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FACULTY SENATE EXECUTIVE COMMITTEE

December 14, 2020

3:30 – 4:30 p.m.

[Zoom Meeting](#)

Agenda

- 3:30 Call to Order** Timothy Taylor
[Approval of Minutes](#) – November 16, 2020

- 3:35 University Business** Noelle Cockett, President | Frank Galey, Provost

- 3:50 Information**
[EPC Monthly Report](#) – December 3, 2020 Paul Barr
HR 385 Code Change ([redline](#) – [summary](#) – [final](#))... Doug Bullock/Mica McKinney/Alison Adams

- 4:05 Reports**
[Council on Teacher Education Annual Report \(one-pager\)](#)..... Sylvia Read
[Scholarship Advisory Board Annual Report](#)..... Craig Whyte
[USUSA Annual Report](#)..... Sami Ahmed

- 4:20 Old Business**
404.3.6 Code ([track changes](#) – [version 1](#)) (second reading) Nikki Kendrick

- 4:40 New Business**
Ombudsperson Report..... Boyd Edwards
USU Promotion and Tenure Process Survey Boyd Edwards
(https://usu.co1.qualtrics.com/jfe/form/SV_3qulyYYopWvNg9v)
[Dixie State Resolution](#)..... Timothy Taylor

Adjourn: 4:40 pm



FACULTY SENATE EXECUTIVE COMMITTEE MINUTES

November 16, 2020

3:30 – 5:00 p.m.

Zoom Meeting

Present: Timothy Taylor (President), Patrick Belmont (Past-President), Boyd Edwards (President-Elect), President Noelle Cockett (Ex-Officio), Provost Frank Galey (Ex-Officio), Michele Hillard (Exec. Sec.), Benjamin George, Maureen Hearn, John Ferguson, Yoon Lee, Nicholas Roberts, Jessica Lucero, Soren Brothers, Vicki Allan, Britt Fagerheim, Denise Stewardson, Robert Wagner

Absent: Jan Thornton, Don Busenbark

Guests: Paul Barr, EPC Chair
Renee Galliher, Calendar/Course Fee Committee Chair
Mitchell Colver, Director, Center for Student Analytics
Nikki Kendrick, PRPC Chair

Call to Order - Timothy Taylor

[Approval of Minutes](#) – October 19, 2020

Minutes approved as distributed.

University Business - Noelle Cockett, President | Frank Galey, Provost

Provost Galey - When it was discussed that the university would be giving two three-day weekends at the last Faculty Senate meeting the senate voted to approve but felt that it wasn't fair for faculty to lose two Fridays. This was taken into consideration and was presented to the deans and the executive committee. It was approved to move the second Friday to a Thursday. Currently in the last week of face-to-face classes. Provost Galey thanked the faculty for a job well done this semester. The university will be going to remote teaching after Friday. COVID 19 testing is available to all faculty, staff and students. Anyone with an A# can be tested, but individuals will need to sign up for the test. There were almost 400 who were signed up for testing today. Currently working through some code issues and discussions. The Department of Justice (DOJ) is mandating some code changes in 407 regarding sexual misconduct. Will be working with the legal department regarding these changes. Hope to have the redline to Nikki (PRPC) for next week.

President Cockett – On November 8 the Governor put out an emergency order making masks required for an indefinite amount of time. A lot of extracurricular activities and events were therefore canceled. USU still wants to keep curricular things going. The Governor's order goes through November 23 and it will be interesting to see what he will do at that time. The change was based on the idea of not having social gatherings outside of your household. The prediction is that the requirements will ease up after the 23rd. USU could have had spectators at the football game but the university felt that it was important to endorse the idea of keeping crowds to a minimum. Mandatory testing of students on a weekly basis has been discussed and this resulted from a conversation that the governor had with White House representatives. This type of large-scale testing identifies those who are carriers and we are using a lot of the protocols and mechanisms to get our students tested. Testing of students started on Wednesday and it was limited to 500 students in the TSC ballroom. In a three-day time period USU actually tested over 2800 students with the rapid card test. At the east stadium we have had up to 400 tested. Those tested in the ballroom received their results that evening. Morning test results will be reported that evening. Afternoon testing results will be returned the next morning. IHC is only testing about 200 people a day and their test results don't come back as quickly. USU has done more testing

than any other USHE institutions. The east stadium is where those who have been exposed can be tested. The positive numbers there are very high. As high as 26%. It is believed that these numbers came from some things that happened during Halloween. The TSC testing is for non-symptomatic individuals. Among the 2800 tested there were 31 positives which is about 1.3%. All but four reported that they had some symptoms but they were mild. USU has 20 contact tracers who call everyone of those positive individuals. We are strongly encouraging employees to go to the east stadium and be tested if you plan to go somewhere for the holiday. Individuals can schedule a test by going to [Agiessheath@usu.edu](mailto:Aggiesheath@usu.edu). President Cockett is very proud of what USU is doing. Just a reminder that this Friday is the last day of face-to-face instruction. Two thirds of the students indicated that they may come back to campus sometime during the break. Library, computer labs, etc. will still be open but faculty are not expected to teach or meet with students in person. The president thanked the faculty for everything they have done to keep classes going and keeping themselves and the students safe. Advising faculty to remain remote after the Thanksgiving holiday even if students wanted to come back to face-to-face teaching.

Information

[EPC Monthly Report](#) – November 5, 2020 - Paul Barr

General Education – No meeting – nothing to report.

Academic Standards – Working on modifying language to include the Provost Office for approval of transfer credit from institutions that are not regionally accredited. Also modifying language to extend the time limit for a leave of absence from one year to three years.

Curriculum Committee – Approved 134 course requests and eight R401 proposals.

Discussion of the Graduate Student Survey and the GRE requirement. Draft language for the standardization of course justifications. Discussion of EPC/Curriculum handbook. A draft will be completed and circulated for the January meeting. IDEA evaluation update for seven-week courses.

[Spring Calendar Update](#) - Renee Galliher

The calendar committee recommends a revised academic calendar for 2020-2021 to reflect changes made as a result of the deliberations of the President's COVID-19 Stabilization Task Force. Moved the spring semester start date to after the Martin Luther King holiday. Looking at what to do for students and faculty when the spring break has been taken away. It is proposed that USU will add two additional three-day weekends. Adding a no class day on Friday, March 12 and also a no class day on Friday, April 9. Classes on Thursday, April 8 will follow a Friday schedule.

Motion to move the spring calendar update to the Faculty Senate agenda made by Benjamin George.

Seconded by Vicki Allen. Moved to agenda.

Course Fee Policy - Renee Galliher

About two years ago there was a state-wide Board of Regents course fee audit with the goal of examining the policies and procedures around the development and approval of course fees. The USU audit went very well but one thing that was a problem is that USU did not have a formal Course Fee policy. The committee has spent the last year developing a specific policy that allows the university to codify all the procedures in place. Procedures and guidelines have been added on the last two pages of the document. One concern expressed by faculty is that it isn't always predictable when equipment needs to be repaired and replaced. The committee is currently working with the college financial officers as they have repair/replacement accounts set up and they are on schedule. There is some flexibility in the system for replacement and repair. Could submit an outside the three-year review if there is an emergency repair/replacement. This policy will be housed in either the 3XX or 5XX section. The committee would like to have the Faculty Senate help shape this policy and have senators volunteer to help shape this policy.

Motion to move the course fee policy to the Faculty Senate agenda made by Jess Lucero. Seconded by John Ferguson. Moved to agenda.

Dixie State Faculty Senate resolution to change university name - Timothy Taylor

Dixie State Faculty Senate has brought forward a resolution that requires changing the name of their university and they are looking for support from other USHE Faculty Senates to see if they will support them. Should USU put together a resolution support the Dixie State Faculty Senate. Their FS has submitted a resolution and USU would write a resolution supporting their resolution.

Motion to move this request to the Faculty Senate agenda made by Benjamin George. Seconded by Soren Brothers. Moved to agenda.

Faculty Senate Meeting dates for Spring 2021 - Timothy Taylor

The January Faculty Senate meeting is currently scheduled for January 4 and that is two weeks before the semester starts. The senate would like to push the date back to January 11.

Motion to move to the Faculty Senate agenda made by Benjamin George. Seconded by Boyd Edwards. Moved to agenda.

Reports

Center for Student Analytics [Student Insights Report](#) - Mitchell Colver

Motion to move the Student Insights Report to the Faculty Senate Agenda made by Boyd Edwards.

Seconded by Denis Stewardson. Moved to Faculty Senate agenda.

This report is written for multiple audiences, not just students or faculty. It would be a good idea to send this report to all faculty as they prepare to teach in the spring semester.

[USUSA Annual Report](#) - Sami Ahmed

No representative was available to deliver the report. This report will be moved to next month's FSEC agenda.

Old Business

N/A

New Business

Faculty Forum Task Force - Timothy Taylor

Motion to move the Faculty Forum Task Force to the Faculty Senate Agenda made by Benjamin George. Seconded by Boyd Edwards. Moved to Faculty Senate agenda.

Time to change the way that Faculty Forums are held and what feedback we get from them. Look at putting together a task force to work with Patrick Belmont and Timothy Taylor. It is important to have an effective forum. Last year's college level faculty forums went very well and Patrick Belmont is a great choice to chair this task force.

Term Appointment Faculty Task Force - Timothy Taylor

Motion to move the Term Appointment Faculty Task Force to the Faculty Senate Agenda made by John Ferguson. Seconded by Vicki Allen. Moved to Faculty Senate agenda.

This task force will assist with the clarification of titles in code 401.4. There are not clear differences between titles. Promotion procedures in code 405.11 needs to be updated because Outside letters are not likely appropriate. Not sure code has been updated. Also need to look at 407.5 code. The task force members would include: Paul Barr as a Provost's Office representative, a dean from one of the eight academic colleges, a department head (possibly Becki Lawver) Faculty Senate reps (Tim Taylor and Nick Roberts) as well as three to be determined term faculty. It was also recommended that Rich Etchberger would be a good candidate for this task force.

Code 404.3.6 [Changes/Final](#) (First reading) - Nikki Kendrick

Nikki Kendrick will work with Patrick Belmont on wording for this proposal and it will be brought back to the Faculty Senate Executive Committee for review and placement on the Faculty Senate agenda.

Purpose behind this is that students need to have more of a voice in hiring process. Should be left up to individuals/departments. Did not put in specific language as to how this would happen. Could have a separate document that would be procedural.

Adjourn: 5:20 pm

Report from the Educational Policies Committee December 3, 2020

The Educational Policies Committee (EPC) met on December 3, 2020. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page (www.usu.edu/epc).

During the December 3, 2020 meeting of the EPC, the following actions were taken:

1. **General Education Subcommittee**

- One General Education designation was approved
 - ARTH 4260 – DHA
- Discussed being able to receive designations for short-term study abroad courses. If a course meets for one to two weeks should its designation be accepted? As long as it meets the designation rubrics it could be approved. Communication Intensive (CI) subgroup has been working on the main working components for CI and Communication Literacy (CL) designations. Courses for Quantitative Intensive (QI) designations and are being assessed because there has not been a definitive list or rubrics. All classifications will now have a good working model and rubric.

2. **Academic Standards Subcommittee**

- The School of Graduate Studies has resolved to discontinue the GRE exam. This is sometimes an impediment to underrepresented groups but does not preclude programs or departments from using the exam. There will need to be some adjustments as to how some fellowships will be looked at and may need to come up with alternative criteria. Many programs across the country have discontinued the GRE during COVID but will be reinstating it afterwards. Modify language to extend the time limit for a leave of absence from 1 year to 3 years.

3. **Curriculum Subcommittee (October 1, 2020)**

- Approval of 76 course requests.
- Request from the Department of Theatre Arts in the Caine College of the Arts to **offer an Associates of Arts in Theatre.**
- Request from the Department of Applied Economics in the College of Agriculture and Applied Sciences to **create an Institutional Certificate of Proficiency in the area of small firm management.**
- Request from the Department of Applied Economics in the College of Agriculture and Applied Sciences to **change the name of the minor to be more reflective of the course emphasis and to be more in line with the emphasis that students in the minor.**
- Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to **modify the name of the existing degree program in the Management Information Systems and to require that students complete an approved emphasis within the degree program.**

- Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to **establish an emphasis in Cybersecurity within the IS undergraduate degree program.**
- Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to **establish an emphasis in Data Engineering within the IS undergraduate degree program.**
- Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to **establish an emphasis in Web Development within the IS undergraduate Degree program.**
- Request from the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Service to **offer an Educational Paraprofessional Certificate of Completion.**
- Request from the Department of Special Education and Rehabilitation Counseling in the Emma Eccles Jones College of Education and Human Services to **restructure and change the name from Special Education and Rehabilitation Counseling Certificate of Proficiency to Certificate in Rehabilitation and Disability.**
- Request from the Center for Intersectional Gender Studies & Research in the College of Humanities and Social Sciences to **discontinue the Women and Gender Studies minor.**
- Request from the Departments of English and Journalism and Communication in the College of Humanities and Social Sciences to **create a Certificate of Proficiency in Digital Writing and Publication.**
- Request from the Department of Sociology, Social Work and Anthropology in the College of Humanities and Social Sciences to **create a new Department of Social Work by dividing the Department of Sociology, Social Work and anthropology into the Department of Social Work and the Department of Sociology and Anthropology.**
- Request from the Department of Sociology, Social Work and Anthropology in the College of Humanities and Social Sciences to **create a Certificate of Proficiency in Social Analytics.**
- Request from the Departments of Languages, Philosophy and Communication Studies, Political Science and Economics and Finance in the College of Humanities and Social Sciences and the Jon M. Huntsman School of Business to **create a Certificate of Proficiency in Philosophy, Politics and Economics.**
- Request from the Department of Geosciences in the College of Science to **add a new GeoWorkforce emphasis to the existing Bachelor of Arts and Bachelor of Science degree in Geology.**
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4. **Other Business**

- Curriculog Justification Language – Mateja Savoie Roskos
(Briefly explain the role this course would play in your overall program curriculum and how this course would be used to achieve program learning outcomes)
- Curriculog Library and Information Resources – Robert Heaton
(Describe the library resources required to offer the proposed program, including those needed for new courses or research areas. Include specialized resources that the Library already provides as well as new resources that would need to be acquired (with funding

sources detailed in Appendix D). If you need assistance in completing this section, contact your department's assigned [liaison librarian](#).)

ITEM FOR ACTION

Re: Amendments to USU Policy 385: Appointments of Opportunity

Key

- Red – Deletions
- Blue – Additions
- Black – Original to Policy
- Green – Movements of original text placement

SUMMARY OF CHANGES

- **Clarified Language and Expectations-**
 - Based on input from Legal and the Office of Equity, HR has clarified and updated policy language. This includes moving policy intent to the new format of purpose and scope.
 - Clarified policy references and procedure references throughout.
 - Updated references to the Office of Equity.
- **Clarified DCA Priority Interview-**
 - Added language to clarify that DCA candidates will receive, when possible, priority interview for positions for which they meet minimum qualifications.
 - USU now has a DCA portal in iCIMS that is opened first and given priority for individuals who have identified themselves a possible DCA candidate.
 - It is possible a new DCA candidate may be identified subsequent to general posting; priority interview may be given in those cases depending on the status of the search.
- **Clarified DCA Placement Limit-**
 - Clarified that once an individual receives DCA and is placed into a position, further use of the DCA is not permitted.
- **Deleted Affirmative Action Appointment Type-**
 - Per request from Legal and the Office of Equity, we deleted the option for an affirmative action appointment. Concern is that in the current legal environment, such appointments could lead to reverse discrimination claims. However, the Office of Equity will continue to provide guidance to the Office of Human Resources and search committees to promote recruitment of a diverse applicant pool without the need for an affirmative action appointment type.
- **Deleted Nonexempt Limitation on Temporary Positions-**
 - Revised policy permits departments to hire temporary appointments regardless of their FLSA status (prior policy limited to exempt only).



