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FACULTY SENATE MEETING

October 6, 2014

Merrill-Cazier Library Room 154

3:00 – 4:30 p.m.

Agenda

- 3:00 Call to Order**.....Doug Jackson-Smith
- Approval of Minutes September 8, 2014
- 3:05 Announcements**.....Doug Jackson-Smith
- Be sure to sign the roll
 - Faculty Forum reminder – solicit ideas for topics; attend; invite colleagues
 - Making motions – who can do it, how it works
- 3:10 University Business**.....Stan Albrecht, President
Noelle Cockett, Provost
- 3:20 Information Items**
- Human Resources information on code changes affecting faculty.....BrandE Faupell
 - Update on Section 100 change describing position of VP for Research and Dean of the School Of Graduate Studies.....Doug Jackson-Smith
- Suspend rules for order of business to move down reports*
- 3:30 Unfinished Business**
1. PTR Code Change Discussion & Advisory Votes.....Doug Jackson-Smith
- 4:00 New Business**
1. Code Change 402.12.3 Committee on Committees term (first reading).....Stephan Bialkowski
- 4:10 Reports**
1. Educational Policies Committee Annual Report.....Larry Smith
 2. EPC Items.....Larry Smith
 3. Honors Program Report.....Kristine Miller
 4. Libraries Advisory Council Report.....Dan Davis
 5. Parking Committee Report.....James Nye
- 4:30 Adjournment**



**USU FACULTY SENATE
MINUTES
SEPTEMBER 8, 2014
Merrill-Cazier Library, Room 154**

Call to Order

Doug Jackson-Smith called the meeting to order at 3:00 pm. The minutes of April 28, 2014 were adopted, with a correction on page 2.

Announcements – Doug Jackson-Smith

Calendar. The Faculty Senate Calendar is on the website. Please check it often.

<http://www.usu.edu/fsenate/calendar/FSCalendar2014-2015.pdf>

Roll Call. Members are reminded to sign the role sheet at each meeting, and alternates are to sign for the person they are representing. Please copy Joan in all communications regarding substitutes.

Faculty Senate Committee Assignments. There are several committees with vacancies that need to be filled. Thanks to all those who have volunteered over the last 2 weeks. If you can, please consider serving on a committee.

Broadcasting to Distance Sites. Senate meetings are broadcast to many distance sites. Please remember that there are many microphones in the room and noise and side conversations will be picked up.

University Business – President Stan Albrecht, Noelle Cockett

Provost Cockett addressed the Senate in President Albrecht's absence. She gave an update on the upcoming legislative issues. Currently they are developing capital building requests, especially the USU Biological Sciences Building. The request was submitted to the legislature at a total cost of \$65 million, \$10 million of which would be provided from private funds. Renovation of the BNR Building is included in the funding request. Projects outside of higher education that are competing for state funding are the relocation of the state prison and a testing lab. In conjunction with the U of U, the President is also working on extending the funding for Graduate Education awarded last year. This year some funding will be available for faculty who work with the graduate school as well. They are hoping for an increase of \$4 million to the ongoing graduate school budget. The number one priority will be continuing to address faculty compensation, both salary and benefits. Enrollment is up from last year, and only 200 under the 2012 enrollment which was the largest ever. The growth is primarily due to out of state students. Beginning in January, we should see an increase in enrollment in returning missionaries.

Senate Orientation – Doug Jackson Smith, Joan Kleinke

Role of Faculty Senators – Doug Jackson-Smith. Doug reviewed the code that outlines the role of faculty and the senate. The specific sections referred to were included in the agenda packet.

Overview of Faculty Senate Webpage – Joan Kleinke. Joan gave an overview of the Faculty Senate Website. The most current information will always be posted here. Please check it often.

<http://www.usu.edu/fsenate/>

Reports

Research and Graduate Councils Report – Jeff Broadbent. Since the merger of the Research and Graduate School offices, they will be combining their information into one report. Since their report was quite lengthy and detailed, Jeff highlighted only a few of their achievements. They have had an outstanding year. One high point was the new Microscopy Center, a restructuring of personnel appointments in the Sponsored Programs Office, and a total of \$220 million in sponsored programs, which is higher than ever before, despite the unfavorable climate in funded research. Jeff indicated that an important take away from the report is the information contained in Appendix 1.

A senator asked if the code had been rewritten to allow for the combining of the offices and the report. Provost Cockett reviewed the process that governs the 100 section of code that these changes fall into. In her view, the proper procedures were followed, and the merger was ratified by the President, the Executive Committee, and the Board of Trustees. Doug Jackson-Smith noted that a quick reading of the code suggests that changes related to faculty governance (including appointment of administrators) should normally be sent to faculty senate for input. Will look into this and report back.

New Business

Election of new Faculty Athletic Representative – Doug Jackson-Smith. Doug asked for a motion to formally appoint Ed Heath as the faculty athletic representative to the NCAA.

A motion was made by Jake Gunther and seconded by Vince Wickwar. The motion passed unanimously.

Election of new Committee on Committee Member and confirmation of other appointments – Doug Jackson-Smith. Sheri Haderlie is chair of Committee on Committees and has nominated Leslie Brott to be the 3rd person on the committee.

A motion was made to appoint Leslie Brott to the Committee on Committee and seconded. The motion passed unanimously.

Doug made a motion to suspend the rules and allow a new item on the agenda, which is to confirm the rest of the faculty senate committee appointments that require faculty senate approval. The motion was seconded by Scott Bates and passed unanimously.

Other appointments requiring faculty senate approval:

Athletic Council – Paul Barr, Scott Bernhardt, and Caroline Lavoie

Research Council – Ryan Moeller

University Assessment Coordinating Council – Dennis Garner and Ziaojun Qi

Honorary Degrees – Vijay Kannan, Daniel Murphy, and Ron Patterson. The faculty senate forwards three nominees to the Presidents' office, who then selects the committee member.

All nominees were unanimously approved.

For information purposes, Sheri Haderlie presented a list of additional faculty senate committee appointments that do not require faculty senate approval.

Proposed Code Change to Lengthen Term for Committee on Committees Members – Doug Jackson-Smith. Currently members of the CoC serve a 2 year term.

Doug made a motion to send the issue to PRPC to draft code language changing this to a 3 year staggered term. The motion included only three of the four items that were included in the agenda: (1). Fix reference to 402.7.4 (accidentally says 7.3); (2). Establish 3 year staggered terms; and (4) Clarify that election is considered to automatically extend that individuals term in the senate for the # of years necessary to fulfill term on CoC (perhaps using the supernumerary

clause from the Senate Presidency section). The designation of the chair of the committee will be left as written in current code. The motion was seconded by Yanghee Kim and passed unanimously.

Priority Issues for Faculty Senate Action in 2014/15 – Doug Jackson-Smith. The faculty senate presidency has discussed with committee chairs what issues should be made a priority for senate discussion and action this year. Items discussed include revisiting the section 406 revisions, graduate status of faculty, and the role of lecturers and non-tenured faculty in the faculty code.

Old Business

Overview of Post Tenure Review Process – Doug Jackson-Smith. Doug reviewed for the senates' information only, the history and process of the Post Tenure Review Process in recent years. It was revealed in the 2007 accreditation process that the PTR process was not consistently applied across campus. To address this, the faculty senate formed a task force which studied the issue, developed guidelines for policy, and drafted code changes. After much discussion, the senate did not approved the draft presented by the task force, but felt the issue deserved more attention and gave advisory votes on several decision points. There was discussion from the floor but Doug reminded the senate that this issue will be brought back to the senate again for more discussion and voting on decision points and code language at upcoming meetings throughout the year. The intent today was to only give a brief historical overview of what has happened on this issue in the past few of years.

Adjournment

The meeting adjourned at 4:38 pm.

“Other Leave” Policy
Month Day, 2014

Purpose:

- Currently there are 10 separate leave policies, including 6 major leave types (Sick; Annual; Family and Medical; Military; Leave without Pay; and Sabbatical). The remaining 4 leave policies are used infrequently. The 4 policies below will merge into 1 policy titled “Other Leave.”
 - # 346 Bereavement Leave
 - # 354 Jury and Witness Leave
 - # 360 Special Development Leave
 - # 369 Organ Donor Leave

Issues:

- Propose changing “Budgeted Employees” to “Benefit Eligible Employees” in keeping with common policy language, and insurance-carrier contracts.
- Bereavement Leave
 - Removed leave for “any member living in the employee’s household” because the employee may have people living in the house who are not family members and do not qualify for this leave.
 - Added “domestic partner”. Domestic partners have long been covered by USU policies and in benefits, but they had not been named in these policies.
- Organ Donor Leave
 - Changed title to “Bone Marrow or Organ Donor Leave.” Bone marrow was covered in the original policy, but not referenced in the title. This change will clarify that Bone Marrow is included.
 - Clarified that “day” means a calendar day.

Recommendation:

The Office of Human Resources recommends that these 4 policies be merged into a new policy titled “Other Leave.” The new policy will be numbered #369, which was the Organ Donor Leave; this maintains the alphabetical listing of policies.

POLICY MANUAL BENFITS

Number: 369

Subject: Other Leave

Date of Origin: Mo/Date/Year

Covered Employees: Benefit Eligible Employees

Effective Date: Mo/Date/Year

Date of Last Revision: on Mo/Date/Year, combined Policy 346 (Bereavement); 354 (Jury and Witness Leave); 360 (Special Development Leave); and 369 (Organ Donor Leave) into one policy titled “Other Leave.”

369.1 PURPOSE

The University offers benefit-eligible employees the following additional leave benefits: Bereavement Leave; Jury and Witness Leave; Special Development Leave; and Organ or Bone Marrow Donor Leave.

369.2 POLICY

369.2.1 Bereavement Leave

The University provides up to three work days paid time off due to the death of an immediate family member. For this policy, immediate family is defined as: employee's spouse or domestic partner; son; daughter; son-in-law; daughter-in-law; foster child; parent; parents-in-law; brother; sister; brother-in-law; sister-in-law; grandparent; grandparent-in-law; grandchildren; or step-relative.

369.2.2 Jury and Witness Leave

For the period during which an employee is absent from work for compliance with an official requirement to appear for jury service or a subpoena to appear as a witness at a trial, deposition, or other official proceeding, the employee will receive full salary. Time allowance for jury and witness service covers only time lost while actually engaged in jury service or in attendance as a witness and reasonable travel to and from the place of jury duty. Employees are expected to report daily to work before and after jury service or jury attendance when feasible. Any funds received for jury duty remain with the employee.

This policy does not apply to employees who appear in court on their own behalf. Expert Witness Services is covered by Extra Service Compensation (Policy 376) or Consulting Service (Policy 377).

369.2.3 Special Development Leave

Exempt (non-faculty) and non-exempt staff may request a special leave with pay for developmental purposes. Special Development Leave is not a right, but a privilege. This leave must be requested in writing. The leave approval, pay, and terms of the leave are at the discretion of the Department Head, Director, or Dean. Any leave agreement should stipulate the length of the leave and the agreed rate of pay. The length of leave may not exceed one year, nor can the rate of pay exceed that stated in the Sabbatical Leave (Policy 365). The negotiated agreement must be approved by the appropriate Dean or Vice President and forwarded to the President for approval.

369.2.4 Bone Marrow or Organ Donor Leave

The University grants paid leave to employees who are temporarily disabled while serving as a bone marrow or human organ donor. Employees who donate bone marrow shall be granted up to seven (7) calendar days of paid leave. Employees who donate a human organ shall be granted up to thirty (30) calendar days of paid leave. Additional leave required for donor disability beyond the specified days may be taken under Sick Leave (Policy 363) and Family Medical Leave (Policy 351). In cases in which this leave also qualifies as Family Medical Leave (FMLA), the FMLA leave will run concurrently with this leave. Donor leave must be requested in writing, including documentation from a medical practitioner authenticating the donation.

The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits employers and other entities from requesting or requiring genetic information from an individual or family member, except as specifically allowed by this law. Employees must not provide any genetic information when responding to requests for medical information. GINA defines “genetic information” as family medical history, the results of an individual or family genetic testing, information about any genetic services sought by the individual or family member, genetic information of a fetus carried by an individual or family member, or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

369.3 RESPONSIBILITIES

3.1 Office of Human Resources

Responsible for assisting in the implementation of this policy in accordance with the University's insurance providers and making the information available.

3.2 Employees

Responsible for notifying his/her supervisor, working with the Office of Human Resources when these leaves are requested, and complying with requests for documentation.

Issues/Recommendation – Policy 377 Consulting Leave

Purpose:

Change policy from three to four days per month (pro-rated) for consulting leave.

Issues:

- Change consulting leave from 3 days/month to 4 days/month, and allow accumulation over a 12 month fiscal year period. Pro-rated for academic year employees.
- Clarified, in section 2.1.2, employee's responsibility of verifying that no conflict of interest exists.
- Updated employee classifications, using Exempt/Non-Exempt, instead of "Professional" or "Classified."

Recommendation:

The Office of Human Resources recommends that the revisions be approved.



POLICY MANUAL

COMPENSATION

Number 377

Subject: Consulting Service

Covered Employees: Faculty and ~~Professional-Exempt~~ Employees

Date of Origin: January 24, 1997

Effective Date of Last Revision: ~~June 23, 2000~~

377.1 PURPOSE

The University recognizes that faculty and ~~professional-exempt~~ employees make broad and significant contributions by providing professional expertise to local, state, national, and international communities on a consulting basis. Such activity contributes not only to the needs and understanding of others, but increases the competence of the consultants in their professional roles and brings recognition to the University.

Time away from work for consulting services may be granted to ~~faculty and professional~~ employees provided that such services do not interfere or conflict with their University role assignments or job duties and are deemed beneficial to the University ~~and as well as~~ the professional development of the employees. ~~Faculty and professional e~~Employees have primary employment and professional responsibilities to the University. Leave for consulting services is a privilege granted at the University's discretion. Extension of this policy to employees other than faculty and ~~professional-Exempt~~ staff may be considered on a case-by-case basis.

