer, Arts	2013
Yanghee Kim, Education	2013
Jordan Hunt, ASUSU	2013
Christian Orr, ASUSU	2013
Zack Portman, ASUSU	2013

Meeting Dates 2012-2013

September 19, 2012	January 16, 2013
October 17, 2012	February 20, 2013
November 14, 2012	March 20, 2013
December 12, 2012	April 17, 2013

Agendas and Minutes from each of these meetings included in the final section of this report.

SUMMARY OF FEC ACTIVITIES 2012-2013

The FEC was concerned with three primary topics:

- 1) Interpretation of results from the IDEA system for teaching evaluation
- 2) Other means of teaching evaluation (e.g., peer evaluations)
- 3) Selection of Teachers and Advisors of the Year and modification of future packet guidelines for these awards

A summary of FEC accomplishments this year include:

- 1) Increasing meeting frequency to monthly instead of twice per semester,
- 2) A set of “data mining” questions which could be addressed using the USU IDEA results,
- 3) A Benchmarking Study of IDEA results, comparing USU to its peer institutions within the IDEA database,
- 4) Construction of a Canvas course for USU faculty access to teaching portfolios, self-assessment statements, and peer evaluations posted by other USU faculty members,
- 5) Selection of the Teacher of the Year and the Advisor of the Year, and
- 6) Recommended revision of guidelines for Teacher of the Year and Advisor of the Year nomination packets.

DISCUSSION OF FEC ACTIVITIES 2012-2013

1) FEC meeting frequency

Last year, the FEC met approximately twice per semester, and was focused primarily on the implementation of IDEA, which had just been adopted. Based on feedback from the Faculty Executive Committee (Fall 2012) in response to the 2011-2012 FEC Annual Report, the FEC increased its meeting frequency to monthly and began to consider a broader range of topics related to evaluation.

2) IDEA teaching evaluation

Data mining: The IDEA instrument was recommended by the FEC in past years, following the evaluation of several other instruments and a detailed pilot study, and was launched in Fall 2011. Although implementation rates across USU colleges and campuses were not uniform, the FEC was interested to know how the collective results might be used over time to better understand teaching trends across campus. Working with Michael Torrens in the USU Office of Analysis, Assessment, and Accreditation (AAA), FEC vetted many possible ‘data mining’ questions. This list of questions is expected to be finalized at the October 2013 FEC meeting. The current list of questions is as follows:

- 1) How do scores vary by instructor demographic, rank, enrollment size, course level, and class size?
- 2) Do live courses score better/worse than broadcast courses or hybrids?

- 3) Do General Education courses score better/worse than other courses?
- 4) Do courses vary by which learning objectives are chosen?
- 5) What is the distribution of the number of learning objectives chosen, and how does that vary by College/Discipline/Course level?

Faculty Survey on IDEA: One of the tasks initiated by FEC in 2011-2012 was a faculty survey about the implementation of IDEA. The questions proposed for the survey had not been finalized as of Spring 2012. There was general agreement among FEC members that the purpose of the proposed survey was not to question whether IDEA should be used, but to focus on how it should be implemented. This year the FEC opted not to pursue this survey until more training had been done and the faculty had more experience with the instrument. Discussion about the need for a survey of faculty and Department Heads regarding the implementation of IDEA and interpretation of IDEA results is continuing.

Response rates: Information from IDEA is most useful, both for the instructor and the institution, if response rates are high. The FEC discussed the use of various incentives (including a small amount of course credit) to accomplish this. There were general concerns among committee members about the impact of course evaluations on course rigor (an issue beyond the IDEA scope), the impact of incentives on the survey, and the potential loss of anonymity if student responses are tracked. We considered a faculty survey on the use of incentives and how those were correlated with response rates for various types of courses (e.g., across enrollment sizes, academic levels). However, after discussion with Michael Torrens about this, the committee decided that these issues were premature, since a) IDEA had just recently been implemented, b) active training sessions were underway, and c) the response rates so far have been higher than initially expected. A faculty survey on incentives will be considered during the spring 2014 by FEC, depending on trends in response rates since 2011.

IDEA implementation: The IDEA instrument, while more statistically powerful and nationally normed (in contrast to the teaching evaluation instrument previously used by USU), is considerably more complex, both in terms of initiation by instructors (e.g., choosing teaching objectives) and interpretation by instructors and administrators. This complexity caused frustration which was expressed at the 2012 Faculty Forum. In order to address this frustration, FEC members queried faculty members in their colleges informally on questions/concerns about IDEA. The responses reflected many misunderstandings about the IDEA system, how the instrument is designed to work, and how IDEA is administered at USU. This confusion is currently being addressed in the training sessions being offered through AAA, and communication between the FEC and Michael Torrens (representing AAA) about faculty concerns is ongoing. Overall, faculty were confused about:

- the need to choose a limited number of learning objectives,
- the ability to determine when IDEA was delivered to students and how frequently reminder notices went to students,
- the ability to add custom questions,
- the difference between “raw” and “adjusted” scores,

- the recommendation by IDEA that the survey results NOT be the only, or even the major source of information when faculty teaching performance is evaluated.

Benchmarking study: One of the concerns commonly expressed by faculty is that the IDEA database, against which USU is compared, includes many small colleges which are not research institutions, have far smaller class sizes, have instructors whose primary role is teaching. There was concern that this might not be a valid comparison for USU as a large land-grant university. The FEC was interested to know how USU compared just to peer institutions. A set of 8 peer institutions within the IDEA database was identified, primarily based on land-grant status.

These included*:

- California State University – Stanislaus
- Kansas State University
- Louisiana State University – Alexandria
- Northern Arizona University
- South Dakota State University
- Texas A&M University- Central Texas
- University of Alaska Anchorage
- University of Rhode Island

**note: USU agreed not to provide the names of these institutions in any marketing or public relations material.*

Working with AAA, the FEC requested a One-Year Benchmarking Report comparing USU against these peer institutions with respect to IDEA results. This report arrived during the summer 2013, and is provided as an attachment of this report. The Benchmarking report will be reviewed and summarized by the FEC this year.

3) Other means of teaching evaluation

The FEC discussed the need for faculty to provide evidence of teaching effectiveness/excellence beyond the IDEA results in Tenure and Promotion packets and annual reviews. One type of evidence is peer evaluations, although these are commonly not very substantive, and therefore, not very useful either to the instructor or for evaluating the instructor. Another way to provide evidence of teaching effectiveness/excellence is through a teaching portfolio. USU frequently provides workshops on teaching portfolios, which include helpful information on peer reviews, but there was a sense among FEC members that faculty were not always using these resources. The FEC decided to create a Canvas course, accessible to USU faculty (password-protected), where examples of teaching portfolios and peer evaluation letters could be posted as a resource to faculty preparing tenure and promotion documents. The course was created “Faculty Evaluation Resources” and documents have begun to be posted by College. At present, this course is only available to FEC members, but the course will be made available to faculty in the future, once it is populated with more material. The FEC intends this mechanism to be more efficient than the exchange of hard copies of binders that currently occurs among faculty. The following disclaimer is on the course home page:

“This Canvas Course is managed by the [Faculty Evaluation Committee](#), a standing committee of the USU [Faculty Senate](#). Our purpose is to provide a resource for USU faculty who are assembling promotion packets (to Associate or Full Professor ranks) and who would be interested to see examples from the packets of other USU faculty who have been promoted. We make no claims about the quality of these materials; they are simply intended as a source of ideas. We encourage faculty to participate in discussions about these materials and to submit additional materials/resources that may be helpful. Please do not disseminate the materials from USU faculty without their explicit permission - the materials are intended as a resource specifically for USU faculty.”

4) Teacher and Advisor of the Year

The FEC reviewed nomination materials for the Eldon H. Gardner Teacher of the Year and Advisor of the Year annual awards, and selected the following:

Teacher of the Year: Marlene Israelsen, Agriculture (Nutrition, Dietetics & Food Sciences)

Advisor of the Year: Laurie McNeill, Engineering (Civil & Environmental Engineering)

The FEC found the nomination materials to be quite different among the nominees, as in past years, and therefore drafted changes to make these packets more efficient and more comparable in the future. These recommendations have been provided to the Provost’s office and are also provided as an attachment to this document. We anticipate that these changes will be in place for the 2104 awards.

Agenda
Faculty Evaluation Committee (FEC)
Wednesday, September 19, 2012
NR 204 10:00am

1) Introductions

Name	College	Other
Alan Stephens	Business	-
Anne Mackiewicz	Education & Human Services	USU Eastern/RCDE
Arthur Caplan	Agriculture	-
Jeffrey Banks	-	Extension
Joan Kleinke	-	Provost-->AAA-->ex-officio
Kacy Lundstrom	-	Library
Karen Mock	Natural Resources	Chairperson
Karen Woolstenhulme	Business	RCDE
Michael Lyons	CHaSS	-
Oenardi Lawanto	Engineering	-
Thomas Lachmar	Science	-
Thomas Rohrer	Arts	-
Yanghee Kim	Education & Human Services	-
Jordan Hunt	-	ASUSU Academic Senate President
Christian Orr	-	ASUSU Student Advocate
Zack Portman	-	ASUSU Graduate Studies Senator

2) Review of FEC charge:

From Policy 402.12.7:

“The Faculty Evaluation Committee shall

- (1) assess methods for evaluating faculty performance;
- (2) recommend improvements in methods of evaluation;
- (4) decide university awards for Professor and Advisor of the Year.

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.”

3) Approve 2012-2013 Committee Report for the Senate Executive Committee:

Due October 1st to Joan Kleinke

Presented at Faculty Executive Committee October 15th

Need a substitute presenter – K.Mock will be out of town.

Presented to Faculty Senate December 3rd

4) Discuss FEC meeting times/frequency:

Over the past 2 years, the FEC has only met once or twice per semester. Should we set up monthly meetings on a regular schedule, and cancel them as they approach if we really don't need to meet or can handle business by email?

5) Criteria for Teacher of the Year and Advisor of the Year Robins Award criteria and binder formats:

Current criteria available here:

http://www.usu.edu/provost/honors_and_awards/faculty/teacher_of_the_year.cfm

And here:

http://www.usu.edu/provost/honors_and_awards/faculty/advisor_of_the_year.cfm

Should these be revised?

6) Faculty Survey about IDEA:

Pam Martin (FEC chair 2011-12) had started a draft survey (attached). We need to revisit the purpose of the survey and work on the draft survey to make sure the questions are straightforward and the answers informative.

7) Other Issues?

Minutes from Faculty Evaluation Committee (FEC)

19Sep12, 10-11 a.m. NR 204

(first meeting for Fall 2012)

Present:

Alan Stephens (Business)
Anne Mackiewicz (USU Eastern)(remote connection)
Arthur Caplan (Agriculture)
Jeffrey Banks (Extension) (remote connection)
Joan Kleinke (AAA ex officio)
Kacy Lundstrom (Libraries)
Karen Mock (Chairperson, Natural Resources)
Oenardi Lawanto (Engineering)
Yanghee Kim (Education & Human Services)

Absent:

Karen Woolstenhulme (Business)
Michael Lyons (CHaSS)
Thomas Lachmar (Science)
Thomas Rohrer (Arts)
Jordan Hunt (ASUSU Academic Student President)
Christian Orr (ASUSU Student Advocate)
Zack Portmann (ASUSU Graduate Studies Senator)

- 1) Reviewed membership roster for accuracy.
- 2) Reviewed FEC purpose from faculty code.
- 3) Reviewed draft 2012-2013 report to Faculty Executive Committee; agreed that KM would fill in information from today's meeting and circulate final version for approval.
- 4) Requested substitute to present report to Faculty Executive Committee: Arthur Kaplan agreed to make this presentation (3pm Champ Hall)
- 5) Discussion of purpose and contents for faculty survey on IDEA implementation: most discussion about response rates and how to create incentives to increase these. KM will update draft questions and circulate to committee for feedback.
- 6) Discussion of FEC meeting times: general agreement that monthly meetings should be scheduled at a regular time/place; at each meeting will determine need for next meeting. KM will circulate a Doodle poll about a regular time.
- 7) Criteria for Robins awards: will discuss at next meeting.
- 8) Items for next meeting:
 - a. Further discussion of faculty survey contents
 - b. Discussion of Robins awards criteria
 - c. Discussion of need for a prospective study to understand how incentives work (KM will query Michael Torrens for existing studies on this)

Agenda
Faculty Evaluation Committee (FEC)
Wednesday, October 17, 2012
10:30 – 11:30am NR 204

- 8) Approve minutes from September 19, 2012 meeting
- 9) Discuss ideas from the Faculty Executive Committee meeting (Monday Oct. 15) that emerged in response to the presentation of our annual report and decide how to proceed with respect to a faculty survey
- 10) Criteria for Teacher of the Year and Advisor of the Year Robins Award criteria and binder formats:
Current criteria available here:
http://www.usu.edu/provost/honors_and_awards/faculty/teacher_of_the_year.cfm
And here:
http://www.usu.edu/provost/honors_and_awards/faculty/advisor_of_the_year.cfm

Do these need to be revised?

Minutes from Faculty Evaluation Committee (FEC)

7Oct12, 10:30-11:45 a.m. NR 204

(second meeting for Fall 2012)

Present:

Alan Stephens (Business)
Arthur Caplan (Agriculture)
Joan Kleinke (AAA ex officio)
Kacy Lundstrom (Libraries)
Karen Mock (Chairperson, Natural Resources)
Oenardi Lawanto (Engineering)
Yanghee Kim (Education & Human Services)
Jordan Hunt (ASUSU Academic Senate President)
Zack Portman (ASUSU Graduate Studies Senator)
Glenn McEvoy (invited guest representing Faculty Senate Executive Committee)

Absent:

Anne Mackiewicz (USU Eastern Price)
Jeffrey Banks (Extension, Nephi)
Michael Lyons (CHaSS)
Thomas Lachmar (Science)
Thomas Rohrer (Arts)
Christian Orr (ASUSU Student Advocate)
Karen Woolstenhulme (Business)

9) Approved minutes from 19Sep12 FEC meeting

10) Discussion of ideas from the Faculty Senate Executive Committee meeting (FSEC, Monday Oct. 15) that emerged in response to the presentation of our annual report and decide how to proceed with respect to a faculty survey

Glen, Yanghee and Arthur provided a review of the discussion at FSEC regarding the FEC. There was recognition that 2011-12 was the first full year of IDEA implementation and that the FEC met infrequently during that time period. Glenn (with input from others) provided a history of the adoption of IDEA for those committee members who were not FEC members throughout that process. This history included the rationale to go with an online format and a nationally normed instrument with short and long options possible. Glen's impression from an FEC meeting in Fall 2011 was that the FEC would be following the implementation of the IDEA instrument with more active involvement, surveying both faculty and students about the evaluations. The FSEC encouraged the FEC to take on broader tasks than those described in the 2011-12 Faculty Senate Report.

A lively discussion ensued about the use and unintended consequences of faculty evaluations, including both faculty and student perspectives. From this discussion a list of issues/concerns was developed. Karen Mock has assembled this list and will be gathering relevant information about each of them for the next meeting.

The Committee identified a preliminary list of focal areas which could organize and guide our activities through the coming academic year. These focal areas could be addressed via surveys, focal groups, data mining, and/or committee recommendations, and would become areas for reporting in Fall 2013. These focal areas will be discussed and finalized at the next meeting, incorporating comments from the Faculty Forum.