University Policy 385: Appointments of Opportunity

Category: 300 Human Resources

Sub Category: Employment

Covered Individuals: Benefited Employees

Responsible Executive: Vice President for Business and Finance

Policy Custodian: Office of Human Resources, Associate Vice President of Human Resources

Last Revised: March 6, 2015

Previous USU Policy Number: Not applicable



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: March 6, 2015~~

385.1 PURPOSE AND SCOPE

This policy describes the circumstances when a hiring department may request a person to be appointed to a position without a full competitive search.

385.2 POLICY

385.1 POLICY

~~At times it may be appropriate to~~ As set forth in this policy, in limited circumstances that serve the mission and objectives of the university, a hiring department may request a waiver to the university's competitive search requirements ~~as outlined in the Faculty and Exempt Staff Employment~~ (see USU Policy 387: Benefited Employment) and appoint a person to an open position (referred to as "Appointments of Opportunity"). ~~(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 (AAEO) Office and the Office of Human Resources (HR) (See procedures under each category). All actions require 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.~~

An appointment under this policy should be considered before a search is opened. However, an open search may be suspended or closed due to the availability of a person qualified for an appointment under this policy.

Use of this policy to appoint a position must first be reviewed by the Office of Equity and the Office of Human Resources (HR) and approved by the Office of the Provost (for positions in academic areas) or the Office of the President (for positions in non-academic areas).

~~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.~~

2.1 Types of Appointments

~~1.1~~ 2.1.1 Dual Career Assistance (DCA)

Utah State University (USU) recognizes that dual career assistance (DCA) is critical to sustaining its commitment to competitive recruiting and retaining retention of highly qualified and competitive staff and faculty members. University leadership is committed to supporting DCA in cases that strengthen our the university's capacity to meet institutional the institution's 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. In these instances, approved DCA candidates will receive, when possible, priority interview opportunities for positions for which they meet the minimum qualifications. 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 non-academic) and the Office of the Provost or the Office of the President is sometimes necessary for leveraging the establishment of such a position. Once an individual receives DCA and is appointed into a position, further use of DCA is not permitted.

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 non-academic 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, these individuals seeking DCA also retain some responsibility for nurturing proposals through the DCA process.

The goal of the DCA procedures is to clarify and provide for 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 must be approved by the Executive Vice President and Provost. 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

2.1.2 Institutional Need

Faculty and staff, ~~may be appointed~~ who are nationally recognized ~~and~~/or highly regarded for outstanding achievement in their areas of expertise, ~~may be appointed to positions within the university.~~ These are individuals whose qualifications are unique and exceptional and whose potential value to ~~the University~~ [USU](#) is great. ~~Procedures for an Institutional Need Appointment.~~

1.4 Temporary Position

2.1.3 Temporary Position

An individual not covered by Policy 390: ~~(Employment-at-Will)~~ or Policy 397: ~~(Hourly Employment)~~ [Non-Benefited and Student Employment](#) may be appointed 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 Temporary.~~

1.5 Employment-at-Will

2.1.4 Employment-at-Will

Certain positions at ~~the University~~ [USU](#) are defined as "at-will" (see [USU Policy 390: Employment-at-Will](#)). ~~Procedures for an Employment-at-Will Appointment.~~

1.6 Written into Sponsored Program Budget

2.1.5 Sponsored Program Supported Position

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

385.2 RESPONSIBILITIES

385.3 RESPONSIBILITIES

~~Candidate/Employee~~

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

~~Department Heads and Supervisors~~

3.1 Department Heads, Directors, and Supervisors

~~Responsible for informing~~ [Inform](#) candidates ~~and new hires about~~ the Appointments of Opportunity policy, ~~as appropriate.~~ [Responsible for working](#) [Work](#) with HR in identifying opportunities that may qualify under this policy, ~~and working~~ [Work](#) with their Dean/ or VP, ~~as well as HR, AA/EO,~~

~~and~~ the Office of the Provost, or ~~the~~ Office of the President to obtain necessary approvals, ~~to~~ initiate hiring documentation, and ~~to~~ follow the ~~completion~~ process ~~to completion~~.

~~Deans and Vice Presidents~~

3.2 Deans and Vice Presidents

~~Responsible for communicating~~ ~~Communicate~~ support for this policy to the ~~D~~department ~~H~~head/~~S~~supervisor to effectuate an interview (~~for the~~ DCA option) or implementation of the appointment of opportunity. ~~Responsible for alerting~~ ~~Alert~~ the appropriate ~~U~~university leadership office regarding the need to seek an appointment of opportunity.

~~Office of Human Resources~~

3.3 Office of Human Resources

~~Assume~~ ~~P~~primary responsibility for the implementation of this policy. ~~Responsible to a~~ ~~Assist~~ USU leadership and other individuals in the application of this policy and ~~to provide assistance~~ ~~aid~~ in locating available positions in cases of dual career assistance. ~~Responsible to r~~ ~~Review~~ position descriptions for appropriate title and salary range. ~~Responsible to r~~ ~~Review~~ requested appointments of opportunity and make recommendations to the Office of the Provost or the Office of the President.

~~Affirmative Action/Equal Opportunity Office~~

3.4 Office of Equity

~~Responsible to a~~ ~~Assist~~ USU leadership and other individuals on ~~AA~~ and ~~EO~~ ~~affirmative action and equal opportunity~~- related issues and in the implementation of this policy. ~~Responsible to r~~ ~~Review~~ requested ~~a~~ ~~Appointments of~~ ~~e~~ ~~Opportunity~~ and make recommendations to the Office of the Provost or the Office of the President.

~~Office of the Provost~~

3.5 Office of the Provost

~~Responsible to make the final decision relating to~~ ~~Approve~~ ~~Appointments of Opportunity~~ for faculty and staff in ~~colleges and other~~ academic areas ~~seeking appointments of opportunity~~ based on recommendations from the ~~AA/EO~~ ~~Office~~ ~~Office of Equity~~ and the Office of Human Resources.

~~Office of the President~~

3.6 Office of the President

~~Responsible to make the final decision relating to~~ ~~Approve~~ ~~Appointments of Opportunity~~ for staff in ~~administrative and non-academic~~ ~~areas seeking appointments of opportunity~~ ~~departments~~ based on recommendations from the ~~AA/EO~~ ~~Office of Equity~~ and the Office of Human Resources.

385.4 REFERENCES

- None

385.5 RELATED USU POLICIES

- [Policy 387: Benefited Employment](#)
- [Policy 390: Employment-at-Will](#)
- [Policy 397: Non-Benefited and Student Employment](#)

385.6 DEFINITIONS

None.

Information below is not included as part of the contents of the official Policy. It is provided only as a convenience for readers/users and may be changed at any time by persons authorized by the President, subject to review by the USU Policy Committee.

RESOURCES

Procedures

- [Procedure for a DCA Appointment.](#)
- [Procedure for an Institutional Need Appointment.](#)
- [Procedure for a Temporary Position Appointment.](#)
- [Procedure for an Employment-at-Will Appointment.](#)
- [Procedure for a Sponsored Program Supported Position Appointment.](#)

Guidance

- None

Related Forms and Tools

- Appointment of Opportunity Request form:

https://hr.usu.edu/files/forms/Appointment_of_Opportunity_Request_Form.pdf

Contacts

- None

POLICY HISTORY

Original issue date: 1997/01/24

Last review date: 2015/03/06

Next scheduled review date: YYYY/MM/DD

Previous revision dates:



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This policy describes the circumstances when a hiring department may request a person be appointed to a position without a full competitive search.

385.2 POLICY

As set forth in this policy, in limited circumstances that serve the mission and objectives of the university, a hiring department may request a waiver of the university's competitive search requirements (see [USU Policy 387: Benefited Employment](#)) and appoint a person to an open position (referred to as an "Appointment of Opportunity").

An appointment under this policy should be considered before a search is opened. However, an open search may be suspended or closed due the availability of a person qualified for an appointment under this policy.

Use of this policy to appoint a position must first be reviewed by the Office of Equity and the Office of Human Resources (HR) and approved by the Office of the Provost (for positions in academic areas) or the Office of the President (for positions in non-academic areas).

2.1 Types of Appointments

2.1.1 Dual Career Assistance

Utah State University (USU) recognizes that dual career assistance (DCA) is critical to sustaining its commitment to competitive recruiting and retention of highly qualified staff and faculty members. University leadership is committed to supporting DCA in cases that strengthen the university's capacity to meet the institution's mission 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. In these instances, approved DCA candidates will receive, when possible, priority interview opportunities for positions for which they meet the minimum qualifications. 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 non-academic) and the Office of the Provost or the Office of the President is sometimes necessary for the establishment of such a position. Once an individual receives DCA and is appointed to a position, further use of DCA is not permitted.

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 non-academic 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. Individuals seeking DCA retain some responsibility for nurturing proposals through the DCA process.

The DCA procedures clarify and provide the steps required for developing a successful dual career employment package with support at all administrative levels. [Procedures for DCA Appointment.](#)

2.1.2 Institutional Need

Faculty and staff who are nationally recognized or highly regarded for outstanding achievement in their areas of expertise may be appointed to positions within the university. These are individuals whose qualifications are unique and exceptional and whose potential value to USU is great.

[Procedures for an Institutional Need Appointment.](#)

2.1.3 Temporary Position

An individual not covered by USU [Policy 390: Employment at Will](#) or [Policy 397: Non-Benefited and Student Employment](#), may be appointed 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 after the temporary period has expired. [Procedures for a Temporary Position Temporary.](#)

2.1.4 Employment-at-Will

Certain positions at USU are defined as “at-will” (see USU [Policy 390: Employment at Will](#)). [Procedures for an Employment-at-Will Appointment.](#)

2.1.5 Sponsored Program Supported Position

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 be closed when the program ends. Non-exempt positions are not eligible. [Procedures for a Sponsored Program Supported Position Appointment.](#)

385.3 RESPONSIBILITIES

3.1 Department Heads, Directors, and Supervisors

Inform candidates of the Appointments of Opportunity policy, as appropriate. Work with HR in identifying opportunities that may qualify under this policy. Work with their Dean or VP, the Office of the Provost, or the Office of the President to obtain necessary approvals, to initiate hiring documentation, and to follow the completion process.

3.2 Deans and Vice Presidents

Communicate support for this policy to the department head/supervisor to effectuate an interview (DCA option) or implementation of the appointment of opportunity. Alert the appropriate university leadership office regarding the need to seek an appointment of opportunity.

3.3 Office of Human Resources

Assume primary responsibility for the implementation of this policy. Assist USU leadership and other individuals in the application of this policy and aid in locating available positions in cases of dual career assistance. Review position descriptions for appropriate title and salary range. Review requested appointments of opportunity and make recommendations to the Office of the Provost or the Office of the President.

3.4 Office of Equity

Assist USU leadership and other individuals on affirmative action and equal opportunity related issues and in the implementation of this policy. Review requested Appointments of Opportunity and make recommendations to the Office of the Provost or the Office of the President.

3.5 Office of the Provost

Approve Appointments of Opportunity for faculty and staff in Colleges and other academic areas based on recommendations from the Office of Equity and the Office of Human Resources.

3.6 Office of the President

Approve Appointments of Opportunity for staff in administrative and non-academic departments based on recommendations from the Office of Equity and the Office of Human Resources.

385.4 REFERENCES

- None

385.5 RELATED USU POLICIES

- [Policy 387: Benefited Employment](#)
- [Policy 390: Employment-at-Will](#)
- [Policy 397: Non-Benefited and Student Employment](#)

385.6 DEFINITIONS

None.

Information below is not included as part of the contents of the official Policy. It is provided only as a convenience for readers/users and may be changed at any time by persons authorized by the President, subject to review by the USU Policy Committee.

RESOURCES

Procedures

- [Procedure for a DCA Appointment.](#)
- [Procedure for an Institutional Need Appointment.](#)
- [Procedure for a Temporary Position Appointment.](#)
- [Procedure for an Employment-at-Will Appointment.](#)
- [Procedure for a Sponsored Program Supported Position Appointment.](#)

Guidance

- None

Related Forms and Tools

- Appointment of Opportunity Request form:

https://hr.usu.edu/files/forms/Appointment_of_Opportunity_Request_Form.pdf

Contacts

- None

POLICY HISTORY

Original issue date: 1997/01/24

Last review date: 2015/03/06

Next scheduled review date: YYYY/MM/DD

Previous revision dates:

ANNUAL REPORT TO THE FACULTY SENATE FROM THE UNIVERSITY COUNCIL ON TEACHER EDUCATION SEPTEMBER 1, 2019 - AUGUST 31, 2020

Action Items—Program Changes

The CTE approved the following program changes:

- Many courses prerequisites and descriptions were changed as part of the curricular complexity project.
- R401 proposal to implement a Minor in Disabilities Studies

Information Items

- The Teacher Education, Instructional Leadership, and School Counseling programs continue to be fully accredited by the Association for the Advancement of Quality Educator Preparation (AAQEP). Annual reports are due to AAQEP by the end of December 2020.
- Effective July 1, 2020, Praxis content tests for secondary teaching majors are no longer required by the Utah State Board of Education if the student is seeking licensure in the major.
- All student teachers must take the Praxis Performance Assessment for Teachers (PPAT) starting Spring 2020 semester.
- Out of state student teaching is no longer available through the School of Teacher Education and Leadership (TEAL) due to funding and resource support issues. Students may student teach out of state as long as the placement is within a 100 miles radius of the Utah border.
- The Associate Teacher Agreement policy for TEAL and SPED students replaces the Internship policy.
- According to USBE, as of July 1, 2020, the grades 1-6 license has been eliminated.

Enrollment and Completers in 2019-2020

A total of 769 undergraduate students were enrolled in teacher education programs during the period September 1, 2019 through August 31, 2020. During the same period, 372 students graduated.

Surveys of Completers and Employers

According to our annual survey of program completers (graduates who have completed one year of employment), the results show that the major area for improvement is ability to “provide instruction that uses language acquisition strategies to meet the needs of English learners” (2.28) and “support students' growth in international and global perspectives” (2.42).

According to our annual survey of employers of our graduates, the results show that the lowest rated criteria also were “provide instruction that uses language acquisition strategies to meet the needs of English learners” (2.9) and “support students' growth in international and global perspectives” (2.78).

Placement of Program Graduates

Survey results show that of those who responded to the employment survey, the placement rate is 88%. Some of the graduates are not seeking employment for family responsibility reasons, because they are choosing to further their education, or for unspecified reasons.

Annual Report to the Faculty Senate
from the
University Council on Teacher Education

Academic Year
September 1, 2019 - August 31, 2020

Prepared by Sylvia Read, Associate Dean for Teacher Education
Assisted by Shannon Johnson, Lisa Christensen, and Jairo Hernandez Velasquez



INTRODUCTION

During September 2019-August 2020, the University Council on Teacher Education (CTE) has continued to exercise its responsibility for the coordination and regulation of the teacher education programs at Utah State University. Operating within the framework of the Utah State University Code of Policies and Procedures, the Council has concerned itself with the:

- development of teacher education curricula.
- approval of all teacher education curricula.
- admission and counseling procedures for students desiring to enter teacher education programs.
- graduation requirements and the recommendation of graduates for professional licensure.