377.2 PROCEDURES

2.1 Consulting Service Leave

(1) An employee requesting consulting leave must submit a Request for ~~Extra Contractual Services Time and~~ Consulting Leave Form to his/her immediate supervisor, outlining the time requested, the nature of the consulting work, and the benefit to the University.

(2) The supervisor will forward the completed form with a recommendation to the

appropriate dean or vice president for final approval. Employees will confirm that there is no conflict of interest or conflict of commitment when requesting Consulting Leave. ~~Absence of a conflict of interest and a conflict of commitment must be established.~~ Approval must be obtained prior to commencement of consulting leave.

(3) Time permitted. Eligible Fiscal Year employees may be permitted up to threefour consulting service days per month in a 12-month fiscal year period. Eligible Academic Year employees may be permitted up to threefour consulting service days per month in a 9-month academic year period. Eligible employees with appointments less than 1 FTE may be permitted consulting service leave on a pro-rata basis. Consulting leave service days do notmay -accumulate from month to month, but there is no carryover from one contract year (fiscal year or academic year) to another. fiscal year to another. Faculty and professional staff on full-time appointments may be permitted up to three consulting service days per month. Annual leave or leave without pay may be used in addition to, or in lieu of, consulting service leave.

~~(4) Restriction on accumulation and transfer of days. Days allowed a faculty member for consulting services must be used within a given term of appointment and may not be transferred from one term of appointment to another.~~

2.2 Conflict with University Assignment; Competition with University

Faculty members and ~~professional~~ Exempt employees may render consulting services to any entity or organization provided that the services are not included in the employee's role statement/job description. Employees may not engage in any consulting activity in competition with the University.

Except as provided for on sabbatical leave (~~P~~policy 365), faculty members may not accept employment for--and may not perform--any teaching, instructional, Extension, or research services for other institutions during their term of appointment without the knowledge and written approval of the faculty member's department head or supervisor and dean, director, or vice president. Compensated or uncompensated participation in an occasional short-term conference, seminar, or symposium or the delivery of a scholarly paper or public address at a professional meeting or academic gathering, does not violate this policy.

Issues/Recommendation

Purpose:

To clarify the purpose of Policy 385 Appointments of Opportunity and correct definitions for all Appointments of Opportunity. We also removed procedural information from policy.

Issues:

- Included “persons with disabilities, or protected veterans” in list of job groups under 385.1.2 Affirmative Action because law changed to include these categories.
- Added “and/or highly regarded” under 385.1.3 Institutional Need to better accommodate the appointment of individuals who may be highly regarded in their field, but may not be nationally recognized.
- Changed temporary period under 385.1.4 from two to three years to be consistent with Faculty Code.
- ~~Added~~Clarified requirement that “Qualified individual must be named in the budget portion of the grant” and “Non-exempt positions are not eligible” under 385.1.6 to include established practice in policy.
- Clarified the responsibilities of the Candidate/Employee ~~and Department Heads/Supervisors to better assist individuals utilizing this policy.~~
- Removed Dual Career Assistance wording from Office of the Provost and Office of the President responsibilities to cover all Appointments of Opportunity.
- Created procedures and form to be used in Appointments of Opportunity.

Recommendation:

~~Because these changes are simple clarifications and not major policy changes, the Office of~~The office of Human Resources recommends that the revisions be approved.

POLICY MANUAL

OPERATING POLICIES AND PROCEDURES

Number 385

Subject: Appointments of Opportunity

Covered Employees: University Employees

Date of Origin: January 24, 1997

Effective Date of Last Revision: [April 25, 2014](#)~~May 20, 2005~~

~~Effective Date of Last Revision: March 26, 2010~~

385.1 POLICY

At times it may be appropriate to waive competitive search requirements as outlined in the Faculty and Exempt Staff Employment Policy (Policy 394), and the Non-exempt Staff Employment Policy (Policy 387), in connection with an appointment. Use of this policy requires review by the Affirmative Action/Equal Opportunity (AA/EO) Office and the Office of Human Resources (HR). ([See procedures under each category](#)).; [All actions require](#) ~~and~~ approval by the Office of the Provost (for positions in academic areas) or the Office of the President (for positions in non-academic areas). Exceptions to open recruitment and regular hiring procedures may be granted under the following conditions. Procedures are found by clicking on the link after each category.

The intent of this policy is to assist in the initial appointment of individuals under specific circumstances as presented in the policy. Use of this policy for further placement at Utah State University is discouraged. This policy should be considered before a search is opened. However, an ongoing search may be suspended/closed due to the availability of a qualified individual as defined in this policy.

This policy should not be construed to be a promise, real or implied, of employment at Utah State University. Utah State University has a commitment to assist in the employment process, but has no legal obligation to provide employment.

1.1 Dual Career Assistance (DCA)

Utah State University recognizes that dual career assistance (DCA) is critical to sustaining its commitment to recruiting and retaining highly qualified and competitive staff and faculty members. University leadership is committed to supporting DCA in cases that strengthen our capacity to meet institutional missions and objectives. This policy applies to situations in which there are existing positions to accommodate the common interests of the institution and the couple seeking DCA. It also covers instances in which a new position may be created to utilize the qualifications and occupational interests of a dual career couple. In the latter case, funding from the recruiting and

receiving units (academic or administrative) and the Office of the Provost or the Office of the President is sometimes necessary for leveraging the establishment of such a position.

While University leadership is committed to participating as a partner in DCA proposals, the central advocacy role for DCA originates within the primary academic or administrative unit. Department heads, supervisors, directors, deans, and vice presidents in the unit seeking a DCA play a key advocacy role on behalf of the couple requesting DCA. Of course, those individuals seeking DCA also retain some responsibility for nurturing proposals through the DCA process.

The goal of the DCA procedures is to clarify for ~~all participants~~ these four groups – the couple seeking DCA, academic and administrative leadership, the HR Office, and the AA/EO Office – the steps required for developing a successful dual career employment package with support at all administrative levels. DCA appointments in academic units must be approved by the Executive Vice President and Provost. Appointments in units other than academic must be approved by the President. All DCA appointments for faculty and senior level staff must be approved by the Office of the Provost or the Office of the President. Procedures for DCA Appointment.

1.2 Affirmative Action

When there is under-representation in a particular job group by women or ethnic/racial minorities, persons with disabilities, or protected veterans, such qualified individuals may be appointed in an effort to enhance the University's efforts to meet affirmative action goals. Procedures for an Affirmative Action Appointment.

1.3 Institutional Need

Faculty and staff may be appointed who are nationally recognized and/or highly regarded for outstanding achievement in their areas of expertise. These are individuals whose qualifications are unique and exceptional and whose potential value to the University is great. Procedures for an Institutional Need Appointment.

1.4 Temporary Positions

An individual not covered by Policy 390 (Employment at Will) or Policy 397 (Hourly Employment) may be appointed to an exempt position (as defined by the Fair Labor Standards Act) for a temporary period not to exceed three years. The temporary nature of this position will be specified in the appointment document, and the temporary position will be eliminated from the unit's budget after the temporary period has expired. Non-exempt positions are not available for this temporary appointment opportunity. Procedures for a Temporary Position Appointment.

1.5 Employment-at-Will ~~Hires~~

Certain positions at the University are defined as “at-will” (see Policy 390 Employment at Will) ~~for details~~. At-will employees are not eligible to participate in the employee grievance process (Policy 325 Grievance Procedures) but still have access to Policy 305 (Discrimination Complaints) if they feel they have been discriminated against based on a protected category. ~~Procedures for an Eemployment-at-wWill hire~~Appointment.

1.6 Written into Sponsored Program Budgets

Qualified individuals may be written into sponsored program budgets to fill appropriate exempt positions. The Qualified individual must be named in the budget portion of the grant. These positions will end when the program ends. Non-exempt positions are not eligible for this opportunity. Procedures for employees who are written into sponsored program budgets.

385.2 RESPONSIBILITIES

2.1 Candidate/Employee

Responsible for informing the Department Head/Supervisor of the need for an appointment of opportunity~~for dual career assistance~~. Responsible for working with department heads, supervisors, directors, deans, and vice presidents within the primary academic or administrative unit ~~HR~~ in the job search process.

2.2 Department Heads and Supervisors

Responsible for informing candidates and new hires about the Appointments of Opportunity policy~~dual career assistance policy~~. Responsible for working with HR in identifying opportunities that may qualify under this policy, and working with the Dean/VP, as well as HR, ~~and~~ AA/EO, and the Office of the Provost or Office of the President to obtain necessary approvals, initiating hiring documentation, and following the process to completion.

2.3 Deans and Vice Presidents

Responsible for communicating support for this policy to the Department Head/Supervisor to effectuate an interview (for the DCA option) or implementation of the appointment of opportunity. Responsible for alerting the appropriate University leadership office regarding the need to seek an appointment of opportunity.

2.4 Office of Human Resources

Primary responsibility for the implementation of this policy. Responsible to assist USU leadership and other individuals in the application of this policy and to provide assistance in locating available positions in cases of dual career assistance. Responsible to review

position descriptions for appropriate title and salary range. Responsible to review requested appointments of opportunity and make recommendations to the Office of the Provost or the Office of the President.

2.5 Affirmative Action/Equal Opportunity Office

Responsible to assist USU leadership and other individuals on AA- and EO-related issues and in the implementation of this policy. Responsible to review requested appointments of opportunity and make recommendations to the Office of the Provost or the Office of the President.

2.6 Office of the Provost

Responsible to make the final decision relating to faculty and staff in academic areas seeking [appointments of opportunity](#) ~~Dual Career Assistance positions (385.1.1), Institutional Need positions (385.1.3), and others as applicable~~ based on recommendations from the AA/EO Office and the Office of Human Resources.

2.7 Office of the President

Responsible to make the final decision relating to staff in non-academic areas seeking [appointments of opportunity](#) ~~Dual Career Assistance positions (Policy 385.1.1), Institutional Need positions (385.1.3), and others as applicable~~ based on recommendations from the AA/EO Office and the Office of Human Resources.

New Code

104.4.4 Vice President for Research and Dean of the School of Graduate Studies The Vice President for Research and Dean of the School of Graduate Studies has primary responsibility, under the direction of the President and Trustees, for the review, execution, and oversight of grants, contracts, and cooperative agreements related to sponsored research. The Research and Graduate Studies Office supports the execution of sponsored research programs involving a wide array of sources. In addition to primary responsibilities, the Vice President for Research and Dean of the School of Graduate Studies has the following specific duties:

- (1) provide leadership in developing and coordinating University policies and procedures pertaining to sponsored programs and the School of Graduate Studies;
- (2) assist deans, department heads, and other leaders to develop strong research and graduate programs in keeping with the objectives of the University;
- (3) coordinate objectives and operations of sponsored programs and graduate education programs;
- (4) supervise the preparation of budgets for research and graduate studies, as well as the expenditure of funds appropriated for research and graduate studies at the University;
- (5) maintain a file of information concerning federal and state agencies, foundations, and private companies that provide funds for research grant/contracts and make this information available to staff members; and
- (6) perform such other duties as may be assigned by the President.

Old Code

104.4.4 Vice President for Research

The Vice President for Research has general responsibility for the University's research programs. In addition to general responsibilities, the Vice President for Research has specific duties to:

- (1) Provide leadership in developing and coordinating University policies and procedures pertaining to research;
- (2) assist deans, department heads, and other leaders to develop strong research programs in keeping with the objectives of the University;
- (3) cooperate with the Dean of the School of Graduate Studies to maintain coordination between objectives and operations of research and graduate education programs;
- (4) supervise the preparation of budgets for research and the expenditure of funds appropriated for research at the University;
- (5) maintain a file of information concerning federal and state agencies, foundations, and private companies that provide funds for research grant/contracts and make this information available to staff members;
- (6) perform such other duties as may be assigned by the President.

(2) Dean, School of Graduate Studies.

The Dean of the School of Graduate Studies (hereafter graduate dean) reports directly to the Provost and is the responsible administrative official of this school. The graduate dean is responsible for providing leadership and promoting and developing graduate programs in all colleges of the University. The graduate dean cooperates with the college deans on all matters regarding graduate education in their respective areas, and bears similar responsibility jointly with the Vice Presidents for Research and the Vice President for Extension regarding the scope and quality of research and Extension credit courses which involve graduate students.

In addition to the general responsibilities mentioned above, the Graduate Dean has the following specific duties:

- (a) promote the reputation of University graduate programs;
- (b) in cooperation with deans and department heads, recruit capable graduate students;
- (c) establish the standards and procedures by which graduate students are admitted, enrolled, supervised, and awarded advanced degrees, and ensure that these standards and procedures are strictly enforced;
- (d) seek financial support for graduate programs;
- (e) cooperate with departments in developing the general course program for advanced degrees;
- (f) evaluate the quality of theses and dissertations prepared as part of advanced degree programs;
- (g) select and approve, jointly with college deans and department heads, the faculty who participate in graduate programs and serve on graduate committees;
- (h) preside at meetings of the Graduate Council;
- (i) submit an annual evaluation report of the School of Graduate Studies for review by the President and the Faculty Senate;
- (j) perform such other duties as may be assigned by the Provost.

200.2 PROCEDURES FOR AMENDING SECTION 100 and SECTION 200 POLICIES

2.1: Proposal Process

Proposals for amendments to Sections 100 and 200 are to be submitted in writing along with appropriate justification for the proposed changes to the University President. Proposals for amendments may be submitted only by officially recognized councils, committees, Faculty Senate, and Officers of Administration. **Where the proposed amendments relate to faculty governance, they will be submitted to the Faculty Senate President for review by the Faculty Senate.** The Faculty Senate will forward recommendations on the proposed amendments to the University President. (bold not in original)

401.8 AUTHORITY OF THE FACULTY

8.1 Policy Statement

...

(4) Collegial Governance of the University.