11) Reminders:

Faculty Forum Monday November 5th 3:00- 4:30 TSC Auditorium

Next scheduled FEC meetings:

Wed. Nov. 14th 10:30-11:30 NR204

Wed. Dec. 12th 10:30-11:30 NR204

12) Items for next meeting:

- a. Discuss feedback from Faculty Forum
- b. Discussion of need for revision of Robins awards criteria

Agenda
Faculty Evaluation Committee (FEC)
Wednesday, November 14, 2012
10:30 – 11:30am NR 204

- 11) Approve minutes from October 17, 2012 meeting
- 12) Criteria for Teacher of the Year and Advisor of the Year Robins Award criteria and binder formats:
Current criteria available here:
http://www.usu.edu/provost/honors_and_awards/faculty/teacher_of_the_year.cfm
And here:
http://www.usu.edu/provost/honors_and_awards/faculty/advisor_of_the_year.cfm
Do these need to be revised?
- 13) Identify focal areas for the remainder of the year, incorporating input from the Faculty Forum (November 5, 2012), the Provost, and the Faculty Executive Committee (Monday Oct. 15). Potential focal areas:
 1. Make recommendations about **'mining' the emerging IDEA data** (working with Michael Torrens)
 1. How does USU rank with respect to other institutions?
 2. Which learning objectives are usually chosen in which kinds of courses?
 3. Are there common features of courses/instructors that are in the upper and lower percentiles?
 4. Others..
 2. Identify **continuing faculty educational needs** for IDEA (working with Michael Torrens)
 1. Flexible windows of survey delivery
 2. Identification of peer institutions
 3. Ability to add questions
 4. Others..
 3. Make recommendations to faculty about the **use of incentives** to increase response rates
 1. Survey faculty about incentive use/opinions, correlate with response rates
 4. Make recommendations to faculty about conducting **peer evaluations**
 5. Make recommendations to faculty about assembling **teaching portfolios**
- 14) Set regular meeting time for Spring 2013: (second Wed. 10:30-11:30?)

Minutes from Faculty Evaluation Committee (FEC)
14Nov12, 10:30-11:45 a.m. NR 204
(third meeting for Fall 2012)

Present:

Alan Stephens (Business)
Arthur Caplan (Agriculture)
Joan Kleinke (AAA ex officio)
Kacy Lundstrom (Libraries)
Karen Mock (Chairperson, Natural Resources)
Oenardi Lawanto (Engineering)
Yanghee Kim (Education & Human Services)
Jordan Hunt (ASUSU Academic Senate President)
Zack Portman (ASUSU Graduate Studies Senator)
Karen Woolstenhulme (Business)
Jeffrey Banks (Extension, Nephi)

Absent:

Michael Lyons (CHaSS)
Thomas Lachmar (Science)
Thomas Rohrer (Arts)
Christian Orr (ASUSU Student Advocate)
Anne Mackiewicz (USU Eastern)

13) Approved minutes from October 17, 2012 FEC meeting

14) Agreed that criteria for Robins Awards were sufficient and did not need to be changed.

15) Identified and discussed four focal areas to guide our activities through the remainder of the academic year.

Focal Area #1: **IDEA survey**: Providing input from faculty to Michael Torrens regarding:

- i. Data mining/synthesis potential with IDEA results
- ii. Continuing educational needs regarding IDEA survey (among faculty)
- iii. Next step: identify a subset of FEC members who could meet several times with Michael Torrens and report back to committee

Focal Area #2: **Teaching portfolios**: Make exemplar teaching portfolios available from USU faculty (e.g. posting on a website) Next step: KM and KL will work together to determine most appropriate means of making these available and getting the word out, given existing websites and teaching resources.

Focal Area #3: **Peer evaluations**: AC wanted to make a presentation at the next FEC meeting on peer evaluations, and will circulate an example to the committee via KM. At that time we will consider whether the FEC should take on the task of making recommendations to faculty about conducting peer evaluations.

Focal Area #4: **Role statements:** There was a great deal of concern at the Faculty Forum about role statements and the meaning of percentages with respect to work loads and evaluation. The BFW Committee has been discussing this issue and there may be a way that our committees could work together on this (e.g. inviting BFW Chair to FEC meeting, having a joint meeting of these committees to discuss this issue...). AS will send an email to the BFW Committee chair to inquire about their interest in this and what the role of the FEC might be in this regard.

16) Reminders:

Next scheduled FEC meeting:

Wed. Dec. 12th 10:30-11:30 NR204

Tentative agenda:

Presentation from AC on Peer Evaluations

Report from KM & KL on web venues for exemplar teaching portfolios

Report from AS on BFW needs/activities wrt role statement issues (is this an appropriate area for FEC to become involved in?)

Decision on monthly FEC meeting time Spring 2013

Agenda
Faculty Evaluation Committee (FEC)
Wednesday, December 12, 2012
10:30 – 11:30am NR 204

15) Approve minutes from November 14, 2012 meeting

16) Finalize meeting times Spring 2013:

January 16: 9:30-10:30

February 20: 9:30-10:30

March 20: 9:30-10:30

April 17: 9:30-10:30

All meetings are scheduled for NR204

17) Discuss progress on focal areas:

Focal Area #1: **IDEA survey**: Providing input from faculty to Michael Torrens regarding:

- i. Data mining/synthesis potential with IDEA results
- ii. Continuing educational needs regarding IDEA survey (among faculty)
- iii. Next step: identify a subset of FEC members who could meet several times with Michael Torrens and report back to committee

Progress since November meeting: Karen Mock, Jordan Hunt, and Anne Mackiewicz met with Michael Torrens for about 2 hours on Dec. 7th to discuss these items. Notes from the meeting are attached. Need to:

- identify a couple of additional people that can serve on this subcommittee***
- discuss other data mining questions for MT***
- determine whether benchmark data should be requested***

Focal Area #2: **Teaching portfolios**: Make exemplar teaching portfolios available from USU faculty (e.g. posting on a website) Next step: KM and KL will work together to determine most appropriate means of making these available and getting the word out, given existing websites and teaching resources.

Progress since November meeting: KL made a nice list of websites which have information about teaching portfolios (attached). KM met with Janis Boettinger to ask about an appropriate website for posting exemplar teaching portfolios – Janis suggested including teaching portfolios as a component of a Canvas course being built for faculty. Need to:

- KL and KM need to get enrolled in the Canvas course to determine whether this is a good venue (KM waiting for Janis B on this)***
- Identify a couple of additional people that can work on this as a subcommittee***

Focal Area #3: **Peer evaluations**: AC wanted to make a presentation at the next FEC meeting on peer evaluations, and will circulate an example to the committee via KM. At that time we will consider whether the FEC should take on the task of making recommendations to faculty about conducting peer evaluations.

AC will make a presentation to the FEC on peer evaluations and determine the best path forward for the FEC in this arena.

Focal Area #4: **Role statements:** There was a great deal of concern at the Faculty Forum about role statements and the meaning of percentages with respect to work loads and evaluation. The BFW Committee has been discussing this issue and there may be a way that our committees could work together on this (e.g. inviting BFW Chair to FEC meeting, having a joint meeting of these committees to discuss this issue...). AS will send an email to the BFW Committee chair to inquire about their interest in this and what the role of the FEC might be in this regard.

Progress since November meeting: KM attended the Faculty Senate Executive Committee (FSEC) meeting on Dec. 10th, where there was discussion of this issue. FSEC will be requesting that BFW look into the issue of "role assignments", which are different from "role statements". "Role assignments" are teaching loads and other assignments assigned by the Department Head. "Role statements" are percentages of evaluative weight given to different areas (teaching, research, service) when promotions are considered. These can be in conflict, but "role statements" are an evaluation issue and "role assignments" are an issue between the Dept. head and the faculty member. AS will provide a perspective from BFW. Need to:

- Decide whether role statements are something the FEC wants to take on this year

Minutes from Faculty Evaluation Committee (FEC)
12Dec12, 10:30-11:45 a.m. NR 204
(fourth meeting for Fall 2012)

Present:

Alan Stephens (Business)
Arthur Caplan (Agriculture)
Michael Lyons (CHaSS)
Joan Kleinke (AAA ex officio)
Karen Mock (Chairperson, Natural Resources)
Oenardi Lawanto (Engineering)
Yanghee Kim (Education & Human Services)
Jordan Hunt (ASUSU Academic Senate President)
Zack Portman (ASUSU Graduate Studies Senator)
Jeffrey Banks (Extension, Nephi)
Anne Mackiewicz (USU Eastern)

Absent:

Kacy Lundstrom (Libraries)
Thomas Lachmar (Science)
Thomas Rohrer (Arts)
Christian Orr (ASUSU Student Advocate)
Karen Woolstenhulme (Business)

17) Approved minutes from November 14, 2012 FEC meeting

18) Finalized meeting times for Spring 2013 (third Wednesdays, NR204):

January 16: 9:30-10:30

February 20: 9:30-10:30

March 20: 9:30-10:30

April 17: 9:30-10:30

19) Discussed progress on focal areas:

Focal Area #1: IDEA survey: Working with Michael Torrens on data mining/synthesis potential with IDEA results

- a. Discussed meeting with Michael Torrens (KM,JH,AM) on Dec. 7th
- b. Decided to request a “benchmarking” report from IDEA through Michael Torrens. FEC members will review the list of IDEA institutions and identify the institutions that seem to be most similar to USU (e.g. land grant institutions). FEC members will send ranked lists of these institutions to KM, who will compile these and make the request to Michael Torrens.
- c. Reviewed and refined exploratory questions to be addressed with IDEA database:
 - i. Both Raw and Adjusted scores for USU are higher, on average, than the IDEA database (the most recent data – fall 2012 - will be available in January)
 - ii. Response rates by Department and Logan vs. RCDE vs. USUE are available (the most recent data – fall 2012- will be available in January)
 - iii. How do scores vary by faculty demographics and rank, course enrollment size, course level, and class size?
 - iv. Do live courses score better/worse than broadcast courses? Hybrids?
 - v. Do Gen Ed courses score better/worse than other courses?
 - vi. Do courses vary by which learning objectives are chosen?
 - vii. What is the distribution of the number of learning objectives chosen?

- viii. What is the distribution of the specific learning objectives chosen? How does this vary by College/Discipline?
 - ix. How do evaluation scores vary with the average grade in the course?
 - x. How do evaluation scores vary with response rates?
- d. Decided to query faculty within our colleges to identify additional interesting questions/correlates to explore, with the goal of producing a brief report to the Faculty Senate by the end of Spring 2013.

Focal Area #2: Teaching portfolios: KM discussed meeting with Janis Boettinger (Provost's Office), who suggested that exemplar teaching portfolios and resources (e.g. KL list of resources) be included in a Canvas course for faculty (currently under development), so that it would be password protected and could be dynamic. KM and KL will continue to work with Janis on this and will report back to the FEC on this in January.

Focal Area #3: Peer teaching evaluations: AC presented a sample letter resulting from a peer teaching evaluation, and the elements and format were discussed. ML suggested a shorter format or executive summary that might be more useful to administrators. A suggestion was made to include information on and examples of peer evaluations in the Canvas course (see Focal Area #2).

Focal Area #4: Role statements/role assignments: We acknowledged that the Faculty Senate and possibly the BFW Committee might be taking up this issue soon, and we decided to wait to take action on this until our January meeting.

Agenda
Faculty Evaluation Committee (FEC)
Wednesday, January 16, 2013
9:30 – 10:30am NR 204

18) Approve minutes from December 12, 2012 meeting

19) Reiterate meeting times Spring 2013:

January 16: 9:30-10:30

February 20: 9:30-10:30

March 20: 9:30-10:30

April 17: 9:30-10:30

All meetings are scheduled for NR204

20) Discuss progress on focal areas:

Focal Area #1: **IDEA survey**: Providing input from faculty to Michael Torrens regarding:

- i. Data mining/synthesis potential with IDEA results
- ii. Continuing educational needs regarding IDEA survey (among faculty)
- iii. Next steps:
 1. identify a **subset of FEC members** who could meet couple of times with Michael Torrens and report back to committee
 2. discuss other data mining questions for Michael Torrens based on any faculty feedback to FEC members (see previous minutes for current list)
 3. determine which institutions we would like to include in our request for a “benchmarking” report via Michael Torrens.

Focal Area #2: **Teaching portfolios**: KM and KL working on an FEC Canvas “course” targeting tenure track faculty.

- i. Need input from committee on finding good exemplars of teaching portfolios.

Focal Area #3: **Peer evaluations**: Make exemplar teaching portfolios and resources available from USU faculty

- i. Need a **couple of FEC members** to take on collecting and assembling some exemplar peer evaluations and resources for posting on the FEC Canvas course (see above).

Focal Area #4: **Role statements**: There was a great deal of concern at the Faculty Forum about role statements and the meaning of percentages with respect to work loads and evaluation.

- i. Need update from Alan Stephens about BFW activities in this arena.

Minutes from Faculty Evaluation Committee (FEC)
16Jan13, 9:30-10:30 a.m. NR 204
(first meeting for Spring 2013)

Present:

Kacy Lundstrom (Libraries)
Arthur Caplan (Agriculture)
Karen Woolstenhulme (Business)
Thomas Lachmar (Science)
Joan Kleinke (AAA ex officio)
Karen Mock (Chairperson, Natural Resources)
Oenardi Lawanto (Engineering)
Jordan Hunt (ASUSU Academic Senate President)
Jeffrey Banks (Extension, Nephi)
Anne Mackiewicz (USU Eastern)

Absent:

Alan Stephens (Business)
Michael Lyons (CHaSS)
Yanghee Kim (Education & Human Services)
Zack Portman (ASUSU Graduate Studies Senator)
Thomas Rohrer (Arts)
Christian Orr (ASUSU Student Advocate)

20) Approved minutes from December 12, 2012 FEC meeting

21) Reviewed schedule for Robins Awards:

Feb. 15, 2013 ToY and AoY packets due to Provost's office
Feb.18, 2013 packets scanned and available to FEC members (perhaps by Big File Transfer)
Mar.20, 2013 FEC meets to make decision on Teacher of the Year and Advisor of the Year

22) Discussed progress on focal areas:

Focal Area #1: IDEA survey: Working with Michael Torrens on data mining/synthesis potential with IDEA results

- a. JH, AM, KM working to assemble a list of peer institutions from the IDEA institutions for a "benchmarking" study of IDEA results.
- b. JH, AM, KM working to assemble IDEA "data mining" questions for Michael Torrens, adding to existing list based on faculty input.

Focal Area #2: Teaching portfolios: KM and KC will construct a Canvas course ("Teaching Evaluation Resources") designed to provide examples of teaching portfolios, peer evaluations, and other resources to faculty who are going up for promotion (associate or full). FEC members will be provided with a link to the course so we can get it populated. KM asked FEC members to query their tenured faculty to see whether we will have enough examples to post.

Focal Area #3: Peer teaching evaluations: See above re Canvas course. AC will send out an example email asking faculty for peer evaluations that we can use to send out to our respective units.

Focal Area #4: Role statements/role assignments: No action since no update on BFW activities.

Agenda
Faculty Evaluation Committee (FEC)
Wednesday, February 20, 2013
9:30 – 10:30am NR 204

21) Approve minutes from January 16, 2013 meeting

22) Reiterate meeting times Spring 2013:

March 20: 9:30-10:30 (Robins Award decision to be made)

April 17: 9:30-10:30

Both meetings are scheduled for NR204

23) Teacher of the Year and Faculty Advisor of the Year awards

1. Review criteria
2. Nomination access, confidentiality
3. To be decided at March 20th meeting

24) Discuss progress on focal areas:

Focal Area #1: **IDEA survey:**

1. Finalize list of institutions for the one-year “benchmarking” study via Michael Torrens
See IDEA information on this type of study: (see Benchmarking Study handout)
<http://www.theideacenter.org/services/student-ratings/benchmarking>
2. Finalize list of data mining questions for Michael Torrens (see Data Mining handout)

Focal Area #2/3: **Teaching portfolios & Peer evaluations:** KM, KL, AC working on an FEC Canvas “course” targeting tenure track faculty.

- a. FEC member enrollment in “course”: link available, materials being uploaded
- b. Need additional input from all units with respect to teaching evaluations beyond the IDEA instrument – in particular, examples of teaching documentation (including portfolios) and peer evaluations

Focal Area #4: **Role statements:** There was a great deal of concern at the Faculty Forum about role statements and the meaning of percentages with respect to work loads and evaluation.

