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Faculty Senate Executive Committee Agenda, April 14, 2014

Utah State University

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FACULTY SENATE EXECUTIVE COMMITTEE

April 14, 2014

3:00 – 4:00 p.m.

Champ Hall

Agenda

- 3:00 Call to Order**.....Yanghee Kim
Approval of Minutes March 17, 2014
- 3:05 University Business**.....Stan Albrecht, President
Noelle Cockett, Provost
- 3:20 Information Items**
1. Calendar Committee Report.....Janis Boettinger
2. EPC Items for April 2014.....Larry Smith
3. Committee on Committees Report.....Robert Schmidt
- 3:30 Unfinished Business**
1. Reviews of Administrators.....Yanghee Kim
2. Faculty Service Award.....Karen Mock
3. Further Discussion of PTR Decision Points.....Yanghee Kim
- 4:00 New Business**
1. Selection of new FSEC Members in last Senate meeting (College Caucus) right before adjournment. Senators must have served one year in the Senate to be eligible. Colleges needing an FSEC Member are: Agriculture and Applied Sciences, Business, Humanities and Social Sciences, Natural Resources, Science, Libraries, Extension, USU Eastern.
- 4:30 Adjournment – Thanks for a great year!**



FACULTY SENATE EXECUTIVE COMMITTEE MINUTES

March 17, 2014 3:00 P.M.

Champ Hall Conference Room

Present: Yanghee Kim (Chair), Dale Barnard, Rhonda Callister, Richard Clement, Dan Davis Jennifer Duncan (excused), Jake Gunther, Steven Mansfield, Jason Olsen, Robert Schmidt, Vincent Wickwar, Doug Jackson-Smith (President Elect), Renee Galliher (Past President), President Stan Albrecht (Ex-Officio), Provost Noelle Cockett (Ex-Officio), Joan Kleinke (Exec. Sec.), Marilyn Atkinson (Assistant) **Guests:** Larry Smith

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

Approval of Minutes

There were no corrections to the minutes. The minutes were adopted.

University Business - President Albrecht and Provost Cockett.

The President recapped the outcomes of the legislative session. Money set aside for a failed technology initiative rolled into the higher education budget which resulted in an 11% increase overall. A large portion of that increase will go to schools with higher growth rates, such as UVU and SLCC. USU will see funding for two new buildings for our Regional Campuses; one in Brigham City and one in Price. This should cover our facility needs for the RCDE program for the next decade. There was money for a 1.25% salary increase appropriated with some additional to help cover the increase of health care and retirement costs. There will also be a 1% increase to salaries from tuition and an additional .75% from money that was previously set aside. This totals a 3% increase that will be distributed by the units. More information on the salary increases will be coming in the near future.

The President said he was encouraged with the enrollment numbers. The impact on enrollment has been far less significant than anticipated because of our out of state recruitment. Looking to the future, applications are at a record high, in part because of the out of state tuition waivers which are being granted to grad students as well. Student quality remains very high; at or above the index scores.

Information Items

Brown Bag Lunch – Yanghee Kim. The next Brown Bag lunch with the President will be Friday March 21 at noon in Champ Hall.

Professional Responsibilities and Procedures Committee Report – Stephen Bialkowski. Stephen was not in attendance at this meeting.

Steve Mansfield moved to place this item on the reports agenda, Renee Galliher seconded and the motion passed unanimously.

Unfinished Business

PRPC Code Change 405.7.2(5) and 407.6.3(2) Notification date unification (Second Reading) – Stephen Bialkowski.

Steve Mansfield moved to place this on the agenda as unfinished business, Dale Barnard seconded and the motion passed unanimously.

PRPC Code Change 402.3.2 add assigned teaching to list of unavoidable absences (Second Reading) – Stephen Bialkowski.

Rhonda Callister moved to place the item on the agenda as unfinished business, Vince Wickwar seconded and the motion passed unanimously.

