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Utah State University

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FACULTY SENATE AGENDA

January 11, 2021

3:00 – 4:30 p.m.

[Zoom Meeting](#)

Agenda

- 3:00 Call to Order** Timothy Taylor
[Approval of Minutes](#) – November 30, 2020

- 3:05 University Business** Noelle Cockett, President | Frank Galey, Provost

- 3:20 Information**
[EPC Monthly Report](#) – December 3, 2020 Paul Barr
HR 385 Code Change (redline-summary-final) Doug Bullock/Mica McKinney/Allison Adams

- 3:30 Reports**
[Council on Teacher Education](#) Annual Report ([One-pager](#)) Sylvia Read
[Scholarship Advisory Board](#) Annual Report Craig Whyte

- 3:40 Old Business**
N/A

- 3:40 New Business**
Ombudsperson Report Boyd Edwards
USU Promotion and Tenure Process Survey Boyd Edwards
(https://usu.co1.qualtrics.com/jfe/form/SV_3qulyYYopWvNg9v)
[USU Response](#) to Dixie State University Resolution Timothy Taylor

Adjourn: 4:00 pm



FACULTY SENATE MINUTES

November 30, 2020

3:00 – 4:00 pm

Zoom Meeting

Call to Order - Timothy Taylor

[Approval of Minutes](#) – November 2, 2020

Minutes approved as distributed.

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

President Cockett – Moved into post remote learning and things have gone quite smoothly with it. The biggest thank you is for the faculty who have adapted to this form of teach. Currently 30% of students have kept their apartment contracts and 70% have returned to their homes. This gives the university six weeks before January 1 and then two weeks after that before the start of the spring semester. Enrollment numbers are down approximately 4% and it is lower than what USU thought fall semester would be. The thought is that students might be taking a gap semester until things return to normal, post COVID. USU will still plan for Covid student testing under the Governor's emergency order. The timing has moved from weekly to bi-weekly and USU will move to random sampling rather than testing all students. Continue to get a good supply of tests and test students when they come to campus. The news for the vaccine looks very promising. Over the next 6-8 weeks the institution will be working on a proposal to become a vaccination hub on the USU campuses. The President thanked everyone for all they have done to keep the semester going. It is very much appreciated.

Provost Galey – Added to the President's thanks for the faculty. Starting to think about spring semester. The Faculty Senate will hear about the spring days off from Renee Galliher. There will be a friendly amendment changing one Friday to a Thursday so that both days off do not hit two Fridays. Department of Justice is finally wrapping up comments on protocols for Title IX investigations. This is going to require work to adjust the 407 code regarding sexual harassment and sexual misconduct. Currently working with Nikki Kendrick and the PRPC on these changes. The legal department will also help align the code. Met with the deans and they are hearing about some concerns with the freshman cohorts. Need to encourage them to persevere.

Information

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

General Education Subcommittee – No meeting. Nothing to report

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

Curriculum Subcommittee – 134 Semester Course Approval forms approved. Approved eight R401 proposal requests.

Discussion of the Graduate Student Survey and the GRE requirement.

Draft language for the standardization of course justification.

Discussion of EPC/Curriculum handbook. A draft will be completed and circulated for the January meeting. IDEA evaluations update for 7-week courses.

[Spring Calendar Update](#) - Renee Galliher

Adding two additional days. Adding a no class day on Friday, March 12 and adding a no class day on Friday, April 9. Classes on Thursday, April will follow a Friday schedule.

Motion to support the Spring Calendar Update made by Candi -Carter Olsen. Seconded by Maureen Hearn. Update approved.

Course Fee Policy - Renee Galliher

A few years ago, there was a state-wide audit of USHE institutions regarding course fees. USHE felt that USU was doing pretty well. One thing the auditor identified is that USU does not have a course fee policy in place. They found that there are procedures but no policy. The Course Fee Committee has worked a formal policy through the system and have received feedback from a number of stakeholders. This is not a policy that will go into the 400 section of the code. Course fee committee is not looking for approval but just feedback.

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

Dixie State Faculty Senate has created a resolution which was approved by 2/3 of the Dixie Faculty Senate. They are looking at agreement from other USHE institutions. No vote is needed but this will be brought back to the Faculty Senate in another month or so. DSU is not proposing a name yet, just looking at changing the name. U of U has already completed and submitted their resolution.

Faculty Senate Meeting dates for Spring 2021 - Timothy Taylor

Looking at moving the January 4 Faculty Senate meeting to January 11 due to Spring semester starting later.

Motion to move the January 4 Faculty Senate Meeting to January 11 made by Doug Ramsey. Seconded by Keith Grant-Davie. Faculty Senate meeting moved to January 11.