- a. Need update from Alan Stephens about BFW activities in this arena

20Feb13

Minutes from Faculty Evaluation Committee (FEC)

20Feb13, 9:30-10:30 a.m. NR 204

(second meeting for Spring 2013)

Present

Alan Stephens

Anne Mackiewicz

Arthur Caplan

Jeff Banks

Kacy Lundstrom

Karen Mock

Michael Lyons

Oenardi Lawanto

Thomas Lachmar

Thomas Rohrer

Yanghee Kim

Jordan Hunt

Zack Portman

Absent

Joan Kleinke

Karen Woolstenhulme

Christian Orr

25) Approved minutes from January 16, 2013 meeting

26) Next meeting: March 20, 9:30-10:30 NR204

Robins Award decision to be made.

FEC members should come to the meeting with candidates ranked all the way down for
Both categories of awards.

Provost's office will mail USB sticks to all FEC members with the nomination packets for
both awards, along with a return envelope. Packets also available in Old Main 114.

Discussion about next year's criteria and format will occur at Mar.20 meeting.

M.Lyons made the point that many of the materials to demonstrate effective teaching are in
electronic format (e.g. radio interviews, video...), suggested accommodating those in the
Teacher of the Year packets next year.

27) Discuss progress on focal areas:

Focal Area #1: IDEA survey:

1. Reviewed list of institutions for the one-year "benchmarking" study via Michael Torrens. AK suggested narrowing these to only land grant institutions. KM will make this list and send it to the group.
2. Reviewed draft list of data mining questions for Michael Torrens; KM, AM, ML, and JH will work on refining these in response to Michael Torrens' feedback. OL offered to clarify the third question.

Focal Area #2/3: Teaching portfolios & Peer evaluations: KM, KL, AC working on an FEC Canvas "course" targeting tenure track faculty. KC offered to send request for material to the faculty participants in a recent Seldin workshop on peer evaluations. KM requested additional materials from other FEC representatives.

Focal Area #4: Role statements: There was a great deal of concern at the Faculty Forum about role statements and the meaning of percentages with respect to work loads and evaluation. BFW will take this up, but possibly not in the next 2 months. AS will keep FEC posted.

There was discussion about recent BFW activity regarding faculty evaluations. AS offered to forward information about this to the FEC.

Agenda
Faculty Evaluation Committee (FEC)
Wednesday, March 20, 2013
9:30 – 10:30am NR 204

28) Approve minutes from February 20, 2013 meeting

29) Next meeting:

April 17: 9:30-10:30, NR204

30) Teacher of the Year and Faculty Advisor of the Year awards

1. Review criteria
2. Selection
3. Need for confidentiality
4. Suggestions for criteria revisions

31) Progress on focal areas: will be discussed at April meeting.

Minutes from Faculty Evaluation Committee (FEC)
20Mar13, 9:30-10:30 a.m. NR 204

Present:

Alan Stephens (Business)
Zack Portman (ASUSU Graduate Studies Senator)
Michael Lyons (CHaSS)
Arthur Caplan (Agriculture)
Thomas Lachmar (Science)
Karen Mock (Chairperson, Natural Resources)
Oenardi Lawanto (Engineering)
Jeffrey Banks (Extension, Nephi)
Anne Mackiewicz (USU Eastern)

Absent:

Joan Kleinke (AAA ex officio)
Karen Woolstenhulme (Business)
Jordan Hunt (ASUSU Academic Senate President)
Kacy Lundstrom (Libraries)
Yanghee Kim (Education & Human Services)
Thomas Rohrer (Arts)
Christian Orr (ASUSU Student Advocate)

- 23) Approved minutes from February 20, 2013 meeting
- 24) Reviewed and made a decision on the Teacher of the Year and Advisor of the Year
- 25) Reviewed and discussed changes to nomination materials for next year; KM will draft changes based on this discussion and distribute to the committee
- 26) Tabled other items until next meeting: April 17, 2013 9:30-10:30 NR204

Agenda
Faculty Evaluation Committee (FEC)
Wednesday, April 17, 2013
9:30 – 10:30am NR 204

- 32) Approve minutes from March 20, 2013 meeting
- 33) Select time for next year's meetings
- 34) Select chair for next year's meetings
- 35) Approve modified criteria for 2014 Teacher and Advisor of the Year award
- 36) Discussion of progress on focal areas:

Focal Area #1: IDEA survey:

Approve list of institutions for the one-year benchmarking study (land grants):

- University of Alaska - Anchorage
- Kansas State University
- New Mexico State University
- University of Rhode Island
- South Dakota State University
- California State University – Fresno
- Purdue University – Calumet – pending
- Louisiana State University – Alexandria
- Texas A&M University – Central Texas
- Northern Arizona University (not landgrant, but peer)

Focal Area #2/3: Teaching portfolios & Peer evaluations: Need additional materials from other FEC representatives (or provide KM with appropriate contacts).

- 37) Summer reading:
 - 1. Michael Torrens' analysis of IDEA data so far by college: usu.edu/aaa/idea_fec_analysis.cfm
 - 2. IDEA research paper #50 (http://www.theideacenter.org/sites/default/files/idea-paper_50.pdf)
 - 3. Washington Post article on evaluating teachers
(<http://www.washingtonpost.com/blogs/wonkblog/wp/2013/02/23/the-key-to-evaluating-teachers-ask-kids-what-they-think/?print=1>)

Minutes from Faculty Evaluation Committee (FEC)
17April13, 9:30-10:30 a.m. NR 204

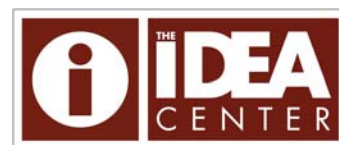
Present:

Alan Stephens (Business)
Thomas Lachmar (Science)
Karen Mock (Chairperson, Natural Resources)
Oenardi Lawanto (Engineering)
Jeffrey Banks (Extension, Nephi)
Anne Mackiewicz (USU Eastern)
Joan Kleinke (AAA ex officio)
Karen Woolstenhulme (Business; Roosevelt)
Kacy Lundstrom (Libraries)

Absent:

Jordan Hunt (ASUSU Academic Senate President)
Yanghee Kim (Education & Human Services)
Thomas Rohrer (Arts)
Christian Orr (ASUSU Student Advocate)
Zack Portman (ASUSU Graduate Studies Senator)
Michael Lyons (CHaSS)
Arthur Caplan (Agriculture)

- 27) Approved minutes from March 20, 2013 meeting.
- 28) Approved (via email poll) Karen Mock to continue term as chair next year.
- 29) Approved modified criteria for Teacher and Advisor of the Year – AC suggested including links for list of faculty.
- 30) Approved list of institutions for the benchmarking study to be forwarded to Michael Torrens. Some reservations about the smallness of Purdue-Calumet and TAMU-Central Texas.
- 31) For Teaching portfolios & Peer evaluations (Canvas site) – discussed need to have more examples posted, especially since many were recently tenured. KM requested assistance from FEC members – at a minimum a list of names to contact about these materials from each college.



Insight. Improvement. Impact. ®

IDEA Benchmarking for Learning: One-Year Report

Summary for:

Utah State University

Report date: 4/25/2013

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1: How to Use This Report

The *IDEA Benchmarking for Learning: One-Year Report* allows campuses to compare their student ratings results to a group of peers they have selected, institutions in their Carnegie classification, and all other institutions in the IDEA benchmarking database.¹ Data are provided for the **2012** academic year.

This report is different from other IDEA summary reports because it summarizes the learning of individual students rather than summarizing class results.² The percentages of students or faculty offering positive ratings (usually the two highest categories of each response scale) are used to provide comparative data, rather than using the average response to items.

Other Considerations

Comparative information, while useful, needs to be interpreted with caution. Important things to consider that may impact results:

- Response rate. It is important to review the response rates for your institution and for all of the comparison groups to see if differences exist. One advantage of using IDEA data is response rates to student ratings are typically higher than other on-campus surveys. Nonetheless, response rate differences may still exist.
- Representativeness. Differences may exist between how institutions use IDEA. Some campuses may administer IDEA to all classes every semester while others may administer to a subset of classes. Consequently, the relative influence of each institution may vary within the comparison group. In an effort to maintain confidentiality, the percentage of ratings contributed by each institution is not provided.

Using the Information

The large number of cases included in a benchmarking report make finding statistical significance a frequent occurrence. However, these differences may not be of practical significance. Differences of 5% or less are likely of little importance. Differences between 5% and 10% may merit closer investigation. Differences of more than 10% are relatively rare and should be further examined.

It is always important to review findings from the IDEA benchmarking service with other sources of information that address the same or similar topics (local surveys, National [or Community College] Survey of Student Engagement, etc.). If similar differences are found from multiple sources of information, confidence of it being a meaningful finding is substantially increased. If findings in this report are unique, taking the time to develop possible explanations is warranted.

¹ When comparisons are calculated, each institution's results are calculated using the student as the unit of analysis. Then the results from each institution are averaged together giving each institution equal weight.

² By using the student as the unit of analysis, every student response counts equally. In contrast, when the class is the unit of analysis, a class with 100 students responding, and a class of 10 have equal weight. This report focuses on individual student learning and therefore it was viewed to be more appropriate to consider individual student responses.

2: Report Summary

The peer institutions you have selected to be included in this report are:

Note: Your institution has agreed not to identify any of the names of selected peers in any marketing or public relations material.

California State University - Stanislaus
 Kansas State University
 Louisiana State University - Alexandria
 Northern Arizona University
 South Dakota State University
 Texas A & M University - Central Texas
 University of Alaska Anchorage
 University of Rhode Island

Your Carnegie Group: Doctoral

Number of classes included:	Total	Diagnostic	Short
Your institution	5,211	547	4,664
Peers	14,168	12,498	1,670
Carnegie Group	50,822	33,670	17,152
National	198,000	139,510	58,490

Number of ratings provided by students:	
Your institution	108,329
Peers	241,843
Carnegie Group	846,436
National	2,935,106

Response rate:	
Your institution	64.7%
Peers	62.8%
Carnegie Group	68.2%
National	71.1%

Average number of objectives selected per class:	
Your institution	6.2
Peers	6.2
Carnegie Group	5.6
National	5.6

3: Overall Progress on Learning

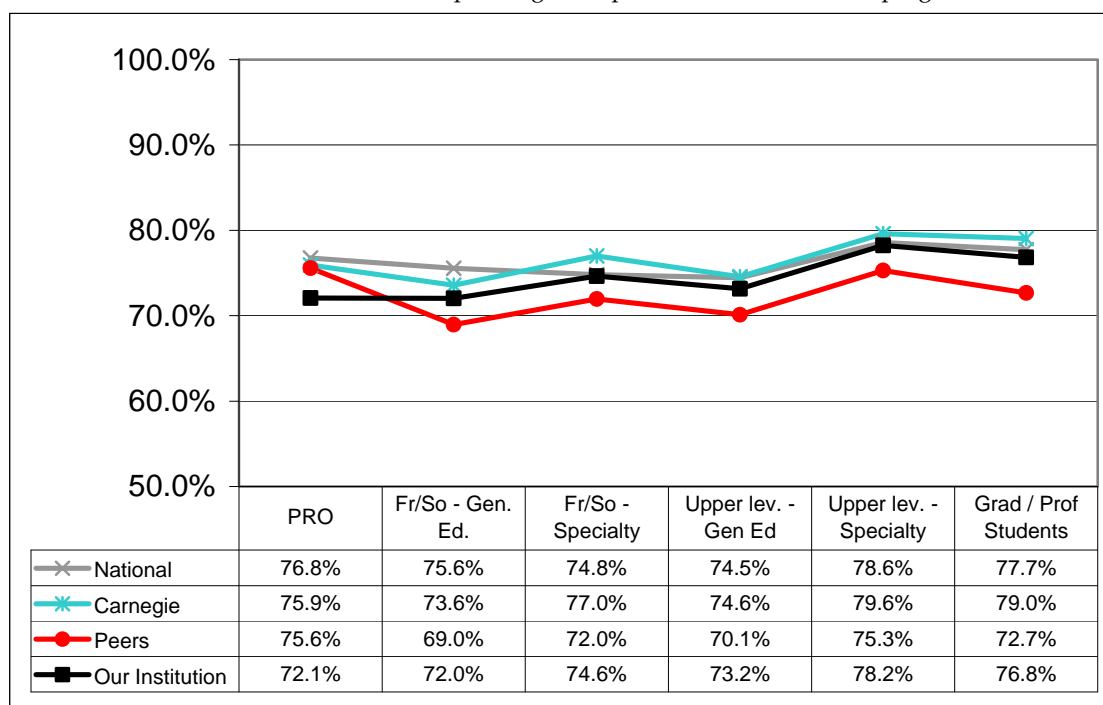
This section addresses the amount of overall progress on learning students believed they made in their classes and allows you to compare your institution's results to the three comparison groups. The percent of students reporting "Exceptional" or "Substantial" progress on learning objectives that were selected as "Essential" or "Important" by their instructors is provided.

Graph (3.1) summarizes the results for all classes and by course level and purpose (e.g., general education, major/certificate) as reported on the IDEA Faculty Information Form.

The information in this section can be used to explore such questions as:

- How do my institution's results compare to the comparison groups'?
- Are results for certain levels and purposes different from the overall results?
- When comparing my institution's results to the comparison groups', is the pattern similar regardless of course level and purpose?

Graph 3.1
Progress on Relevant Objectives
% of students responding "Exceptional" or "Substantial" progress



Number of classes

National	198,000	8,418	4,782	2,338	10,359	10,042
Carnegie	50,822	45,731	28,801	10,204	40,782	19,631
Peers	14,168	1,285	793	266	1,249	597
Our Institution	5,211	3,323	2,110	800	3,699	1,372

Note: n/a indicates that 5 or fewer courses were identified in the Course Level and Purpose for the Our Institution comparison group. Therefore data from other comparison groups are not included.

Course level and purpose are identified in Table 3.1.

Table 3.1	Course Level and Purpose
Fr/So - Gen. Ed.	First-year students/sophomores seeking to meet a "general education" or "distribution" requirement
Fr/So - Specialty	First-year students/sophomores seeking to develop background needed for their intended specialization
Upper level - Gen. Ed.	Upper level non-majors taking the course as a "general education" or "distribution" requirement
Upper level - Specialty	Upper level majors (in this or a related field of study) seeking competence or expertise in their academic/professional specialty
Grad/Prof Students	Graduate or professional school students

4: Frequency of Learning Objective Selection

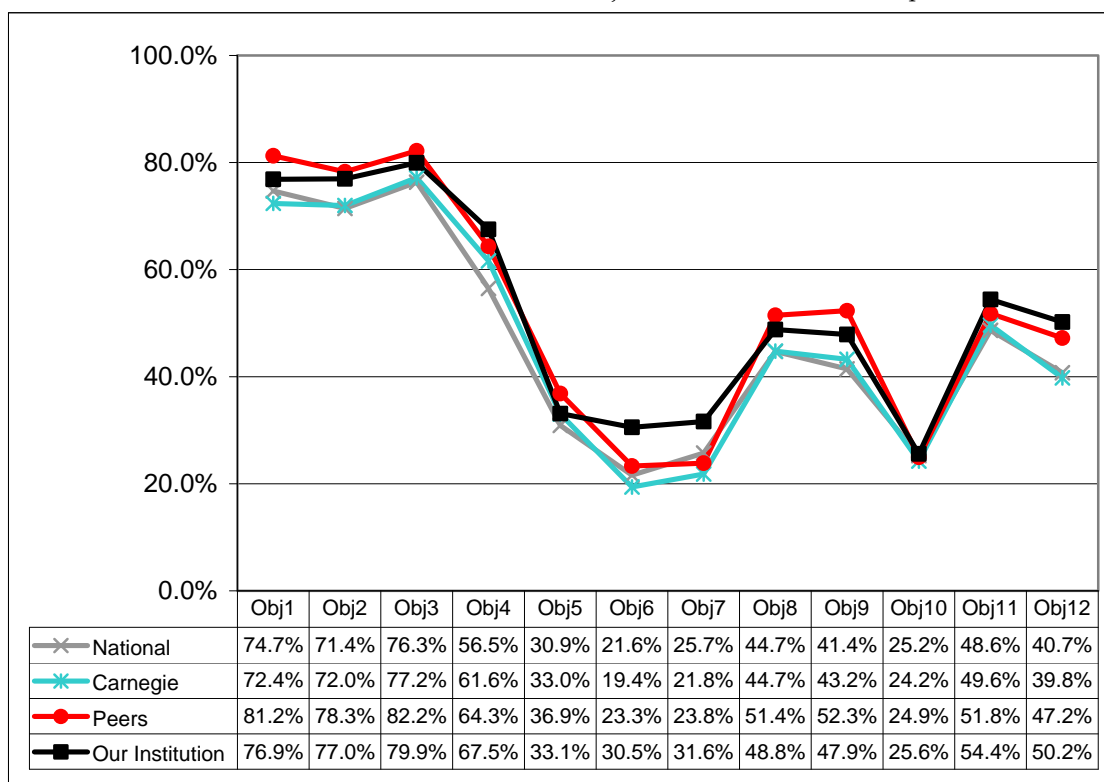
The graph (4.1) below describes how frequently instructors selected each objective for classes at your institution and how those results compare to your peers and other comparison groups.