PTR Decision Points – Yanghee Kim. Yanghee lead the committee in a discussion to revise the PTR decision points based on the outcomes of the discussion and voting in the last Faculty Senate Meeting. It was decided

that the language from section 405.12.3 and 405.6.1 would be copied and used for consistency and clarity. The following discussion points were agreed upon for discussion and vote in the next Faculty Senate meeting. The first three points will be presented for Yes/No vote, and the last point will be a question with two options:

- Faculty may request a peer review at any time after a negative review, and the requests for a peer review would be submitted to the dean or chancellor.
- Clarify for PRPC that a negative annual review is the standard set in code 405.12.1. 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.
- A peer review will be required if a department head proposes a professional development plan.
- A peer review committee will be formed by mutual agreement with the department head and faculty, or in accordance with the current code (appointed by the department head in consultation with the faculty member).

Review of Administrators – Yanghee Kim.

A motion to table this item until the last April meeting was made by Dale Barnhart and seconded by Jake Gunther. The motion passed.

New Business

EPC Items - Larry Smith.

A motion to place the EPC monthly report on the reports agenda, with a summary by Larry Smith, was made by Doug Jackson-Smith and seconded by Jennifer Duncan. The motion passed unanimously.

Election of President-Elect of the Faculty Senate – Yanghee Kim.

A motion to place this item on the agenda as new business was made by Renee Galliher and seconded by Doug Jackson-Smith. The motion passed unanimously.

Adjournment

Yanghee Kim asked for a motion to adjourn the meeting. The meeting adjourned at 4:25 p.m.

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

REPORT OF THE UTAH STATE UNIVERSITY CALENDAR COMMITTEE 2014

Calendar Committee Members 2013-2014

Janis Boettinger, Provost's Office – Chair
Andi McCabe, Provost's Office – Co-Chair
Deborah Arango, Graduate Student Senate
Jennifer Barton, Classified Employee's Association
Scott Bates, Faculty Senate
Keith Christensen, Faculty Senate
Stephanie Hamblin, University Advising
Bill Jensen Sr., Registrar's Office
Kimberly Larson, Professional Employee's Association
Steven Mansfield, Faculty Senate
John Mortensen, VP Student Services' Office
Sydney Peterson, President's Office
Tucker Smith, USU Student Association
John Stevens, Faculty Senate
Robert Wagner, Regional Campuses and Distance Education

Charge

The Calendar Committee is charged with the responsibility of reviewing, evaluating, and recommending the University's academic calendar and employee holidays. The committee represents faculty, staff, students (undergraduate and graduate), Student Services, Regional Campuses and Distance Education, the Provost's Office, and the President's Office. The actions of this committee are ratified by the Executive Committee after review by the Faculty Senate.

Spring 2014 Calendar Committee Deliberations and Actions

1. The committee recommends a proposal for employee holidays in 2017. When a holiday occurs on a weekend, an observed holiday is recommended on the closest possible weekday. (See Supporting Materials #1.)
2. Proposed changes in the academic calendar were discussed, including changing semester start and end dates and days, the length and timing of mid-semester breaks, and the length and timing of summer semester sessions. The committee invited Jana Doggett, Executive Associate Athletics Director, to attend the March 3, 2014, meeting to address the potential impacts of proposed changes to the academic calendar on Utah State Aggie Athletics.
3. The committee conducted a short survey via Qualtrics March 19-21, 2014, to gauge the opinions of students, faculty, and staff on the USU fall and spring academic calendars. An overview of the survey, summary of key findings, and graphical and tabular presentations of the results can be found at http://www.usu.edu/provost/pdf/calendar_survey_results.pdf.

3. Based on survey results, the committee recommends academic calendar proposals for Fall semester 2017 and Spring semester 2018, following the traditional academic calendar at USU. (See Supporting Materials #2.)

4. The committee recommends a proposal for Summer semester 2017, adopting two consecutive 7-week sessions and one concurrent 14-week session for all USU campuses. This summer calendar replaces the recently implemented summer calendar consisting of one 4-week followed by one 7-week calendar for the Logan Campus and USU Eastern, and aligns with the summer calendar used by USU Regional Campuses and Distance Education. (See Supporting Materials #3.)