Reports

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

The goal of this is to alert members of the community to the analytic work that is being done and provide the results. There are insights for students, faculty, staff, etc. The grading rubrics has saved the faculty time in grading. Anyone who would like a copy of the report can contact Mitchell Colver and he will send one. Prepared by a well-trained data science team. No motion required for this update/report.

[Library Advisory Council Annual Report](#) – Britt Fagerheim

The group met twice in the 2019-2020 academic year. The library was mostly remote in the spring semester and opened up a little more for fall. Looking at electronic journals which have been becoming unsustainable. (See report)

Motion to approve the Library Advisory Council Annual Report made by Joel Ellsworth. Seconded by Phillip Waite. Report approved.

Old Business

N/A

New Business

Faculty Forum Task Force - Timothy Taylor

Looking at better ways to conduct Faculty Forums and ensure they are relevant for all faculty. It was decided that there is not a good reason to wait until November each year but have suggestions/recommendations that can be brought forward throughout the year. Patrick Belmont will chair the task force overseeing faculty forums. Faculty can contact Patrick Belmont and/or Tim Taylor if they would like to participate on the task force.

Motion to create a task for to oversee Faculty Forums made by Boyd Edwards. Seconded by John Ferguson. Task Force approved.

[Term Appointment Faculty Task Force](#) - Timothy Taylor

A joint task force between the Provost's Office and the Faculty Senate has been created to prepare a report on Term Faculty Appointments. It was found that there are no clear differences between titles and outside letters are not likely appropriate. Currently USU has 1/3 of the faculty that are term appointments. Need to ensure that faculty code is current and correct. Need to get clarification from the Academic Freedom and Tenure Committee on the code changes that may be needed. It was recommended that

USU look at best practices at other universities. Suggested members for the task force are: Paul Barr (Provost's Office), a dean from one of the eight colleges, a department head (with term appointment), Tim Taylor, Nick Roberts and term faculty from Extension, Statewide Campus and John Ferguson (Business). A report would be presented to the Faculty Senate on April 26, 2021.

Motion to create a task force made by Boyd Edwards. Seconded by KimberLeigh Hadfield. Task force approved.

Adjourn: 4:00 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.**
-
-

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](#).)



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.

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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:



University Policy 385: Appointments of Opportunity

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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

385.1 PURPOSE AND SCOPE

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.

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RESOURCES

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- [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

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%
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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

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.

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

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Page 5: Jon M. Huntsman School of Business 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

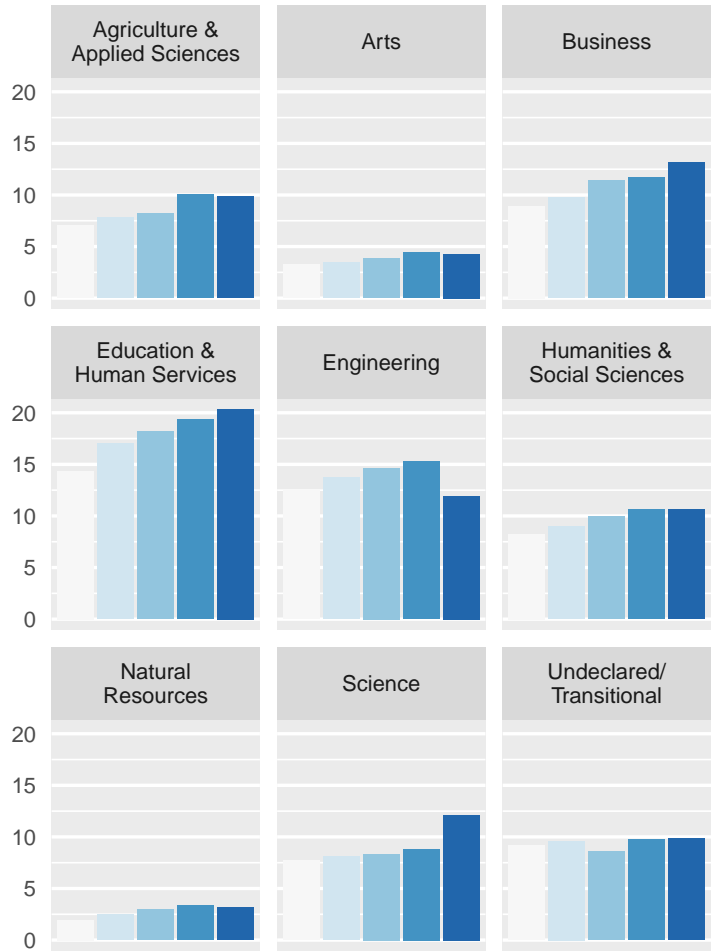
Aid Year	Total Amount	Total Students	UG Students	GR Students
1920	\$95,345,247.76	11,898	10,288	1,632
1819	\$93,291,469.87	11,490	9,940	1,571
1718	\$86,074,957.10	10,984	9,442	1,570
1617	\$80,996,119.99	10,879	9,380	1,528
1516	\$73,164,249.27	10,451	8,948	1,519