This graph explores the questions:

- Does our institution emphasize certain kinds of learning more or less frequently than others?
- Are there objectives that are not selected as frequently as desired?
- Is the learning emphasis consistent with our institutional mission?

Graph 4.1
Objectives Selected vs. Comparison Groups

% of total classes where instructor selected objective as “Essential” or “Important”



Objectives are identified in Table 4.1 on the following page.

Table 4.1 IDEA Learning Objectives	
Obj1	Gaining factual knowledge (terminology, classifications, methods, trends)
Obj2	Learning fundamental principles, generalizations, or theories
Obj3	Learning to apply course material (to improve thinking, problem solving, and decisions)
Obj4	Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
Obj5	Acquiring skills in working with others as a member of a team
Obj6	Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
Obj7	Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
Obj8	Developing skill in expressing oneself orally or in writing
Obj9	Learning how to find and use resources for answering questions or solving problems
Obj10	Developing a clearer understanding of, and commitment to, personal values
Obj11	Learning to analyze and critically evaluate ideas, arguments, and points of view
Obj12	Acquiring an interest in learning more by asking questions and seeking answers

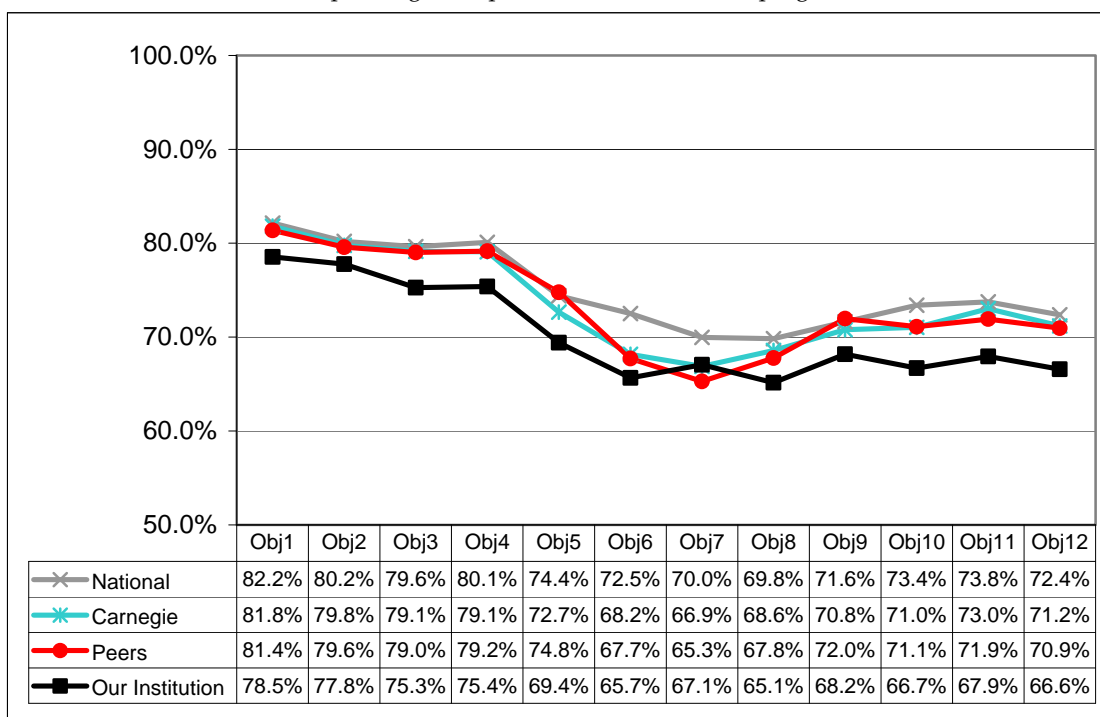
5: Progress on Learning

The graph (5.1) below reports the percentage of students who report making “Exceptional” or “Substantial” progress on each of the 12 IDEA Learning Objectives when an instructor identified them as “Essential” or “Important” to the course.

Questions that may be addressed include:

- Are we more successful in addressing certain kinds of learning than others?
- Are student self-reported outcomes similar to our peers and other comparison groups?
- Is there a learning objective where improvement efforts might be focused?

Graph 5.1
Progress on Relevant Objectives
% responding “Exceptional” or “Substantial” progress



Objectives are identified in Table 4.1 on the previous page.

6: Teaching Method Emphasis

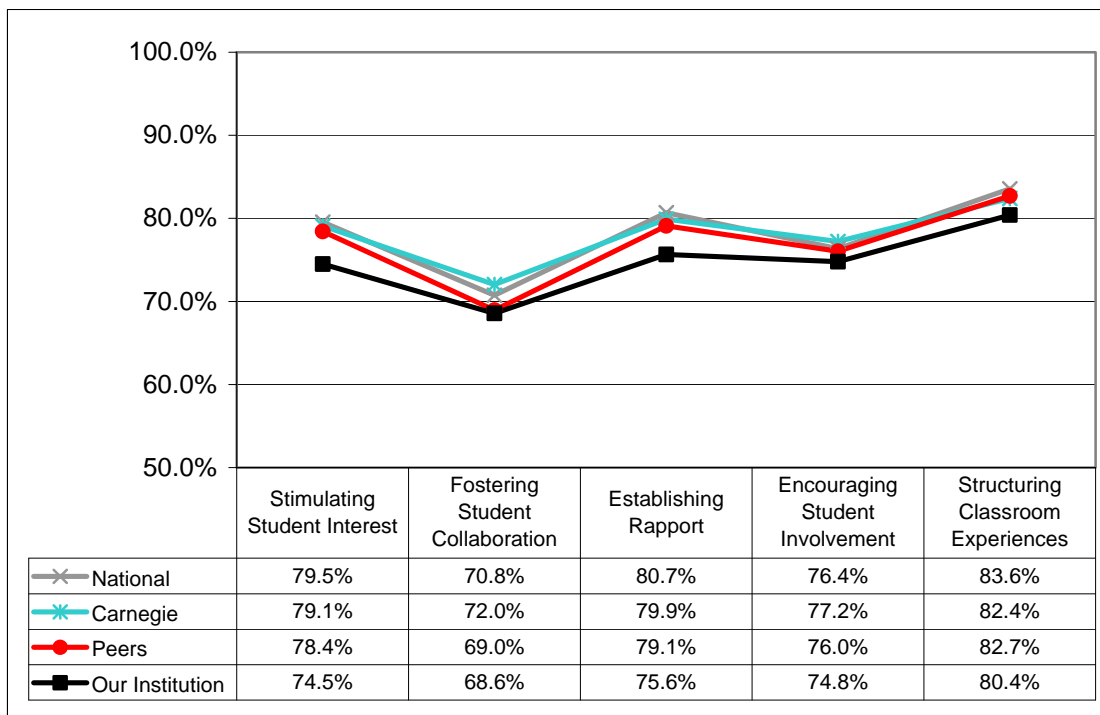
The graph (6.1) below provides comparisons between your institution and your peers for each of the five teaching style scales. Each scale contains three to five of the teaching methods listed on the IDEA Diagnostic Form. The IDEA Center recognizes that the importance of any particular method is dependent upon the kind of learning you wish to accomplish. However when the data are aggregated the results serve as an indicator of how frequently your campus employs important teaching methods compared to your peer institutions and other groups. The IDEA model suggests that the more frequently relevant teaching methods are employed, the more learning will occur.

Questions this graph may address include:

- Do we employ all types of methods similarly?
- Do we employ methods more or less frequently than our peers, or other groups?

Graph 6.1
Teaching Methods and Styles

% responding that instructor employed methods "Almost Always" or "Frequently"



Note: Teaching Methods and Styles exist only on the IDEA Diagnostic Form. The number of classes evaluated using this form can be found on page 3.

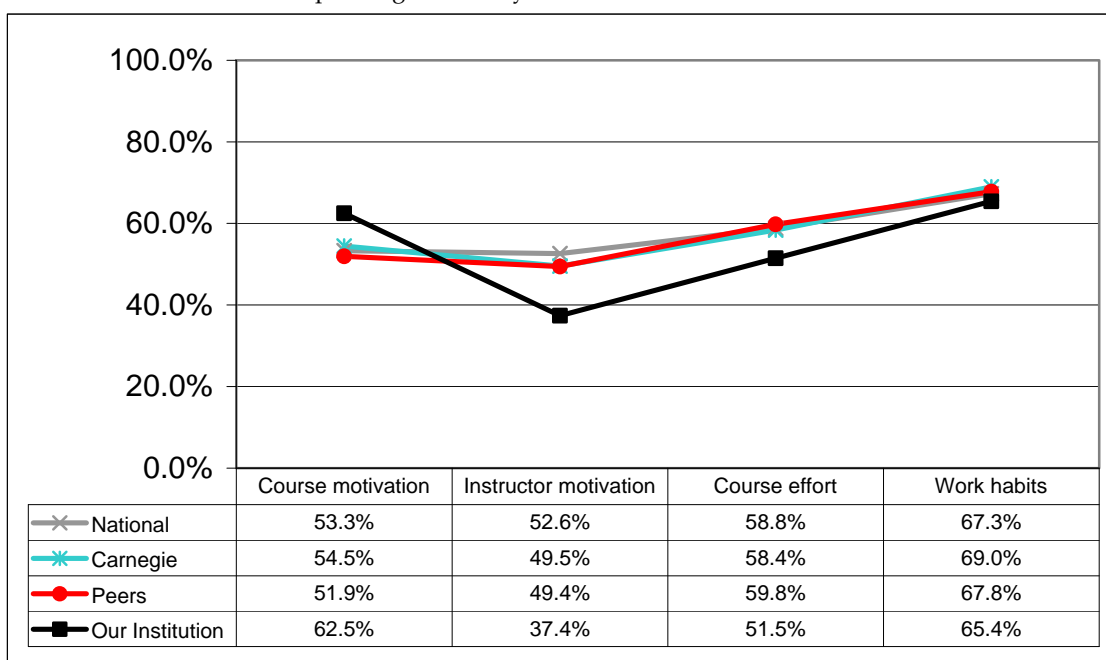
7: Student Characteristics

The IDEA Center's research suggests that student characteristics such as motivation, work habits, and academic effort are influences that impact student learning. Graph 7.1 examines these three areas.

Some questions that could be addressed regarding student characteristics can be found in Table 7.1 on the following page.

Graph 7.1
Student Characteristics

% responding "Definitely True" or "More True than False"



Note: The Instructor motivation and Course effort items exist only on the IDEA Diagnostic Form. The number of classes evaluated using this form can be found on page 3.

Table 7.1	Student Characteristics
Course motivation	<p>I really wanted to take this course regardless of who taught it.</p> <ul style="list-style-type: none"> • How motivated are our students to take the courses in which they are enrolled? • How similar is the motivation of our students compared to our peers or other comparison groups?
Instructor motivation	<p>I really wanted to take a course from this instructor.</p> <ul style="list-style-type: none"> • Is instructor popularity different at our institution than at our peers or other groups?
Course effort	<p>I worked harder on this course than on most courses I have taken.</p> <ul style="list-style-type: none"> • How do our students report their course related effort in comparison to our peers or other groups?
Work habits	<p>As a rule, I put forth more effort than other students on academic work.</p> <ul style="list-style-type: none"> • How do students at our institution report their academic effort in relation to the effort of other students compared to students at our peers or other groups?

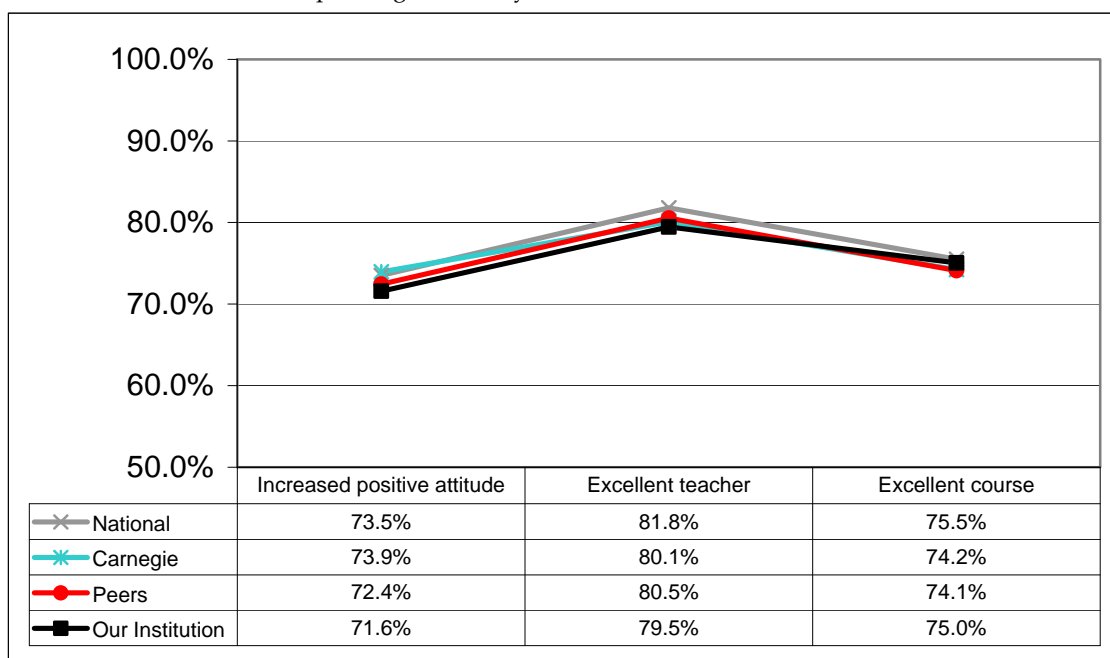
8: Summary Ratings of Effectiveness

The IDEA Student Ratings of Instruction system contains three global summary evaluation items:

- *As a result of taking this course, I have more positive feelings toward this field of study*
- *Overall, I rate this instructor an excellent teacher.*
- *Overall, I rate this course as excellent.*

The following graph (8.1) summarizes responses to those items for your institution, your peers, and other comparison groups.

Graph 8.1
Summary Ratings of Effectiveness
 % responding "Definitely True" or "More True than False"



9: Faculty Ratings of Other Impacts on Learning

The IDEA Student Ratings of Instruction system asks faculty to rate the impact (positive, negative, or neutral) that various circumstances had on learning in their class.