MEMBERSHIP

The CTE is composed of 30 (31 counting the Dean) voting members consisting of the Dean of the Emma Eccles Jones College of Education and Human Services, who serves as Chairperson, the Vice Provost, representatives from the departments within the Emma Eccles Jones College of Education and Human Services involved in the preparation of teachers, and representatives of the colleges offering teaching majors and minors. These members are nominated by the respective deans, in consultation with their faculty, and appointed by the Senate. The term of office is three years with staggered appointments. The faculty member from the Emma Eccles Jones College of Education and Human Services selected to serve on the University Educational Policies Committee (EPC) is appointed by the Dean of the Emma Eccles Jones College of Education and Human Services to serve on the Council. Inasmuch as all curriculum matters relating to any teacher licensure program should receive consideration by the CTE prior to submission to the EPC, this appointment provides the necessary correlation and communication between the two bodies. In addition, the Utah State Board of Education, the Utah Education Association, and the local school district stakeholders are represented on the CTE. Students at the University are represented by the Senator from the Emma Eccles Jones College of Education and Human Services who has the privilege of one vote. An alternate student is designated to attend in the absence of the College's Senator. The membership of the CTE for the 2019-2020 academic year is identified on page 5 of the report.

The CTE meets regularly on the third Monday of each month. Attendance at the meetings is indicative of the involvement of CTE members in the affairs of the CTE. During the past year, approximately 65% of the members were in attendance at the monthly meetings.

ACTIVITIES OF THE COUNCIL ON TEACHER EDUCATION

Action Items—Program Changes

The CTE approved the following program changes:

- Many courses prerequisites and descriptions were changed as part of the curricular complexity project.
- R401 proposal to implement a Minor in Disabilities Studies

Information Items

- The Teacher Education, Instructional Leadership, and School Counseling programs continue to be fully accredited by the Association for the Advancement of Quality Educator Preparation (AAQEP). Annual reports are due to AAQEP by the end of December 2020.
- Effective July 1, 2020, Praxis content tests for secondary teaching majors are no longer required by the Utah State Board of Education if the student is seeking licensure in the major. Departments have the option to require the relevant Praxis test, or not. This is for the teaching

major only. If an endorsement or minor is a core licensing area, then the PRAXIS will need to be taken for that content. According to Matt Omasta, Theater Arts is opting in to require students to take the Praxis before they are recommended for licensure until July 2023 OR take the new comprehensive exam in place of the Praxis. Students beginning the program during this catalog year will take a comprehensive exam as a graduation requirement instead of taking the Praxis content test.

- All student teachers must take the Praxis Performance Assessment for Teachers (PPAT) starting Spring 2020 semester. The cost of the PPAT is \$300. The Emma Eccles Jones College of Education and Human Services will pay \$150 and the student will pay \$150. Students who take their student teaching seminar and student teaching course credits with a non-SCED prefix will have the PPAT subsidy for Spring 2020 only.
- Out of state student teaching is no longer available through the School of Teacher Education and Leadership (TEAL) due to funding and resource support issues. Students may student teach out of state as long as the placement is within a 100 miles radius of the Utah border. Departments willing to financially support their own out of state student teaching are responsible for the following:
 - MOU with district: the department must prepare an MOU with the out of state district, which is good for 5 years, if the same district is being used repeatedly.
 - Insurance: the department must prepare the insurance contract between USU and the out of state district.
 - Placing the student in school with specific mentor teacher(s): the department must work with the out of state district to find the school and mentor teacher(s) for the student teacher.
 - Finding the supervisor: the department must work with a local university, the out of state district, or school principal to find a supervisor for the student(s).
 - Supporting student to take the PPAT: the department must support the out of state student with the resources to take the PPAT.
 - Covering the costs of supervision, mentor teacher, and travel: the department must cover all costs for the supervisor and mentor teacher, which includes travel costs. These costs are typically much higher than in-state costs.
- The Associate Teacher Agreement policy for TEAL and SPED students replaces the Internship policy. Under the new state board rule, there is no mention of student teachers or interns. If a school district or charter school wants to hire one of our students, then the student will be recommended by USU for the associate license and be eligible for employment at full-pay. The Office of Field Experiences will provide a supervisor and support to take the PPAT for one semester, and then the student can graduate and be recommended for professional licensure.
- According to USBE, as of July 1, 2020, the grades 1-6 license has been eliminated. Anyone who is recommended for an elementary education license after July 1, 2020, will be qualified to teach K-6 in an elementary setting and 7-8 if they have an endorsement (e.g., middle level math). A school or school district could require an individual to take early childhood courses to teach preschool or kindergarten, but the state does not require it.

STUDENT PROFILE

Students in the Teacher Education Program

Admission into teacher education programs at Utah State University requires formal application to the Office of the Associate Dean for Graduation, Educator Licensing and Accreditation in the Emma Eccles Jones College of Education and Human Services as well as the department where the major work is being offered. Students are not permitted to enroll in professional courses in education until they have been admitted to the teacher education program for their major. The current admission guidelines require that an applicant have a cumulative 3.0 GPA and minimum grades in general education courses that provide evidence of academic success in reading, writing, and mathematics.

Enrollment and Completers in 2019-2020

A total of 769 undergraduate students were enrolled in teacher education programs during the period September 1, 2019 through August 31, 2020. During the same period, 372 students graduated. Table 1 presents a breakdown by program of the number of students enrolled and number of graduates in 2019-2020.

Surveys of Completers and Employers

Each May, we send a standardized survey to our graduates (completers) who are at the end of their first year of teaching and to their employers. The results are shown in Tables 3 and 4.

According to our annual survey of program completers (graduates who have completed one year of employment), the results (Table 3) show that the major area for improvement is ability to “provide instruction that uses language acquisition strategies to meet the needs of English learners” (2.28) and “support students' growth in international and global perspectives” (2.42). The scale is 0 = not at all, 1 = poorly, 2 = adequately 3 = well, 4 = very well. Given that a score of 2 equals adequately, we are satisfied that our graduates are performing at or above the expected level (adequately or better). In fact, the means are above 3.0 for most criterion, which indicates that, in the aggregate, our program completers rate themselves as able to do “well” or “very well” on nearly every criterion.

According to our annual survey of employers of our graduates that was deployed in June 2020, the results (Table 4) show that the lowest rated criteria were “provide instruction that uses language acquisition strategies to meet the needs of English learners” (2.9) and “support students' growth in international and global perspectives” (2.78). The scale is 0 = not at all, 1 = poorly, 2 = adequately 3 = well, 4 = very well. Given that a score of 2 equals adequately, we are satisfied that our graduates are performing at or above the expected level (adequately or better). In fact, the means are above 3.0 for most criterion, which indicates that, in the aggregate, our graduates are rated as doing “well” or “very well” by their employers.

It is striking that program completers and employers rated the same criteria as the lowest; however, employers rated program completers higher than they rated themselves.

Placement of Program Graduates

The job placement rate of program graduates continues to be of interest to the Council. Survey results (see Table 5) show that of those who responded to the survey, the placement rate is 88%. Some of the graduates are not seeking employment for family responsibility reasons, because they are choosing to further their education, or for unspecified reasons.

SUMMARY

This report provides the Faculty Senate with an account of the activities of the CTE and the status of the Teacher Education Program for the 2019-2020 academic year. The CTE's primary activities during this period have been directed at maintaining a quality program.

The membership of the CTE is cognizant of the need to provide well-prepared teachers for our public, private, and charter schools. In response to this challenge, the CTE will continue its efforts to provide leadership, service, and accountability for the teacher education programs at Utah State University. The intent is to use data and stakeholder input to continuously improve our high-quality pre-service teacher education programs that will attract potential teachers from diverse populations.

UTAH STATE UNIVERSITY COUNCIL ON TEACHER EDUCATION (CTE)

MEMBERSHIP 2019-2020 through 2020-2022*

*Terms expire May 30

College and Number	Department or Area	2019-20	2020-21	2021-22
CEHS	Chair, Dean			Beth Foley
CEHS	Co-Chair, Teacher Preparation			Sylvia Read
CEHS	Educator Licensing			Francine Johnson
Administration (1)	Vice Provost			Paul Barr
Agriculture (2)	Ag. Education,	Tyson Sorenson		
	Family, Consumer Sci		Julie Wheeler	
Education (6)	Teacher Ed and Leadership			Cindy Jones
	Secondary Education		Marilyn Cuch Eric Mohr	
	Inst Tech			Sheri Haderlie
	Comm Disorders & Deaf Ed		Michelle Wilson	
	Special Education & Rehabilitation			Tom Higbee
	KHS			Peter Mathesius
Humanities and Social Sciences (3)	English			Jessica Rivera-Mueller
	History		Seth Archer	
	Languages and Philosophy	Maria Spicer-Escalante		
Caine College of Arts (4)	Music		Leslie Timmons	
	Fine Arts		Dennise Gackstetter	
	Theater Arts		Matt Omasta	
Science (2)	Mathematics	Kady Schneider		
	Biology	Greg Podgorski		
State Department of Public Instruction (1)	Teacher Personnel			Malia Hite
University (1)	Educ. Policy Com.			Scott Hunsaker
Northern Utah InIServ	Director			Curtis Benjamin
Public Schools District Representatives (2)	Principal – Cache			Alden Jack
	Teacher – Logan			April Denton
Society of Superintends. (1)	Superintendent – Box Elder			Steven Carlsen
USUSA (1)	ASUSU	Tiffanee Bird		
RCDE (1)	Regional Campus	Amy Piotrowski		

Table 1. Enrollment and Completers for Academic Year 2019-2020

Degree or Certificate granted by the institution/organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates currently enrolled	Number of Graduates in 2019-20
Elementary Education	Elementary	88	135
Early Childhood Education	Early Childhood	5	25
Deaf Ed and ELED or EC	Deaf Education/ELED	23	4
Special Education	Special Education	134	63
Ag Ed BS	Ag Ed	38	19
Business Ed BS	Business Ed	56	8
Family and Consumer Science BS	Family and Consumer Science	48	10
Technology and Engineering Ed	Technology and Engineering Ed	24	5
Art Ed BFA	Visual Arts	1	3
Theater Ed	Theater 6-12 and K-12	29	3
Music Ed Band/Choral/Orch/Guitar Emphasis	Music Ed	44	12
English Teaching BA/BS and Composite majors	English	98	21
History Teaching BA/BS	History	17	7
Spanish Teaching BA	World Languages-Spanish	10	5
French Teaching BA	World Languages-French	3	1
German Teaching BA	World Languages-German	1	0
Biological Sciences Composite BS	Biological Science	16	1
Chemistry Teaching BS	Chemistry	11	2
Physical Sciences Composite BS	Physical Sciences	2	1
Physics BS	Physics	6	1
Earth Sciences Composite BS	Earth Science	6	1

Math Ed or Math/Stats Composite BS	Math Level 4	63	14
Social Studies Composite BS	Social Studies	6	13
Physical Education	Physical Education	40	18
TOTALS:		769	372

Table 2: Completer Survey Results

Based on the courses and experiences in your teacher preparation program (including courses in your major, minor, and education), how well can you do the following:	Mean	SD	N
Actively reflect on the effectiveness of my instruction to identify areas of strength and challenges.	3.24	.80	96
Advocate for all students.	3.43	.80	96
Collaborate with colleagues to plan and evaluate instruction.	3.26	.81	96
Collaborate with families, colleagues, and other professionals to support student growth.	3.14	.88	96
Collaborate with your students to establish a respectful learning environment.	3.19	.90	96
Convey accurate information and concepts based on the content knowledge of your discipline(s).	3.31	.76	96
Create learning experiences based on your students' individual developmental levels.	3.01	.81	96
Design assessments (e.g., pre, formative, summative) that match learning objectives.	3.00	.87	96
Differentiate instruction to meet the needs of your students.	2.86	.89	96
Engage in professional learning to strengthen your instructional practice.	3.28	.89	96
Engage your students in applying methods of inquiry.	2.79	.88	96
Engage your students in critical thinking.	2.70	.84	96
Facilitate your students' use of technology for learning.	2.94	.94	96
Implement activities and tasks that support your students' ability to communicate.	2.95	.85	96
Implement new ideas to improve your instruction.	3.26	.85	96
Incorporate a variety of digital media and technology tools to extend the learning environment.	2.98	.91	96
Integrate literacy and/or other content areas into instruction.	2.94	.81	96
Modify instructional strategies based on an analysis of student work.	3.17	.82	96
Participate in a collaborative decision-making culture.	3.25	.86	96
Plan instruction based on the Utah Core Standards.	3.46	.71	96
Provide instruction that addresses students' cultural differences.	2.69	.86	96
Provide instruction that addresses students' learning differences.	2.92	.87	96
Provide instruction that uses language acquisition strategies to meet the needs of English learners.	2.28	1.0	96

Provide opportunities for your students to connect classroom learning to the real world.	2.9	.92	96
Provide opportunities for your students to demonstrate learning in different ways.	3.11	.88	96
Reflect on personal and professional biases.	3.16	.86	96
Select assessments (e.g., pre, formative, summative) that match learning objectives.	3.07	.81	96
Set appropriately challenging learning goals for all students.	2.91	.86	96
Stay informed regarding current education policy and research.	2.59	.95	96
Support students' growth in international and global perspectives.	2.42	1.03	96
Use a variety of classroom management strategies to create and maintain a positive learning environment.	3.04	.96	96
Use a variety of questioning strategies to promote engagement.	2.84	.89	96
Use classroom routines, expectations, and procedures to create a learning environment that allows all students to be self-directed learners.	2.89	1.1	96
Use data from assessments to provide feedback to your students.	3.14	.76	96
Use technology effectively to support and enhance your instruction.	3.05	.85	96
Use your students' assessment/performance results to guide your instruction.	3.09	0.92	96

Table 3: Employer Survey Results

Based on your interactions and observations of the USU first year teacher in your building, how well can he/she do the following?	M	SD	N
Actively reflect on the effectiveness of his/her instruction to identify areas for improvement.	3.13	.86	120
Advocate for all students.	3.39	.73	120
Collaborate with colleagues to plan and evaluate instruction.	3.41	.72	120
Collaborate with families, colleagues, and other professionals to support student success.	3.33	.81	120
Collaborate with students to establish a respectful learning environment.	3.28	.83	120
Convey accurate information and concepts based on the content knowledge of the discipline.	3.32	.72	120
Create learning experiences based on students' individual developmental levels.	3.18	.76	120
Design assessments (e.g., pre, formative, summative) that match learning objectives.	3.08	.72	120
Differentiate instruction to meet the needs of students.	2.97	.81	120
Engage in professional learning to strengthen his/her instructional practice.	3.36	.76	120
Engage students in critical thinking.	2.94	.76	120
Engage students in applying methods of inquiry.	2.99	.79	120
Facilitate students' use of technology for learning.	3.18	.81	120
Implement activities and tasks that support students' ability to communicate.	3.12	.72	120
Implement new ideas to improve their instruction.	3.20	.74	120
Incorporate a variety of digital media and technology tools to extend the learning environment.	3.28	.78	120