Summary (2019-2020 comparison to 2018-2019)

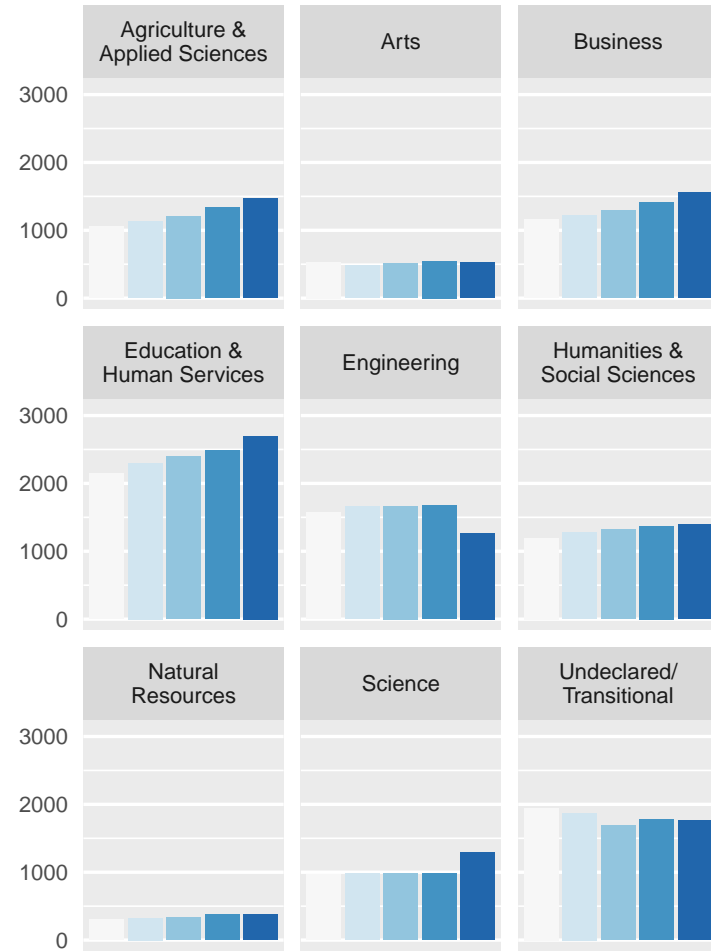
- \$2,053,777.89 increase in institutional scholarships awarded
- 2.15% increase in total amount awarded
- 3.43% increase in total student recipients
- 3.38% increase in undergraduate recipients
- 3.75% increase in graduate recipients