Five of those circumstances are summarized in the following graph (9.1). They are:

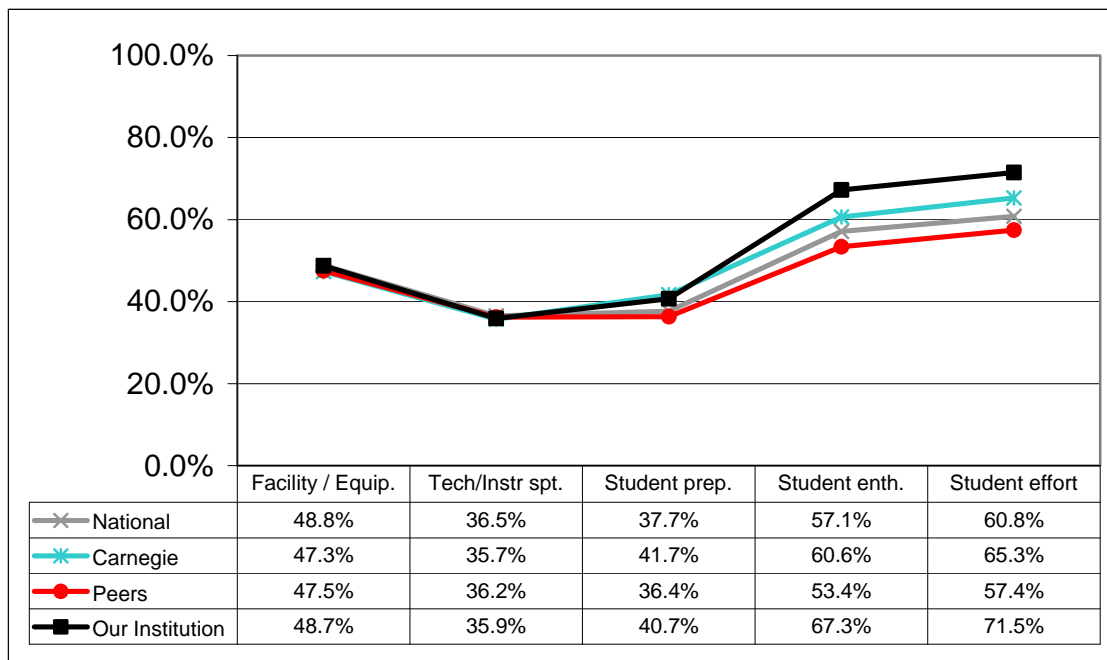
- Physical facilities and/or equipment (Facility/Equip)
- Technical/instructional support (Tech/Instr spt)
- Adequacy of students' background and preparation for the course (Student prep.)
- Student enthusiasm for the course (Student enth.)
- Student effort to learn (Student effort)

This information is useful in assessing faculty perceptions of instructional support (facilities, equipment, technology) and student characteristics. It allows you to address questions such as:

- Are our facilities and technology viewed to positively support student learning?
- How do our results compare to those of our peers and other comparison groups?

Note: Instructors are not required to respond to these items on the IDEA Faculty Information Form; the percent of faculty who opt to complete them may vary substantially across institutions. When you review the following graph please take into consideration that faculty in the "Our Institution" group responded 87% of the time to items in this section of the Faculty Information Form.

Graph 9.1
Faculty Ratings of Other Impacts on Learning
% responding "Had a positive impact on learning"



Draft version approved by FEC April 2013 and provided to Andi McCabe, Provost's office, 13Sep13.

**UTAH STATE UNIVERSITY
Eldon J. Gardner Teacher of the Year
2014**

The Eldon J. Gardner Teacher of the Year Award is given each year to recognize and emphasize excellence in teaching. Other scholarly activity such as research and publication records may become consideration in the selection process, but the main emphasis will be on teaching excellence as judged by faculty and students.

The dean is to appoint a committee with students, faculty, and administrative representation to select an outstanding teacher from the college. The Faculty Evaluation Committee then selects the "Eldon J. Gardner Teacher of the Year" from the eight college level nominees. This person is recognized at the annual Robins Award and receives a \$2,000 award.

Criteria

The following criteria for selection of the nominees are recommended:

1. Excellence in teaching for over at least three years as supported by standard university course evaluations and letters from peers.
2. The inclusion of other evidence of teaching excellence in addition to course evaluations and letters from peers.
3. Responsibility for a minimum of a six-credit annual assignment including at least one undergraduate course.
4. Evidence of creative teaching innovation.
5. Because so many individuals are potentially deserving of the Eldon J. Gardner Teacher of the Year Award, past recipients will not be considered. [Click here](#) to see list of past recipients.

Nomination Materials

In order to provide greater uniformity in the nomination materials provided to the Committee, the following must be prepared, with a maximum of 40 pages total length, approximately 12 pt. font. Materials must be submitted as a single indexed pdf file.

1. A 2-page statement from the candidate summarizing his or her philosophy and objectives as a teacher, and explaining how his or her pedagogy is designed to meet those objectives.
2. A summary of evaluation scores and enrollments for courses taught the last three years. Summary information is most efficiently presented as a table, with course, year, enrollment, raw/adjusted summary scores, and percentile (if using IDEA form) and Department, College, and University comparative values (if available).
3. Letters of support from students (maximum of 10).
4. A letter of nomination from the department head spelling out the candidate's teaching responsibilities and influence on teaching in the department.
5. A short CV that emphasizes teaching roles (including publications that relate to pedagogy).
6. At least one external (peer or supervisor) observation of the teaching.
7. A sample syllabus or excerpts from a syllabus.

Comment [Karen1]:
Update link with list of 2013 recipients, with further links to their websites or directory information.

Please submit materials to the Office of the Executive Vice President and Provost before 15 February 2013.

**UTAH STATE UNIVERSITY
Undergraduate Faculty Advisor of the Year
2013**

Comment [Karen2]:
update

The Faculty Advisor of the Year Award is given each year to recognize and emphasize excellence in academic advising. Other teaching and scholarly activities may become a consideration in the selection process, but the main emphasis will be on excellence in academic advising as judged by faculty and students.

The dean is to appoint a committee with students, faculty, and administrative representation to select an outstanding advisor from the college. The Faculty Evaluation Committee then selects a "Faculty Advisor of the Year" from the eight college level nominees. This person is recognized at the annual Robins Awards and receives a \$1,000 award.

Criteria

The following criteria for selection of nominees are recommended:

1. The nominee should be serving in a full-time faculty position. Staff members who work as full-time advisors should not be nominated.
2. Availability to advisees.
3. Frequency of contact with advisees.
4. Monitoring of student progress toward academic and career goals.
5. Mastery of institutional regulations, policies, and procedures.
6. Number of students assigned for advising purposes.
7. Evidence of involvement in student clubs, organizations, or leadership development.
8. Because so many individuals are potentially deserving of the Undergraduate Faculty Advisor of the Year Award, past recipients will not be considered. [Click here](#) to see list of past recipients.

Comment [KM3]: Update link with list of 2013 recipients, with further links to their websites or directory information.

Nomination Materials

In order to provide greater uniformity in the nomination materials provided to the Committee, the following must be prepared, with a maximum of 20 pages total length, approximately 12 pt. font. Materials must be submitted as a single indexed pdf file.

1. A 1-2 page statement from the candidate summarizing his or her objectives as an advisor, how these objectives are met, and the number and type of students advised per annum.
2. Letters from former advisees establishing the impact of advising. It would be especially useful if these letters came from alumni as well as current enrollees.
3. Letters from colleagues attesting to the candidate's impact on advisees.
4. Evidence of extracurricular advising (clubs, etc.).
5. A 1-2 page letter from the department head explaining the candidate's role and impact as an advisor.
6. The number of students advised per annum.

Please submit materials to the Office of the Executive Vice President and Provost before 15 February 2013.

Comment [Karen4]:
update

Utah State University

Athletic Council Report

For Period of
July 1, 2012 to June 30, 2013

Submitted to the
Utah State University
Faculty Senate

By USU Athletic Council

Kenneth L. White Chair, (2012-2013), Faculty Athletics Representative
Marie Walsh, Vice Chair (2012-2013)

Executive Summary

The Athletic Council advises the President with respect to the athletics program. The duties of the council are to: (a) help maintain an athletic program compatible with the best academic interests of the university; (b) assure compliance with the rules of the National Collegiate Athletic Association (NCAA), and the university athletic code; (c) review and recommend to the President all intercollegiate athletic budgets; and (d) recommend policies and procedures for all aspects of the intercollegiate programs. The major issue of importance to Athletics at Utah State University (USU) during the 2012-13 academic year were the ongoing changes in the membership of the WAC and the potential impacts on USU. For the fifth year in a row, the Utah State University Athletics department was recognized as one of the most efficient athletic departments in the nation as it placed 20th for the 2013 Excellence in Management Cup, which is recognition for running the most efficient programs in the Football Bowl Subdivision (FBS). The latest (2011-12: *latest published rates*; 2012-13 *not yet released*) Utah State University student athlete federal graduation rate is 62% (2005 cohort; compared to 52% for the general USU student Body), with a four-year average of 61% (54% for all students). A total of 208 student-athletes received academic all-conference (WAC – lead the conference). There were 189 recipients of the Joe E. Whitesides Scholar-Athlete awards (3.2 or better GPA). Utah State University accepted an invitation to join the Mountain West Conference (MWC) beginning July 1, 2013. The Athletics department continued to grow funding through increased ticket sales, Big Blue contributions, sponsorship opportunities, media contracts, and outside donations. Through these efforts there were substantial gifts, which resulted in the completion of the USU Strength & Conditioning Center and the start of construction on the new Wayne Estes Complex (for basketball and volleyball) that is scheduled for completion in spring of 2014. Overall, the Athletics programs at Utah State University are working toward the growth that is necessary to keep the program competitive as a member of the MWC.

Faculty Senate Report Athletics Council

Introduction:

Committee Members: Kenneth White, Chair; Marie Walsh, Vice-Chair, Alyssa Everett, Andy Walker, Brian Evans, Christian Thrapp, Craig Petersen, Cree Taylor, Dave Cowley, Dennis Dolny, James Morales, Jana Doggett, Jennifer Duncan, Karson Kalian, Kevin Rice, Todd Crowl, Michael Okonkwo, Raymond Coward, Rob Rusnack, Sandra Weingart, Scott Barnes, Stan Albrecht, Sven Poslusny, Whitney Pugh.

Mission: The Athletic Council advises the President with respect to the athletics program. The duties of the council are to: (a) help maintain an athletic program compatible with the best academic interests of the university; (b) assure compliance with the rules of the National Collegiate Athletic Association (NCAA), and the university athletic code; (c) review and recommend to the President and the Board of Trustees all intercollegiate athletic budgets; and (d) recommend policies and procedures for all aspects of the intercollegiate programs. The annual report from the Athletics Council to Faculty Senate includes both future and current issues facing the Athletics Department. Each issue is reviewed by the athletics council to insure the Department of Athletics is operating within the guidelines of the NCAA and Utah State University.

Meeting Schedule: The Athletics Council meets from September –April of each academic year, unless conflicts or a lack of agenda items dictates meeting cancelation. During 2012-13 academic terms the Council held five meetings. All agendas and minutes of 2012-13 Athletic Council meetings are available upon request.

I. Significant Athletic Council Issues/Actions during 2012-13 academic year (highlights briefly described below):

1. Athletic Program Compatible with Academic Interests of University.

- Academic performance of student-athletes for each of the USU teams was reviewed during each semester.
 - APR and GSR rates reviewed for each team (refer to Academic Performance data listed below).

•

2. Assure NCAA Rules Compliance.

- The Council discussed specific pending NCAA legislation during the 2012-13 legislative cycle and provided input on institutional positions for those with potential academic impact.

3. Review and Recommendation of Athletics Budgets.

- The Council reviewed and accepted 2012-13 final budget numbers and five-year proposed budget plan for 2013-18.
- The Council received updates on the ongoing Athletics budget and potential impacts of potential move to the Mountain West Conference.

II. Miscellaneous Athletics-Related Events/Changes during 2012-13:

1. Athletics Recognition Management:

- USU received 20th-place in the 2013 National Championship for Excellence in Management.
2. Athletics Conference Realignment:
 - USU accepts invitation to move into the Mountain West Conference in all sports.
 3. Athletic Facilities Updates:
 - USU adds permanent bleacher seating in south end zone of Romney Stadium.
 - USU completes Strength & Conditioning Building.
 - USU re-constructing old weight room into office space for softball, soccer and men's and women's tennis, and locker rooms for its women's sports.
 - USU breaks ground and begins construction of new Wayne Estes Center from basketball and volleyball.
 4. Academic Performance of Student Athletes 2011-12 (*latest published rates; 2012-13 not yet released*):

- Graduation rates
 - The 05-06 cohort rate is 62%, with a four year average of 61%;
 - The 04-05 cohort rate is 64%, with a four year average of 62%;
 - The 03-04 cohort rate is 48%, with a four year average of 57%;
 - The 02-03 cohort rate is 73%, with a four year average of 60%;
 - The 01-02 cohort rate is 65%, with a four year average of 58%;
 - The 00-01 cohort rate is 41%, with a four year average of 55%;
 - The 99-00 cohort rate is 61%, with a four year average of 64%;
 - The 98-99 cohort rate is 64%, with a 4-year average of 62%;

The NCAA released the first Graduation Success Rate (GSR) for all teams of all NCAA Division I Member Institutions in December, 2005. This rate, a 4-year Average that can be directly compared to the Federal Rates' 4-year average mentioned above, is a more accurate snapshot of how scholarship student-athletes graduate. Students who transfer to USU that fall into one of the cohorts are counted in this rate (they are *not* counted in the federal rate) when they graduate; students who transfer from USU and are academically eligible at the time of transfer do *not* count against USU graduation rates (as they do with the federal rate). The overall USU GSR for the 4-year cohorts encompassing 2002-2005 is **83% (compared to last year's 84%)**.

5. Academics/Awards
 - Composite 3.157 Student-Athlete GPA
 - 208 Academic All-Conference Selections (***Most in the Western Athletic Conference***) 2012-13.
 - 83% NCAA Graduation Success Rate (***leads the Western Athletic Conference***)

- 189 Whiteside Scholar-Athletes (**3.2 or better GPA**)
- Utah State's Men's and Women's Cross Country teams received the U.S. Track and Field and Cross Country Coaches Association (USTFCCCA) Academic Award for the fifth-straight year. The men had **3.27** GPA while the Aggie women posted a **3.38**
- USU's soccer team received the NSCAA/Adidas College Women Team Academic Award for the 10th-straight year, posting a **3.42** team GPA. Natalie Norris was named a NSCAA first-team Scholar All-American with a 3.95 GPA while double majoring in Nutrition, Dietetics & Food Science and Exercise Science. Three soccer student-athletes, including Norris, earned Scholar All-West Region honors. Senior Ashlyn Mulford and Junior Jennifer Flynn joined Norris.
- Utah State's football team ranked ninth nationally for academic performance of the teams appearing in the final 25 in the BCS standings. McKade Brady earned Capital One First Team Academic All-America Honors, posting a 3.57 GPA majoring in Exercise Science.
- The Utah State golf team earned the Golf Coaches Association of America Academic Award with an overall team GPA of 3.265. Tanner Higham earned Academic All-District VIII honors and was named Cleveland Golf/Srixon All-American Scholar Athlete. Higham has a 3.98 GPA majoring in Nutrition, Dietetics and Food Sciences.
- Track athletes Kyle McKenna and Jodi Williams earned CoSida Academic All-District VIII track & field/cross country honors.
- Women's gymnastics ranked 24th by the National Association of Collegiate Gymnastics Coaches/Women with a team GPA of 3.425. Eight gymnasts earned NACGC/W scholastic All-America Honors: Amanda Watamaniuk, Kaitlyn Betts, Kristen Meyers, Susie Miller, Sarah Landes, Stefanie Daley, Hayley Sanzotti, and Michelle Yasugochi.

6. Athletics Accomplishments of Department (2012-13):

- In its eighth and final year as a member of the Western Athletic Conference, Utah State continued its overall athletic success as its 16 varsity sports combined to win three team championships (football, soccer, volleyball), while finishing second in three other sports (men's cross country, women's basketball, men's outdoor track).
- Football finished the 2012 season with a school-record 11 wins and ranked 16th in the final AP Poll, 17th in the final coaches poll and 22nd in the final BCS standings.
- Football player Will Davis was named a CBSSports.com Third-Team All-American, a Phil Steele Fourth-Team All-American and an SI.com Honorable Mention All-American, while Kerwynn Williams was named an SI.com Honorable Mention All-American and Kyler Fackrell was named a Football Writers Association of America Freshman All-American.
- Soccer player Natalie Norris became the first-ever three-time WAC Defensive Player of the Year. Norris was also named the Most Valuable Player of the WAC Tournament, a second-team All-American and a first-

team academic All-American.