The two consecutive 7-week sessions in Summer semester should facilitate the academic advancement of existing USU students and the recruitment of new freshman. The first 7-week session should facilitate existing students to complete coursework immediately following Spring semester. The second 7-week session should facilitate the participation of student athletes, new freshman (all high school students should have graduated before the start of the second 7-week session), and transfer students.

5. The committee recommends revising the approved summer calendars for 2015 and 2016 to consist of two consecutive 7-week sessions and one concurrent 14-week session for all USU campuses. (See Supporting Materials #4.)

6. The committee recommends the elimination of Common Hour beginning academic year 2015-2016. Both students and faculty expressed concerns to the Calendar Committee that the MF 11:30-12:45 class schedule disrupts academics for a large number of students, which outweighs the potential benefits of the W 11:30-12:45 Common Hour. However, the committee also suggested soliciting feedback from USU Students Association (USUSA) before taking any action. Elimination of Common Hour would allow for the MWF schedule in fall and spring calendars to revert to the pre-2012-2013 class schedule.

Janis Boettinger (chair) and Andi McCabe (co-chair) attended the USUSA Executive Council meeting on March 25, 2014, to present the Calendar Committee's recommendation to eliminate Common Hour. After much discussion, the USUSA Executive Council concluded that feedback should be sought from students to gauge opinions on keeping Common Hour as currently scheduled, moving Common Hour to another day, e.g., Monday or Friday, or eliminating Common Hour. Boettinger suggested that the Calendar Committee and USUSA work together to develop and administer a suitable survey instrument that can assess the opinions of Common Hour by students, faculty, and staff.

The committee shall reconvene in early Fall 2014 to consider feedback from Faculty Senate, USUSA, and the survey results of students, faculty, and staff opinions on Common Hour.

Status

This report resulted from deliberations at meetings of the Calendar Committee on January 31, March 3, and March 20, 2014. It will be considered by the Faculty Senate Executive Committee on April 14 and by the Faculty Senate on April 28, 2014.

Supporting Materials – See Following Pages

1. Proposed Employee Holidays 2017.
2. Proposed Academic Calendar for Fall 2017-Spring 2018.
3. Proposed Academic Calendar for Summer 2017.
4. Proposed Revised Academic Calendars for Summer 2015 and Summer2016.

1. Proposed Employee Holidays 2017.

2017 Proposed Employee Holidays

New Year's Day (Observed)	Monday, January 2
Martin Luther King, Jr. Day	Monday, January 16
Presidents' Day	Monday, February 20
Memorial Day	Monday, May 29
Independence Day	Tuesday, July 4
Pioneer Day	Monday, July 24
Labor Day	Monday, September 4
Thanksgiving Break	Thursday, November 23 Friday, November 24
Holiday Break	Monday, December 25 Tuesday, December 26 Wednesday, December 27

Utah State University

2017

Proposed Employee Holidays

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Notes

2017 Employee Holidays

2 January - New Year's Day (observed)
 16 January - Martin Luther King, Jr.
 20 February - Presidents' Day
 29 May - Memorial Day
 4 July - Independence Day
 24 July - Pioneer Day
 4 September - Labor Day
 23-24 November - Thanksgiving
 25 December - Christmas Day
 26-27 December - (Christmas Break)

2. Proposed Academic Calendar for Fall 2017-Spring 2018.

Fall Semester 2017 (70 instructional days, 5 test days)	
Classes Begin	August 28 (M)
Labor Day	September 4 (M)
Friday Class Schedule	October 12 (Th)
Fall Break	October 13 (F)
Thanksgiving Holiday	November 22 - 24 (W - F)
Classes End	December 8 (F)
Final Examinations	December 11 - 15 (M - F)
Spring Semester 2018 (73 instructional days, 5 test days)	
Classes Begin	January 8 (M)
Martin Luther King, Jr. Day	January 15 (M)
Presidents' Day	February 19 (M)
Monday Class Schedule	February 20 (Tu)
Spring Break	March 5 - 9 (M - F)
Classes End	April 27 (F)
Final Examinations	April 30 - May 4 (M - F)
Commencement	May 4 - 5 (F - Sa)