Integrate literacy and/or other content areas into instruction.	2.98	.80	120
Modify instructional strategies based on an analysis of student work.	3.08	.74	120
Participate in a collaborative decision-making culture.	3.38	.81	120
Plan instruction based on the Utah Core Standards.	3.30	0.9	120
Provide instruction that addresses students' cultural differences.	2.98	.76	120
Provide instruction that addresses students' learning differences.	3.02	.78	120
Provide instruction that uses language acquisition strategies to meet the needs of English learners.	2.90	.82	120
Provide opportunities for students to connect classroom learning to the real world.	2.99	.78	120
Provide opportunities for students to demonstrate learning in different ways.	3.13	.79	120
Reflect on personal and professional biases.	3.10	.87	120
Select assessments (e.g., pre, formative, summative) that match learning objectives.	3.15	.73	120
Set appropriately challenging learning goals for all students.	3.10	.79	120
Stay informed regarding current education policy and research.	2.98	.76	120
Support students' growth in international and global perspectives.	2.78	.87	120
Use a variety of classroom management strategies to create and maintain a positive classroom environment.	3.09	.94	120
Use a variety of questioning strategies to promote engagement.	3.01	.82	120
Use classroom routines, expectations, and procedures to create a learning environment.	3.13	1	120
Use data from assessments to provide feedback to students.	3.03	.74	120
Use students' assessment/performance results to guide instruction.	3.12	.71	120
Use technology effectively to support and enhance instruction.	3.14	.78	120

Table 4: Candidate and Completer Performance

Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation		
		Average total score	Mentor teacher	University supervisor
Student teaching evaluation (Performance Assessment Evaluation System-PAES)	The student teaching evaluation instrument is scored on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, 3 = preservice proficient. 80% is the expected performance level, which translates to a total of 53/66 points.	SPED Fa 19	60.57	61.51
		SPED Sp 20	59.42	59.00
		ELED Fa 19	62.78	64.45
		ELED Sp 20	64.73	66.96
		SecEd Fa 19	61.77	63.26
		SecEd Sp 20	63.94	64.80

<p>Praxis</p> <p>Cut scores for the ELED Praxis subtests are:</p> <ul style="list-style-type: none"> • Reading and Language Arts-157 • Math-157 • Social Studies-155 • Science-159 	<p>All early childhood, elementary, and special education teacher candidates must pass the multiple subjects Praxis in order to be recommended for licensure. The Utah State Board of Education is no longer requiring Praxis scores for those seeking licensure in the secondary teaching major.</p>	<p>The current pass rates for tests taken by completers between September 1, 2019 and August 31, 2020 indicate that for ELED and Special Education, the social studies and reading/language arts subtests of the multiple subjects Praxis present challenges. This data represents multiple attempts. All students must pass all four sections in order to be recommended for licensure.</p> <table border="1" data-bbox="906 407 1406 716"> <thead> <tr> <th rowspan="2">Praxis Multiple Subjects 5001</th> <th colspan="3">SEP 2019-AUG 2020</th> </tr> <tr> <th>N</th> <th># Pass</th> <th>% Pass</th> </tr> </thead> <tbody> <tr> <td>Mathematics</td> <td>227</td> <td>197</td> <td>87%</td> </tr> <tr> <td>Reading/LA</td> <td>230</td> <td>184</td> <td>80%</td> </tr> <tr> <td>Science</td> <td>241</td> <td>200</td> <td>83%</td> </tr> <tr> <td>Social Studies</td> <td>240</td> <td>177</td> <td>74%</td> </tr> </tbody> </table>	Praxis Multiple Subjects 5001	SEP 2019-AUG 2020			N	# Pass	% Pass	Mathematics	227	197	87%	Reading/LA	230	184	80%	Science	241	200	83%	Social Studies	240	177	74%
Praxis Multiple Subjects 5001	SEP 2019-AUG 2020																								
	N	# Pass	% Pass																						
Mathematics	227	197	87%																						
Reading/LA	230	184	80%																						
Science	241	200	83%																						
Social Studies	240	177	74%																						
<p>Praxis Performance Assessment for Teachers</p>	<p>This is a valid and reliable instrument, developed and score by ETS. We currently expect all students to attempt it. Beginning Fall 2021, the cut score will be 36 in order to be recommend for professional licensure upon graduation.</p>	<p>In spring 2020, due to the closing of the schools on March 16, student teachers were not able to complete task 4 of the PPAT. The average score on task 2 was 7.91 out of 12; the average score on 3 was 10.2 out of 16. Task 4 is worth 32 points, so extrapolating from that (doubling the task 3 score to get a predicted score for task 4), the average overall score would have been 38.5, including data that could be characterized as extreme outliers; when outliers were removed, and the same extrapolation was applied, the average predicted score was 40.18. Given that this was the first semester of full implementation and that students were aware that the scores were not consequential, it is a positive indication of our students' pedagogical skill.</p>																							

Table 5: Survey Results for Placement of Teacher Education Program Graduates, Recommended for Initial Licensing for the Period September 1, 2019 Through August 31, 2020

	A	B	C	D	E	F	G	H*
License Area	Total # surveyed	Total # responded	Currently employed	Employed in non-education field	Seeking position in education	Not seeking education position for family reasons	Continuing formal education	% Placement in teaching of total responded
Admin/Supervisory	47	4	2		1	1		50%
Ag Ed	15	2	2					100%
Art Ed	3	1	1					100%
Biological Science	--	--	--					--
Business	7	1	1					100%
Chemistry	--	--	--					--
Speech Language Path	16	4	4					100%
Early Childhood	7	3	3					100%
Earth Science	1	1	1					100%
Elem Ed (1-8)	133	48	41		2	2	3	85%
Elem Ed (K-6)	4	1	1					100%
English	33	9	8			1		80%
FCSE	10	5	4			1		80%
History	8	1	1					100%
Math	12	7	7					100%
Music Ed	7	5	2	1	1		1	40%
PE	13	4	4					100%
Physical Science Comp	--	--	--					--
Physics	1	1	1					100%
School Counselor	58	13	13					100%
Social Studies	14	7	6			1		86%
Special Education	51	20	19			1		95%
Tech Eng Ed	4	2	2					100%
Theater	2	0	--					--
TOTALS	446	139	123	1	4	7	4	88%

*Column H percent = Col C / Col B

SCHOLARSHIP YEAR END REPORT

2019-2020

PREPARED FOR FACULTY SENATE

DECEMBER 1, 2020

Contents of Report

Page 1: Institutional Overview

Page 2: Total scholarship funds disbursed by college per aid year

Total scholarship recipients by college per aid year

Page 3: College of Agriculture & Applied Sciences Summary

Page 4: Caine College of the Arts Summary

Page 5: Jon M. Huntsman School of Business Summary

Page 6: Emma Eccles Jones College of Education & Human Services Summary

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Page 11: Undeclared/Transitional



Utah State University’s Scholarship Office facilitates off-campus organizations and university departments with application of scholarships to student accounts. The Office of Admissions awards scholarships for merit, involvement, need-based and service. The Scholarship Office facilitates all State of Utah & UHEA funding, as well as specified recipients. On campus departments award scholarships, waivers and tuition awards for merit, need-based and involvement purposes. Off-campus funding comes in the form of earned merit, need and involvement scholarships.

The following report will showcase a snapshot of the 2019-2020 academic year. The data and graphs for this report are provided by the Scholarship Office and should not be considered an official report from the office of Budget and Finance.

History of Institutional Awards

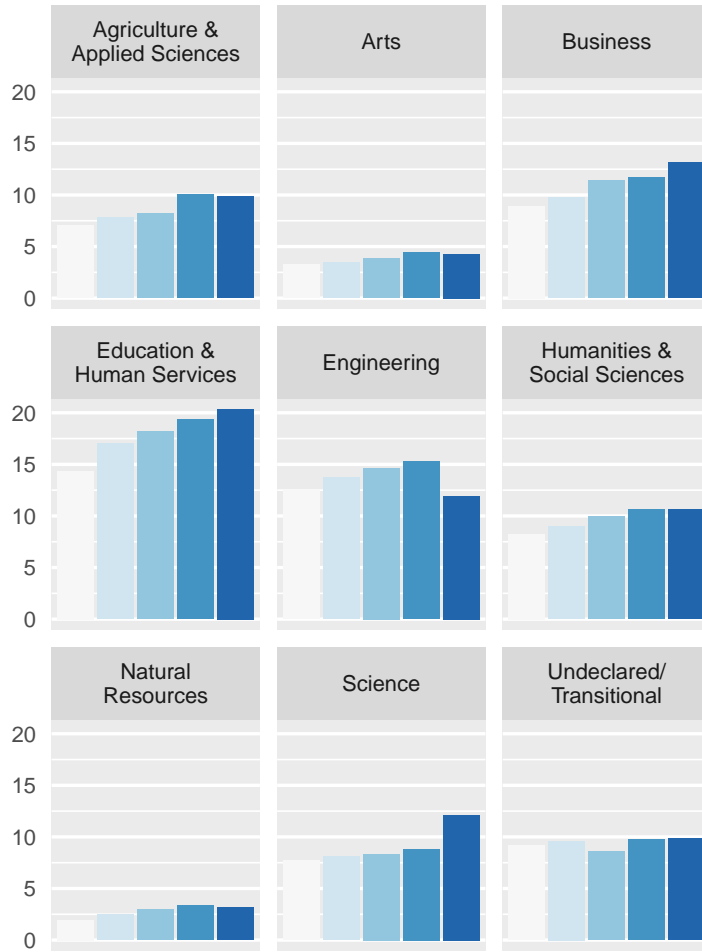
Aid Year	Total Amount	Total Students	UG Students	GR Students
1920	\$95,345,247.76	11,898	10,288	1,632
1819	\$93,291,469.87	11,490	9,940	1,571
1718	\$86,074,957.10	10,984	9,442	1,570
1617	\$80,996,119.99	10,879	9,380	1,528
1516	\$73,164,249.27	10,451	8,948	1,519

Summary (2019-2020 comparison to 2018-2019)

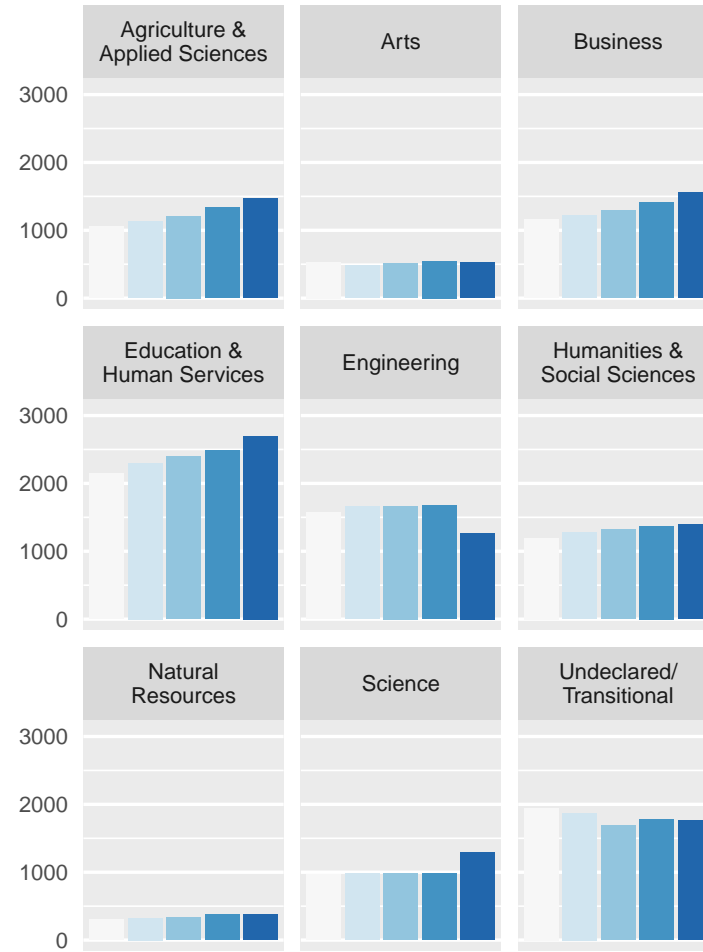
- \$2,053,777.89 increase in institutional scholarships awarded
- 2.15% increase in total amount awarded
- 3.43% increase in total student recipients
- 3.38% increase in undergraduate recipients
- 3.75% increase in graduate recipients

Utah State University

Total Funds Disbursed Per AidYear
per million USD



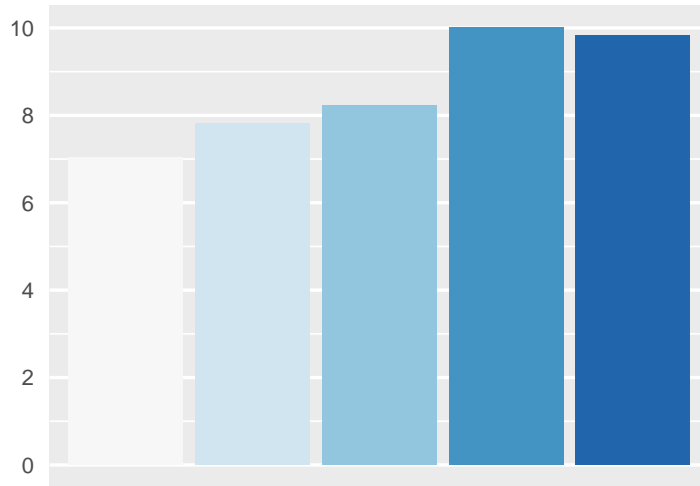
Total Recipients Per AidYear



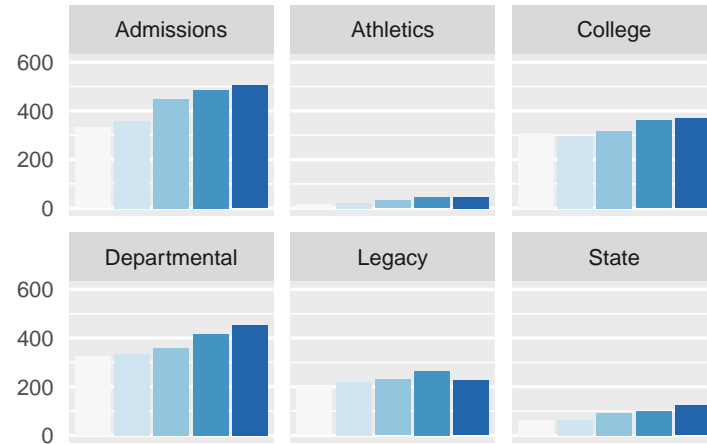
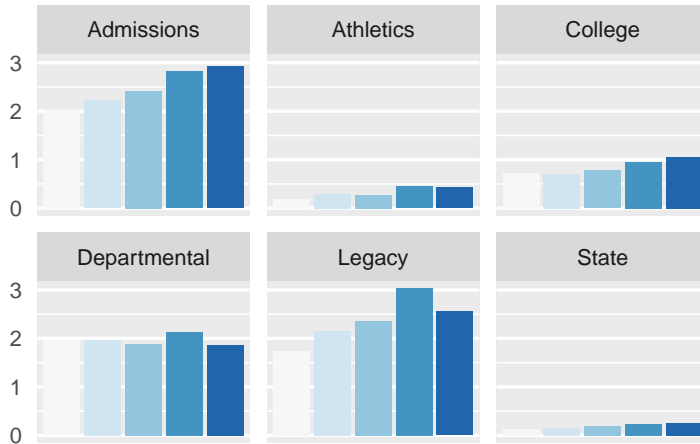
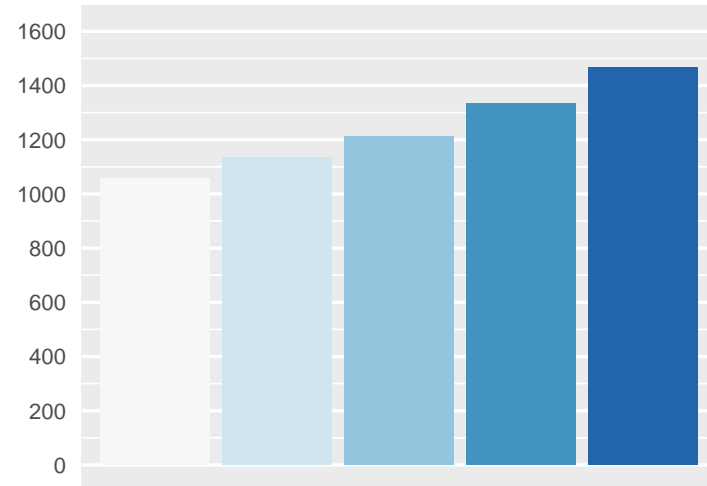
AidYear 1916 1917 1918 1919 1920