- Track and field athletes Chari Hawkins (heptathlon) and Will Henry (100m) both earned second-team All-American honors at the 2013 NCAA Outdoor Finals. Hawkins was named the Mountain Region's Women's Field Athlete of the Year.
- Track and field athlete Briton Page was named the WAC's Men Indoor Freshman of the Year, while Tylee Newman was named the WAC's Female Outdoor Freshman of the Year and volleyball player Elle Brainard was named the WAC Freshman of the Year.
- Football coach Gary Andersen and volleyball coach Grayson DuBose were both named WAC Coach of the Year in their respective sports.
- Men's & Women's Cross Country - Utah State's men finished second at the WAC Championship, while the Aggie women finished third. Both teams also advanced to NCAA Regionals as the women finished 10th and the men placed 14th. Tylee Newman was named the WAC's Female Freshman of the Year and joined senior Alex Litzsinger on the WAC's first-team list. First-team all-WAC honorees on the men's side include junior Kyle McKenna and sophomore Eric Shellhorn, while three other Aggies earned second-team all-WAC honors. Litzsinger also earned all-region honors, while USU had 21 student-athletes receive academic all-WAC recognition.
- Football - Utah State had its most successful season in school history in 2012 as it went 11-2 and set school records for wins (11) and home wins (6), while recording just its second bowl win in school history with a 41-15 victory against Toledo in the Famous Idaho Potato Bowl. USU also won its first outright conference championship since 1936 and just its third in school history joining the 1921 and 1936 teams that both won Rocky Mountain Athletic Conference titles. USU ended the 2012 season nationally ranked for just the third time in school history as it finished the year ranked 16th in the Associated Press poll, 17th in the ESPN/USA Today Coaches' poll and 22nd in the Bowl Championship Series standings. USU also finished the 2012 season winning its final seven games, which is tied for the fourth-longest active winning streak in the nation and tied for the third-longest winning streak in school history. Overall, USU had two All-Americans in seniors Will Davis and Kerwynn Williams, while senior McKade Brady earned first-team academic All-American honors. USU also had 17 players earn various all-WAC accolades (8-first team, 6-second team, 3-honorable mention), while Gary Andersen was named the WAC's Coach of the Year. USU also had 21 student-athletes receive academic all-WAC honors.
- Volleyball - Utah State won its first-ever regular season WAC Championship as it went 21-9 overall, including a 15-3 league mark, before

ending its season in the semifinals of the WAC Tournament. USU had four players earn first-team all-WAC honors and two others named to the second team, while Grayson DuBose was named the WAC's Coach of the Year for the second time in his career and Elle Brainard was named the league's Freshman of the Year. USU also had eight players earn academic all-WAC honors.

- Women's Soccer - Utah State advanced to the NCAA Tournament for the second time in as many years after winning its second-straight WAC Tournament title. USU, who had a 13-3-6 record in 2012, tied for first in the WAC during the regular season with a 6-0-2 mark for its third regular season conference championship in the last four years. Utah State had five players earn various all-conference honors, including senior Natalie Norris being named the WAC's Defensive Player of the Year. Norris was also named the Most Valuable Player of the WAC Tournament, while four other Aggies were named to the all-tournament team. Norris was also named a second-team All-American and a first-team academic All-American. Norris, along with senior Ashlyn Mulford and junior Jennifer Flynn, were all named first-team scholar all-West Region and USU also had 17 players earn academic all-WAC honors.
- Men's Basketball - Utah State recorded its 14th-straight 20-win season in 2013 as it finished the year with a 21-10 record, including an 11-7 WAC mark to place tied for fourth. USU ended its season with a loss in the quarterfinals of the WAC Tournament. Junior center Jarred Shaw and junior guard/forward Spencer Butterfield were both named to the WAC's second-team and all-newcomer team, while four players earned academic all-WAC honors.
- Women's Basketball - Utah State advanced to postseason play for the third time in as many years as it participated in the Women's Basketball Invitational (WBI). Utah State, who went 18-14 on the season, record its best-ever conference finish for the second-straight year as it was second in the WAC with a 14-4 record, marking the most single-season league wins in school history. For the fourth time in the last five years, USU advanced to the semifinals of the WAC Tournament. Senior guard Devyn Christensen was named first-team all-WAC for the second-straight year, while junior guard Jennifer Schlott was named to the second-team and senior guard Jenna Johnson earned third-team honors along with being named to the league's all-defensive team. USU also had five student-athletes receive academic all-WAC recognition.
- Gymnastics - Utah State placed fourth at the WAC Championships and finished the year with three individual competitors advancing to the NCAA Regional Championships. USU finished the year with a 5-14 record, including an 0-5 WAC mark. USU also had nine student-athletes receive

academic all-WAC recognition.

- Track & Field - Utah State's track and field teams had an outstanding year as the Aggie men finished second at the WAC Outdoor Championships and third at the WAC Indoor Championships, while the Aggie women placed seventh at both championships. Overall, USU had six individual WAC champions and 38 student-athletes earn various all-WAC honors. USU also had 99 academic all-WAC honorees, while 17 student-athletes advanced to compete in the first round of the NCAA Championships. USU also had two second-team All-Americans during the outdoor season in Chari Hawkins (heptathlon) and Will Henry (100m).
- Men's & Women's Tennis - Utah State's men's tennis had a 7-15 record, including a 2-4 WAC mark, while the Aggie women went 5-13 on the season including a 1-7 WAC record. USU had one player earn all-WAC honors as senior Sven Poslusny was named to the singles second-team. Overall, the two programs had 12 academic all-WAC honorees.
- Men's Golf - Utah State's golf team competed in 11 events during the year and finished in sixth-place at the WAC Championships as junior Tanner Higham tied for 11th with a 9-over 225. USU also had five academic all-WAC honorees.
- Softball - Utah State's softball team finished the year with an 11-43 record, including a 5-16 WAC mark to finish eighth in the league standings. Senior Christine Thomsen earned first-team all-WAC honors, while sophomore Hailey Froton was named to the second-team. USU also had eight student-athletes receive academic all-WAC honors.

III. **Budget (FY13):**

<u>Unrestricted Revenues</u>	<u>Original Budget</u>	<u>Actual</u>	<u>Variance</u>	
			<u>\$</u>	<u>%</u>
Education & General Funds (State Funds)	4,495,069	4,495,069	0	0%
Institutional Support	2,269,142	3,100,447	831,305	28%
Student Fees	4,085,580	4,105,832	20,251	0%
Football Income	2,495,492	3,884,454	1,388,962	39%
Men's Basketball Income	918,500	804,447	-114,053	-15%
Big Blue Scholarship Fund	1,522,900	1,376,858	-146,042	-10%
Television Rights	159,438	25,000	-134,438	-110%
Sponsorships	1,045,000	889,289	-155,711	-18%
WAC Revenues	381,244	500,000	118,756	19%
NCAA Revenues	922,339	1,025,442	103,103	
Athletic Fund	489,380	1,825,523	1,336,143	258%
Indirect Facilities & Admin	1,700,000	1,700,000	0	0%
Endowment Earnings	<u>111,405</u>	<u>124,220</u>	<u>12,815</u>	<u>11%</u>
Total Revenues	20,595,490	23,856,580	3,261,090	15%
<u>Unrestricted Expenses</u>				
Salary Expenses				
Base Salary	4,504,307	4,966,395	462,088	10%
Extra Service Compensation		78,687	78,687	
Other Salary Costs	170,000	356,438	186,438	52%
TOTAL SALARIES	4,674,307	5,401,520	727,213	14%
Fringe Benefits	2,056,695	2,053,364	-3,331	0%
TOTAL SALARIES & FRINGE	6,731,002	7,454,884	723,882	10%
Operating Budget Expenses				
Men's Varsity Sports Programs	5,353,630	5,997,907	644,277	11%
Women's Varsity Sports Programs	3,255,900	3,611,118	355,218	10%
Total Varsity Sports Programs	8,609,530	9,609,025	999,495	11%
Administrative Units	5,117,939	7,358,856	2,240,918	41%
Total Unrestricted Expenses	20,458,471	24,422,765	3,964,294	18%
Surplus / (Deficit)	\$137,019	(\$566,185)	(\$703,204)	-420%
Available Operating Balance		(\$300,367)		
Capital Repair & Replacement Fund Balance		\$186,530		

UTAH STATE UNIVERSITY
Department of Intercollegiate Athletics
5-Year Financial Report
Mountain West Projections

Revenues	Actual	Actual	BUDGET	*** 5-YEAR PROJECTION ***			
	FY12	FY13	FY14	FY15	FY16	FY17	FY18
E&G	4,480,93	4,495,069	4,629,921	4,768,819	4,911,883	5,059,240	5,211,017
Inst. Support	2,188,916	2,600,447	2,677,848	2,758,183	2,840,929	2,926,157	3,013,942
Inst. Support (MW Fees)	500,000	500,000	500,000	500,000			
Student Fees	3,958,837	4,105,832	4,122,331	4,328,448	4,415,017	4,635,767	4,728,483
Football Home Gate	703,375	1,232,775	1,156,582	1,473,819	1,694,892	1,949,126	2,241,495
Football Bowl Revenues	460,726	460,000					
Football Guarantees	951,900	1,525,000	850,000	1,700,000	1,000,000	1,100,000	1,200,000
Merlin Olsen Fund	363,742	666,679	550,000	500,000	510,000	520,200	530,604
Men's Basketball	1,029,759	804,447	897,668	868,180	830,113	871,619	915,200
BBSF Donations	1,174,012	1,186,850	1,471,250	1,691,938	1,810,373	1,937,099	2,072,696
BBSF Events & Auction	179,191	190,008	123,600	127,308	131,127	135,061	139,113
TV Rights	104,873	25,000	300,000				
ASP - Sponsorship	672,656	486,705	870,000	895,000	920,000	945,000	970,000
Marketing - Trade		102,976	250,000	250,000	250,000	250,000	250,000
Nike - Sponsorship		299,608	350,000	350,000	350,000	350,000	350,000
WAC Revenues	656,499	500,000	See MWC				
MWC Revenues			1,250,000	1,500,000	1,750,000	3,000,000	3,090,000
NCAA Revenues	965,335	1,025,442	982,527	1,012,003	1,042,363	1,073,634	1,105,843
Endowment Earnings	105,049	124,220	123,600	127,308	131,127	135,061	139,113
Athletic Fund	701,564	838,032	533,895	549,912	566,409	583,401	600,904
Indirect Facilities & Admin	1,700,000	1,700,000	1,700,000	1,700,000	1,700,000	1,700,000	1,700,000
One Time Revenues	144,601	987,490					
TOTAL REVENUE	21,041,966	23,856,580	23,339,222	25,100,917	24,854,233	27,171,365	28,258,408
Unrestricted Expenses							
<u>Salary Expenses</u>							
Salaries & Wages	4,573,093	5,401,520	5,651,248	5,881,054	6,236,364	6,695,228	6,758,680
Fringe Benefits	1,829,026	2,053,364	2,299,681	2,278,794	2,436,955	2,639,615	2,678,828
TOTAL SALARIES & FRINGE	6,402,119	7,454,884	7,950,929	8,159,848	8,673,319	9,334,843	9,437,509
<u>Operating Budget Expenses</u>							
Men's Varsity Sports Programs	5,956,131	5,997,907	5,809,297	6,295,175	6,162,235	6,334,623	6,512,527
Women's Varsity Sports Programs	3,606,198	3,611,118	3,807,332	3,989,181	4,102,408	4,219,332	4,340,082
Total Varsity Sports Programs	9,562,329	9,609,025	9,616,629		10,264,643	10,553,955	10,852,609
Administrative Units	5,581,262	7,358,856	6,254,790	6,552,242	6,140,029	6,765,571	6,861,083
TOTAL EXPENSE	21,545,710	24,422,765	23,822,348	24,996,446	25,077,991	26,654,369	27,151,201
Surplus/(Deficit)	(503,744)	(566,185)	(483,126)	104,471	(223,758)	516,996	1,107,207
Available Balance		(300,367)	(783,493)	(679,022)	(902,780)	(385,785)	721,422

*** ALL FINANCIAL PROJECTIONS ARE PRELIMINARY AND SUBJECT TO CHANGE ***

All FY13 Athletic Council Meeting Materials are Archived and Available Upon Request.

Report from the Educational Policies Committee October 14, 2013

The Educational Policies Committee met on October 3, 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 October 3, 2013 which included the following notable actions:
 - The Curriculum Subcommittee approved 80 requests for course actions.
 - A request from the Department of Psychology to discontinue the Psychology Teaching BS and BA was approved.
 - A request from the Department of Psychology to reduce the minimum number of credits required for the PhD program in Psychology was approved.
 - A request from the Department of Sociology, Social Work, and Anthropology to discontinue the Teaching Emphasis within the Sociology BS and BA was approved.
 - A request from the Department of Animal, Dairy and Veterinary Sciences to solely house the MS and PhD Toxicology program **AND** a request from the Department of Animal, Dairy and Veterinary Sciences; Biology; Chemistry and Biochemistry; Civil and Environmental Engineering; and Plants, Soils, and Climate to discontinue the Interdepartmental Program in the MS and PhD in Toxicology was approved.
2. There was no September report from the Academics Standards Subcommittee.
3. Approval of the report from the General Education Subcommittee meeting of September 17, 2013. Of note:
 - The following General Education courses and syllabi were approved:

GEO 3250 (DSC)
USU HONR 1320 (BHU)

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

Word Change in Faculty Code Section 402.4.3.

Impetus:

1. FS meeting or not easily understandable to new comers.
2. Inconsistency between current 402.4.3 and 402.5:

402.4.3 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.

Goals:

1. To make the meeting order easily understandable to all.
2. To resolve the inconsistency.
3. To clarify the order of business and better reflect what we actually do.

Proposed word change:

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~~ **Reports**, ~~key issues and action items~~, **unfinished business**, and new business, ~~and old business~~.

Justification for new wording:

- 1) Items under announcements will be integrated as information items,
- 2) Name consent agenda as **reports** because what we cover under consent agenda are reports from university and FS committees. This section will be easily understandable even for new comers.
- 3) Key issues and action items will be integrated as **unfinished business** or new business. The recent edition of Robert's rules of order highlights the term "Old" business as incorrect and recommends the use of "unfinished" business, instead.

Post-Tenure Review (PTR) Task Force

Update: October 12, 2013

Ongoing Task-force activities:

- 1) See summary of past taskforce activities here: <http://www.usu.edu/fsenate/fs/2012-2013/agenda/FSAgenda04012013.pdf>
- 2) Fall 2013 – two additional meetings of the taskforce to address suggestions and concerns raised by faculty (via Budget and Faculty Welfare Committee, Academic Freedom and Tenure Committee, and Faculty Senate).
- 3) October 2013: forward revised proposal to executive committee.

Reminder of guiding principles

- 1) Retain the integrity of tenure as a valued system for protecting academic freedom:
- 2) Demonstrate to external stake holders that tenured faculty members undergo meaningful and rigorous evaluation
- 3) Respond to suggestions and concerns raised by faculty and administrative colleagues regarding strengths and challenges with current post tenure review:
 - a. Improve consistency across campus
 - b. 5-year reviews for all faculty seen as burdensome, and usually not adding meaningfully to the evaluation process
 - c. College level review committee eliminates problems of overloading senior faculty members and creating uncomfortable “neighbor evaluating neighbor” scenarios.
 - d. Balance and coordination of feedback from peers and from administrative colleagues

Previously proposed revisions receiving broad support:

- 1) College level peer review committee
- 2) Peer review only after annual review indicates the faculty member is not meeting expectations
- 3) Additional detail to ensure consistency across campus in evaluation process

Revised proposal/responses to faculty review:

- 1) Standards of evaluation (405.12, 405.12.1, 405.12.2): This proposed revision retains all language from the current code describing standards of evaluation. Very minor edits in the paragraphs describing standards of appraisal simply clarify and correct omissions/inaccuracies in current code.
- 2) New recommendation: In order to make sure that a faculty member is getting the support and resources needed to get back on track, the newest proposal states that professional development plans *will* be implemented after the first negative review (previous proposal said a PDP *may* be implemented). However, a faculty member can request a

comprehensive peer review at any point if he or she disagrees with the department head's review (i.e., the faculty member does not have to wait for a second negative annual review if he or she thinks the department head's evaluation of performance is not accurate).