There is shared responsibility in the governance of the university with a meaningful role for the faculty. This role includes participation in decisions relating to the general academic operations of the university, such as budget matters and the appointment of administrators. The faculty should actively advise in the determination of policies and procedures governing salary increases.

POST-TENURE REVIEW DISCUSSION IN FACULTY SENATE (October 6, 2014)

Background

- Faculty Senate assumed responsibility in 2013 for designing a PTR process
 - Not being forced to do this
 - Rather we would like to improve and develop a more efficient PTR system
 - Faculty senate leadership wants to work to develop a new process that has the support of faculty senate (and faculty as a whole)
 - To move forward – must be improvement over existing code
- Key goals
 - Place primary responsibility for post-tenure evaluation in hands of faculty peers
 - Revise the current policy that requires a post tenure review for every faculty member every five years to one that makes this process more efficient
 - Reduce the workload for all tenured faculty that are performing well, but now need to prepare materials every five years
 - Reduce the workload for all PTR committee members that currently need to review the materials, meet and write a reports on faculty that are doing their jobs well.
 - Provide opportunities for constructive input to post-tenure faculty that could benefit from input about their performance
 - Protect faculty from arbitrary decisions by administrators
 - Develop a legitimate, fair, and rigorous system to address situations where post-tenure performance may be problematic

FS Process in last 18 months

- Identify broad outlines of a new PTR process
- Get guidance from faculty senate about 'key decision-points'
 - Series of advisory votes in 2013 and 2014
 - Short Summary of Changes from Status Quo:
 - TRIGGERED PEER REVIEW PROCESS
 - no longer set up automatic committee every 5 years
 - TIED TO ANNUAL REVIEWS
 - Post tenure evaluations: rely on multi-year annual review (MYAR) window
 - Trigger = a MYAR that indicates the faculty member is “not discharging conscientiously and with professional competence the duties appropriately associated with his or her position.”
 - Multi-year window = last 3 years
 - PEER REVIEW COMMITTEE IN CHARGE
 - Constituted as described in current code (at dept or local unit level)
 - Membership requires ‘mutual agreement’ of DH & faculty member

SENATE PRESIDENT PROPOSED TIMELINE AND PROCESS TO FOLLOW

(To get the PTR section of code drafted, debated, and (potentially) adopted)

- Discuss & give advisory votes on final issues in next FS meeting (Today: October 6th)
- Review results of past and new votes & review the totality of PTR code change package
 - Next FSEC meeting (October 20th); suggest any changes to PTR PACKAGE, send with recommendation to full Faculty Senate
 - Full Senate discussion, consider amendments and put 'summary package' to up or down vote whether to send to PRPC (in our last full senate meeting of the semester Dec 1st)
- If approved – send guidance to PRPC in December, ask them to get us a draft or code revisions for FSEC discussion on Feb 17th (or earlier? Later?)
- Possible first reading & debate in full Faculty Senate on March 2nd; debate expected, amendments possible
- Possible second reading & vote on ~April 6th FS meeting – up or down vote

Not everyone on FSEC is convinced that the current faculty senate membership agree with past votes or wants to proceed... so

THREE KINDS OF QUESTIONS FOR FACULTY SENATE TODAY:

1. Should we proceed?
2. If so –should we use prior 'guidance' votes to create code change draft?
3. If proceeding – how do we feel about remaining guidance issues?

FIRST VOTES:

1. Should the faculty senate keep working on draft PTR code change?
YES
NO
2. IF YES → Should the faculty senate use past advisory votes as a guide?
YES
NO

⇒ IF SENATE VOTES NO ON EITHER– discuss next steps

⇒ IF SENATE WISHES TO CONTINUE (VOTES YES ON BOTH), proceed to decision-points outlined below:

REMAINING “DECISION-POINTS” FOR DISCUSSION BY FULL FACULTY SENATE

Assuming that job of PRC is to determine whether faculty member is meeting standard of performance...

1. **What should happen if the Peer Review Committee (PRC) indicates that the faculty member is or is not meeting the standard of performance?**
 - a. If meeting standard – should it end the process? Will the DH be allowed to launch a PDP anyways?
 - b. If NOT meeting standard — should it automatically launch a PDP process?
2. **Should the MYAR replace the regular annual reviews for post-tenure faculty that are done to make salary adjustment decisions?**
 - a. If not – does this mean each post tenure faculty member will get a 1-year annual review AND a 3-year rolling window annual review?
 - b. If yes: Should we confirm with faculty senate the intent that MYARs can still be expected to provide evaluations of the performance of the faculty member in each of their official roles (research, teaching, service, etc.) – much as we do now. These evaluations can include the ‘not meeting’ ‘meeting’ or ‘exceeding’ expectations language for each role area. These role-specific evaluations seem to be the best vehicles for ‘pink’ evaluation feedback, but would usually short of a formal RED declaration of “failure to discharge conscientiously and with professional competence the duties appropriately associated with his or her position”.
3. **Under what other circumstances, if any, can a faculty member request formation of a PRC?** (e.g., when there is no trigger of a formally negative multi-year annual review)
 - a. DO WE WANT TO REVISIT EARLIER VOTE that says can faculty can request one be convened at any time?
 - b. Options:
 - i. Would it require the declaration of ‘not meeting expectations’ in the major area of emphasis of a role statement? Or both none primary areas????
 - ii. Perhaps more than one year in a row?
 - iii. Should it be linked to the Annual Review Process at all?
 - c. What is the role of the PRC under this circumstance? Should the PRC be expected or allowed to ‘weigh in’ on critical annual review content provided by a DH?
4. **Other?**

MORE BACKGROUND: BOARD OF REGENTS' POLICIES

Some have asked whether our current or proposed policies are consistent with Utah Board of Regents' Policies. As background, they can be seen at: <http://higheredutah.org/wp-content/uploads/2013/08/R481.pdf> , and text from relevant sections is reproduced here:

3.14. Annual Review as Part of Assessing Faculty Competence and, if Funding Permits, Merit Pay Award:

Each tenure-track and tenured faculty member, along with all other faculty members, shall be reviewed each year in conjunction with institutional policies on faculty competence. When funding permits, a faculty member may be awarded merit pay consistent with institutional policies and process.

3.15. In-Depth Post-Tenure Review.

3.15.1. Intent of Post-Tenure Review: The review shall assess the tenured faculty member's performance with the intent of:

- 3.15.1.1.** recognizing performance in the discipline's endeavors which demonstrates growth and development;
- 3.15.1.2.** communicating to the faculty member specific areas in need of improvement related to performance in scholarship, teaching, and service, and
- 3.15.1.3.** enhancing each individual's future productivity.

3.15.2 Procedures. The institution shall establish procedures to administer a review of the work of each tenured faculty member in a manner and frequency consistent with accreditation standards. The criteria for such review shall include multiple indices, and be discipline- and role-specific, as appropriate, to evaluate:

- 3.15.2.1.** teaching, through student, collegial, and administrative assessment.
- 3.15.2.2.** the quality of scholarly and creative performance and/or research productivity.
- 3.15.2.3.** service to the profession, school and community.

Committee on Committees Section 402 Code Changes

CURRENT CODE

12.2 Committee on Committees (CoC)

The responsibility of the Committee on Committees is to: (1) apportion Senate elective positions annually; (2) coordinate and supervise the election of members to the Senate; (3) prepare eligibility slates and supervise nominations and elections within the Senate; and (4) recommend to the Senate the appointed members of all Senate committees and the members of university committees that include Senate representatives.

The Committee on Committees shall consist of three elected faculty senators. They are elected according to the same procedures, at the same time, and with the same eligibility restrictions that govern election of the Senate President-Elect. See policy 402.10.3 and 7.3. Members of the Committee on Committees serve two-year terms. They elect a chair from within their membership.

PROPOSED CODE

12.2 Committee on Committees (CoC)

(1) Duties.

The responsibility of the Committee on Committees is to: (1) apportion Senate elective positions annually; (2) coordinate and supervise the election of members to the Senate; (3) prepare eligibility slates and supervise nominations and elections within the Senate; and (4) recommend to the Senate the appointed members of all Senate committees and the members of university committees that include Senate representatives.

(2) Membership.

The Committee on Committees shall consist of three elected faculty senators serving staggered three-year terms. No later than the last day of the Spring semester and before the terms of the newly elected members begin, the Committee shall elect from among its members a new chair to serve a one-year term beginning July 1. Any member who has at least one year remaining in a committee term or who has been re-elected to an additional, successive term is eligible to serve as chair.

One faculty senator is elected to the committee each year. They are elected according to the same procedures and at the same time as the Senate President-Elect (see Policies 402.10.3 and 7.4). Nominations for the new member shall occur from the floor during the April Senate meeting and elections shall be by secret ballot completed prior to the May meeting.

Senators who have completed at least one year of their Senate term are eligible to serve on the Committee on Committees unless they are at the end of their Senate service and have not been re-elected. If a Senate term extension is necessary to complete the Committee on Committees service, then the individual will become a supernumerary member of the Senate and the regular schedule of elections to the Senate from that individual's college or unit will be unaffected.

**2013-2014 ANNUAL REPORT
OF THE
UTAH STATE UNIVERSITY
EDUCATIONAL POLICIES COMMITTEE**

**Submitted by
Laurens H. Smith Jr, Chair
September 15, 2014**

**2013-2014 Annual Report of the Educational Policies Committee
September 9, 2014**

MEMBERSHIP:

The membership of the 2013-2014 Educational Policies Committee:

Laurens H. Smith, Executive Senior Vice Provost, Chair
Ed Reeve, College of Agriculture and Applied Science and Curriculum Subcommittee
Chair
Scott Bates, Emma Eccles Jones College of Education and Human Services and Academic
Standards Subcommittee Chair
Richard Mueller, College of Science and General Education Subcommittee Chair
Kevin Olsen, Caine College of the Arts
Thom Fronk, College of Engineering
Eddy Berry, College of Humanities and Social Sciences
Karen Mock, Quinney College of Natural Resources
Melanie Nelson, USU-Eastern
Scott DeBerard, Graduate Council
Christian Thrapp, ASUSU President
Roland Squire, Registrar's Office
Cathy Gerber, Registrar's Office
Brittany Garbrick, Graduate Studies Vice-President
Doug Fiefia, ASUSU Academic Senate President
Kelly Fadel, Huntsman School of Business
Travis Peterson, Regional Campuses and Distance Education
Kacy Lundstrom, Libraries

MEETINGS:

The Educational Policies Committee (EPC) is a standing committee of the Faculty Senate. During the 2013-2014 academic year, the regular meeting time of the EPC was the first Thursday of every month at 3:00 p.m. in the Champ Hall Conference Room in Old Main.

The EPC is supported by the following three subcommittees.

Curriculum Subcommittee	Edward Reeve, Chair,
General Education Subcommittee	Norman Jones, Chair
Academic Standards Subcommittee	Scott Bates, Chair

ACTIONS:

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

A. Actions originating from the Curriculum Subcommittee:

1. The Curriculum Subcommittee approved 513 requests for individual course actions.
2. The Curriculum Subcommittee and subsequently the EPC acted on a large variety and number of proposals for programs during the 2013-2014 academic year. Table 1 is a summary of those.

Table 1. Action taken by the EPC.

UNIT	EPC Actions 2013-2014
Department of Psychology	Reduce minimum number of credits for the PhD in Psychology
Department of Management	Rename Master of Science in Human Resources to Master of Human Resources
Department of Psychology	Discontinue the Psychology Teaching BS and BA
Department of Sociology, Social Work, and Anthropology	Discontinue the Teaching Emphasis in the Sociology BS and BA
Department of Physics	Discontinue the Plan C in the Physics M.S. Degree
Department of Plants, Soils, and Climate	New BS degree in Horticulture
Department of Theatre Arts	New Film Production emphasis in the Theatre BFA
Department of Animal, Dairy, and Veterinary Sciences	Exclusive home for MS and PhD in Toxicology
Departments of Animal, Dairy and Veterinary Sciences; Biology; Chemistry and Biochemistry; Civil and Environmental Engineering; Plants, Soils, and Climate	Discontinue the Interdepartmental Program for the MS and PhD in Toxicology
Department of Music	New Organ Performance emphasis in Bachelor of Music
Department of Applied Economics	New Minor in Environmental and Natural Resource Economics
Department of Applied Economics	Rename Agribusiness Management Minor to Agribusiness Minor

Department of Special Education and Rehabilitation	New Audiology Specialization in Disability Disciplines PhD
School of Teacher Education and Leadership	New Literacy Teaching Minor
Department of Physics	Reduce minimum number of credits for the PhD program in Physics
Department of Political Science	Establish a Center for the Study of American Constitutionalism
Department of Mathematics and Statistics	Discontinue the Plan C Options in the MS Degree in Mathematics and the MS Degree in Statistics
Jon M Huntsman School of Business	Rename three specializations under the Master of Business Administration
School of Applied Sciences, Technology, and Education	New Bachelor of Science degree in Business Education
Emma Eccles Jones College of Education and Human Services	Establish the Department of Nursing and Health Professions
Department of English	Rename on-line M.S. in English with a Specialization in Technical Writing, to Master of Technical Communication
Department of Music	New Bachelor of Arts in Music
Department of Landscape Architecture and Environmental Planning	New Minor is Landscape Architecture
Department of Mathematics and Statistics	Reduce minimum number of credits for the PhD in Mathematical Sciences
Executive Vice President and Provost	Eliminate two USU course requirement for undergraduate graduation

B. Actions originating from the General Education Subcommittee:

1. Courses approved by the EPC in 2013-2014 for General Education use are listed in Table 2.

Table 2. Courses approved by the EPC for General Education use.