Utah State University

2017-2018

Proposed Academic Calendar

Fall Semester has **70** instruction days
Spring Semester has **73** instruction days

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Notes

Fall 2017

August 28, First Day of Classes

September 4, Labor Day Holiday

October 12, Friday Class Schedule

October 13, Fall Break

November 22-24, Thanksgiving Break

December 8, Last Day of Classes

December 11-15, Final Examinations

Spring 2018

January 1, New Year's Day Observed

January 8, First Day of Classes

January 15, M.L. King, Jr. Holiday

February 19, Presidents' Day

February 20, Monday Class Schedule

March 5-9, Spring Break

April 27, Last Day of Classes

April 30-May 4, Final Examinations

May 4-5, Commencement

3. Proposed Academic Calendar - Summer 2017

Summer Semester 2017	
7-week Session #1	May 8 – June 23 (M-F; 33 instr. days, 1 test day)
7-week Session #2	June 26 – August 11 (M-F; 32 instr. days, 1 test day)
14-week Session	May 8 – August 11 (M-F; 66 instr. Days, 1 test day)
Summer Session Holidays	May 29 Memorial Day (M); July 4 Independence Day (Tu); July 24 Pioneer Day (M)

Utah State University

2017

Proposed Summer Calendar

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Notes

Graduation May 5 & 6

Summer 2017

14-Week Session

65 instructional days, 1 test day

May 8, First Day of Classes

August 11, Last Day of Classes

1st 7-Week Session

33 instructional days, 1 test day

May 8, First Day of Classes

June 23, Last Day of Classes

2nd 7-Week Session

32 instructional days, 1 test day

June 26, First Day of Classes

August 11, Last Day of Classes

Summer Holidays:

May 29 - Memorial Day

July 4 - Independence Day

July 24 - Pioneer Day

Fall Semester Begins

August 28

4. Proposed Revisions to Summer Calendar 2015 and Summer Calendar 2016.

Summer Session 2015	
7-week Session #1	May 11 – June 26 (M-F; 33 instr. days, 1 test day)
7-week Session #2	June 29 – August 14 (M-F; 32 instr. days, 1 test day)
14-week Session	May 11 – August 14 (M-F; 65 instr., 2 test days)
Summer Session Holidays	May 25 Memorial Day (M); July 3 Independence Day (Observed; F); July 24 Pioneer Day (F)
Summer Session 2016	
7-week Session #1	May 9 – June 24 (M-F; 33 instr. days, 1 test day)
7-week Session #2	June 27 – August 12 (M-F; 32 instr. days, 1 test day)
14-week Session	May 9 – August 12 (M-F; 65 instr., 2 test days)
Summer Session Holidays	May 30 Memorial Day (M); July 4 Independence Day (M); July 25 Pioneer Day (Observed; M)

Utah State University

2015

Proposed Summer Calendar (revised)

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November 15						
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December 15						
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January 16						
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February 16						
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March 16						
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April 16						
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Notes

Graduation May 1 & 2

Summer 2015

14-Week Session

65 instructional days, 1 test day

May 11, First Day of Classes

August 14, Last Day of Classes

1st 7-Week Session

33 instructional days, 1 test day

May 11, First Day of Classes

June 26, Last Day of Classes

2nd 7-week Session

32 instructional days, 1 test day

June 29, First Day of Classes

August 14, Last Day of Classes

Summer Holidays:

May 25 - Memorial Day

July 3 - Independence Day (Observed)

July 24 - Pioneer Day

Fall Semester Begins

August 31

Utah State University

2016

Proposed Summer Calendar (revised)

March 16						
Su	M	Tu	W	Th	F	Sa
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May 16						
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October 16						
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July 16						
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November 16						
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April 16						
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August 16						
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December 16						
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April 17						
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Notes

Graduation May 6 & 7

Summer 2016

14-Week Session

65 instructional days, 1 test day

May 9, First Day of Classes

August 12, Last Day of Classes

1st 7-Week Session

33 instructional days, 1 test day

May 9, First Day of Classes

June 24, Last Day of Classes

2nd 7-Week Session

32 instructional days, 1 test day

June 27, First Day of Classes

August 12, Last Day of Classes

Summer Holidays:

May 30 - Memorial Day

July 4 - Independence Day

July 25 - Pioneer Day (Observed)

Fall Semester Begins

August 29

Report from the Educational Policies Committee April 7, 2014

The Educational Policies Committee met on April 3, 2014. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page¹ and are available for review by the members of the Faculty Senate and other interested parties. During the April meeting of the Educational Policies Committee, the following actions were taken:

1. Approval of the report from the Curriculum Subcommittee meeting of April 3, 2014 which included the following actions:
 - The Curriculum Subcommittee approved 63 requests for course actions, plus all of Eastern's courses converted from their Northstar system to the USU Banner system.
 - A request from the School of Applied Sciences, Technology and Education in conjunction with to offer a Bachelor of Science degree in Business Education through the Regional Campuses and Distance Education system was approved.
 - A request from the Jon M Huntsman School of Business to change the names of three specializations under the Master of Business Administration was approved.
 - A request from the Landscape Architecture and Environmental Planning Department to offer a Landscape Architecture Minor was approved.
 - A request from the Department of Music to offer a Bachelor of Arts in Music degree was approved pending minor revisions.
 - Ed Reeve was elected as the 2014-15 Curriculum Subcommittee Chair
2. Approval of the report from the Academics Standards Subcommittee of February 13, 2014 (there was no March 20, 2014 meeting). Of note:

60% Policy – Last day to Withdrawal with W, and last day for Pass/Fail

There was a discussion of how the deadline for "last day to withdrawal with W, P/F" was calculated. USU has been using instruction days; in contrast, calendar days are used for federal guidelines. A proposal to use to the federal guidelines for calculating last day to withdrawal with W, P/F was approved. Specifically, the motion was to calculate 60% of the term based on calendars days for the purposes of withdrawal with a W and pass/fail. This will only shift the "last day" a few days and will align with the schedule of federal financial aid, significantly benefiting students.

Complete Withdrawal Policy

A motion to revise policy on early semester, mid-semester, late-semester withdrawal, and attendance to reflect actual practice was approved. The revised General Catalog language is (changes are in red):

STUDENTS MAY BE DROPPED FOR NONATTENDANCE

*If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. **(This does not remove responsibility from the student to drop courses which he or she does not plan to attend.)** This option is typically used for classes that are full and the instructor is trying to make a seat available for another student, but may be considered for other courses. Requests must be made during the first 20 percent of the course and will be considered on an individual student basis. Students who are dropped from courses will be notified by the Registrar's Office through their preferred e-mail account.*

DROPPING COURSES

*Students may drop a course without notation on the permanent record through the first 20 percent of the class. (Check the Registration Calendar for exact dates.) **A student may not drop all of his or her classes without applying for a Semester Withdrawal.***

WITHDRAWING FROM COURSES

*If a student drops a course following the first 20 percent of the class, **it is considered a withdrawal and** a W grade will permanently be affixed to the student's record. Under normal circumstances, a student may not withdraw from a course after 60 percent of the ~~class is completed~~ **term as defined by federal financial aid guidelines** (Check the Registration Calendar for exact dates.) **A student may not withdraw from all of his or her classes without applying for a Semester Withdrawal.***

LATE COURSE WITHDRAWAL

*In extenuating circumstances in which a **semester** withdrawal or an incomplete grade is not deemed the best action to take, a student may petition for a Late Withdrawal up through the last day of classes. The term "extenuating circumstances" includes: (1) incapacitating illness that prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter course schedule to secure employment, (4) change in work schedule as required by employer, (5) judicial obligations, or (6) other emergencies as deemed appropriate by the instructor. Students requesting a late withdraw must submit a Petition for Late Withdrawal to the Registrar's Office. The student must attach a typed appeal stating an explanation and justification for the desired withdrawal(s). Supporting documentation confirming the extenuating circumstances must accompany the petition. The cost of the petition is \$20, which is a nonrefundable processing fee and does not guarantee approval.*