- 3) Peer review committee provides "an assessment of the faculty member's performance." All reference to fulfillment of the role statement has been removed from the college peer review committee evaluation.
- 4) Professional development plan is negotiated between the faculty member and department head (original proposal said the department head authored the plan, in consultation with the faculty member). If faculty member and department head cannot agree on a plan, the college peer review committee serves as the arbiter.
- 5) Section on Academic Process (now called Academic Due Process) retained: minor edits to improve clarity and eliminate redundancy. Because of this change, specific reference to sanctions in the timeline in 405.12.2(1) has been removed.

Recommended changes with track changes (Oct 12, 2013)

405.12 REVIEW OF FACULTY

In addition to the reviews that are mandatory, there are two additional reviews of faculty performance other than those for tenure-eligible faculty and for promotion. The performance of all faculty members will be reviewed annually. These are annual reviews for faculty will be used as the basis for recommendations for salary adjustments and for term appointment renewal, and quinquennial reviews of tenured faculty. They also serve as the basis for the post-tenure review process for tenured faculty.

Comment [RG1]: Minor wordsmithing to make it clear that the annual review is the basis for post tenure review, and to make the text more accurate (e.g., adding librarianship).

Tenure (see Section 405.1) is a means to certain ends, specifically; freedom of teaching, research and other academic endeavors, and a sufficient degree of economic security to make the profession attractive to men and women of ability. Academic freedom and economic security for faculty are indispensable to the success of a university in fulfilling its obligation to its students and to society.

With tenure comes a professional responsibility, the obligation to conscientiously and competently to devote one's energies and skills to the teaching, research or creative endeavors, extension, librarianship, and service missions of the university. A central dimension of academic freedom is the exercise of professional judgment in such matters. The intent of the post-tenure review process is to support the principles of academic freedom and tenure through the provision of effective evaluation, useful feedback, appropriate intervention, and timely and affirmative assistance to ensure that every faculty member continues to experience professional development and accomplishment during the various phases of his or her career. Useful feedback should include tangible recognition to those faculty members who have demonstrated high or improved performance. It is also the intent of this policy to acknowledge that there will be different expectations in different disciplines and changing expectations at different stages of faculty careers.

12.1 Annual Review of Faculty

Each department, in collaboration with the academic dean or vice president for extension and agriculture, and where appropriate, the chancellor or regional campus dean, shall establish procedures by which all faculty members shall be reviewed annually. Such reviews shall, at a minimum, incorporate an analysis of the fulfillment of the role statement. Recognizing that faculty accomplishments do not always occur in a linear fashion, this review should take into account performance over the past 5 years (or since the individual's appointment to USU if less than 5 years).

Comment [RG2]: Minor changes to acknowledge that college and campus administration are part of the process of developing assessment procedures. The ultimate responsibility for establishing procedures lies with the department.

Comment [RG3]:
Also introduces 5 year window for annual review.

The basic standard for appraisal shall be whether the faculty member under review discharges conscientiously and with professional competence the duties appropriately associated with his or her position. The department head or supervisor shall meet with the faculty member annually to review this analysis of the fulfillment of the role statement and, subsequently, provide a written report of this review to the faculty member. A copy of this report shall be sent to the academic dean or vice president for extension and agriculture, and, where appropriate, chancellor or regional campus dean. The annual evaluation and recommendation by the department head or supervisor for tenure-eligible faculty (405.7.1 (3)) may constitute this review for salary adjustment. For faculty with term appointments, the annual review shall also include a recommendation regarding renewal of the term appointment.

12.2 Quinquennial Post-Tenure Review of Tenured Faculty

Tenured faculty shall be reviewed every five years by a post-tenure quinquennial review committee consisting of at least three tenured faculty members who hold rank equal to or greater than the faculty member being reviewed. The committee shall be appointed by the department head or supervisor in

~~consultation with the faculty member and academic dean or vice president for extension, and, where applicable, the chancellor or regional campus dean, and must include at least one member from outside the academic unit. If there are fewer than two faculty members in the academic unit with equal to or higher rank than the candidate, then the department head or supervisor shall, in consultation with the academic dean or vice president for extension, and, where appropriate, the chancellor or regional campus dean, complete the membership of the committee with faculty of related academic units. Department heads and supervisors of the faculty member being reviewed shall not serve on this committee, and no committee member may be a department head or supervisor of any other member of the committee. An administrator may only be appointed to the quinquennial review committee with the approval of the faculty member under consideration.~~
~~For post tenure quinquennial review meetings and for meetings held between either the department head or supervisor and the candidate to review the committee's evaluation and recommendation, the candidate or department head or supervisor may request the presence of an ombudsperson in accordance with policy 405.6.5.~~

Comment [RG4]: Removed initial paragraph about quinquennial review.

~~For tenured faculty, the annual review specified above constitutes the post-tenure review.~~ The basic standard for appraisal shall be whether the faculty member under review discharges conscientiously and with professional competence the duties appropriately associated with his or her position as specified in the role statement. It is the intent of this policy to acknowledge that there will be different expectations in different disciplines and changing expectations at different stages of faculty careers. This evaluation of tenured faculty shall include ~~the review of the annual evaluation (405.12.1), and shall include~~ the current curriculum vita and other professional materials deemed necessary by the faculty member, and any professional development plan in place. The review will be discipline and role specific, as appropriate to evaluate: (1) teaching, through student, collegial, and administrative assessment; (2) the quality of scholarly and creative performance and/or research productivity; and (3) service to the profession, the university, and the community. ~~In order to promote and support academic freedom and the expression of scholarship and creative talents, the criteria for the award of tenure or promotion to the most senior ranks shall not be employed for the review of the tenured faculty. In the event that a faculty member is promoted to the most senior rank, the review made by his or her promotion committee shall constitute the quinquennial review. In such cases, another review need not be scheduled for five years.~~

~~If a tenured faculty member is deemed to not be meeting the standard described above, a professional development plan will be implemented to address the specific area(s) of concern (see section 405.12.3). The department head or supervisor has the latitude to consider other options, including re-negotiation with the faculty member of his/her role statement. In addition, options, such as leave of absence, voluntary resignation, early retirement, phased retirement, medical leave, or career counseling may be available to the faculty member upon consultation with the USU Office of Human Resources. The faculty member may request a comprehensive peer-review (as outlined in 405.12.2(1)) after any annual review in which he/she disagrees with the department head's evaluation of his/her performance.~~

Comment [RG5]: New text adding detail about the outcome of the annual review, and the comprehensive review.

~~If the next annual review indicates that the tenured faculty member is meeting expectations, taking into account progress on the professional development plan, the faculty member will be considered eligible for merit pay increases if available. However, if the department head concludes that the faculty member is not meeting expectations for a second consecutive year then a comprehensive post-tenure peer review will occur, as outlined below.~~

(1) Comprehensive Peer Review

College peer review committees (see section 405.12.4) will receive copies of the annual reviews from the previous two years (with each review covering a 5-year period as stated in 405.12.1), the material upon which the annual reviews were based, the most recent professional development plan, and any additional material the faculty member or department head wishes the committee to consider. The committee may also elect to invite the faculty member and/or department head to provide additional input.

Upon completion of its review, ~~the review committee for tenured faculty~~ the college peer review committee shall submit a written report providing an assessment of the faculty member's performance. Copies of the written report will be provided to the faculty member, ~~to the~~ department head or supervisor, who shall forward a copy to the academic dean or vice president for extension and agriculture, and, where appropriate, chancellor or regional campus dean. ~~A copy of the committee's report shall be sent to the faculty member.~~ An ombudsperson must be present at all meetings of a comprehensive peer review committee. Ombudspersons must receive adequate advance notice of a committee meeting from the chairperson (see policy 405.6.5).

In the event that the outcomes of a professional development plan are contested (405.12.3(3)), the review committee for tenured faculty may be called upon by the faculty member to conduct its quinquennial review ahead of schedule. In such cases, another review need not be scheduled for five years. The review committee may also, at times, between its quinquennial reviews, review the professional development plan as described in sections (405.12.3(1-2)).

If the peer review committee concludes that the faculty member is not meeting the standards for appraisal outlined in 405.12.1 a Professional Development Plan will be implemented as described in 405.12.3.

If the peer review committee concludes that the faculty member is meeting the standard for appraisal as outlined in 405.12.1 no sanctions will be pursued against the faculty member relative to non-performance (see 403.3.2) and the faculty member will be eligible for merit increases as available.

Following a comprehensive peer review and the initiation of a Professional Development Plan, if the subsequent annual review indicates that the faculty member is meeting the standards for appraisal as outlined in 405.12.1, the Professional Development Plan will be considered complete and the faculty member will be eligible for merit pay increase as available.

If, following an initial comprehensive peer review and the initiation of a Professional Development Plan, the subsequent (third consecutive) annual review indicates that the tenured faculty member is continuing to not meet expectations and is not meeting benchmarks set in the professional development plan, a second comprehensive peer review will occur. The procedures for this peer review will be the same as those outlined in 405.12.2 (2).

Comment [RG6]: Provides additional detail about the work of the comprehensive peer review committee, in order to facilitate consistency across campus.

12.3 Professional Development Plan

(1) As noted above, ~~The~~ department head or supervisor ~~may will~~, as a consequence of the annual review ~~finding that the faculty member is not meeting expectations~~ process, initiate the negotiation of a professional development plan to help the tenured faculty member more fully meet ~~role~~

Comment [RG7]: Minor changes to reference college peer review committee as arbiter of disagreement between department head and faculty member.

expectations. The plan shall respect academic freedom and professional self-direction, and shall permit subsequent alteration. The professional development plan shall be mutually agreed to and signed by the faculty member and the department head or supervisor and approved by the academic dean or vice president for extension and agriculture, and, where appropriate, the chancellor or regional campus dean. If agreement cannot be reached the appropriate college peer review committee will be, ~~individual department, college, and/or University appeal or hearing procedures should be used to resolve disagreements before transmitting revised role statements to promotion advisory committee and tenure committees. Such appeal and hearing procedures can, upon request, include a review of the professional development plan by the Review Committee described in policy 405.12.2.~~

(2) The professional development plan should include elements which: (1) identify the faculty member's specific strengths and weaknesses ~~(if any) and relate these to the allocation of effort assigned in the role statement~~; (2) define specific goals or outcomes needed to remedy the identified performance deficiencies; (3) outline the activities that are necessary to achieve the needed outcomes; (4) set appropriate time lines for ~~implementing and monitoring the activities and~~ achieving the outcomes; (5) indicate appropriate criteria for progress reviews and the evaluation of outcomes; and (6) identify any institutional commitments ~~in the plan~~.

(3) The faculty member shall meet with the department head or supervisor, at times indicated as appropriate in the professional development plan, to monitor progress toward accomplishment of the goals or outcomes included in the plan. ~~The department head or supervisor shall, at the conclusion of the professional development plan, At the next scheduled annual evaluation, the department head or supervisor will~~ evaluate the fulfillment of the goals or outcomes described in the plan, in terms of the criteria established by the plan. ~~The department head or supervisor shall meet with the faculty member to review this analysis and subsequently, the department head or supervisor shall provide a written report of this review to the faculty member and shall also forward a copy to the academic dean or vice president for extension, and, where appropriate, the chancellor or regional campus dean.~~ For meetings held between either the department head or supervisor and the faculty member to discuss the report, the faculty member or department head or supervisor may request the presence of an ombudsperson in accordance with policy 405.6.5.

~~At the request of the faculty member, department head, or supervisor, this report may be reviewed by the committee for tenured faculty, who shall conduct an in-depth evaluation as described in 405.12.2, including an analysis of the fulfillment of the goals or outcomes, or any other features included in the professional development plan. In this event, this in-depth review shall constitute the quinquennial review and another review need not be scheduled for five years. Upon completion of its review, the committee shall submit a written report to the department head or supervisor. A copy of the committee's report shall be sent to the faculty member, to the chancellor or campus dean and to the academic dean or vice president for extension.~~

12.4 College Comprehensive Peer Review Committee

Comprehensive peer review committees consisting of five standing members and three alternates, all of whom are full Professors, shall be formed by every college, Libraries, and Extension. Standing committee members will include four individuals elected by the college faculty and one individual appointed by the college dean. Alternates will include two elected individuals and one individual appointed by the dean. While only full Professors can serve on the peer review committee, nominations for the elected positions will be sought from all tenured and tenure-eligible faculty members within the college. All tenured and tenure-eligible faculty members will vote for the appropriate number of candidates to ensure there are four elected standing members and two elected

Comment [RG8]: Deleted because the peer review committee will review the progress on the PDP automatically if a second annual review indicates the faculty member is not meeting expectations.

Comment [RG9]: A whole new section on the structure and function of the college peer review committee.

alternate members. With the exception of Libraries and Extension, no more than two members can be from any one department. Department heads, deans, associate deans, and others with central administration appointments are not eligible to serve on these committees. If a committee member takes on such an administrative position during his/her period of committee service, he/she will be replaced.

Each comprehensive peer review committee member will serve a three-year term. However, terms will be staggered to ensure some continuity and to avoid, if possible, no more than half of the members being replaced in any given year. Vacancies will be filled through college elections for the four elected members and two elected alternates and dean appointment for the one appointed member and one appointed alternate. Each year the committee will elect an individual from within the committee who will serve as the committee chairperson for that year.

When a tenured faculty member undergoes a comprehensive peer review, the faculty member and/or department head or supervisor may each request that one committee member recuse him/herself and be replaced by an alternate member. Supervisors of faculty members under review must recuse themselves from the discussion of that particular faculty member. Such requests should be made only when there is a clear conflict of interest (e.g., faculty member or department head has a close personal or professional relationship with a committee member). The alternate selected will be an elected alternate if an elected standing member is replaced and the appointed alternate if the dean-appointed member is replaced.

12.45 Academic Due Process

Evaluations, conducted pursuant to ~~Policy 407~~this policy, may reveal continuing and persistent problems with a faculty member's performance that call into question the faculty member's ability to function in his or her position. If such problems have not been rectified by efforts at improvement over a reasonable period of time as prescribed in a professional development plan, the outcomes of which have been judged ~~(405.12.3.(3))~~ by the comprehensive college peer review committee ~~(405.12.2)~~, then ~~other~~ nonpunitive measures or sanctions may be considered as, ~~should be considered in lieu of a sanction as~~ per policy 407.1.1. ~~The standard for sanction (policy 407.2) remains that of adequate cause, namely conduct contrary to the standards set forth in policy 403.~~ Successive negative reviews do not in any way diminish the obligations of the university to show ~~such~~ adequate cause pursuant to policy 407.4.

Comment [RG10]: Edits to increase clarify and eliminate redundancy.

Recommended changes clean (Oct 12, 2013)

405.12 REVIEW OF FACULTY

In addition to the reviews that are mandatory for tenure-eligible faculty and for promotion, the performance of all faculty members will be reviewed annually. These annual reviews will be used as the basis for recommendations for salary adjustments and for term appointment renewal. They also serve as the basis for the post-tenure review process for tenured faculty.

Tenure (see Section 405.1) is a means to certain ends, specifically; freedom of teaching, research and other academic endeavors, and a sufficient degree of economic security to make the profession attractive to men and women of ability. Academic freedom and economic security for faculty are indispensable to the success of a university in fulfilling its obligation to its students and to society. With tenure comes a professional responsibility to conscientiously and competently to devote one's energies and skills to the teaching, research or creative endeavors, extension, librarianship, and service missions of the university. A central dimension of academic freedom is the exercise of professional judgment in such matters. The intent of the review process is to support the principles of academic freedom and tenure through the provision of effective evaluation, useful feedback, appropriate intervention, and timely and affirmative assistance to ensure that every faculty member continues to experience professional development and accomplishment during the various phases of his or her career. Useful feedback should include tangible recognition to those faculty members who have demonstrated high or improved performance. It is also the intent of this policy to acknowledge that there will be different expectations in different disciplines and changing expectations at different stages of faculty careers.