College of Agriculture and Applied Sciences

Total Funds Disbursed Per AidYear
per million USD



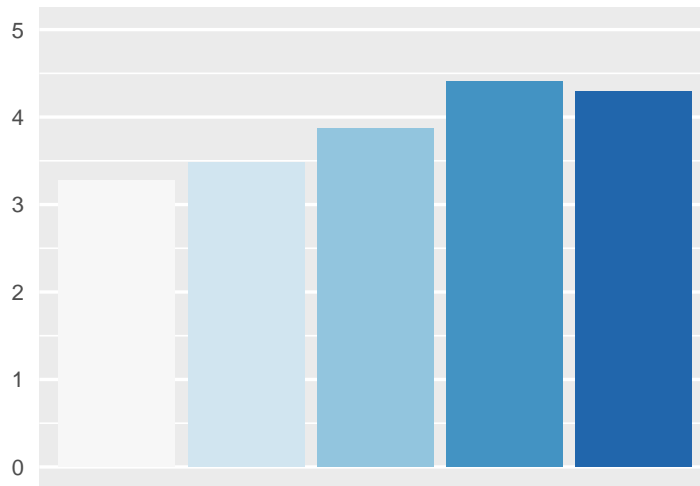
Total Recipients Per AidYear



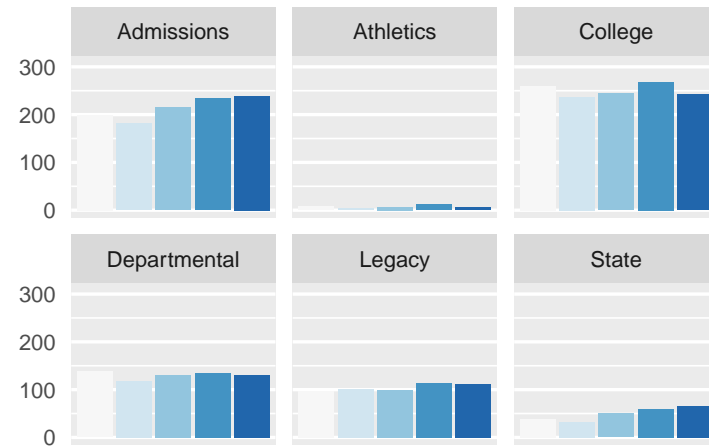
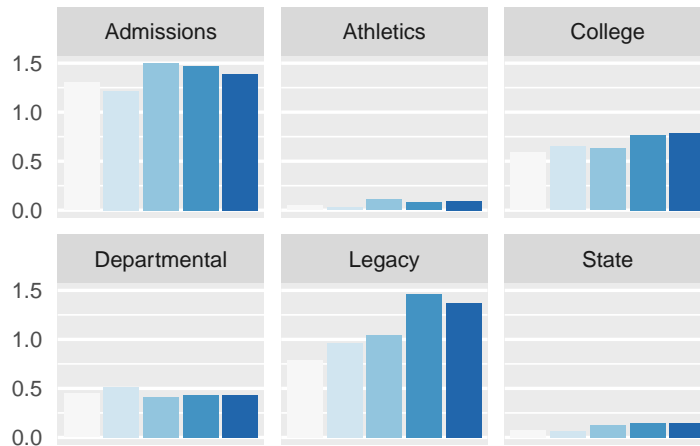
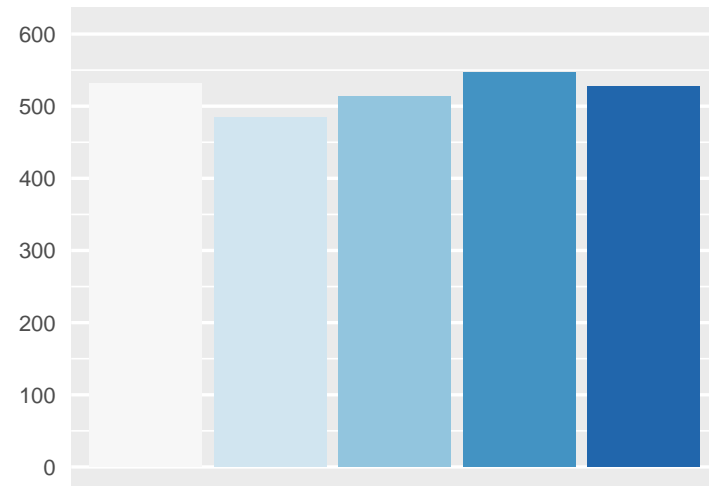
AidYear 1516 1617 1718 1819 1920

Caine College of the Arts

Total Funds Disbursed Per AidYear
per million USD



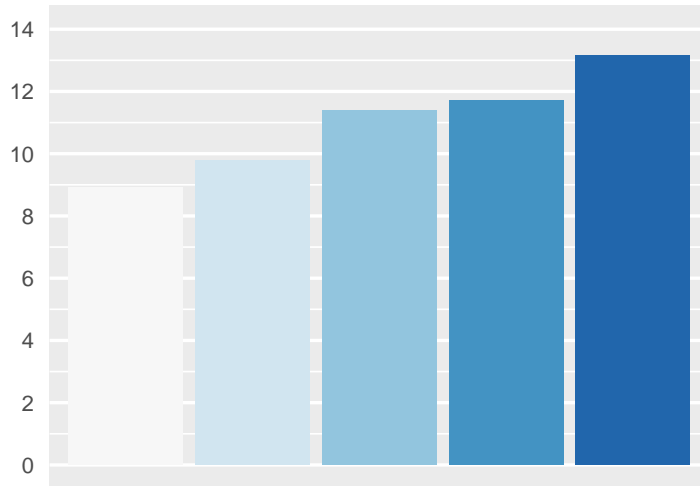
Total Recipients Per AidYear



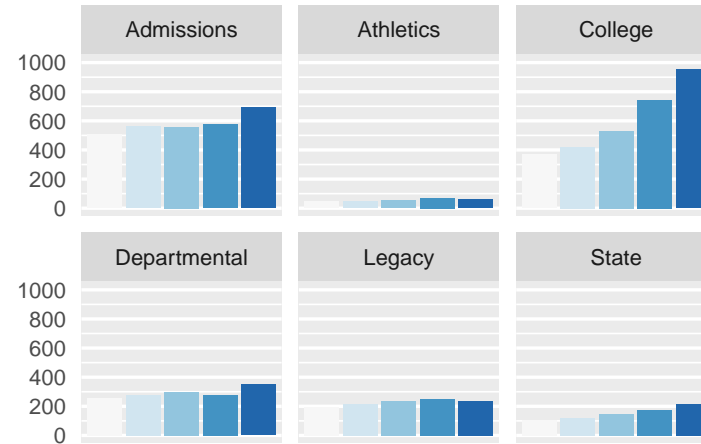
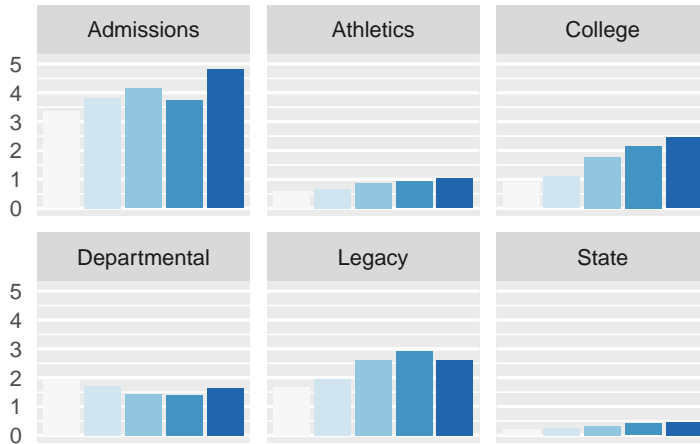
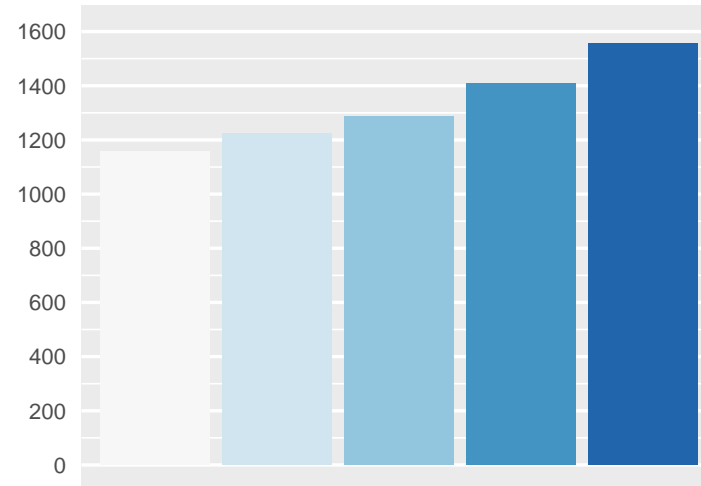
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Jon M. Huntsman School of Business

Total Funds Disbursed Per AidYear
per million USD



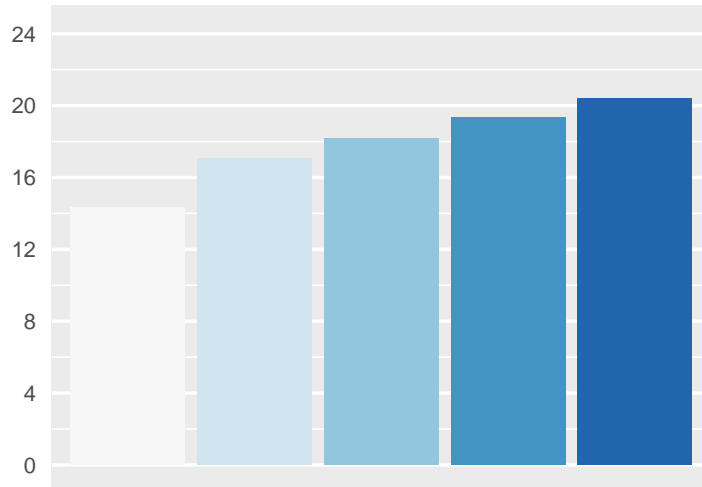
Total Recipients Per AidYear



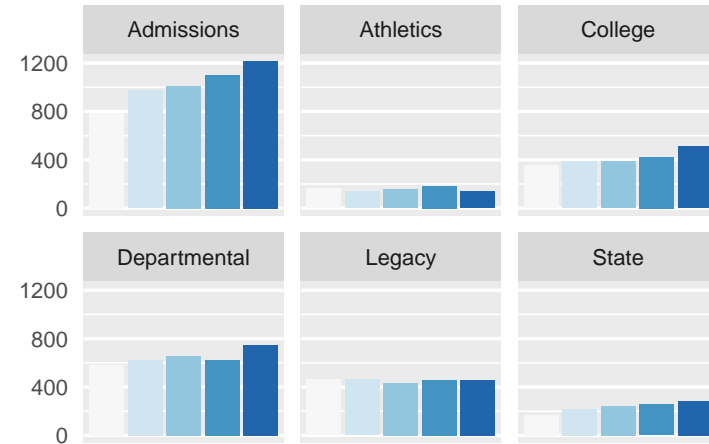
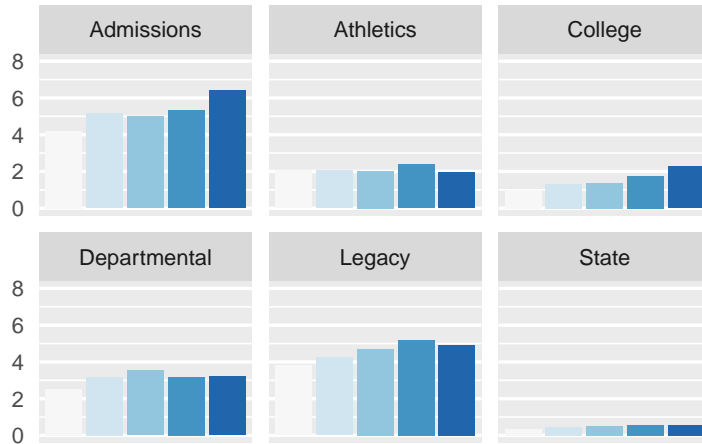
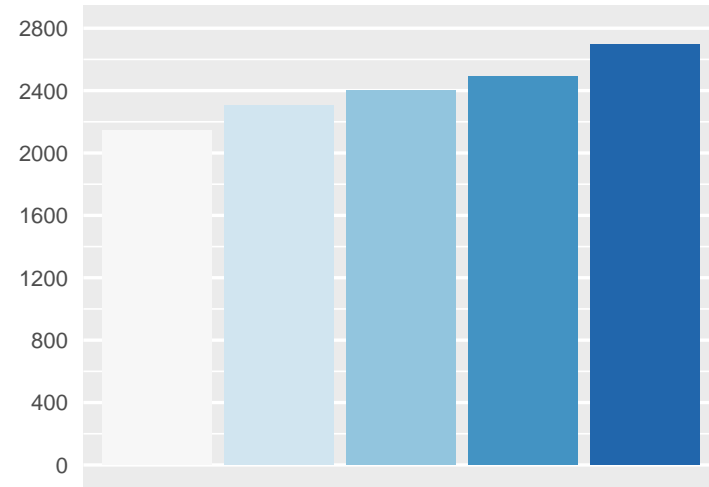
AidYear 1516 1617 1718 1819 1920