*Students with extenuating circumstances should refer to the **Semester** Withdrawal policy and the Incomplete (I) Grade policy.*

SEMESTER WITHDRAWAL

For most undergraduate students, a **semester** withdrawal is initiated at a website for change of enrollment: <http://www.usu.edu/loa>. Undergraduate international students must file a **semester** withdrawal offline, in person by going to International Education in the Office of Global Engagement, Military Science 115. Matriculated graduate students who wish to withdraw completely must present their case to the School of Graduate Studies Office, Main 164. The date of the official withdrawal is the date the withdrawal form letter is received.

Early Semester Withdrawal. Students who withdraw from a semester before 20 percent of the semester is completed (check the Registration Calendar for exact dates) do not need to reapply for admission when they return, as long as they re-enroll within a year. Students' transcripts will not show any indication of participation during the semester and they may be eligible for a tuition refund.

Mid-Semester Withdrawal. Students who withdraw from a semester between 20 percent and 60 percent of the semester is completed (check the Registration Calendar for exact dates), do not need to reapply for admission when they return, as long as they re-enroll within a year. A W grade will permanently be affixed to the student's record for each of the course withdrawals. These students do not qualify for a tuition refund.

Late Semester Withdrawal. Students who withdraw from a semester after 60 percent of the semester is completed (check the Registration Calendar for exact dates) will have W grades permanently affixed to their record for each of the course withdrawals. These students also do not qualify for a tuition refund. These students will be processed as follows:

- **Students on academic probation or students who have previously been suspended,** will be suspended from the University. Not counting the semester for which students are withdrawing, students who have been suspended once may apply for readmission after an additional one-semester layout at USU Eastern or a two-semester layout at USU. Students who have been suspended two times may apply for readmission to the University following a layout of one full calendar year.
- **All other students** who have a late semester withdrawal do not need to reapply for admission when they return, as long as they reenroll within a year.
- During their academic career, students may have a late semester withdrawal a maximum of two times.

3. Approval of the report from the General Education Subcommittee meeting of March 18, 2014.

- The following General Education courses and syllabi were approved:

HIST 3751 (DHA/CI) DHA
STAT 1045 (QL) QL
USU 1340 (BSS, Jennifer Truschka)

- Proposed revisions to the criteria for communication intensive (CI), quantitative literacy (QL), and quantitative intensive (QI) courses in the General Catalog by subcommittees for CI and QI were approved. The CI criteria adopted the use of more assertive verbs, allowed for accommodations based on possibility of student learning disabilities, and clarified the appropriate balance of oral and written communication based on discipline and course content. QI criteria adopted broader language including and/or statements to introduce flexibility, substitution of “quantitative” for “mathematical” in the criteria, and requiring the acknowledgment of the limitations of quantitative tools. The revised General Catalog Language will now be:

Criteria for Communication Intensive Courses

Philosophy

The purpose of Communication Intensive courses is to help students achieve proficiency in both written and oral communication in a manner that is appropriate to their major discipline. Although CI courses must meet specific criteria, there are many possibilities for how those criteria may be achieved. CI courses may use a range of artistic and technological forms of communication.

All CI courses must help students engage productively, responsibly, and thoughtfully in written and oral communication. CI courses are also intended to be discipline-specific, letting students simultaneously attain communication fluency goals while they learn communication forms most appropriate to their discipline

Communication Literacy (CL) goals are met by taking English 1010 and English 2010 (CL courses) and two Communication Intensive (CI) courses. Communication Intensive courses are designed to follow, and build upon, English 1010 and English 2010. Therefore all Communication Intensive courses should have English 2010 as a prerequisite.

Communication Intensive Course Criteria

All Communication Intensive courses must:

1. Be an upper division course.
2. Require both written and oral communication.
3. Require a significant quantity of written and oral communication as demonstrated by the outcomes, assignments, and assessment in the course.
4. Have an individual writing component.
5. Incorporate communication/learning components that reinforce effective two-way communication skills appropriate for discipline-specific audiences.