Course Prefix and Number	Course Title	Course Designation	Department
ANTH 4990	Contemporary Issues in Anthropology	Communications Intensive	Sociology, Social Work, and Anthropology
CHEM 5720	General Biochemistry Laboratory	Communications Intensive	Chemistry and Biochemistry

COMD 5100	Language Science	Communications Intensive	Communicative Disorders and Deaf Education
ENGL 3630	The Farm in Literature and Culture	Communications Intensive/Depth Humanities and Creative Arts	English
ENGR 3080	Technical Communication for Engineers	Communications Intensive	Engineering
GEO 3250	Natural History of Dinosaurs	Depth Life and Physical Sciences	Geology
HIST 3483	Modern China, 1800 to Present	Communications Intensive/Depth Humanities and Creative Arts	History
HIST 3560	Modern East Asia	Depth Humanities and Creative Arts	History
HIST 3751	Trials of Gilded Age America, 1877-1900	Communications Intensive/Depth Humanities and Creative Arts	History
HIST/RELS/ARBC 3030	Introduction to Islam	Depth Humanities and Creative Arts	History
HONR 1320	Civilization: Humanities	Breadth Humanities	Honors
PHIL 3820	Theories of Sex and Gender	Depth Humanities and Creative Arts	Languages, Philosophy, and Communication Studies
RELS 3050	Introduction to Christianity	Depth Humanities and Creative Arts	History
RELS 3820	Hindu Sacred Texts	Communications Intensive	History
STAT 1045	Introduction to Statistics and Elements of Algebra	Quantitative Literacy	Mathematics and Statistics
THEA 2110	Voice for Actors III: Dialects	Remove Depth Humanities and Creative Arts	Theatre Arts
WGS 3010	Women and Leadership	Communications Intensive	Women and Gender Studies
USU 1320	Civilization: Humanities	Breadth Humanities	History
USU 1320	Civilization: Humanities	Breadth Humanities	History

USU 1330	Civilization: Creative Arts	Breadth Creative Arts	Art and Design
USU 1340	Social Systems and Issues	Breadth Social Sciences	Arts & Science
USU 1360	Integrated Physical Science	Breadth Physical Sciences	Geology
USU 6900	Research Integrity		Research

- 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:

- 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.

C. Actions originating from the Academic Standards Subcommittee:

From the October 14, 2013 Meeting:

1. Approval of revisions to the General Catalog Language regarding English Language Proficiency Requirement for Undergraduate International Students

Rationale for amending the requirement:

The current policy is restrictive and does not allow an exemption for native English speakers. The SAT, ACT, and U.S. high school attendance and enrollment in mainstream English classes as proof of English proficiency are currently used by a wide variety of state supported institutions of higher education, including the University of Utah. Currently, domestic applicants to USU are required to achieve a total ACT score of 18 or a total SAT score of 860, which theoretically allows a domestic applicant to achieve significantly less than 18 or 500 on the English portion of the ACT or critical reading portion of the SAT and still be admitted to USU.

USU allows credit toward the Communications Literacy 1 (CL1) general education requirement for any student that provides Advanced Placement scores of 3 through 5 on the English Language Composition exam or the English Literature and Composition exam. Similarly, credit is granted toward the CL1 requirement for students who provide score results of 4 through 7 on either the Standard Level or Higher Level International Baccalaureate English A1 exam. Additionally, completion of the International Baccalaureate Diploma allows an international student to receive up to 30 credit hours and a waiver of many general education requirements including the CL1 requirement. Allowing an international student to receive a waiver of the rigorous CL1 requirement while simultaneously requiring “proof” of English proficiency in the form of the TOEFL, the IELTS, or the IELI placement exam creates a contradictory policy.

Applicants to the School of Graduate Studies at Utah State University are currently allowed to submit the Pearson Test of English as proof of English proficiency. Additionally, though the Eiken is administered almost exclusively in Japan, it is accepted as proof of English proficiency at approximately 350 colleges and universities in the United States and Canada. Accepting the

Eiken as an option to prove English proficiency would enable International Admissions to recruit Japanese students more effectively and potentially increase enrollment.

Allowing the proposed revisions to the English language proficiency requirement would regularize the current undergraduate international application process with the processes in place at other state-supported institutions of higher education in the United States. The amendment would also create a more equitable set of standards between international, domestic and graduate admissions at USU and eliminate contradictory practices currently in place.

Present Catalog Language:

International students must be proficient in the use of English. Proficiency is determined for undergraduates by a minimum TOEFL score of 525 on the manual (paper/pencil) test, 71 on the iBT (Internet-based TOEFL), a minimum IELTS score of 6.0 (with a minimum of 5.0 on each subscale) or by passing level 4 (advanced level) of the Intensive English program at Utah State University. Qualified students in level 4 (advanced level) of Intensive English may take one or more academic courses if approved by the Intensive English faculty and their academic advisor.

Approved Revised Catalog Language:

All undergraduate international applicants whose native language is not English must prove University level English proficiency. The English language proficiency requirement may be satisfied in a variety of ways:

- *TOEFL internet-based exam score of 71 or paper-based exam score of 525*
- *IELTS score of 6.0 overall band score with a minimum of 5.0 on each subscale*
- *SAT Critical Reading score of 500*
- *ACT English score of 18*
- *Pearson Test of English overall score of 53*
- *Eiken Test in Practical English Proficiency Grade Pre-1*
- *English Language and Composition Advanced Placement exam or English Literature and Composition Advanced Placement exam score of 3, 4, or 5*
- *Standard Level or Higher Level International Baccalaureate English A1 exam score of 4, 5, 6, or 7*
- *Completion of the International Baccalaureate Diploma at an accredited high school or secondary school*
- *USU's Intensive English Language Institute's placement exam score of 146**
- *Attendance at an accredited U.S. high school for 3 or more years and enrollment in mainstream non-ESL English/Language Arts classes all three years*
- *Receive a grade of "C" or better in a college-level English Composition course (equivalent to USU's English 1010 – Introduction to Writing: Academic Prose or English 2010 – Intermediate Writing: Research Writing in a Persuasive Mode) at a regionally-accredited U.S. college or university. Equivalency will be determined by the Registrar's Office at Utah State University.*

Any equivalency determination made by the Registrar's Office will be final.

*If you are not sure if you qualify for an exemption as a native English speaker, please contact International Admissions to request a review of your circumstances. Utah State University reserves the right to require proof of English proficiency from any applicant, if deemed necessary by a university official. *IELT's placement exam may be taken upon arrival at USU. For further information, please review the conditional admission parameters below. Applicants who are unable to provide proof of English proficiency as outlined above, may request conditional admission to the university pending the completion of Utah State University's Intensive English Language program. Conditionally admitted students will be eligible to enroll in their chosen academic program at USU after they have passed level 4 (advanced level) of the Intensive English program at Utah State University or achieved a 146 on the Intensive English Language Institute's placement exam. Qualified students in level 4 (advanced level) of Intensive English may take one or more academic courses concurrent with their Intensive English courses, if approved by the Intensive English Language Institute faculty and their academic advisor.*

2. Semester Credit Limit. Approved revision to General Catalog language as follows:

Present Catalog Language:

"Credit Limit: Students registering for more than 18 credits must present their advisor's signed authorization to the Registrar's Office."

Approved Revised Catalog Language:

"Semester Credit Limit: Students must have authorization from their academic major advisor to enroll in more than 18 credits in a semester."

From the Academics Standards Subcommittee meeting of November 11, 2013.

1. Proposed changes to the USU General Catalogue language of the following (changes in red):

1. Credit transfer policy vote

Utah State University awards transfer credit for academic work completed at other academic institutions. Transfer and articulation is not based solely on the accreditation status of the transfer institution. **Evaluations for the specific acceptance of credit being equivalent to a Utah State University course are at the discretion of each department's faculty or faculty designee. Acceptance of credit should not be confused with its application.** Transfer credit may or may not apply to the graduation requirements of Utah State University, regardless of the number of credits transferred.

2. Associate of Science and Associate of Arts

The Associate of Science (AS) **or Associate of Arts** degree in general studies is offered. ~~Some degrees are offered online and are delivered to several international locations.~~ These degrees

are offered through USU's Logan Main Campus, Regional Campuses and Distance Education, and USU Eastern. Requirements include: (1) completion of current USU General Education requirements; (2) USU cumulative GPA of 2.0 or higher and a cumulative GPA of 2.0 or higher; (3) completion of at least 60 credits; and (4) at least 20 credits in residency (USU credits) at USU's Logan Campus, USU Eastern, or through courses offered by USU Regional Campuses and Distance Education.

The Associate of Science and Associate of Arts degrees ~~is~~ are available without a concentration. USU-Eastern also offers an Associate of Science in Business (AB) and an Associate of Science in Criminal Justice (AC).

3. Transcript evaluation

Once the Admissions Office has completed your admissions application, your transcript will be sent to the Registrar's Office to be posted by the Articulation Staff. Transfer courses that are not currently articulated will be sent to an Articulation Representative designated by the department for evaluation, which will then determine how the course will transfer.

4. College Level Examination Program (CLEP)

The CLEP examinations were designed for undergraduate students who wish to utilize previous knowledge and experience in lieu of required coursework. CLEP is a national program of credit-by-examination, allowing students to obtain recognition for college-level achievement. This privilege is intended to measure information and training gained from practical experience that may be considered the equivalent of the experience and training received by students in an organized course given at the University.

Undergraduate credits may be acquired through the CLEP examinations. These credits may be used to fill General Education Requirements and may also be accepted as equivalent to specific courses. Students interested in taking a CLEP exam should contact the University Testing Services Office, University Inn 115.

5. Credit by department examination

Undergraduate, matriculated students may challenge a course for credit by taking a departmental examination. Departments will determine if a course is appropriate for challenge; students should contact the instructor and/or department. If a challenge exam is available, the instructor should advise the student as to whether he or she has a reasonable chance of passing. The examination will survey knowledge of the course content and may include papers, projects, portfolios, etc.

Students challenging a course for which they are registered must do so within the first two weeks of the course. Students not registered will be required to pay a course-specific

examination fee. Students who take a departmental examination will receive the exam grade posted to their transcript for that course. Credits earned through departmental examination can be used to meet the minimum ~~USU~~ course requirement.

6. Dual majors

Students ~~can earn~~ ~~receive a single~~ ~~multiple~~ degrees and ~~majors diploma~~, ~~but have two different majors~~, either within the same college or from two different colleges. ~~They will then receive a diploma for each major.~~

7. Second Bachelors Degree

Applicants for a second bachelor's degree must file an application with the Admissions Office and obtain the recommendation of their academic dean prior to being admitted. A second bachelor's degree is available only to those on whom a first bachelor's degree has been conferred by a regionally-accredited institution. Students must complete a minimum of 30 USU credits beyond those applied toward the first bachelor's degree, 18 of which must be earned in department-approved upper-division courses related to the major. USU credits may be earned in courses completed at USU's Logan campus or ~~at designated centers, or through classes offered by~~ Regional Campuses and Distance Education ~~through USU~~.

Students may apply for a second bachelor's degree only if the major is different from the major in the first bachelor's degree.

Candidates for a second bachelor's degree who did not satisfy the ~~Communications Literacy, Quantitative Literacy, and~~ American Institutions requirements in the first bachelor's degree, must satisfy ~~any deficiencies in these~~ ~~this~~ requirements before receiving the second bachelor's degree.

Note: The first bachelor's degree must have been awarded by a regionally-accredited college or university. Students who earn a degree from an international college or university may be considered for a second bachelor's degree if the first degree was earned from an institution listed in a database approved by the ~~Office of International Students and Scholars~~ Office of Global Engagement.

8. Letter of Completion

On occasion, there may be circumstances in which a student has completed most of the General Education requirements at Utah State University, transferred to another institution where he or she has completed the last of the courses needed to complete the USU General Education requirements, and then requested a Letter of Completion from USU. Since the coursework was not completed at USU, USU may not submit a Letter of Completion, unless the coursework is posted to a USU transcript. To have this coursework posted to a USU transcript, a student should submit his or her transcript ~~and a \$15 posting fee~~ to the Registrar's Office, 1600 Old

Main Hill, Logan, UT 84322-1600. The Registrar's Office will then *evaluate and post* the credit. If all requirements have been satisfied, the Letter of Completion will be generated.

From the Academics Standards Subcommittee of February 13, 2014:

1. 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 calendar 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.

2. 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.

Report from the Educational Policies Committee September 15, 2014

The Educational Policies Committee met on September 4, 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 September meeting of the Educational Policies Committee, the following discussions actions were taken.

1. Approval of the report from the Curriculum Subcommittee meeting of September 5, 2013 which included the following notable actions:
 - The Curriculum Subcommittee approved 64 requests for course actions.
2. There was no report from the Academics Standards Subcommittee.
3. Approval of the report from the General Education Subcommittee meeting of April 16, 2013. Of note:
 - The following General Education course was approved:

SW 4100 (CI)

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

Honors Program Annual Report 2013-2014

This report covers the time period from July 1, 2013 through June 30, 2014.

PERSONNEL: Dr. Nicholas Morrison, Interim Director; Amber Summers-Graham, Coordinator of Programs; Lauren Mealy, Staff Assistant; Sara Mitchell, Staff Assistant; Peer Advisors: Abigail Bentley, Matthew Petersen, and John Kidd. Dr. Kristine Miller began as Director on July 1, 2014.

HONORS TEACHING FELLOWS 2013-2014:

Brandi Jensen Allred
Sarah Anderson
Analise Barker
Sara Callichia
John Kidd

Dylan Lasson
Sarah Patterson
Karen Tew
Andrea Thomas

STUDENT STATISTICS: Honors graduated 38 students in the 2013-2014 academic year. To date, the Honors Program has graduated more than 811 students. Senior theses are available on the Merrill-Cazier Library's Digital Commons:
http://digitalcommons.usu.edu/student_works.html

The names of 2013-2014 Honors degree recipients and the titles of their senior Honors theses/projects appear in Appendix A.

In 2013-14, Honors students comprised 3.09% of the undergraduate population at the USU Logan campus. The incoming Honors class had 131 (plus 14 deferred) students, which represents 3.48% of the 2013-2014 incoming class. In 2013-2014, Honors also admitted 24 current/transfer students.