Emma Eccles Jones College of Education and Human Services

Total Funds Disbursed Per AidYear
per million USD



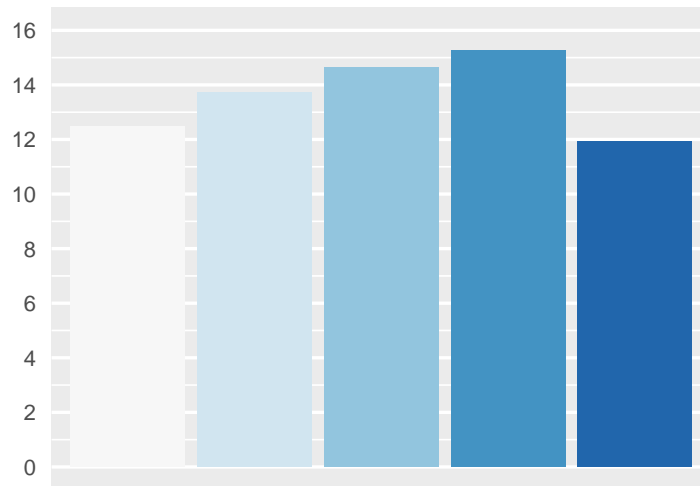
Total Recipients Per AidYear



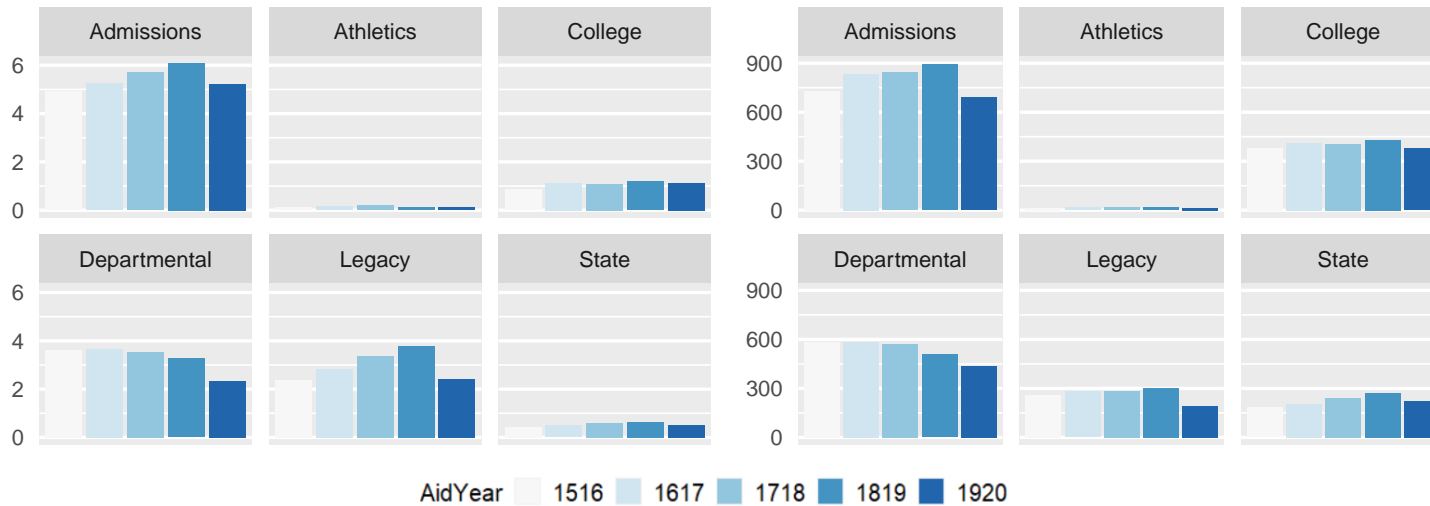
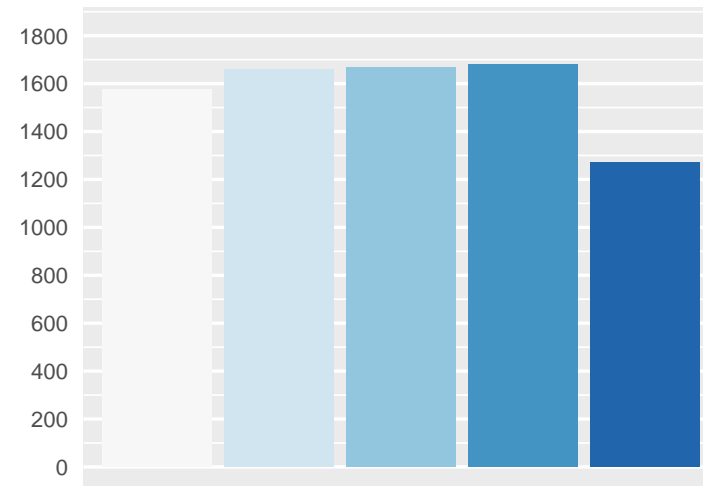
AidYear 1516 1617 1718 1819 1920

College of Engineering

Total Funds Disbursed Per AidYear
per million USD



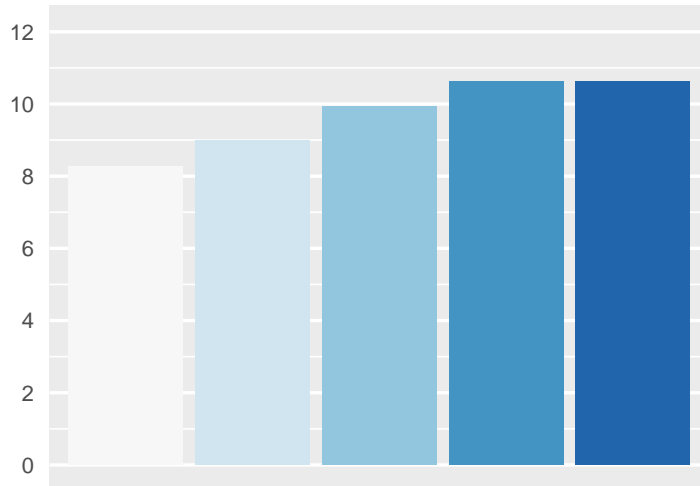
Total Recipients Per AidYear



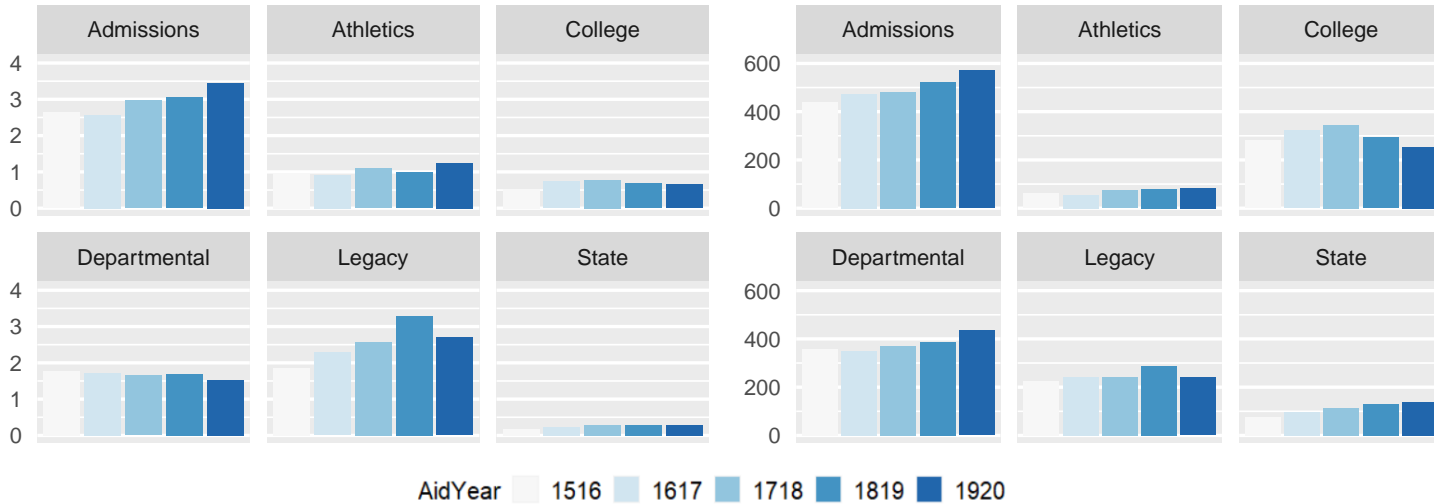
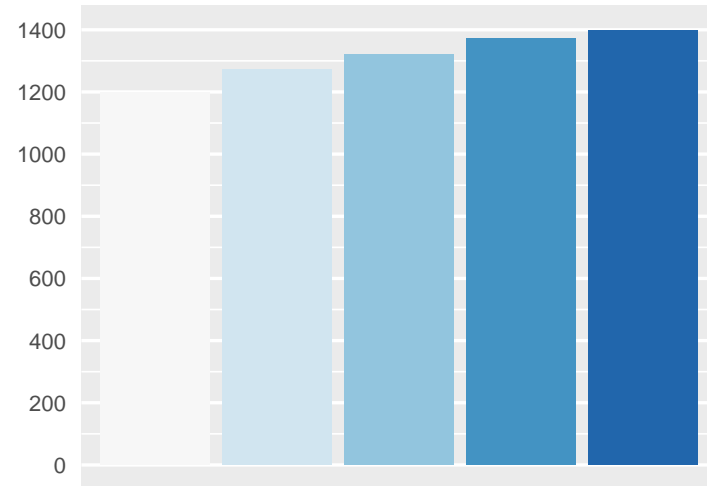
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College of Humanities and Social Sciences

Total Funds Disbursed Per AidYear
per million USD

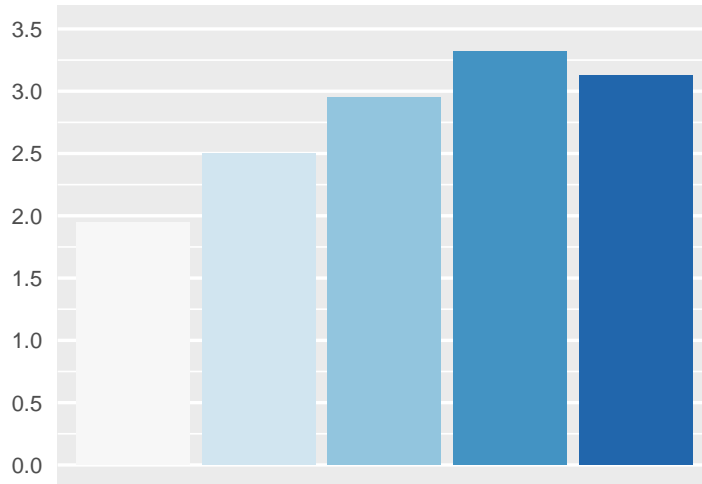


Total Recipients Per AidYear

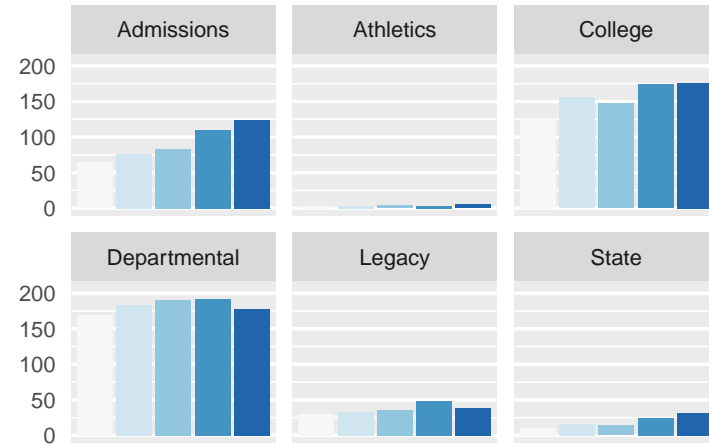
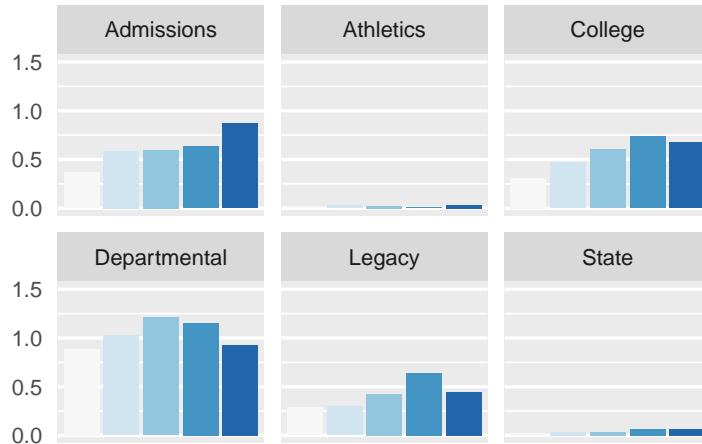
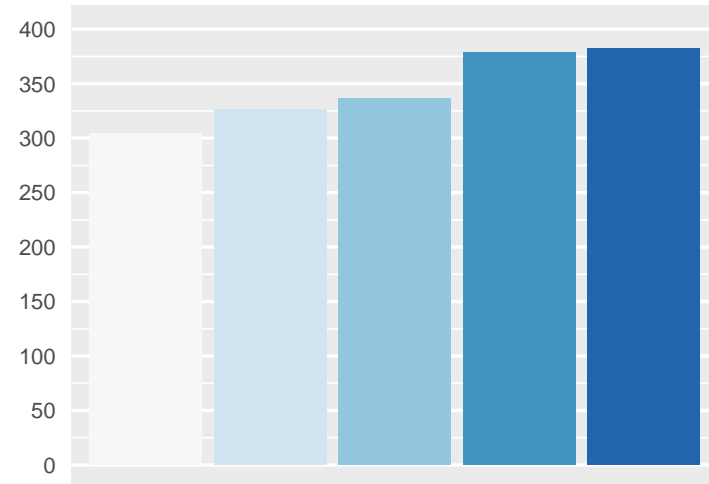


Quinney College of Natural Resources

Total Funds Disbursed Per AidYear
per million USD



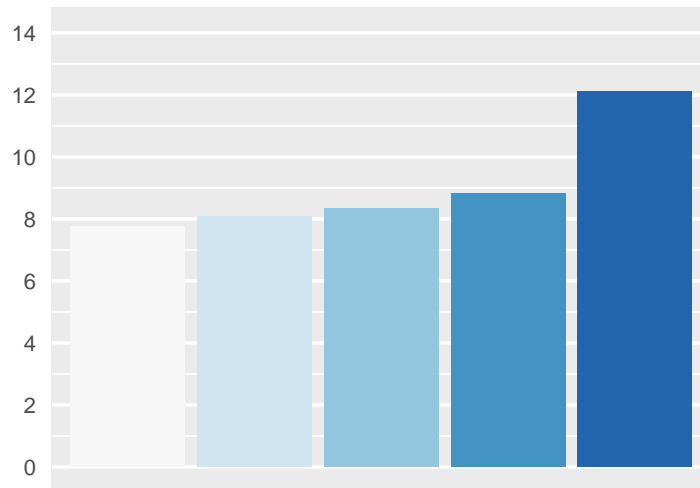
Total Recipients Per AidYear



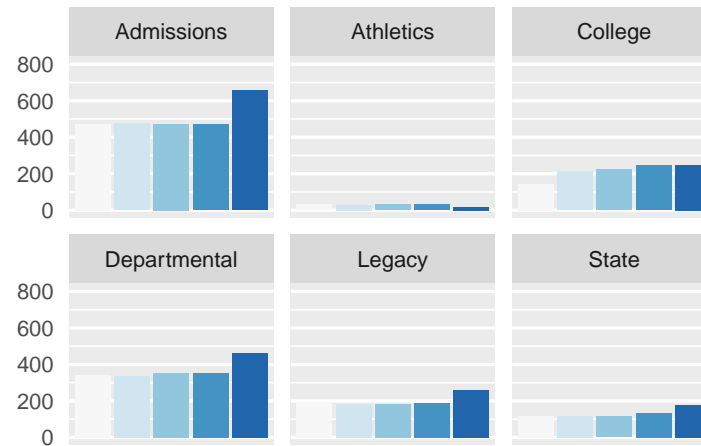
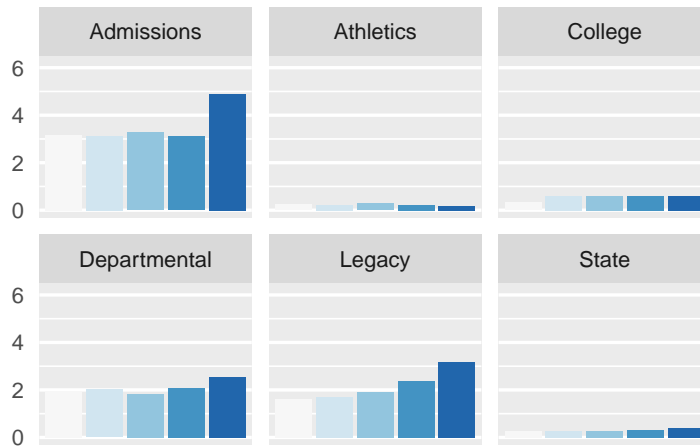
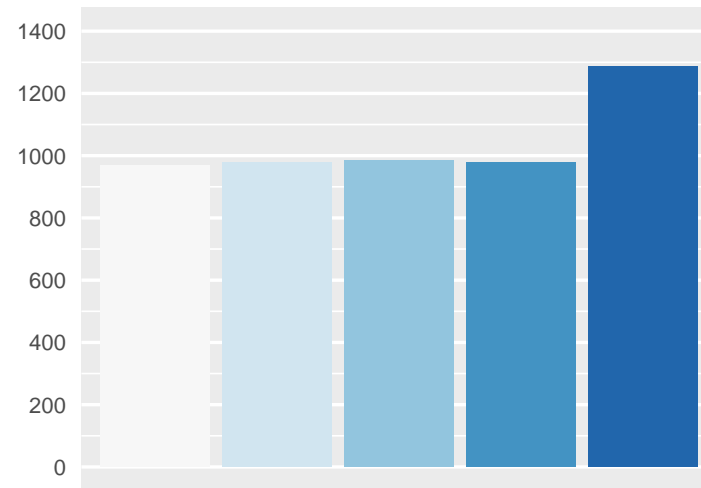
AidYear 1516 1617 1718 1819 1920