Utah State University

Total Funds Disbursed Per AidYear
per million USD



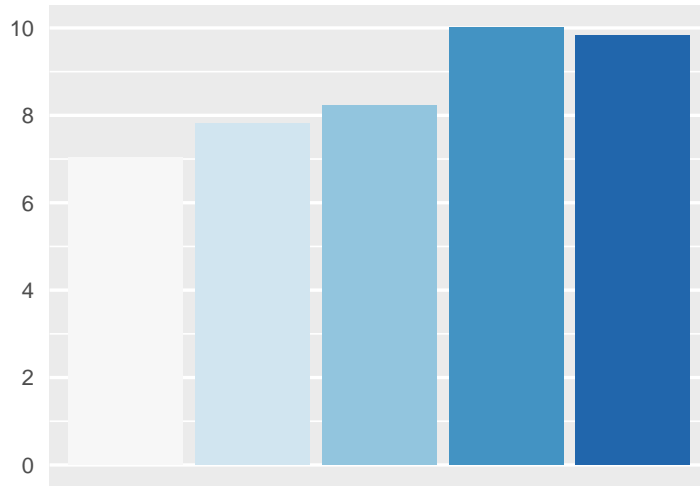
Total Recipients Per AidYear



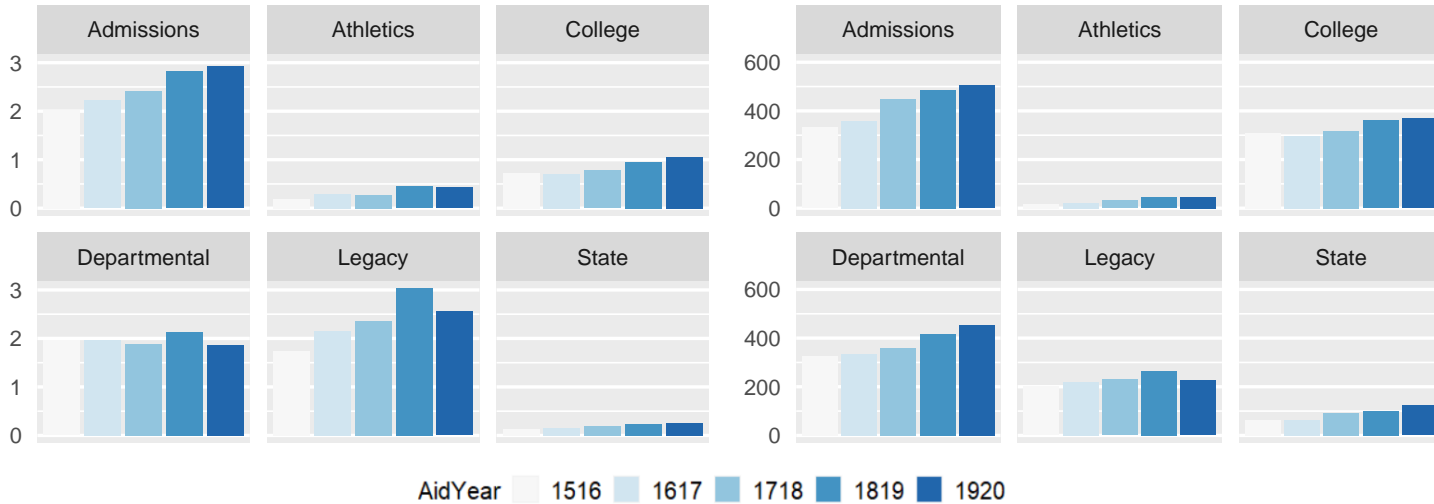
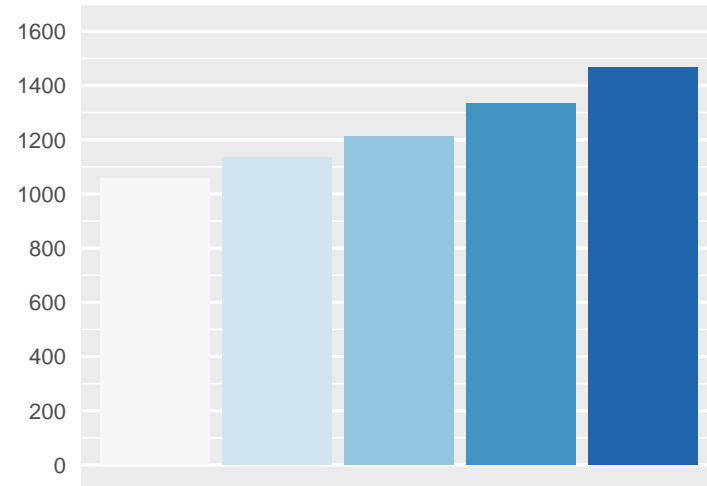
AidYear 1916 1917 1918 1919 1920