Incoming Honors Class Averages

Admissions index: 130
High school GPA: 3.91
ACT: 30

Incoming Honors Class Scholarships for Fall 2013

Scholarship	Honors recipients
Presidential	54
Deans	34
Scholar	20
Lower	23

Honors Enrollment and Graduation by College

College	Fall 2013 Incoming	Total Honors enrollment	# graduating within 5 years
AG	10	29	21
BUS	17	84	22
CCA	5	22	15
CEHS	15	52	28
CHaSS	17	66	53
ENGR	24	104	18
NR	7	21	7
SCI	36	69	24
UND	0	6	0

STUDENT HIGHLIGHTS:

- Briana Bowen was the College of Humanities and Social Sciences Valedictorian, Scholar of the Year, Political Science Student of the Year, and CHaSS Undergraduate Teaching Fellow of the Year.
- Brooke Siler was the Jon M. Huntsman School of Business Valedictorian.
- Rachel Rawlings Ward was the 2014 Robins Woman of the Year Award.
- Lindsey McBride received the 2014 Undergraduate Researcher of the Year award for the Jon M. Huntsman School of Business, the 2014 Literary Studies Student of the Year Award and received 1st Place in the APEE Undergraduate Research Competition.
- James Gardner presented his senior thesis research at Posters on the Hill in Washington, D.C.
- Nicole Martineau received the 2014 Undergraduate Researcher of the Year award for the Caine College of the Arts.
- Leah Langdon received the 2014 Undergraduate Researcher of the Year award for the College of Engineering.
- Chelsey Funk received the 2014 Undergraduate Researcher of the Year award for the College of Humanities and Social Sciences.
- Ariel Peterson received the 2014 Technical Writing Student of the Year Award.
- Kayla Arrington received the 2014 Communications Studies Student of the Year Award.

- Jorri Falslev received the 2014 Spanish Student of the Year Award.
- Adam Stewart received the 2014 Law and Constitutional Studies Student of the Year Award.
- Braden Clinger, Cambri Spear, and Andrew Izatt received CHaSS Seely-Hinckley Scholarships.
- Nathaniel Decker received the Civil and Environmental Engineering Outstanding Senior Award.
- Sean Bedingfield, Levi Kearl, McKenna Lee, Tyrel Rupp, Carson Sparks, and Ezekiel Villareal were recognized as the College of Engineering's 2014 Anderson Scholars.
- 9 Honors students presented at Utah Research on Capitol Hill.
- 11 Honors students participated in the 2014 National Conference of Undergraduate Research in Lexington, Kentucky.
- 46 Honors students received the prestigious A-Pin.
- 40 Honors students participated in Utah State University's 2014 Student Showcase.
- Valerie Jenkins won the 2014 Student Showcase Poster Award for the Arts and Humanities.
- Grant Holyoak won the 2014 Student Showcase Poster Award for the Social Sciences.
- Emily Frampton won the 2014 Student Showcase Poster Honorable Mention for the Life Sciences.
- Madison Pope won the 2014 Student Showcase Oral Presentation Award for the Arts and Humanities.
- Briana Bowen won the 2014 Student Showcase Oral Presentation Honorable mention for the Arts and Humanities.
- John Maynes won the 2014 Student Showcase Oral Presentation Award for the Social Sciences.

- Molly Van Engelenhoven won the 2014 Student Showcase Oral Presentation Award for the Life Sciences

DETAILED OUTLINE OF CURRICULAR ACTIVITIES

A. Five-year Trend – Entering First-year Honors Students

Fall 2013	131
Fall 2012	150
Fall 2011	148
Fall 2010	153
Fall 2009	150

B. Five-year Trend – Students Doing Honors Coursework

	Fall Classes	Fall Contracts	Spring Classes	Spring Contracts
2013-2014	357	79	131	72
2012-2013	470	89	240	78
2011-2012	478	113	289	116
2010-2011	476	102	294	104
2009-2010	313	70	264	106

C. Five-year Trend – Number of Compensated Honors Courses Offered

2013-2014	29
2012-2013	36
2011-2012	40
2010-2011	45
2009-2010	38

- *Note on compensation: In 2013-2014, the Honors Program compensated courses listed with the HONR prefix, plus 5 sections of ENGL 2010H, and two Math courses: Math 1220H and Math 2210H. Business, Biology, HPER, and the Student Orientation and Transition Services offices compensate the Honors sections of their courses.*

A list of 2013-2014 Honors courses and enrollment statistics appear in the Appendix B of this report.

D. Honors Degrees Offered

- Students worked toward one of three Honors degrees. These degrees appear both on the students' transcripts and their diplomas.
- Department Honors: 15 total Honors credits in an approved upper-division Department Honors Plan (including a senior thesis/project).
- University Honors: 27 total Honors credits, comprising lower-division Honors credits from the program's approved course list plus completion of an individually designed upper-division plan (including a senior thesis/project).
- Honors in University Studies with Department Honors: 27 total Honors credits, comprising lower-division Honors credits from the program's approved course list plus completion of an approved upper-division Department Honors Plan (including a senior thesis/project).

E. Faculty Participating in Honors

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

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

Appendix C lists faculty teaching Honors courses and serving as Department Honors Advisors.

EXTRACURRICULAR ACTIVITIES, 2013-2014

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

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

Faculty are invited to nominate exceptional students for these awards and to encourage qualified students to apply. The Truman and Goldwater programs provide

awards for undergraduates nominated in their sophomore or junior years. Other programs are designed for students planning to attend graduate school.

- Rachel Nydegger was selected as a Goldwater Scholar. David Griffin and Austin Spence were both selected as Goldwater Honorable Mentions.
- Lauren Harper represented USU in the Rhodes Scholarship competition.

B. Honors Program Scholarships

Through generous donations, Honors has established several endowed scholarships.

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

- Austin Spence – 2014 Lawrence O. Cannon Scholar
- Cambri Spear – 2014 Helen B. Cannon Scholar

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

- Allison Fife – 2014 Douglas D. Alder Scholar

3. *The Joseph G. and Karen W. Morse Scholarship* carries a monetary stipend of \$500.

- Analise Barker – 2014 Morse Scholar

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

- Chelsey Funk – 2014 Kinkead Scholar

C. Last Lecture

The 39th annual “Last Lecture” was given April 16th in the Performance Hall by Dr. Nat B Frazer, Professor of Environment and Society. Dr. Frazer was chosen by a committee of USU Honors students to give his theoretical “last lecture” to students and her faculty peers. His lecture, “Teaching Fast and Slow: What Have We Done for You Lately,” can be viewed by visiting <http://honors.usu.edu>

D. REPORT OF THE HONORS STUDENT COUNCIL:

The 2013-2014 school year was active for the Honors Student Council (HSC). The HSC participated in two successful service projects this year. In October and November, they held a food drive, donating to the Cache Valley Food Pantry. The HSC also formed an Honors Team for the Utah State University Relay for Life in April and held several fundraising events to support the fight against cancer.

The HSC also sponsored several social activities this year. The September Opening Social attracted over three hundred students. The event included a barbecue and games on the quad. Other popular events included participation in the Homecoming Street Painting activity, a fall Corn Maze activity, a Freshman Scheduling Party, a USU Basketball game with halftime social, and a Harry Potter Party. Each event drew large groups of Honors students and friends who had the opportunity to have fun and get to know each other.

A Brief Look forward to 2014-15

Aiming to create a more centralized University Honors Program and thus to increase Honors student retention and graduation rates, USU hired Dr. Kristine Miller in July 2014 as the program's new director. Our new mission statement identifies specific ways in which the University Honors Program serves USU's land-grant mission: "By fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement." Modeling the kinds of work that all USU students can and should do, the University Honors Program aims to become the centerpiece of USU's educational mission.

The changes to the program include the following:

- A beautiful new web site that makes information easy to access
- A centralized USU calendar of events with listservs delivering weekly notification of campus events to Honors students and USU faculty – new students are required to attend and report in Canvas on three co-curricular campus events per academic year.
- Introductory Honors Seminars that explore global questions, satisfy USU's General Education Breadth requirements, and teach first-year students how to read and write effectively in the college classroom
- Year-long interdisciplinary "Think Tank" seminars that seek practical, creative solutions to real local problems, work directly with legislators and community members, and satisfy both of USU's General Education Depth requirements
- Honors credit for practical applications of academic learning, including internships, study abroad, research, grant writing, prestigious fellowship application, scholarly or creative presentations, and service projects
- Special transcript designations for University Honors, Service-Learning Scholars, Global Engagement Scholars, and Undergraduate Research, options that students may combine
- Capstone or thesis projects that set students apart professionally and give them concrete products to showcase their academic experiences – the program will offer increased support for thesis/capstone planning and writing, research travel, and presentation opportunities.
- Membership in a community of Honors students, faculty, and alumni who are now – or will soon be – leaders in their fields – the program will foster this feeling of community with monthly student-faculty socials, support for research collaboration, and a network of alumni with whom students can work.

APPENDICES

Appendix A

2013-2014 Recipients of Honors Degrees and Titles of Honors Senior Projects

College of Agriculture

Shalee Killpack	Mycoplasmas & Mycobacteria: Minimalists at Work
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College of Business

James Allred	A Management Buyout in the Lower Middle Market
Andrew Arveseth	Improving Financial and Personnel Management at Petsfirst! Wellness Center
Andrea Barlow	Cultural Influences on Women in Leadership: An Extension of the Hofstede and Globe Dimensions
Jolynn Carr	Internship at Metalwest as a Market Researcher
Sadelle Crabb	The Larrison Group (TLG) Political Consulting and Fundraising Internship: Lessons Learned
Sean Miller	AGCO Corporation Valuation
Adam Stewart	Business Honors Internship Final Report: U.S. House of Representatives
Kelsey White	China and the Northeast Region: Agricultural Machinery

Caine College of the Arts

Valerie Jenkins	Meeting the Needs of Refugees in Utah Through Interior Design
Alison Snow	Sicilian Instrumental Music During The Ottocento: A Rediscovery of Forgotten Repertoire For Piano
Trevor Vincent	Music Performance – Senior Thesis

College of Education and Human Services

Bradford Bentley	Motivation and Achievement in Tennis
Chance Christensen	Dissociation of the Effects of Serotonin Reuptake Inhibitor Fluoxetine in Prelimbic Cortex on Disruption of Timing and Working Memory For Time by Neutral and Negative Emotional Events
James Gardner	Age-Related Changes in Attention During Motor Learning
Kedric Glenn	Regularity of Performance on a Computer Tracking Task is Different Between Concussed and Non-Concussed Individuals
Jeneille Larsen	The Importance of Developmentally Appropriate Practice in Early Childhood Education

College of Engineering

Nathaniel Decker	USU Concrete Canoe, Promontory
Neal Hengge	Designing an Artificial Tendon/Graft Derived from Silkworm Silk and Synthetic Spider Silk with Respect to Structure, Mechanical Properties, Biocompatibility, and Attachment
Andrew Marquette	Design and Construction of an Omni-Directional Soccer Ball Thrower
Jacob Whittle	Personal Vacuum Assisted Climber

College of Humanities and Social Sciences

Kayla Arrington	Impact of Resident Assistants and Community on Student Grades
Kolbie Astle	Educating Wonder Away: Charles Dickens' and Lewis Carroll's Attack on Victorian Education
Briana Bowen	Truman, Kennedy, and Reagan: Assessing the Impact of Assassination Attempts on the Organizational Culture of the U.S. Secret Service
Luz Maria Carreno	Exploring Indicators of Social Incorporation: An Analysis of Volunteering among Hispanics in New and Old Migrant Destinations
Chelsey Funk	Connecting to the community: Service-learning Methods in an ESL Classroom
Taylor Halversen	A Visually Determined Deutschland: Visual Rhetoric Analysis of German Culture
Dallen Hansen	Corporations: Manufacturing Psychopaths?
Benjamin Harman	Treasure in Heaven: Economics and Christian Monasticism in Late Antiquity
Kelsen Kitchen	Exploring the Potential of Video Games as Educational and Story-Telling Tools
Lindsey McBride	Crony Chronicles Website Redesign
Ariel Peterson	Best Practice Recommendations for Publishing A Student Anthology
Hannah Thompson	Sports Literature in the Secondary Classroom

College of Natural Resources

Hesper Kohler	Escherichia Coli: Levels Found in Suva Water and the Implications to Fijians: A Case Study of the Vatuwaqa River
Amy Rohman	Assessing Attitudes Towards Global Climate Change Among Utah State University Faculty
Michaela Stuver	Student-Initiated Campus Sustainability: Strategies For Success

College of Science

Brooke Siler

Investigating the Importance of the n-Terminal Negative
Residues in Human PRMT1

Alysha Waters

An Evaluation of an Auditory Neurophysiological Model

Appendix B

2013-2014 Honors Courses

Fall 2013

HONR 1300 US Institutions
HONR 1330 Creative Arts
HONR 1340 Social Systems and Issues
HONR 1350 Integrated Life Science
HONR 1360 BPS: Planet Earth
HONR 3020 Social Change Gaming/Humanities
HONR 3900 Preparing for Scholarships
ECON 1500 (H) Economic Institutions
ENGL 2010.71H Intermediate Writing
ENGL 2010.72H Intermediate Writing
MATH 1220H Calculus II
SOC 4800H Mental Health and Law
BIOL 1610H Laboratory
PSY 1010H Laboratory
PE 1520H Hiking
USU 1010 H (Connections)

Kristen Dawson
David Wall
Michael Thomas
Ryan Hill/Charles Hawkins
James Evans
Ryan Moeller
Susan Andersen
Dwight Israelsen
Russell Beck
Dustin Crawford
Lawrence Cannon
Kevin Allen
Greg Podgorski
Scott Bates & Gretchen Peacock
Gregory Griffin
Sarah Gordon
David Christensen
Lee Rickords
Shannon Peterson
Scott Bates