College of Science

Total Funds Disbursed Per AidYear
per million USD



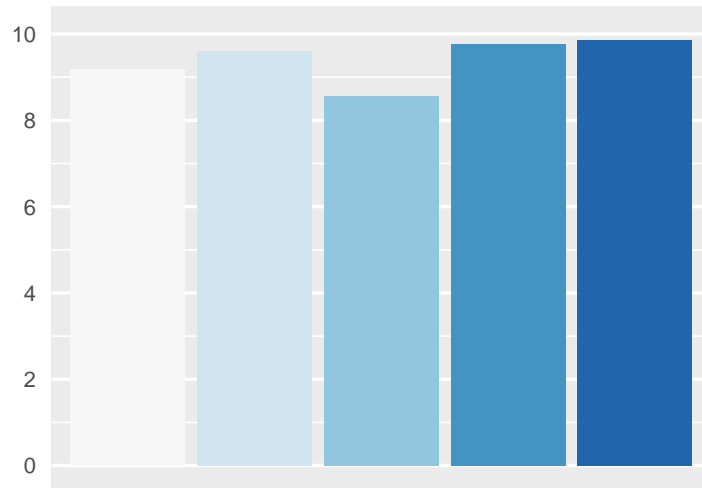
Total Recipients Per AidYear



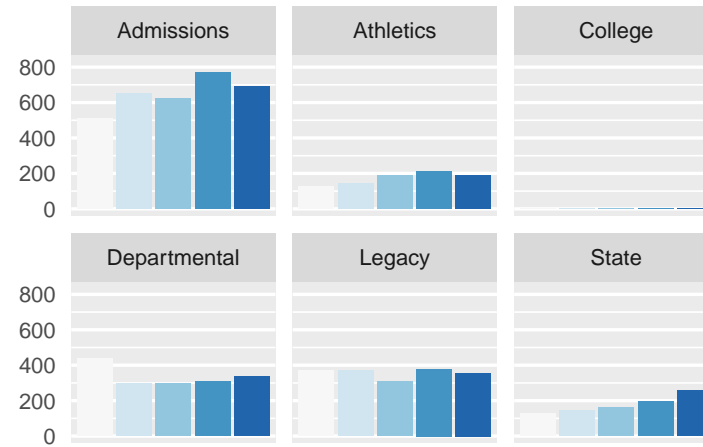
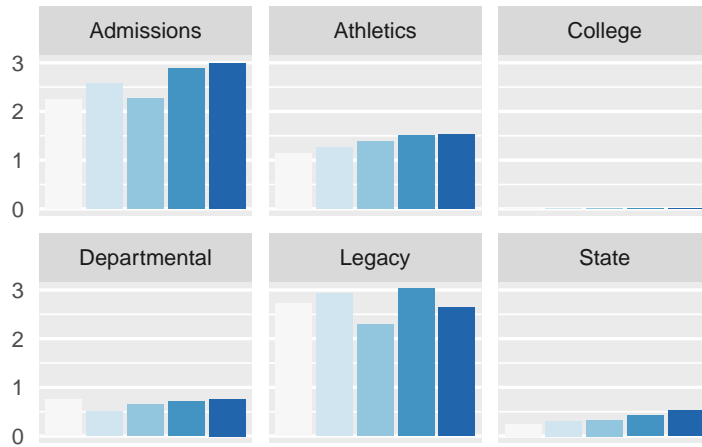
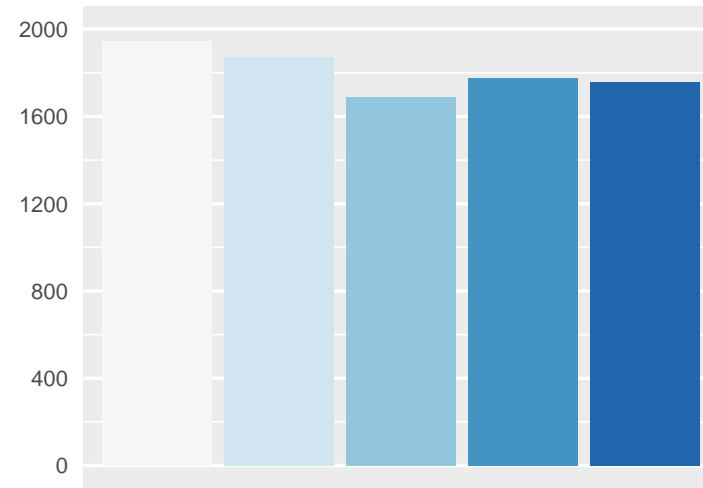
AidYear 1516 1617 1718 1819 1920

Undeclared/Transitional

Total Funds Disbursed Per AidYear
per million USD



Total Recipients Per AidYear



AidYear 1516 1617 1718 1819 1920

UtahStateUniversity®

SCHOLARSHIPS

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scholarships@usu.edu

usu.edu/scholarships



Utah State University Student Association (USUSA) is having a successful year despite the irregularities of COVID-19. The entire month of October was centered around a re-imagined HOWL with weekly drive-in movies, a drive through spook alley, a comedy and stunt show, and a scavenger hunt. Additionally, October brought our annual Mr. USU event. Our Academic Senate and our Executive Council both passed legislation that allow them to meet via Zoom, should the need arise, which will allow for student initiatives to continue in-person or via technology. Student Body President Sami Ahmed was elected to serve as President of the Utah Student Association (USA), and former Vice President and current Administrative Assistant Dexton Lake is serving as USA's Chief of Staff. They, along with the other student body presidents of Utah higher education institutions, are working on a student fee transparency initiative that will help Utah students understand better how their institutions recognize and utilize student fees.

Our student fee board kicked off in October. Our student officers are now acquainted with those administrators over student fees and are having discussions on how to minimize the impact of fees on students and the future of fees at USU. Several college weeks have happened including a very successful College of Agriculture and Applied Sciences Week, Business Week, and Science Week. Another successful two weeks were spent by our Government Relationship Council (GRC) encouraging students to vote in the 2020 Election by providing resources to help



them register. Upcoming, we have the College of Education and Human Services Week and several football games. We are also beginning election preparation and several other college and themed weeks that will take place in the Spring Semester.

404.3.6

In an effort to provide students with a voice in the hiring of faculty and to provide unique perspectives on the process, (the The ~~supervisor~~ Associate Vice President ~~)~~ will

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establish a mechanism to encourage the involvement of and obtain feedback from students regarding in the evaluation process of any faculty candidates brought to the Logan or regional-Statewide campuses to interview as part of the role statement. For practical reasons, County Extension faculty searches are excluded from this

~~requirement. Examples of student participation in the search and screening procedures (recordings of research or teaching presentations) could might include, but are not limited to, the following: including a student as a non-voting member of the search and screening committee; establishing a student screening committee that acts independently from the faculty screening committee and has dedicated time to interview the candidate; or inviting students to participate in research or teaching seminars or group question and answer sessions with the candidates. Student participation could also include asynchronous participation (e.g., reviewing recordings of research or teaching presentations). Instructions for how students should can provide feedback will be provided to students whenat or before the time when the schedule is developed for other groups with whom the candidates will meet the position is initially advertised and students will be given advance notice when candidates are invited to campus to interview.~~

Commented [BF1]: Maybe delete this sentence as well?

Track Changes Version

In an effort to provide additional voices in the hiring process, improve transparency, and provide unique perspectives on prospective faculty, the department head ~~or associate vice president~~ will establish a mechanism to involve students in the evaluation of faculty candidates. This applies to candidates interviewed for a position that includes teaching as part of the role statement at the Logan or Statewide campuses. For practical reasons,

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County Extension faculty searches are excluded from this requirement. Instructions for how students shall provide feedback will be provided to students at or before the time when the invitation to interview is extended to the candidate ~~schedule is developed for other groups with whom the candidates will meet.~~ This student feedback shall be reviewed by the search committee. ~~For practical reasons, County Extension faculty searches are excluded from this requirement.~~

Commented [JF2]: Invitation to visit campus is extended to the candidate.

Commented [NK3]: "a candidate is invited to interview."

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Clean Version

In an effort to provide additional voices in the hiring process, improve transparency, and provide unique perspectives on prospective faculty, the department head will establish a mechanism to involve students in the evaluation of faculty candidates. This applies to candidates interviewed for a position that includes teaching as part of the role statement at the Logan or Statewide campuses. For practical reasons, County Extension faculty searches are excluded from this requirement. Instructions for how students shall provide feedback will be provided to students when the invitation to interview is extended to the candidate. This student feedback shall be reviewed by the search committee.

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Commented [NK4]: "a candidate is invited to interview."

Policy 404: Faculty Appointments

404.1 APPOINTMENT

An appointment is a contractual agreement between a faculty member and the university. The terms and conditions of the appointment are described in this manual, the faculty member's role statement (policies 405.6.1 and 11.1), and salary notification and benefits forms. As an integral part of the appointment, faculty shall be entitled to the full range of benefits and privileges for which they are eligible.

1.1 Policies Respecting Appointments

The university shall take sufficient time to seek, and then to investigate thoroughly, candidates for appointment to assure that only highly qualified personnel are employed, and shall not discriminate against any candidate on the basis of race, color, religion, sex, sexual orientation, national origin, age, veteran status, marital or parental status, or the presence of any sensory, physical or mental disability or handicap.

The university shall hire as faculty members only candidates who are committed to carrying out the mission of the university.

Faculty positions and administrative positions to be filled by faculty members, when external searches are being conducted, shall be advertised in media most likely to reach qualified persons who may have an interest, including those media that will encourage under represented applicants. In addition to candidate-initiated applications, faculty will be invited to submit nominations; and the search and screening committee will be obligated to identify qualified candidates by encouraging nominations and aggressively pursuing promising nominees.

1.2 Professional Services

Faculty members shall be employed and their professional services and compensation shall be determined in accordance with the following policies. Professional services are, for example,

teaching, research, extension, library, professional career and technical education, and related and supporting services, and are described in the role statement.

(1) The university has a right to the full-time professional services of each faculty member as described in the role statement to the extent prescribed by his or her appointment.

(2) The appointments of tenured faculty members shall be automatically renewed annually. Notice in writing of intent to dismiss a tenured faculty member shall be in accordance with policy 407.2.1(5). Notice to terminate the employment of a tenured faculty member shall be in accordance with policies 406.2.3 and 4.4. Dismissal and termination are defined in policy 407.2.1(5).

(3) The appointments of tenure-eligible faculty members in the probationary period are automatically renewed annually unless they receive notice of non-renewal in accordance with policy 407.7 (in particular, 7.3). Notice in writing of intent to dismiss a tenure-eligible faculty member shall be in accordance with policy 407.2.1(5). Notice to terminate the employment of a tenure-eligible faculty member shall be in accordance with policies 406.2.3 and 4.4. Dismissal and termination are defined in policy 407.2.1(5).

(4) Term appointments for faculty members are automatically renewed annually, based on performance or funding, unless the faculty members are given notice of non-renewal in accordance with policy 407.7 (in particular, 7.3). Notice in writing to dismiss a faculty member with a term appointment shall be in accordance with policy 407.2.1(5). Notice to terminate the employment of a faculty member with a term appointment shall be in accordance with policies 406.2.3 and 4.4. Dismissal and termination are defined in policy 407.2.1(5).

(5) Special appointments for faculty members are renewed at the discretion of the academic unit in which the appointment is held. Special appointments may expire without notice of nonrenewal.

(6) Decisions to resign shall be submitted in writing by the faculty member as soon as possible, but not later than three months prior to the effective date of resignation. The notice shall be submitted to the department head or supervisor; that administrator shall advise the appropriate academic dean, chancellor, or vice president for extension and agriculture, or ~~regional~~ statewide campus dean, of the decision. The appropriate academic dean, chancellor, or vice president for extension and agriculture shall advise the provost who, in turn, shall advise the president. A

faculty member's resignation terminates all rights and privileges, such as rank and tenure, which he or she enjoyed as a faculty member.

(7) A faculty member's professional service to the university shall be covered by appointment compensation. This shall not, however, prevent the university from employing faculty members for temporary assignments on supplemental appointments with additional salary covering professional services beyond a standard load. Commitment for such extra service must have the specific approval of the appropriate department head or supervisor, academic dean, chancellor, vice president for extension and agriculture, or ~~regional~~ statewide campus dean, and the specific approval of the provost and the president. Supplemental appointments shall not adversely affect the responsibilities described in the role statement under the regular appointment.

(8) An initial role statement and any subsequent revisions to the role statement shall be prepared in accordance with policies 405.6.1 and 11.1.

(9) The merit salary increase of individual faculty members shall be arrived at following an annual appraisal of performance by the appropriate administrators, including the department head or supervisor, academic dean, chancellor, vice president for extension and agriculture, or ~~regional~~ statewide campus dean. Consideration shall be given to the quality of the entire range of professional services as defined in the faculty member's role statement.

1.3 Minimum Educational Requirements for Tenured and Tenure-Eligible Appointments

The minimum educational requirements for tenured and tenure-eligible faculty can be found in policy 401.3.1 through 401.3.5.

1.4 Graduate Degrees from the University

Except under unusual circumstances, it is the policy of the university not to grant graduate degrees to its own faculty members, where the degree satisfies a prerequisite for appointment or advancement in rank. Requests for exceptions must be individually considered and approved by the provost based on appropriate recommendations.