College of Agriculture and Applied Sciences

Total Funds Disbursed Per AidYear
per million USD

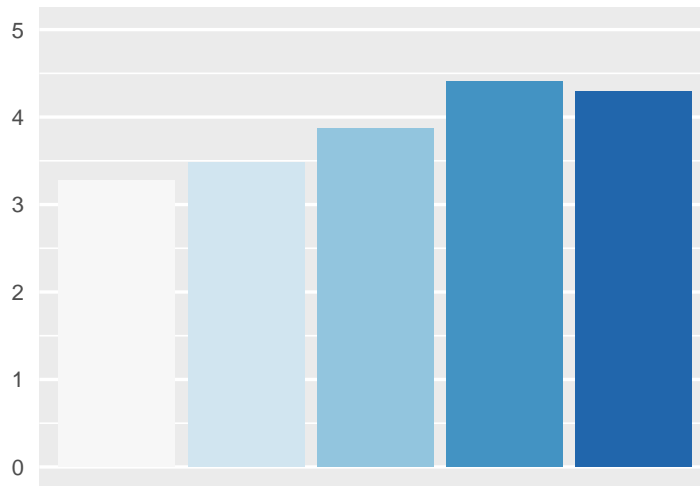


Total Recipients Per AidYear

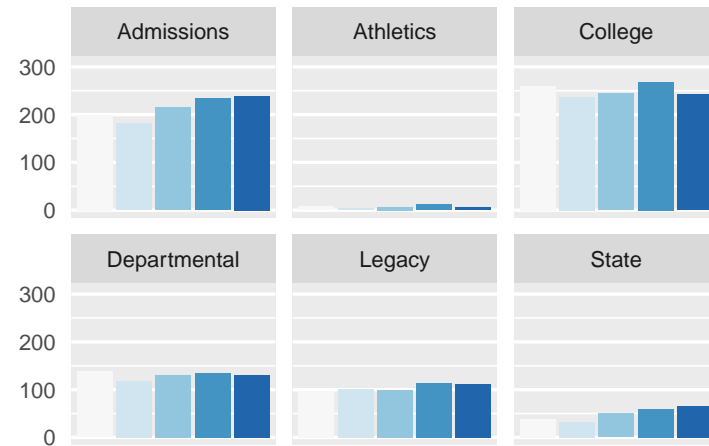
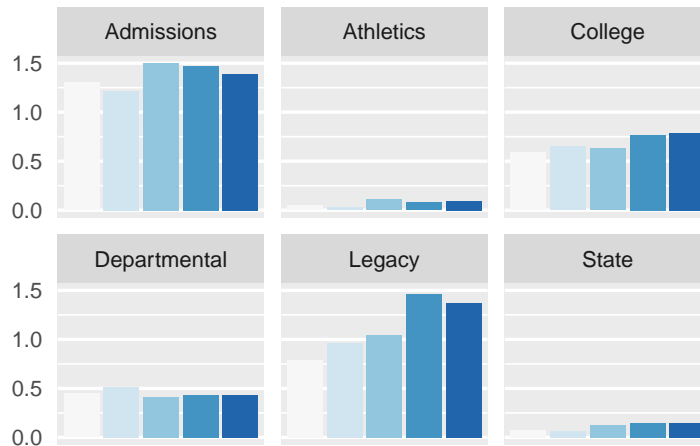
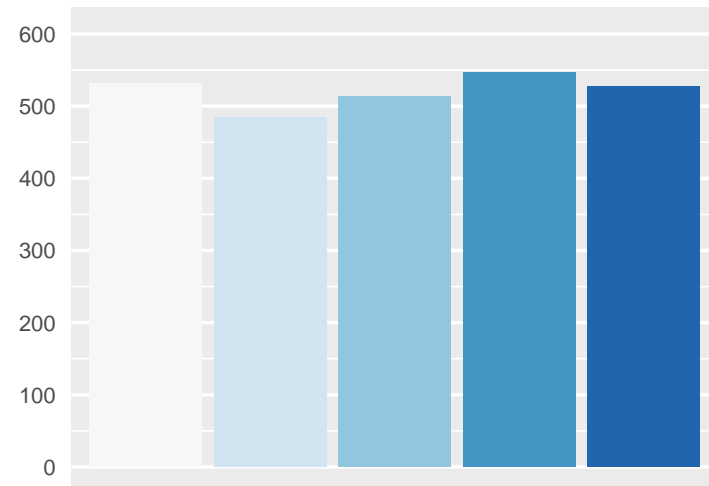