Spring 2014

HONR 1300 US Institutions
HONR 1320 Humanities
HONR 1330 Creative Arts
HONR 3900 Thesis Preparation
ENGL 2010.066H Intermediate Writing
ENGL 2010.067H Intermediate Writing
ENGL 2010.068H Intermediate Writing
MATH 2210H Multivariable Calculus
BIOL 1620H Laboratory

Michael Lyons
Norm Jones
David Wall
Kacy Lundstrom/Pamela Martin
Susan Andersen
John Engler
Dustin Crawford
Lawrence Cannon
James Pitts

Enrollment Statistics

Fall 2013	Enrollment	Spring 2014	Enrollment
HONR 1300	19	HONR 1300	9
HONR 1330	25	HONR 1320	12
HONR 1340	12	HONR 1330	26
HONR 1350	25	HONR 3900	3
HONR 1360	24	ENGL 2010.066H	20
HONR 3020	15	ENGL 2010.067H	15
HONR 3900	11	ENGL 2010.068H	20
ECON 1500H	14	MATH 2210H	10
ENGL 2010.071H	23	BIOL 1620H Lab	16
ENGL 2010.072H	22		
MATH 1220H	9		
SOC 4800H	7		
BIOL 1610H Lab	27		
PSY 1010H Lab	6		
PE 1520H	13		
USU 1010H	105		

Appendix C

2013-2014 Departmental Honors Advisors

College of Agriculture

ADVS	Lee Rickords
ASTE	Michael Pate
Bioveterinary Science	Lee Rickords
Dietetics/Nutrition Food Sciences	Heidi Wengreen
LAEP	Bo Yang
Plants, Soils, and Climate	Jeanette Norton

College of Business

College-wide Plan	Frank Caliendo
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Caine College of the Arts

Art	Rachel Middleman
Interior Design	Rachel Middleman
Music	James Bankhead
Theatre Arts	Ken Risch

Emma Eccles Jones College of Education and Human Services

Communicative Disorders	Sonia Manuel-Dupont
Early Childhood Education and ELED	Scott Hunsaker
Family, Consumer, & Human Development	Yoon Lee
Health Education Specialist and	
Human Movement Science	Eadric Bressel
Parks and Recreation	Eadric Bressel
Psychology	Scott Bates
Special Education & Rehabilitation	Barbara Fiechtl

College of Engineering

College-wide Plan & Aviation Technology	V. Dean Adams
Computer Science	Myra Cook

College of Humanities and Social Sciences

Anthropology	Bonnie Glass-Coffin
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English /American Studies
History/Religious Studies
International Studies
Journalism & Communication
Languages
Law & Constitutional Studies
Liberal Arts and Sciences
Philosophy
Political Science
Sociology
Social Work
Women and Gender Studies

Phebe Jensen
Susan Shapiro
Veronica Ward
Cathy Bullock
Sarah Gordon
Veronica Ward
Susie Parkinson
Charles Huenemann
Veronica Ward
Christy Glass
Terry Peak
Jamie Huber

College of Natural Resources

Watershed Sciences
Wildland Resources
Environment and Society

Wayne Wurtsbaugh & Helga Van Miegroet
Gene Schupp & Helga Van Miegroet
Claudia Radel

College of Science

Biochemistry
Biology
Biology – Uintah Basin Campus
Chemistry
Geology
Mathematics and Statistics
Physics
Public Health

Alvan Hengge
Kim Sullivan
Lianna Etchberger
Alvan Hengge
Jim Evans
David Brown
David Peak
Kim Sullivan

Library Advisory Council

FY 13/14 Annual Report

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

Members:

Laurie McNeill, Engineering (16)
Susanne Janecke, Science (17)
Julie Wolter, Education (17)
Christopher Scheer, Arts (16)
Brittany Garbrick, ASUSU GSS
Bailee Binks, ASUSU

Steve Hanks, Business (17)
Amanda Christensen, Agriculture/RCDE(17)
Jeffery Smitten, CHASS (15)
Joseph Tainter - Natural Resources (16)
Richard Clement, ExOfficio

Overview:

The Council met two times during the academic year (November 2013 and April 2014). Much of the discussion focused on Library restructure plan for technology. The Council was also given updates on: (1) Library collections, (2) BorrowItNow, (3) sustaining open access models, and (4) Course Reserves.

2013/14 Action Items:

1. Reviewed the implementation of a new service BorrowItNow, an unmediated interlibrary loan service.
2. Outlined the changes with the Library's Information Technology structure to address the expanding demand for new technological services and access.
3. Discussed the transition and rationale of moving Course Reserves to the Canvas platform.

2014/15 Agenda Items:

1. Identify new representatives and chair for the LAC.
2. Review issues about on going funding support for electronic journals and resources.
3. Establish a transition and agenda for new Dean of Libraries.

Parking and Transportation Advisory Committee Faculty Senate Committee Summary Report

Section 1. Introduction:

The role of the Parking and Transportation Advisory Committee is to formulate recommendations regarding parking policies. All recommendations are subject to adoption by the Administration. The committee membership represents faculty, staff and students. Membership consisted of the following individuals for the 2013-2014 academic year:

CONSTITUENCY REPRESENTED

MEMBER

Faculty/Staff Members

Chair	James Nye/Steve Jenson
Faculty Senate	Steve Schwartzman
Faculty Senate	Steve Mansfield
Faculty-at-Large	Sheri Haderlie
Professional Employees Association	Chuck Kimber
Professional Employees Association	Justin Williams
Facilities Master Planning Group	Jordy Guth
Housing Master Planning Group	Whitney Milligan
Classified Employees Association	Taci Watterson

Student Members

Executive Vice President	Emily Esplin
Student Advocate	Daryn Frishknecht
Natural Resources Senator	Cameron Lawrence
Agricultural Science Senator	Ashley Lee
RHSA (Housing)	Matthew Anderson

Ex-Officio, Non-Voting Members

Assistant	Tiffany Allison
USU Police	Steve Mecham
Parking and Transportation Services	Alden Erickson
Parking and Transportation Services	Teresa Johnson
Parking and Transportation Services	Joe Izatt
Parking and Transportation Services	James Nye

Section 2. Outline of Facts and Discussions:

The Parking and Transportation Advisory Committee approved the following resolutions. This action was agreed upon by the Chair of the Committee and Vice President Dave Cowley.

Appendix A: 14 -01 Permit Rate Increase

Appendix B: 14 -02 Big Blue Terrace 24 hours 5 days a week and Blue Premium hours of operation changes.

Section 3. Important Parking Related Issues:

- James Nye, Director of Parking and Transportation, presented a department report.
 - Completion of the USU Transportation Survey, see the link on our home page <http://parking.usu.edu/> titled USU Transportation Survey Results
 - Education Advisory Board study on Alternative Transportation, including Carpooling, Shuttle Busing, Car Share and programs to market alternative options. See Appendix C.
 - Parking and Transportation Advertising campaign for Transportation Options, see ads in Appendix D.
 - Reconstruction of the Black parking lot, east of the Legacy Fields, 259 stalls.
 - Electric Car Charging Stations will be installed adjacent to the NR building.
 - Emission Inspections policy
 - Five new CNG buses in the Aggie Shuttle Fleet and CNG fuel issues.
 - Introduction of Hertz car share program, the cancellation of the program nationwide. A new contract with Enterprise has been signed.

Upcoming Plans for Committee

The Parking and Transportation Advisory Committee is scheduled to discuss the following issues during the 2014-2015 academic year. Other pertinent issues may come forth as necessary.

- Northwest Campus Master Plan review. The planned Housing complexes will be discussed with how this will impact parking.
- The impact of the Big Blue Terrace going 24 hours in December.
- Parking Permit Rate increases for Faculty, Staff and Students.
- State Vehicle utilization and storage.

Appendix A

RESOLUTION 14-01 Utah State University Parking and Transportation Advisory Committee

Proposed by: Parking and Transportation Department

A RESOLUTION PROPOSING INCREASE IN PARKING PERMIT RATES

WHEREAS, The Parking and Transportation Department is a self-supporting enterprise: meaning, cost recovery must be adequate to pay for all related operational expenses, including future needs; and

WHEREAS, State funding for capital maintenance of parking lots has been significantly reduced in recent years and at the same time capital maintenance costs continue to increase; and

WHEREAS, A parking permit rate increase of 4% annually had been in place since 2006 - 2012, primarily to cover the bond payment on the Aggie Terrace (600 stalls); and

WHEREAS, Since 2012, adjustment in parking permits for fiscal years have ranged from no increase in some permits and up to \$9 per year in other permits; and

WHEREAS, the current bond payment on the Aggie Terrace and Big Blue Terrace are \$311,500 per year and in 2016 the bond increases to \$449,695, a 31% increase.

WHEREAS, The university master plan and many different campus committees working on sustainability, open space, and recreational space view surface parking lots as future recreational or building sites. In an effort to plan for future parking structures and maintain the surface lots we currently use, we propose the permit price increases listed in the table on the second page; and

WHEREAS, As we continue to plan long term, the Parking and Transportation Committee will examine options presented by the Parking and Transportation Department on an annual basis to recommend pricing options on topics such as: loss of stalls due to growth on campus and increased maintenance of current or future lots/structures. The attached seven year maintenance schedule may be used as a guide on future maintenance and growth:

NOW THEREFORE BE IT RESOLVED BY THE PARKING AND TRANSPORTATION ADVISORY COMMITTEE, That the parking permit rate recommendations be established in order to cover the cost of maintenance, future growth and development of parking lots or structures.

NOW THEREFORE BE IT ALSO RESOLVED BY THE PARKING AND TRANSPORTATION ADVISORY COMMITTEE, That an extensive education effort take place to inform the campus community of these changes.

Faculty/Staff Lots - effective April 1, 2014

	Current Price	New Price	Annual Increase	Monthly Increase
Aggie Terrace	\$237	\$241	\$4	\$0.33
Big Blue Terrace	\$237	\$241	\$4	\$0.33
Purple	\$160	\$164	\$4	\$0.33
Red	\$182	\$185	\$3	\$0.25
Orange	\$130	\$134	\$4	\$0.33
Brown	\$160	\$164	\$4	\$0.33
Teal	\$130	\$134	\$4	\$0.33
Black	\$130	\$134	\$4	\$0.33
Green	\$110	\$114	\$4	\$0.33
Yellow full Year	\$40	\$43	\$3	\$0.25

Student Lots - effective July 1, 2014

	Current Price	New Price	Annual Increase	Monthly Increase
Blue	\$99	\$102	\$3	\$0.25
Blue Semester	\$57	\$60	\$3	\$0.25
Yellow	\$32	\$35	\$3	\$0.33
AT Commuter	\$204	\$207	\$3	\$0.25
AT Semester	\$112	\$115	\$3	\$0.25
Off campus Resident	\$100	\$103	\$3	\$0.33

Resident Lots - effective July 1, 2014

	Current Price	New Price	Annual Increase	Monthly Increase
AT Resident	\$183	\$185	\$2	\$0.22
Gray 1 VVT	\$94	\$95	\$1	\$0.11
Gray 2 MVT	\$89	\$90	\$1	\$0.11
Gray 3 Merrill	\$94	\$95	\$1	\$0.11
Gray 4 Highway	\$79	\$80	\$1	\$0.11
Gray 5 -10 lots	\$47	\$48	\$1	\$0.08

Permit price increase will amount to \$36,000 based on current permits sold.

Appendix B

Reading: 2/10/2014

Action: 2/10/2014

RESOLUTION 14-02 Utah State University Parking and Transportation Advisory Committee

Proposed by: Parking and Transportation Department

A RESOLUTION PROPOSING A CHANGE IN THE HOURS OF OPERATION FOR THE BIG BLUE PARKING TERRACE AND BLUE PREMIUM LOT

WHEREAS, The following conditions exist:

1. The Big Blue parking terrace and the Blue Premium parking lot are integral parts of the success of student life functions in the Taggart Student Center (TSC), Field House, HPER, Library, and the proposed Aggie Life and Wellness Center and surrounding areas.
2. Our mission is to serve the entire campus community and most importantly to create positive student outcomes by accommodating all campus events.
3. Our policies should reflect willingness to foster student and community involvement at all events.
4. Our current operations at the Big Blue parking terrace and the Blue Premium lot struggle to meet the demand.
5. The current hours of operation for the Big Blue parking terrace and Blue Premium lot are 7:30 a.m. to 10:00 p.m., Monday – Thursday and 7:30 a.m. to 7:00 p.m. on Fridays.
6. The capacity of the Big Blue parking terrace structure is 317 stalls. Currently, 100 permits are allocated to faculty and staff, and the remaining 217 stalls are available to students, visitors, and guests of the University.
7. The capacity of the Blue Premium lot is 155 stalls; 6 dedicated for service vehicles, 7 dedicated to disabled permit holders, and 142 dedicated to students with a Blue permit.
8. An average, 149 (or 47% of the capacity) vehicles in the Big Blue parking terrace leave after 10:00 p.m., resulting in increased occupancy throughout the day, which greatly decreases the ability to serve all campus patrons.
9. Currently we have over 70 faculty and staff on a waiting list for the Big Blue parking terrace.
10. During the past year the University Inn and Conference Center guests have used the Aggie parking terrace and the Stadium lot for over flow because the Big Blue parking terrace was full.
11. Eighty-one percent of central campuses parking areas open to the public after 5:00 p.m.