404.2 TERM OF APPOINTMENT; DEFINITION OF ACADEMIC YEAR

In the appointment of faculty members, two types of terms will be used: (1) an appointment on an academic year basis and (2) an appointment on a fiscal year basis.

Academic year appointees receive holidays and sick leave; however, they do not earn annual leave. Faculty on academic year appointments may be absent from campus between terms after they have fulfilled the professional responsibilities of their assignments; they may earn up to three additional months of salary for teaching, research or administrative assignments during the summer that precedes the academic year.

An academic year does not exceed 274 consecutive calendar days commencing in August. Within this framework in any given year the specific dates for the academic year are approved by the Executive Committee.

Fiscal year appointments are made for teaching, research, extension, library, or administrative assignments, or for a combination of such assignments. Fiscal year appointees receive holidays and earn annual and sick leave.

404.3 APPOINTMENT PROCEDURES, TENURED OR TENURE-ELIGIBLE FACULTY AND FACULTY WITH TERM APPOINTMENTS

The department head or supervisor and the search and screening committee are responsible to ensure that all university regulations pertaining to affirmative action and equal opportunity are adhered to throughout the appointment process.

3.1

The faculty of departments and other academic units, in conjunction with the department head or supervisor, shall determine the need for and general parameters of faculty appointments congruent with its mission and role.

3.2

The department head or supervisor, shall obtain authorization from the provost, through the appropriate academic dean, chancellor, vice president for extension and agriculture, or ~~regional~~ **statewide** campus dean to establish or fill any appointment on the academic unit's faculty.

3.3

The department head or supervisor shall appoint a search and screening committee of not less than five members. A majority, and, where possible five members, must be appointed from among the faculty of the department or the Library if the search occurs there. In searches for faculty who will reside at campuses other than Logan, the search and screening committee must include faculty representation from the campus where the new faculty member will reside. See policies 401.4.3(4) and 5.3(2) for limitations on appointments of faculty to serve on search and screening committees.

3.4

In consultation with the department head or supervisor, and the faculty of the academic unit and, where appropriate, the academic dean, chancellor, vice president for extension and agriculture, or the ~~regional~~ **statewide** campus dean, the search and screening committee shall prepare the job description and advertising in accord with university regulations.

3.5

The search and screening committee shall screen applicants according to the job description and identify a suitable pool of candidates to be further considered by the faculty and pertinent administrators. Where feasible, at least three candidates shall be identified.

3.6

Candidates shall be invited to come to the Logan campus and, when appropriate, to the campus location where they will reside, at university expense to be interviewed by the academic unit's faculty and pertinent administrators, to give lectures, and/or to participate in departmental seminars and other appropriate campus activities in order that the candidates shall become better known and evaluated, and to assure that they become acquainted with the institution and the locality of their prospective work and domicile.

~~In an effort to provide additional voices in the hiring process, improve transparency, and provide unique perspectives on prospective faculty, the department head or supervisor, associate vice-president will establish a mechanism to encourage the involvement of involve and obtain feedback from students regarding in the evaluation process of any faculty candidates. This applies to candidates interviewed for a position that includes teaching as part of the role statement at-brought to the Logan or regional statewide campuses to interview for a position that includes teaching as part of the role statement. For practical reasons, County Extension faculty searches are excluded from this requirement. Examples of student participation in the search and screening procedures could might include, but are not limited to, the following: including a student as a non-voting member of the search and screening committee; establishing a student-screening committee that acts independently from the faculty screening committee and has dedicated time to interview the candidate; or inviting students to participate in research or-teaching seminars or group question and answer sessions with the candidates. Student-participation could also include asynchronous participation (e.g., reviewing recordings of-research or teaching presentations). Instructions for how students should shall provide feedback will be provided to students at or before the time when the invitation to interview is extended to the candidate. when the position is initially advertised and students will be given advance notice-when candidates are invited to campus to interview at or before the time when the schedule is-developed for other groups with whom the candidates will meet. This student feedback shall be reviewed by the search committee.~~

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3.7

When the investigation of candidates has been completed, the search and screening committee shall solicit recommendations from faculty and pertinent administrators. Utilizing these recommendations and their own knowledge of the candidates, the search and screening committee members shall present its list of acceptable candidates and all supporting information to the department head or supervisor, ranked in order of preference.

3.8

The department head or supervisor shall forward a recommendation from the list of acceptable candidates recommended by the search and screening committee, including all supporting information, to the academic dean and, where appropriate, the chancellor, or vice president for extension and agriculture.

3.9

The academic dean and, where appropriate, the chancellor, or vice president for extension and agriculture, shall forward to the provost the academic unit's recommendation together with all pertinent and supportive data from the faculty and the department head or supervisor. If the provost is in agreement, the provost, as the president's designee, shall approve the appointment of the candidate.

3.10

Tentative offers can be made to a prospective appointee only with the approval of the provost.

404.4 APPOINTMENT PROCEDURES; FACULTY WITH SPECIAL APPOINTMENTS

The department head or supervisor is responsible to ensure that all university regulations pertaining to affirmative action and equal opportunity are adhered to throughout the appointment process.

4.1 Adjunct and Visiting Ranks and Titles

Before appointing faculty in the adjunct and visiting ranks, the department head or supervisor shall consult with the faculty and then make a recommendation to the academic dean and, where appropriate, the chancellor, vice president for extension and agriculture, or the ~~regional~~ **statewide** campus dean. In turn, the academic dean and, where appropriate, the chancellor, vice president for extension and agriculture, or the ~~regional~~ **statewide** campus dean shall make a recommendation to the provost. If the provost is in agreement, the provost, as the president's designee, shall approve the appointment of the candidate.

4.2 Temporary Ranks and Titles

(1) The faculty of departments and other academic units, in conjunction with the department head or supervisor shall determine the need for and general parameters of temporary faculty appointments congruent with its mission and role.

(2) The department head or supervisor shall obtain authorization from the provost through the appropriate academic dean, chancellor, vice president for extension and agriculture, or ~~regional~~ **statewide** campus dean to establish or fill a temporary appointment in an academic unit's faculty.

(3) The department head or supervisor, together with the appropriate academic dean, chancellor, vice president for extension and agriculture, or ~~regional~~ **statewide** campus dean, shall prepare the job description and advertising in accord with university regulations.

(4) The department head or supervisor shall consult with the faculty and then make a recommendation to the appropriate academic dean, chancellor, vice president for extension and agriculture, or ~~regional~~ **statewide** campus dean. In turn, the academic dean, chancellor, vice president for extension and agriculture, or ~~regional~~ **statewide** campus dean shall make a recommendation to the provost. If the provost is in agreement, the provost, as the president's designee, shall approve the appointment of the candidate.

4.3 Emergency Appointments

Emergency appointments to the temporary ranks (policy 401.5) may be approved by the provost after consultation with the appropriate academic dean, chancellor, vice president for extension and agriculture, or ~~regional~~ **statewide** campus dean and the appropriate department head or supervisor without following the procedures in policy 404.3.

404.5 APPOINTMENT PROCEDURES: FACULTY WITH ADMINISTRATIVE DUTIES IN AN ACADEMIC UNIT

The academic dean, chancellor, vice president for extension and agriculture, or ~~regional~~ statewide campus dean and the search and screening committee are responsible to ensure that all university regulations pertaining to affirmative action and equal opportunity are adhered to throughout the appointment process.

5.1 External Search Procedures for Heads of Academic Units

The academic unit will make good faith efforts to acquire the resources to conduct an external search for faculty with administrative duties in the academic unit. Applications from qualified faculty of the university will be considered.

- (1) The faculty of academic units, in conjunction with the academic dean, shall determine the need for and general parameters of faculty appointments with administrative duties in an academic unit congruent with its mission.
- (2) The academic dean shall obtain authorization from the provost to establish or fill a faculty appointment with departmental administrative duties.
- (3) The academic dean shall appoint a search and screening committee of not less than five members. A majority, and, where possible five members, must be appointed from among the faculty of the department or the Library if the search occurs there. See policies 401.4.3(4) and 5.3(2) for limitations on appointments of faculty to serve on search and screening committees.
- (4) In consultation with the academic dean and the faculty of the academic unit, the search and screening committee shall prepare the job description and advertising in accordance with university regulations.
- (5) The search and screening committee shall screen applicants according to the job description and identify a suitable pool of candidates to be further considered by the faculty and appropriate administrators. Where feasible, at least three candidates shall be identified.

(6) Candidates shall be invited to come to the Logan and, when appropriate, to the campus location where they will reside, at university expense to be interviewed by the academic unit's faculty and pertinent administrators, to give lectures, and/or to participate in departmental seminars and other appropriate campus activities in order that the candidates shall become better known and evaluated, and to assure that they become acquainted with the institution and the locality of their prospective work and domicile.

(7) When the investigation of candidates has been completed, the search and screening committee shall solicit recommendations from faculty and pertinent administrators. Utilizing these recommendations and their own knowledge of the candidates, the search and screening committee members shall present a list of acceptable candidates and all supporting information to the academic dean listed in alphabetical order without any indication of ranking or preference, unless otherwise mutually agreed between the academic dean and the search and screening committee.

(8) The academic dean shall forward a recommendation from the list of acceptable candidates recommended by the search and screening committee, including all supporting information, to the provost.

(9) If the provost is in agreement, the provost, as the president's designee, shall approve the appointment of the candidate.

(10) Tentative offers can be made to a prospective appointee only with the approval of the provost.

(11) The tenure of faculty with administrative duties is held in the appointing academic unit.

5.2 Internal Search Procedures for Heads of Academic Units

The procedures for an internal search are identical to the procedures for an external search, with the following differences:

(1) The authorization in policy 404.5.1(2) shall be to establish or fill a faculty appointment with administrative duties in a department or other academic unit from among the department's or other academic unit's faculty.

(2) The job description shall not be advertised, but shall be circulated internally to the academic unit's faculty. The job description will include the requirement that the appointee be tenured in the department or other academic unit. Interested faculty will submit applications to the search and screening committee.

5.3 Appointment of Faculty with Assistant or Associate Departmental Administrative Duties in a Department or Other Academic Unit

Assistants or associates to these positions (for example, department heads) are appointments of the administrator in charge, subsequent to consultation with the faculty.

404.6 APPOINTMENT PROCEDURES: FACULTY WITH ADMINISTRATIVE DUTIES OUTSIDE AN ACADEMIC UNIT

The president, or designee, and the search and screening committee are responsible to ensure that all university regulations pertaining to affirmative action and equal opportunity are adhered to throughout the appointment process.

6.1 External Search Procedures

A good faith effort will be made to acquire the resources to conduct an external search for administrators who require faculty status. Applications from qualified faculty of the university will be considered.

(1) When a vacancy occurs the president shall appoint a representative search and screening committee and chair following consultations with the President of the Faculty Senate, administrators, appropriate faculty, and affected staff. The committee shall be structured to represent the interest of the faculty at large in conducting searches for chancellors, vice presidents and for the provost, and to represent an academic unit's faculty when conducting searches for academic deans.

(2) As its first order of business, the search and screening committee shall refine the current description of the position, and if necessary, prepare an appropriate description. The announcement shall be reviewed with the provost and president before its publication. The position announcement shall be published by the university.

(3) Through the steps listed below, the committee shall reduce the list of applicants to three or more acceptable finalists, where feasible, who can be recommended to the president.

(a) The committee shall evaluate all applications using the position announcement as the initial criterion for eliminating unqualified applicants. (b) The committee shall reduce the number of qualified applicants to manageable proportions. (c) Each committee member shall evaluate the remaining applications and should participate in deliberation of their relative merits. Any conclusions the committee may arrive at concerning the relative merits of the finalists should not be withheld from the president.

(4) When the final list of candidates has been reviewed with the president, the names of the finalists will be announced to the university community along with a series of interview dates when the candidates will be able to visit the campus for interaction with concerned faculty and staff.

(5) The president shall evaluate input from the committee, administrators, faculty, and staff in making a selection from the list of final candidates recommended by the committee. The committee shall be informed of the president's selection.

(6) The president shall recommend to the Board of Trustees the appointment of the selected candidate.

(7) In cases where faculty status is to be sought for an individual who functions primarily as an administrator, the faculty in the academic department or academic unit in which the faculty status is sought shall decide whether and at what level to grant such status within the provisions of this policy (policy 405).

(8) Administrative appointments that require faculty status are subject to the approval of the Board of Trustees.

(9) When applicants for administrative appointments that require faculty status seek tenure, any such tenure must be held within an academic department or other academic unit.

6.2 Internal Search Procedures

While every effort will be made to conduct external searches for appointments at this level of administration, this policy is included for those occasions when an internal search is considered appropriate.

The procedures for an internal search are identical to the procedures for an external search, with the following differences:

- (1) At the time the president appoints a representative search and screening committee, the president shall communicate the reasons that an internal search is being conducted.
- (2) The position shall be advertised in a manner most likely to reach qualified persons who may have an interest in such a position.

Report
Ombudsperson Ad Hoc Committee
December 9, 2020

Participants: Michelle Baker, Paul Barr, Patrick Belmont, Janis Boettinger, Cindy Dewey, Boyd Edwards, Maura Hagan, Bradford Hall, Christy Glass, Laurie McNeill, Christopher Skousen, and Alexa Sand.

On December 4, 2020, the participants listed above met to explore possible changes to USU policy that would: (a) reduce the faculty time demands associated with including ombudspersons in promotion and tenure committee meetings, (b) improve the efficiency of these meetings, and (c) maintain the equity of these meetings that we have enjoyed since establishing the ombudsperson policies in 2005.

This meeting, and subsequent e-mail communications, resulted in eight recommendations:

1. An ombudsperson shall continue to be required at every promotion advisory committee (PAC) and tenure advisory committee (TAC) meeting.
2. When a new PAC or TAC is formed, the dean's office assigns an ombudsperson to that committee.
3. The dean's office, in consultation with department heads, manages ombudsperson workloads and any assignment changes.
4. The PAC or TAC committee chair includes the assigned ombudsperson in the process of scheduling committee meetings.
5. The committee chair notifies the dean's office of any negligence on the part of the ombudsperson.
6. Faculty members holding one of the highest two ranks in the categories of (1) tenured or tenure-eligible appointments, and (2) term appointments without eligibility for tenure may serve as ombudspersons on any PAC or TAC committees.
7. All faculty members holding the highest two ranks in their category shall be trained as ombudspersons.
8. All members of each committee shall ensure that due process is followed and shall protect the rights of the candidate and the university.

Resolution of the DSU Faculty Senate

The Faculty Senate hereby resolves that the name of our institution be changed and that the word "Dixie" no longer be included in its name.

As the great entrepreneur and educator Roger W. Babson stated, "I more and more see the need both of courage to stand fast and the willingness to change. Even though these two characteristics seem contrary and paradoxical, a successful life demands a proper mixture of them both. One is the lock and the other is the key; either without the other becomes useless." Just so, we respectfully and gratefully acknowledge the many alumni, faculty, staff, and community who built this institution, often at great sacrifice, and who contributed to its growth and success. We stand fast to their legacy and many wholesome traditions and practices of our past - the lock. We also express our resolve and commitment to make this important change – the key.

Specifically, we hereby call for our new strategic plan, "Stature to Distinction," to incorporate an institutional commitment to complete the process of renaming our institution within the 2020-21 academic year.

We believe this change will be of great benefit to our students, faculty, staff, athletic programs and community, and help lead us to a distinguished future.