6. Allow for continued improvement through opportunities for revision, and/or multiple assignments.

Communication Intensive courses are encouraged to:

1. Utilize collaborative forms of communication.
2. Be explicit with students about how the discipline communicates and invite them into its ways of communication.
3. Utilize a wide variety of communication forms and media.
4. Incorporate communication activities that are appropriate for a wide variety of disciplinary audiences.

Communication Intensive Implementation Ideas

To clarify Communication Intensive requirements listed above, and to encourage thinking “outside the box,” we list some key terms below and suggest a variety of ways to implement them.

Continual Improvement:

1. Students may write multiple drafts of a single paper, with the opportunity to implement feedback and suggestions in the final paper.
2. The instructor may assign several papers of the same type. Constructive feedback is provided on the early assignments so students can apply this information to succeeding assignments.
3. The student may be offered the opportunity to revise a paper after it has been graded.

Feedback:

1. Feedback is response to student writing in the form of constructive criticism and suggestions for improvement.
2. Feedback can come from peers, the instructor, or Graduate Assistants, Writing Fellows, Undergraduate Teaching Fellows, external audiences, or others.
3. Feedback may be oral or written.

Oral Communication:

Students may communicate orally in a wide variety of formats. Some examples include the following:

1. Make a formal presentation to a class or subgroup of a class, an outside audience, or the instructor.
2. Make a formal presentation using video format or other presentation software.
3. Perform in a dramatic presentation or other oral reading.
4. Participate in structured in-class debates with assigned roles.
5. Lead structured discussions synthesizing class materials and audience responses.

Collaboration:

1. Collaboration includes an occasion in which students talk to, or work with each other, a client outside the classroom, or an instructor to produce something.
2. Collaboration can include occasions in which students provide feedback on each other's work.

Criteria for Quantitative Literacy and Quantitative Intensive Courses

Quantitative Literacy

Students may satisfy the Quantitative Literacy requirement by completing Mathematics 1030, Quantitative Literacy (3 credits), Statistics 1040, Introduction to Statistics (3 credits), Statistics 1045 Introduction to Statistics with Elements of Algebra (5 credits) or Mathematics 1050 (3 or 4 credits), College Algebra. All of the courses in the mathematics General Education curriculum require high school Mathematics 1, 2, and preferably 3 as prerequisites. Students also may satisfy the requirement by completing at least one institutionally approved mathematics course which fits with their intended major (a course at the level of college algebra or which requires college algebra as a prerequisite). USHE institutions may determine if an ACT, SAT or placement examination score is sufficiently high enough to waive the Quantitative Literacy requirements. (Regents' Policy 470.3.20).

Quantitative Intensive

Courses used to satisfy University Studies Quantitative Intensive [QI] requirements should build on material from MATH 1030 (Quantitative Reasoning), STAT 1040 (Introduction to Statistics), STAT 1045 (Introduction to Statistics with Elements of Statistics) MATH 1050 (College Algebra) or other approved courses. QI courses must have a substantial quantitative component, which, in some form, furthers the quantitative literacy goals of University Studies, improving their fluency in the use of quantitative methods

They should expect students to demonstrate ability to use:

1. Mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
2. Quantitative information symbolically, visually numerically and/or verbally.
3. Arithmetical, and/or algebraic and/or geometric, and/or statistical methods to solve problems.

4. Estimates to check answers to quantitative problems in order to determine reasonableness, identify alternatives, and select optimal results.

And

5. QI courses should address the limits of mathematical and statistical methods.

2013-2014 Committee on Committees Annual Report for the Faculty Senate

Members:

Daniel Davis (daniel.davis@usu.edu)

Sheri Haderlie (sheri.haderlie@usu.edu)

Robert Schmidt, Chair (robert.schmidt@usu.edu)

Significant activities:

- Sheri Haderlie was elected by the Faculty Senate to replace Jeanette Norton on the CoC.
- A report was made to the Faculty Senate regarding attendance at Faculty Senate meetings, attendance requirements to maintain membership, the process for documenting absences with the FS Executive Secretary, and the suggestion that “scheduled teaching” be added to the Faculty Code under 402.3.2 as an “unavoidable absence.” This Faculty Code change was assigned to PRPC and then approved by a vote of the Faculty Senate.
- The CoC is currently working with the USU’s Colleges, USU Eastern, Cooperative Extension, Regional Campuses, Libraries, and the President’s office to fill open Faculty Senate, FS Alternate, AFT, BFW, PRPC, EPC, FEC, and FDDE positions. The election of an “adequate” number of FS Alternates was emphasized. Following these elections, we will begin work on FS committee appointments.