Caine College of the Arts

Total Funds Disbursed Per AidYear
per million USD



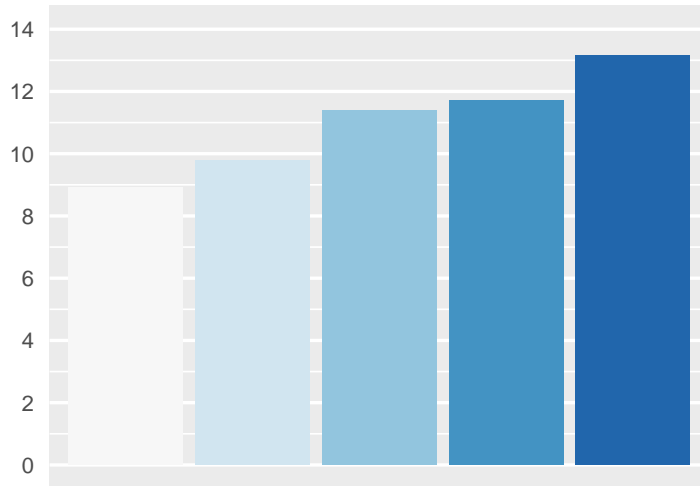
Total Recipients Per AidYear



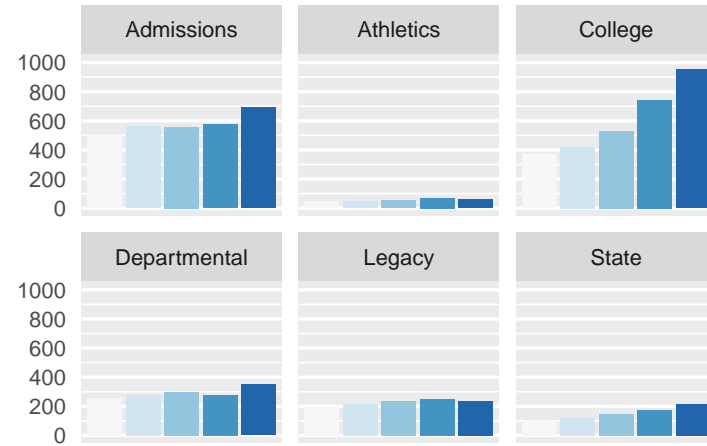
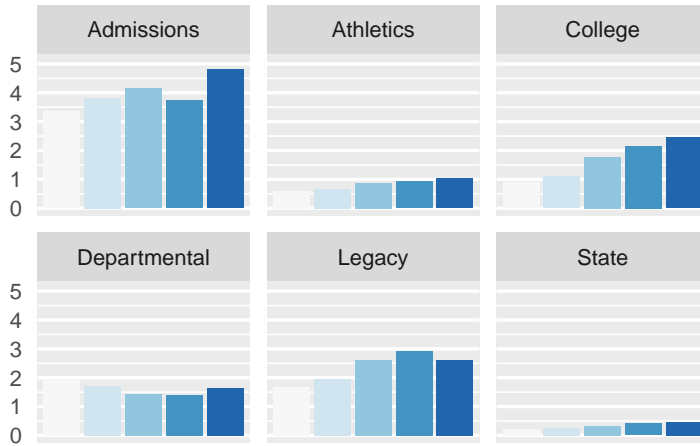
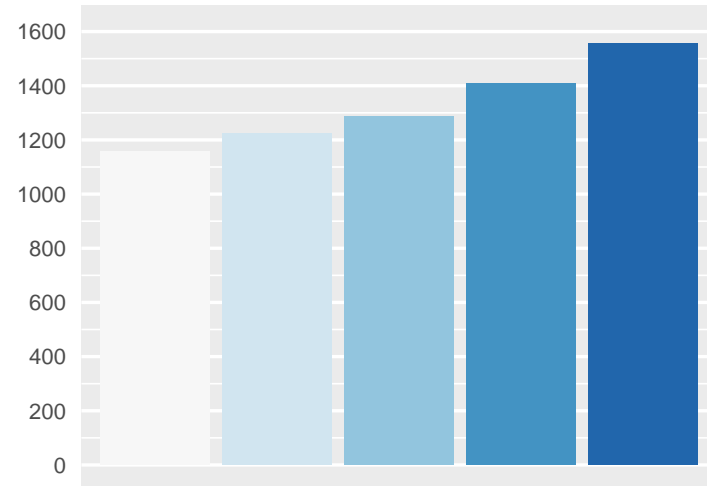
AidYear 1516 1617 1718 1819 1920