12.1 Annual Review of Faculty

Each department, in collaboration with the academic dean or vice president for extension and agriculture, and where appropriate, the chancellor or regional campus dean, shall establish procedures by which all faculty members shall be reviewed annually. Such reviews shall, at a minimum, incorporate an analysis of the fulfillment of the role statement. Recognizing that faculty accomplishments do not always occur in a linear fashion, this review should take into account performance over the past 5 years (or since the individual's appointment to USU if less than 5 years). The basic standard for appraisal shall be whether the faculty member under review discharges conscientiously and with professional competence the duties appropriately associated with his or her position. The department head or supervisor shall meet with the faculty member annually to review this analysis of the fulfillment of the role statement and, subsequently, provide a written report of this review to the faculty member. A copy of this report shall be sent to the academic dean or vice president for extension and agriculture, and, where appropriate, chancellor or regional campus dean. The annual evaluation and recommendation by the department head or supervisor may constitute this review for salary adjustment. For faculty with term appointments, the annual review shall also include a recommendation regarding renewal of the term appointment.

12.2 Post-Tenure Review of Tenured Faculty

For tenured faculty, the annual review specified above constitutes the post-tenure review. The basic standard for appraisal shall be whether the faculty member under review discharges conscientiously and with professional competence the duties appropriately associated with his or her position as specified in the role statement. It is the intent of this policy to acknowledge that there will be different expectations in different disciplines and changing expectations at different stages of faculty careers. This evaluation of tenured faculty shall include the current curriculum vita and other

professional materials deemed necessary by the faculty member, and any professional development plan in place. The review will be discipline and role specific, as appropriate to evaluate: (1) teaching, through student, collegial, and administrative assessment; (2) the quality of scholarly and creative performance and/or research productivity; and (3) service to the profession, the university, and the community. In order to promote and support academic freedom and the expression of scholarship and creative talents, the criteria for the award of tenure or promotion to the most senior ranks shall not be employed for the review of the tenured faculty.

If a tenured faculty member is deemed to not be meeting the standard described above, a professional development plan will be implemented to address the specific area(s) of concern (see section 405.12.3). The department head or supervisor has the latitude to consider other options, including re-negotiation with the faculty member of his/her role statement. In addition, options, such as leave of absence, voluntary resignation, early retirement, phased retirement, medical leave, or career counseling may be available to the faculty member upon consultation with the USU Office of Human Resources. The faculty member may request a comprehensive peer-review (as outlined in 405.12.2(1)) after any annual review in which he/she disagrees with the department head's evaluation of his/her performance.

If the next annual review indicates that the tenured faculty member is meeting expectations, taking into account progress on the professional development plan, the faculty member will be considered eligible for merit pay increases if available. However, if the department head concludes that the faculty member is not meeting expectations for a second consecutive year then a comprehensive post-tenure peer review will occur, as outlined below.

(1) Comprehensive Peer Review

College peer review committees (see section 405.12.4) will receive copies of the annual reviews from the previous two years (with each review covering a 5-year period as stated in 405.12.1), the material upon which the annual reviews were based, the most recent professional development plan, and any additional material the faculty member or department head wishes the committee to consider. The committee may also elect to invite the faculty member and/or department head to provide additional input.

Upon completion of its review, college peer review committee shall submit a written report providing an assessment of the faculty member's performance. Copies of the written report will be provided to the faculty member, department head or supervisor, who shall forward a copy to the academic dean or vice president for extension and agriculture, and, where appropriate, chancellor or regional campus dean. An ombudsperson must be present at all meetings of a comprehensive peer review committee. Ombudspersons must receive adequate advance notice of a committee meeting from the chairperson (see policy 405.6.5).

If the peer review committee concludes that the faculty member is not meeting the standards for appraisal outlined in 405.12.1 a Professional Development Plan will be implemented as described in 405.12.3.

If the peer review committee concludes that the faculty member is meeting the standard for appraisal as outlined in 405.12.1 no sanctions will be pursued against the faculty member relative to non-performance (see 403.3.2) and the faculty member will be eligible for merit increases as available.

Following a comprehensive peer review and the initiation of a Professional Development Plan, if the subsequent annual review indicates that the faculty member is meeting the standards for appraisal as outlined in 405.12.1, the Professional Development Plan will be considered complete and the faculty member will be eligible for merit pay increase as available.

If, following an initial comprehensive peer review and the initiation of a Professional Development Plan, the subsequent (third consecutive) annual review indicates that the tenured faculty member is continuing to not meet expectations and is not meeting benchmarks set in the professional development plan, a second comprehensive peer review will occur. The procedures for this peer review will be the same as those outlined in 405.12.2 (2).

12.3 Professional Development Plan

(1) As noted above, the department head or supervisor will, as a consequence of the annual review finding that the faculty member is not meeting expectations, initiate the negotiation of a professional development plan to help the tenured faculty member more fully meet expectations. The plan shall respect academic freedom and professional self-direction, and shall permit subsequent alteration. The professional development plan shall be mutually agreed to and signed by the faculty member and the department head or supervisor and approved by the academic dean or vice president for extension and agriculture, and, where appropriate, the chancellor or regional campus dean. If agreement cannot be reached the appropriate college peer review committee will be used to resolve disagreements.

(2) The professional development plan should include elements which: (1) identify the faculty member's specific strengths and weaknesses; (2) define specific goals or outcomes needed to remedy the identified performance deficiencies; (3) outline the activities that are necessary to achieve the needed outcomes; (4) set appropriate time lines for achieving the outcomes; (5) indicate appropriate criteria for progress reviews and the evaluation of outcomes; and (6) identify any institutional commitments.

(3) The faculty member shall meet with the department head or supervisor, at times indicated as appropriate in the professional development plan, to monitor progress toward accomplishment of the goals or outcomes included in the plan. At the next scheduled annual evaluation, the department head or supervisor will evaluate the fulfillment of the goals or outcomes described in the plan, in terms of the criteria established by the plan. For meetings held between either the department head or supervisor and the faculty member to discuss the report, the faculty member or department head or supervisor may request the presence of an ombudsperson in accordance with policy 405.6.5.

12.4 College Comprehensive Peer Review Committee

Comprehensive peer review committees consisting of five standing members and three alternates, all of whom are full Professors, shall be formed by every college, Libraries, and Extension. Standing committee members will include four individuals elected by the college faculty and one individual appointed by the college dean. Alternates will include two elected individuals and one individual appointed by the dean. While only full Professors can serve on the peer review committee, nominations for the elected positions will be sought from all tenured and tenure-eligible faculty members within the college. All tenured and tenure-eligible faculty members will vote for the appropriate number of candidates to ensure there are four elected standing members and two elected alternate members. With the exception of Libraries and Extension, no more than two members can be from any one department. Department heads, deans, associate deans, and others with central administration appointments are not eligible to serve on these committees. If a committee member

takes on such an administrative position during his/her period of committee service, he/she will be replaced.

Each comprehensive peer review committee member will serve a three-year term. However, terms will be staggered to ensure some continuity and to avoid, if possible, no more than half of the members being replaced in any given year. Vacancies will be filled through college elections for the four elected members and two elected alternates and dean appointment for the one appointed member and one appointed alternate. Each year the committee will elect an individual from within the committee who will serve as the committee chairperson for that year.

When a tenured faculty member undergoes a comprehensive peer review, the faculty member and/or department head or supervisor may each request that one committee member recuse him/herself and be replaced by an alternate member. Supervisors of faculty members under review must recuse themselves from the discussion of that particular faculty member. Such requests should be made only when there is a clear conflict of interest (e.g., faculty member or department head has a close personal or professional relationship with a committee member). The alternate selected will be an elected alternate if an elected standing member is replaced and the appointed alternate if the dean-appointed member is replaced.

12.4 Academic Due Process

Evaluations, conducted pursuant to this policy, may reveal continuing and persistent problems with a faculty member's performance that call into question the faculty member's ability to function in his or her position. If such problems have not been rectified by efforts at improvement over a reasonable period of time as prescribed in a professional development plan, the outcomes of which have been judged 3 by the comprehensive college peer review committee, then nonpunitive measures or sanctions may be considered as per policy 407. Successive negative reviews do not in any way diminish the obligations of the university to show adequate cause pursuant to policy 407.

Current Code

405.12 REVIEW OF FACULTY

There are two additional reviews of faculty performance other than those for tenure-eligible faculty and for promotion. These are annual reviews for faculty for salary adjustments and for term appointment renewal, and quinquennial reviews of tenured faculty.

Tenure (see Section 405.1) is a means to certain ends, specifically; freedom of teaching, research and other academic endeavors, and a sufficient degree of economic security to make the profession attractive to men and women of ability. Academic freedom and economic security for faculty are indispensable to the success of a university in fulfilling its obligation to its students and to society. With tenure comes professional responsibility, the obligation conscientiously and competently to devote one's energies and skills to the teaching, research, extension and service missions of the university. A central dimension of academic freedom is the exercise of professional judgment in such matters. The intent of post-tenure review is to support the principles of academic freedom and tenure through the provision of effective evaluation, useful feedback, appropriate intervention, and timely and affirmative assistance to ensure that every faculty member continues to experience professional development and accomplishment during the various phases of his or her career. Useful feedback should include tangible recognition to those faculty who have demonstrated high or improved performance. It is also the intent of this policy to acknowledge that there will be different expectations in different disciplines and changing expectations at different stages of faculty careers.

12.1 Annual Review of Faculty

Each department shall establish procedures by which all faculty shall be reviewed annually. Such reviews shall, at a minimum, incorporate an analysis of the fulfillment of the role statement. The basic standard for appraisal shall be whether the faculty member under review discharges conscientiously and with professional competence the duties appropriately associated with his or her position. The department head or supervisor shall meet with the faculty member annually to review this analysis of the fulfillment of the role statement and, subsequently, provide a written report of this review to the faculty member. A copy of this report shall be sent to the academic dean or vice president for extension, and, where appropriate, chancellor or regional campus dean. The annual evaluation and recommendation by the department head or supervisor for tenure-eligible faculty (405.7.1 (3)) may constitute this review for salary adjustment. For faculty with term appointments, the annual review shall also include a recommendation regarding renewal of the term appointment.

12.2 Quinquennial Review of Tenured Faculty

Tenured faculty shall be reviewed every five years by a post-tenure quinquennial review committee consisting of at least three tenured faculty members who hold rank equal to or greater than the faculty member being reviewed. The committee shall be appointed by the department head or supervisor in consultation with the faculty member and academic dean or vice president for extension, and, where applicable, the chancellor or regional campus dean, and must include at least one member from outside the academic unit. If there are fewer than two faculty members in the academic unit with equal to or higher rank than the candidate, then the department head or supervisor shall, in consultation with the academic dean or vice president for extension, and, where appropriate, the chancellor or regional campus dean, complete the membership of the committee with faculty of related academic units. Department heads and supervisors of the faculty member being reviewed shall not serve on this committee, and no committee member may be a department head or supervisor of any other member of the committee. An administrator may only be appointed to the quinquennial

review committee with the approval of the faculty member under consideration. For post-tenure quinquennial review meetings and for meetings held between either the department head or supervisor and the candidate to review the committee's evaluation and recommendation, the candidate or department head or supervisor may request the presence of an ombudsperson in accordance with policy 405.6.5. The basic standard for appraisal shall be whether the faculty member under review discharges conscientiously and with professional competence the duties appropriately associated with his or her position as specified in the role statement. It is the intent of this policy to acknowledge that there will be different expectations in different disciplines and changing expectations at different stages of faculty careers. This evaluation of tenured faculty shall include the review of the annual evaluation (405.12.1), and shall include the current curriculum vita and other professional materials deemed necessary by the faculty member, and any professional development plan in place. The review will be discipline and role specific, as appropriate to evaluate: (1) teaching, through student, collegial, and administrative assessment; (2) the quality of scholarly and creative performance and/or research productivity; and (3) service to the profession, the university, and the community. The criteria for the award of tenure or promotion to the most senior ranks shall not be employed for the review of the tenured faculty. In the event that a faculty member is promoted to the most senior rank, the review made by his or her promotion committee shall constitute the quinquennial review. In such cases, another review need not be scheduled for five years. Upon completion of its review, the review committee for tenured faculty shall submit a written report to the department head or supervisor, who shall forward a copy to the academic dean or vice president for extension, and, where appropriate, chancellor or regional campus dean. A copy of the committee's report shall be sent to the faculty member. In the event that the outcomes of a professional development plan are contested (405.12.3(3)), the review committee for tenured faculty may be called upon by the faculty member to conduct its quinquennial review ahead of schedule. In such cases, another review need not be scheduled for five years. The review committee may also, at times, between its quinquennial reviews, review the professional development plan as described in sections (405.12.3(1-2)).

12.3 Professional Development Plan

(1) The department head or supervisor may, as a consequence of the annual review process, initiate the negotiation of a professional development plan to help the tenured faculty member more fully meet role expectations. The plan shall respect academic freedom and professional self-direction, and shall permit subsequent alteration. The professional development plan shall be mutually agreed to and signed by the faculty member and the department head or supervisor and approved by the academic dean or vice president for extension, and, where appropriate, the chancellor or regional campus dean. If agreement cannot be reached, individual department, college, and/or University appeal or hearing procedures should be used to resolve disagreements before transmitting revised role statements to promotion advisory committee and tenure committees. Such appeal and hearing procedures can, upon request, include a review of the professional development plan by the Review Committee described in policy 405.12.2.

(2) The professional development plan should include elements which: (1) identify the specific strengths and weaknesses (if any) and relate these to the allocation of effort assigned in the role statement; (2) define specific goals or outcomes needed to remedy the identified deficiencies; (3) outline the activities that are necessary to achieve the needed outcomes; (4) set appropriate time lines for implementing and monitoring the activities and achieving the outcomes; (5) indicate appropriate criteria for progress reviews and the evaluation of outcomes; and (6) identify any institutional commitments in the plan.

(3) The faculty member shall meet with the department head or supervisor, at times indicated as appropriate in the professional development plan, to monitor progress toward accomplishment of the

goals or outcomes included in the plan. The department head or supervisor shall, at the conclusion of the professional development plan, evaluate the fulfillment of the goals or outcomes described in the plan, in terms of the criteria established by the plan. The department head or supervisor shall meet with the faculty member to review this analysis and subsequently, the department head or supervisor shall provide a written report of this review to the faculty member and shall also forward a copy to the academic dean or vice president for extension, and, where appropriate, the chancellor or regional campus dean. For meetings held between either the department head or supervisor and faculty member to discuss the report, the faculty member or department head or supervisor may request the presence of an ombudsperson in accordance with policy 405.6.5. At the request of the faculty member, department head, or supervisor, this report may be reviewed by the committee for tenured faculty, who shall conduct an in-depth evaluation as described in 405.12.2, including an analysis of the fulfillment of the goals or outcomes, or any other features included in the professional development plan. In this event, this in-depth review shall constitute the quinquennial review and another review need not be scheduled for five years. Upon completion of its review, the committee shall submit a written report to the department head or supervisor. A copy of the committee's report shall be sent to the faculty member, to the chancellor or campus dean and to the academic dean or vice president for extension.

12.4 Academic Process

Evaluations, conducted pursuant to Policy 407, may reveal continuing and persistent problems with a faculty member's performance that call into question the faculty member's ability to function in his or her position. If such problems have not been rectified by efforts at improvement as prescribed in a professional development plan, the outcomes of which have been judged (405.12.3.(3)) by the review committee (405.12.2), then other nonpunitive measures, should be considered in lieu of a sanction as per policy 407.1.1. The standard for sanction (policy 407.2) remains that of adequate cause, namely conduct contrary to the standards set forth in policy 403. Successive negative reviews do not in any way diminish the obligations of the university to show such adequate cause pursuant to policy 407.4.

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 Campuses and Distance Education, USU Eastern, Extension, and the Library, and one 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.

The text in yellow needs to be changed to:

"(c) decide university awards for Eldon J. Gardner Teacher of the Year and Undergraduate Faculty 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.