Issues on Reviews of Administrators

From Faculty Forum, Nov 4, 2013, two issues were brought up regarding the faculty evaluations of administrators:

- 1) Implementing the evaluations more frequently: annual reviews or semi-annual reviews, and
- 2) Sharing the results of the evaluations.

Policy Manual 104, The University President and other officers:

104.4.7 Performance Evaluation

All Executive Officers of the University shall be subject to comprehensive reviews of their performances at least every five years.

104.5.1 Deans

Deans are administratively responsible and report to the Provost for functions and duties of their offices. Deans are subject to comprehensive review at least every five years.

104.5.2 paragraph 3. A comprehensive performance evaluation of new department heads will be conducted during their third year as head. Thereafter, a comprehensive performance evaluation will be conducted every five years. Each department head will also have an annual review. All reviews of department heads will be the responsibility of the dean.

Our Record:

The IDEA administrative reviews have already been done for Deans and Department Heads.

- The Deans were reviewed most recently between 2010 and 2011. Agriculture, Engineering, and Natural Resources deans were evaluated in 2010 and the Business dean was evaluated in 2011. The Provost's Office instructed the AAA Office which Deans would be evaluated. We believe that criteria were used to make that selection and ensure that deans had been in their positions long enough (I believe 3 years) to have an evaluation be fair as well as productive.
- The Department Heads had their IDEA Evaluations done in the Spring of 2010, and again in 2013.
- The results of the reviews of the Deans and the Department Heads were given to the Provost's office.
- A review of the Provost (Ray Coward) was done sometime between 2010 and 2012.
- A review of the President was done by the Board of Trustees in 2010.

Utah State University
Faculty Service Award
Draft FEC 25Mar14

The Faculty Service Award will be given each year to recognize and emphasize excellence in service to the operations and governance of the University. Recognized activities will include service at the University, College and/or Department levels and may include Libraries and Extension. Examples include:

- Service on one or more of the standing or ad hoc committees of the Faculty Senate or on other councils, committees, and/or task forces addressing specific university issues and initiatives,
- Service on Department, College, or University-level committees,
- Service on search committees or promotion/tenure committees,
- Other activities performed in service to the University.

The award is not intended to recognize service to the profession or community outside USU.

The University awardee will be selected from the pool of College awardees that are chosen annually by each of the eight academic colleges (including RCDE campuses), Extension, and Libraries. The Faculty Evaluation Committee (FEC) of the Faculty Senate will oversee the selection of the University awardee.

The Faculty Service Award will be announced at the annual Robins Awards Ceremony and recognized at the University Spring Commencement Ceremony. The recipient of the award will be given a prize of \$1,000.

Criteria

Nominees must be full-time faculty members (tenure-track, tenured, or term appointments) without administrative role statements. Because so many individuals are potentially deserving of this award, past recipients will not be considered, nor will current, recent (within 3 years of serving) Faculty Senate presidents. The following criteria for selection of the nominees shall apply:

1. Excellence in institutional service over at least three years as supported by letters from peers and other evidence.
2. Evidence of effective leadership while involved in service activities.
3. Evidence of outstanding quality, innovation, and impact in service activities.

Nomination Materials

In order to provide greater uniformity in the process, nomination materials will include:

1. A statement from the nominee summarizing his or her activities in institutional service over at least the last three years (2 pages maximum).
2. A short CV that emphasizes service roles and leadership in University service (3 pages maximum)
3. Letters of support from peers who are familiar with the candidate's institutional service (maximum of five letters of no more than 2 pages each).