WHEREAS, By changing the hours of operation, Parking Services will adopt a new business model that embraces accountability and responsiveness to students, faculty, staff, and University guests and will achieve the following outcomes and offer the following proposed options:

1. Provide additional parking to students, faculty, and staff that are anxious to secure parking privileges closer to the core of campus.
2. Implement sustainability initiatives by providing car pool stalls.
3. Provide ample parking space for University guests and University sponsored events to help provide a more welcoming environment to those that visit campus.
4. Provide 66 additional parking stalls for students in the new RED lot that will open to students after 5:00 p.m. The RED lot will provide 15 reserved stalls for faculty and staff working in the evenings. This lot is centrally located, adjacent to the Library, Business, College of Ag and Natural Resources buildings.
5. In a collaborative effort to increase student life participation close to the TSC, Parking Services will provide free parking and advertisement on the Big Blue parking terrace electronic sign for approved USU/SA events in the TSC.
6. Parking Services will provide free parking in the Big Blue parking terrace from 6:00 a.m. to 8:00 a.m. to those using the Field House and HPER buildings.
7. In February of 2015 this parking policy change will be re-evaluated by the Parking & Transportation Advisory Committee. This will allow Parking Services to monitor patron use and the Parking Committee to evaluate the impact of this proposed change.
8. Blue permit holders may park in the Blue Premium lot free of charge when entering after 5:00 p.m. and departing before 11:00 p.m.

NOW THEREFORE, BE IT RESOLVED BY THE PARKING AND TRANSPORTATION

ADVISORY COMMITTEE, That effective July 1, 2014, the Big Blue parking terrace change in the hours of operation will be 5 days a week, 24-hour operation, with gates closing at 7:30 a.m. on Monday and lifting at 7:00 p.m. on Friday. The Blue Premium lot change in the hours of operation will be 7:30 a.m. to 11:00 p.m.



Encouraging **Alternative Transportation** for Faculty, Staff, and Students



Business Affairs Forum

Alex Severin

Research Associate

Anna Krenkel

Research Manager

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Table of Contents

Table of Contents	3
1) Executive Overview	4
Key Observations	4
2) Alternative Transportation Options	5
Carpooling Services	5
Carpooling Policy Enforcement.....	6
Shuttle Buses	6
Car Share Services	7
3) Staff and Resources	8
Staffing Requirements.....	8
Budget	8
Alternative Transportation Marketing	8
4) Outcomes and Assessments.....	10
Metrics	10
Alternative Transportation Assessment	10
5) Research Methodology	12
Project Challenge	12
Project Sources	12
Research Parameters	12
Networking Contacts	14

1) Executive Overview

Key Observations

Include carpooling only as one of a number of alternative transportation options.

Contact at all profiled institutions report no more than 50 participants in carpooling programs. At the **University of Nebraska at Lincoln**, only one carpool group remains after a peak of four when the program launched approximately ten years ago. Other alternative transportation programs recognize greater success; shuttle bus service at **Towson University** provide more than 500,000 rides per year, and the demand for bike share programs at the **University of Arizona** has increased every year since the program's introduction.

Parking and transportation staff increase alternative transportation options to defer the high maintenance and construction costs of new parking structures.

Contacts at all profiled institutions with parking garages report construction costs up to \$40 million (with a cost per parking spot of between \$20,000 and \$25,000). Administrators note a comprehensive alternative transportation plan that provides students, faculty, and staff with multiple options (e.g., bike share, car share, carpooling, shuttle bus services) can defer the need for new parking garages and save the institution millions of dollars.

Contacts market programs at events with high attendance, such as student government meetings and freshman move-in day. Parents are often the most supportive of student participation in alternative transportation programs, as enrollment results in significant savings for them (i.e., removes the cost of providing the student with a car, parking spot, and car insurance). Parking and transportation services staff often set up booths outside of freshman residence halls to hand out brochures with details about on-campus alternative transportation options and answer questions from parents and students.

Contacts employ license plate verification software and compare carpoolers' schedules to abate abuse and enforce carpooling guidelines. Enforcement and monitoring of carpooling guidelines induce high costs that often are not worth the limited number of participants; therefore, the majority of institutions undertake no specific monitoring procedures. However, at **Colorado State University**, administrators equip public safety officer vehicles with license plate verification software to ensure that carpool groups park only one car on campus at any time.

2) Alternative Transportation Options

Carpooling Services

Contacts Recognize Limited Support for Carpooling Efforts

Despite contacts maintaining full-time student populations of over 20,000, no profiled institution serves more than 50 carpoolers. Administrators at the **University of Nebraska-Lincoln** created and marketed the carpooling program ten years ago; however, only one group of three carpoolers currently participates. Contacts note that students, faculty, and staff are resistant to carpooling unless institutions provide incentives (e.g., discounts, preferred parking) or disincentives (e.g., substantially raise the cost of a parking permit).

Main Challenges to Fostering Support for Alternative Transportation Programs

Potential Roadblocks



Campus Culture: Contacts at the **Indiana University** acknowledge that single occupancy commuting has always been accepted and encouraged throughout campus.



Costs of Enforcement: Contacts at the **University of Nebraska-Lincoln** note that the costs of enforcement (e.g., verification software) are too high with such a limited number of participants.



Concerns of Convenience: Faculty at **Towson University** are resistant to carpooling due to concerns that they will be left without a car in cases of emergency.

Solutions



Offering guaranteed parking spots close to campus or a significant discount on a parking spot is the best way to increase the number of carpool participants. At **Colorado State University**, carpoolers receive a 50 percent discount on a parking spot.



Contacts ask all potential carpoolers to submit a copy of their schedule to ensure that members have similar schedules. If schedules align, staff issue a parking permit to the carpooling group. If individuals maintain different schedules, parking staff typically reject the application.



Contacts offer a guaranteed ride home to anyone who participates in the carpooling program. If a faculty member or student is left on campus with no car, the parking and transportation office will reimburse that individual up to \$40 to use a taxi cab or rental car.



At **Towson University**, carpool participants can employ this service up to four times a year; however, in the five years since the policy was first implemented, the office has only reimbursed four faculty members. A guaranteed ride home program removes the fear of being left on campus. At Towson University, the program has slightly increased the number of participants in the carpool program since its implementation.

Carpooling Policy Enforcement

Compare Carpoolers' Schedules as a No-Cost Option to Monitor and Enforce Guidelines

Administrators at **Towson University** require students and faculty who complete a carpool application to disclose their schedules to the Office of Parking and Transportation Services before receiving a parking permit. This allows transportation staff to review carpoolers schedule to ensure that all members of the group have similar schedules and are not just sharing one parking pass without carpooling.

Calendar Comparison

Schedule Comparison			
	<i>Individual A</i>	<i>Individual B</i>	<i>Individual C</i>
9:00-10:00	<i>Gerontology</i>		
10:00-11:00		<i>Principles of Botany</i>	<i>Intro to American Politics</i>
11:00-12:00		<i>Intro to Thermodynamics</i>	<i>Introduction to Law</i>
12:00-1:00	<i>Intro to Political Science</i>		
2:00-3:00	<i>Intro to Business Administration</i>		<i>British Literature</i>
4:00-5:00		<i>Medieval Art History</i>	<i>French 201</i>
5:00-6:00	<i>Water Polo Practice</i>		
6:00-7:00			
7:00-8:00	<i>Painting 101</i>		
8:00-9:00			

In this sample scenario, the Office of Parking and Transportation at **Towson University** would likely approve a carpool permit for Individual B and C, as they are both enter and leave campus around the same time. However, Individual A would not be accepted on this carpool permit, as this person starts and ends their day much later than the other two individuals.

Shuttle Buses

Operate Shuttle Buses from Campus to Areas with the Highest Concentration of Students and Faculty

Profiled institutions maintain secondary off-campus lots where faculty and students can park their cars and board a shuttle bus to campus. At **Towson University**, the shuttle bus connects the six areas off-campus with the highest concentration of faculty and student residences with the campus. Shuttle buses operate from the early morning (i.e., at approximately 6:30am) to the late evening. The shuttle bus is responsible for approximately 500,000 rides per year, a number that has increased nearly 20 percent over the last three years.

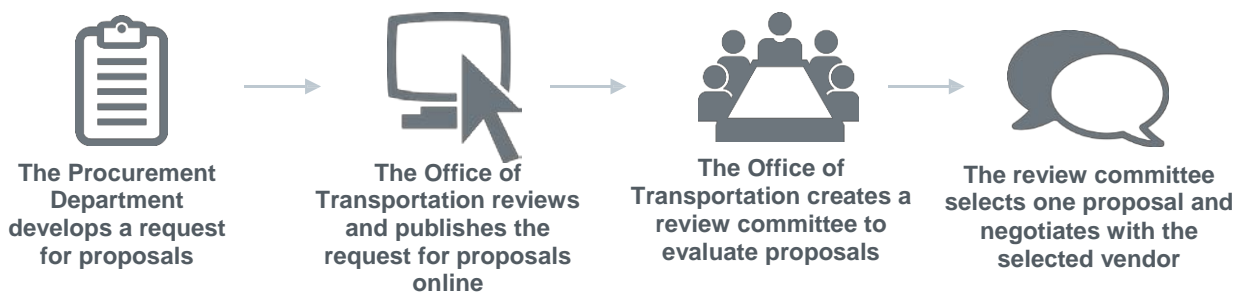
Car Share Services

Offer Car Share Options to Increase Alternative Transportation Usage and Provide Greater Option for Students

Car shares provide transportation offices with a little-to-no-cost option to offer alternative transportation programs on-campus. At **Towson University** and the **University of Arizona**, ZipCar manages all student insurance and student payment for vehicle rental. Administrators assist only with marketing the service and provide parking spots for the cars.

Car Share Vendor Selection Process

University of Arizona



The Procurement Department collects information on what services (e.g., car share) the institution requires and formulates a request for proposal (RFP) that describes what transportation services the campus needs and the requirements to apply.

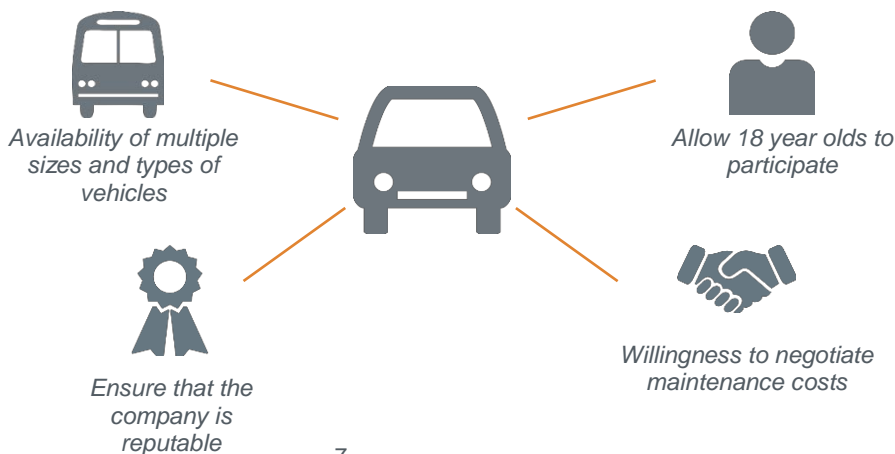
The Procurement Department provides an RFP draft to the Office of Transportation staff, who reviews the RFP. The Office then publishes the RFP in three places in accordance with state law: the institution's website, a state government website, and in a national newspaper.

After vendors submit their proposals to the Procurement Department, the Office of Transportation creates a committee composed of the Director of Parking and Transportation, the Alternative Transportation Manager, and the University Marketing Supervisor to review all applications. Administrators invite the two or three finalists to present their proposals in person and answer questions.

After the on-campus presentations, the committee selects one vendor and negotiates any costs (e.g., which party covers maintenance, the number of vehicles to be provided, the types of vehicles provided). A contract between the institution and the vendor is subsequently written and signed.

The Procurement Department solicits the opinions of parking and transportation service staff to determine what factors are most important in selecting a car share vendor.

Considerations For Selecting the Ideal Car Share Vendor



Car Share Cost

\$8/hour

At the **University of Arizona**, students can reserve a vehicle for one hour per weekday and two hours per weekend day for \$8.00 per hour. This price includes the cost of gas and insurance in case of an accident.

3) Staff and Resources

Staffing Requirements

Hire One Staff Member to Plan and Oversee all Alternative Transportation Programs

At profiled institutions, the parking and transportation services department oversees all carpooling and other alternative transportation programs. Staff sizes vary; however, the majority of profiled institutions maintain full-time staffs of fewer than ten people. Contacts at **Colorado State University** recently hired an alternative transportation manager to oversee all carpooling, car share, and bike rental programs. This manager:

- Negotiates with city officials for discounts on public transportation,
- Hosts luncheons for interested faculty/staff and students to market available programs
- Conducts a “commuter friendliness assessment” (i.e., an evaluation of carpooling parking spots, bike racks, and shuttle stop locations) to increase the ease of commuting for students, faculty, and staff.

Budget

Shuttle Bus Operation and Debt Retirement on Garages Realize the Largest Transportation-Related Expenses

At profiled institutions, the budget for the office of parking and transportation services is typically between \$2 and \$2.5 million per year. The most costly budget items include personnel costs (e.g., shuttle bus operators, maintenance teams, parking staff), gas for the shuttle buses, and any costs associated with building, updating, or maintaining new or existing garages. Alternative transportation services can defer the need to build new parking garages, which can save institutions more than \$40 million as parking garages cost between \$20 million to \$40 million to build, which can translate to over \$25,000 per new space created. Moreover, at many profiled institutions, flat areas that could be new parking garages are already converted to academic or office buildings.

Alternative Transportation Marketing

Market Alternative Transportation Programs at High Profile Events like Move-in Day

Parking and transportation staff market alternative transportation opportunities to students through institutional websites, social media (e.g., institution twitter accounts), on-campus flyers, and at high-attendance events such as move-in day, student government meetings, and faculty senate events.



Transportation Staff Find Marketing Programs Most Challenging

“For every ten students on a college campus, there are nine different ways that they consume information. Communicating new programs is incredibly challenging. At the end of the day, you try to market programs through every available avenue and hope that at least one of them sticks.”

-Forum Interview

Considerations for Marketing Alternative Transportation Programs



The Benefits of Alternative Transportation Programs

“Fostering participation in alternative transportation programs is often incremental and difficult. However, with the current costs of building and maintaining a new parking garage, alternative transportation seems to be our only cost-effective option available.”