Jon M. Huntsman School of Business

Total Funds Disbursed Per AidYear
per million USD



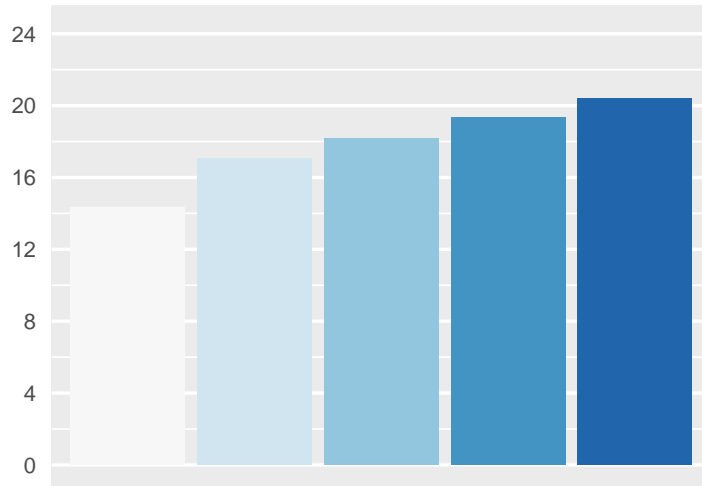
Total Recipients Per AidYear



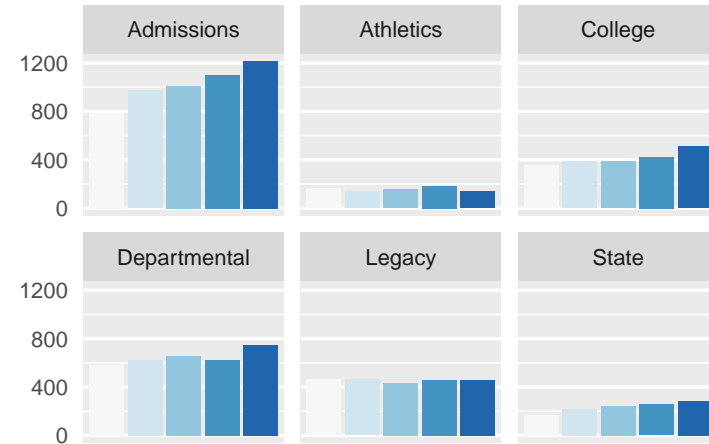
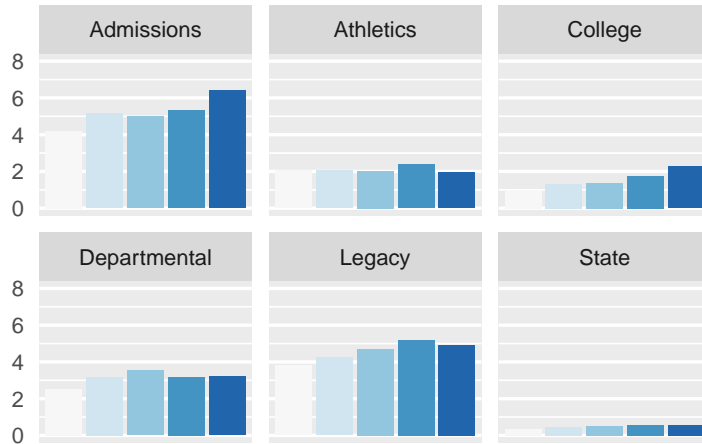
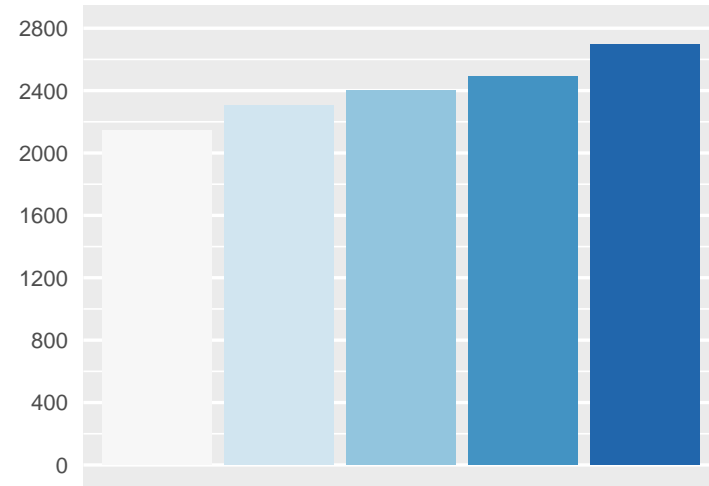
AidYear 1516 1617 1718 1819 1920