-Forum Interview

4) Outcomes and Assessments

Metrics







Track the Number of Carpoolers and Shuttle Bus Rides to Evaluate the Success of Alternative Transportation Efforts

Contacts collect data on how many students participate in all alternative transportation programs on campus, including the:

- Number of people on shuttle buses each day
- Number of faculty and students participating in carpool programs
- Number of people who rent a ZipCar

Tracking these metrics allows institutions to better tailor their alternative transportation efforts to the demands of the campus population.

Strategies to Employ Data to Advance Alternative Transportation Efforts

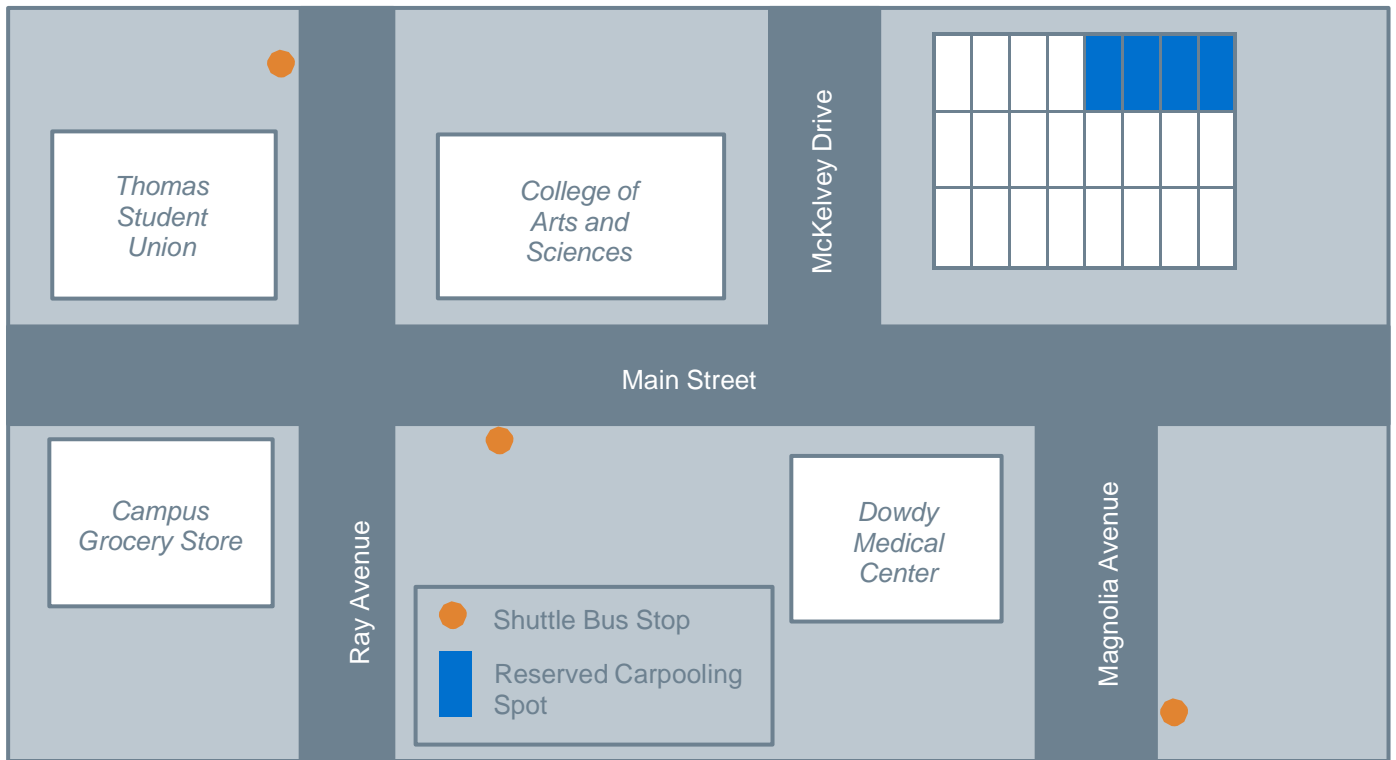
Metric Collected	Metric Application
 Number of people riding the shuttle bus	 If the institution sees a 25 percent increase in the number of riders, they may consider running two extra buses at peak time or operating later into the night.
 Frequency with which ZipCars are checked out	 If ZipCars are consistently checked out by students, the institution can negotiate with the car share vendor to provide more cars to the campus.
 Number of carpoolers	 If demand for carpooling increases, the institution can add reserved parking spaces.

Alternative Transportation Assessment

Undertake a Commuter Friendliness Assessment to Re-evaluate the Positioning of Shuttle Bus Stops and Carpool Parking Locations

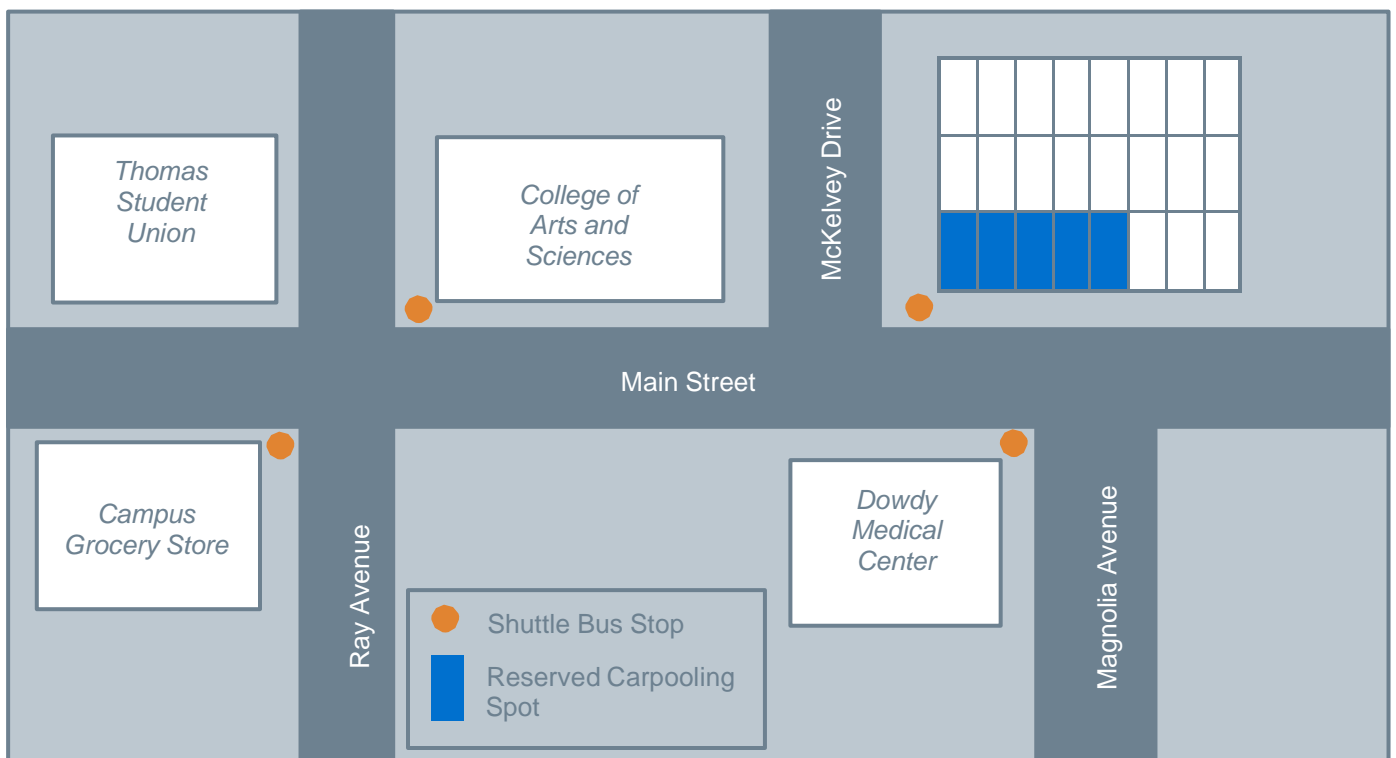
Contacts at **Colorado State University** plan to execute a “commuter friendliness assessment” to determine the effectiveness of alternative transportation efforts. The assessment will take approximately six months to complete. The Alternative Transportation Manager will collect surveys from faculty and students, and conduct face-to-face interviews to determine the best locations and strategies to facilitate greater participation in alternative transportation programs such as carpooling and shuttle bus service.

Sample Campus Map Prior to Commuter Friendliness Assessment



Contacts recommend situating shuttle bus stops near high-traffic areas, such as the campus grocery store or the parking lot on the outside edge of campus.

Sample Campus Map After Commuter Friendliness Assessment



5) Research Methodology

Project Challenge

Leadership at a member institution approached the Forum with the following questions:

- What policies do contact institutions have in place regarding carpooling for faculty, staff, and students?
- What strategies have contacts found most effective to encourage community support for carpooling policies?
- Do institutions' policies address carpool participants who have emergencies outside of their regular carpool routine (e.g., if the driver of the carpool must leave work to pick up a sick child)?
- How do contacts monitor and enforce carpooling guidelines/rules?
- Which vendors do peer institutions employ to support their carpooling efforts (e.g., Zipcar)?
- What departments oversee carpooling services?
- What benefits (e.g., delayed building of new parking structures) did contacts realize as a result of increased carpooling?
- What metrics do administrators collect to evaluate the effectiveness of their carpooling efforts?

Project Sources

The Forum consulted the following sources for this report:

- National Center for Education Statistics (NCES) (<http://nces.ed.gov/>)

Research Parameters

The Forum interviewed directors of parking and transportation services at institutions primarily with full-time student enrollment above 20,000.

A Guide to Institutions Profiled in this Brief

Institution	Location	Approximate Institutional Enrollment (Undergraduate/Total)	Classification
The University of Arizona	Mountain West	60,000 / 74,000	Research Universities (very high research activity)
Colorado State University	Midwest	23,000 / 31,000	Research Universities (very high research activity)
Indiana University	Midwest	32,000 / 42,000	Research Universities (very high research activity)
Towson University	Mid-Atlantic	18,000 / 22,000	Master's Colleges and Universities (larger programs)

University of Nebraska-Lincoln	Midwest	19,000 / 24,000	Research Universities (very high research activity)
Vanderbilt University	South	7,000 / 13,000	Research Universities (very high research activity)

Networking Contacts

Colorado State University

Aaron Fodge

Alternative Transportation Manager

970-491-2823 aaron.fodge@colostate.edu

Indiana University

Doug Porter

Parking Manager

812-855-9168

porterjd@indiana.edu

Towson University

Pamela Mooney

Director, Parking and Transportation Services

410-704-3371

pmooney@towson.edu

University of Arizona

David Heinekin

Director, Parking and Transportation Services

520-621-3550

heinekin@email.arizona.edu

University of Nebraska-Lincoln

Dan Carpenter

Director, Parking and Transit Services

402-472-8445 dcarpenter2@unl.edu

Vanderbilt University

Tiffany Renfro

Sustainability Outreach Coordinator

615322-9022

tiffany.renfro@vanderbilt.edu

Driving alone to school? Can't find a place to park?



Becka bikes it

There's a better way to do it

Limit vehicle emissions, save money and drop the parking hassle. Find a better way to commute.

Bike it
share it
bus it
walk it



For questions or more information on your options visit
www.parking.usu.edu or call 435-797-3414

Driving alone to school?

There's a better way to do it



Enjoli buses it

Go on a low Carbon Diet

Limit vehicle emissions,
save money and drop
the parking hassle.
Find a better way to
commute.

BUS it
share it bike it
walk it



For questions or more information on your options visit
www.parking.usu.edu or call 435-797-3414

Driving alone to school?

Worried about the effect on our air?



Christina shares it

There's a better way to do it.

Limit vehicle emissions,
save money and drop
the parking hassle.
Find a better way to
commute.

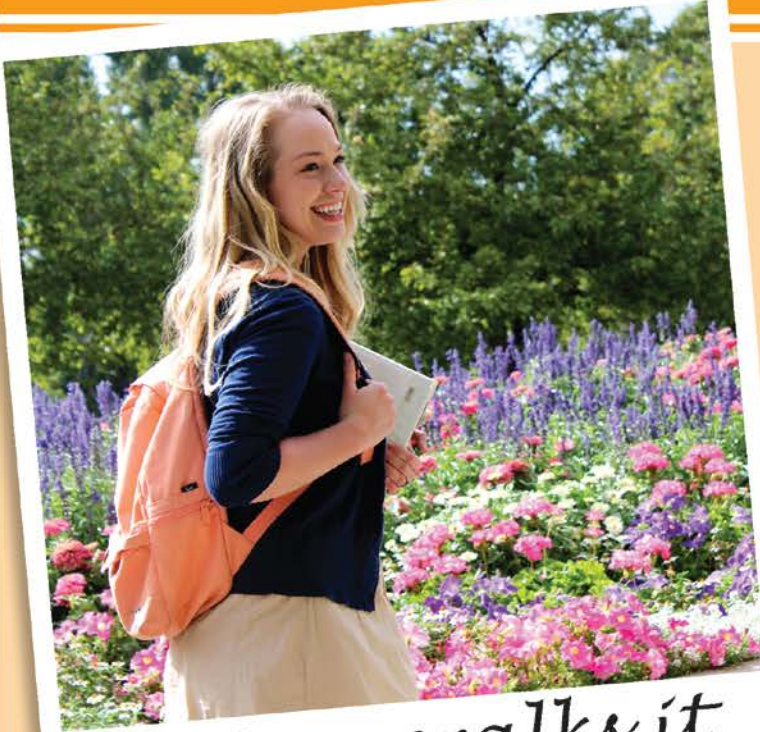
Share it
Bus it bike it
Walk it



For questions or more information on your options visit
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Driving alone to school?

There's a better way to do it



Britney walks it

Gas money is now fun money

Limit vehicle emissions, save money and drop the parking hassle. Find a better way to commute.

walk it
share it bus it
bike it



For questions or more information on your options visit
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