Emma Eccles Jones College of Education and Human Services

Total Funds Disbursed Per AidYear
per million USD



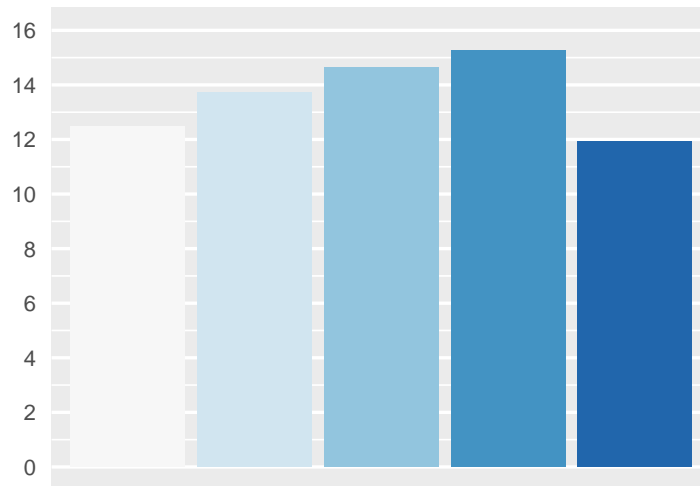
Total Recipients Per AidYear



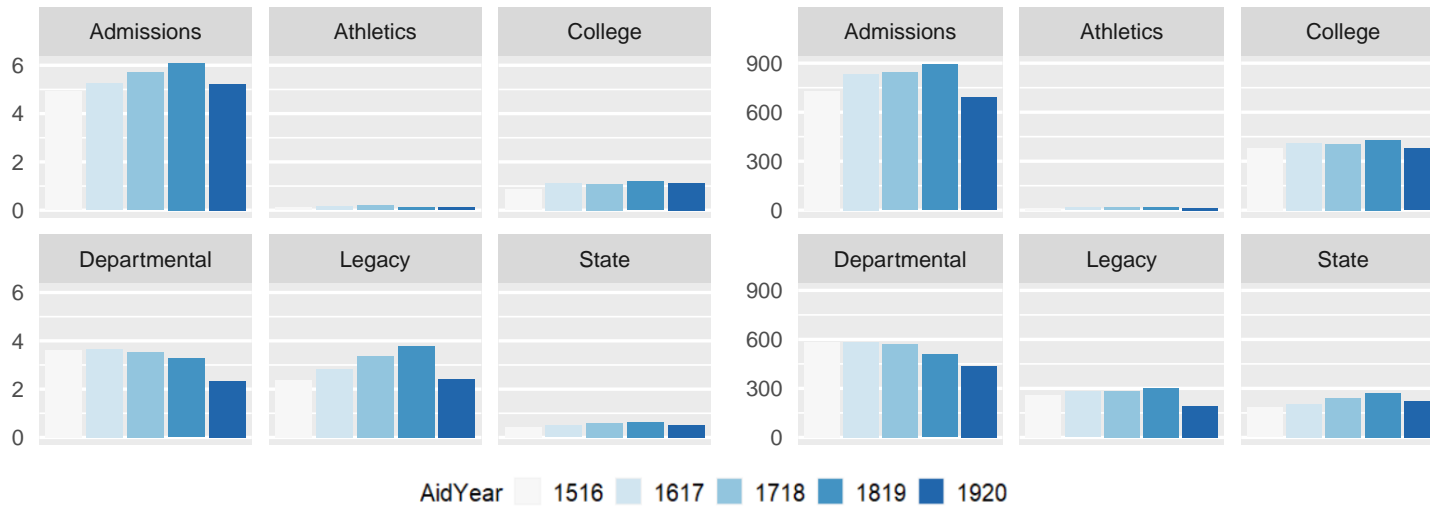
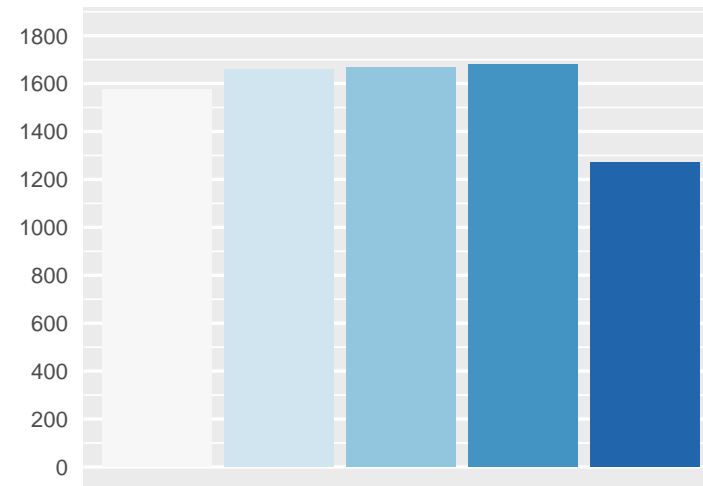
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College of Engineering

Total Funds Disbursed Per AidYear
per million USD



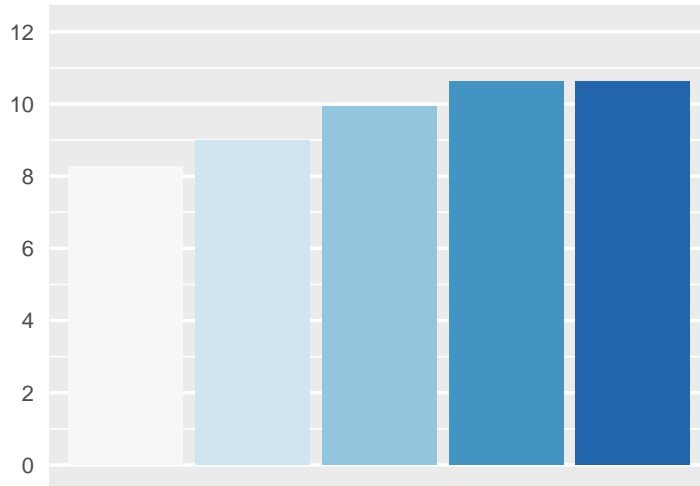
Total Recipients Per AidYear



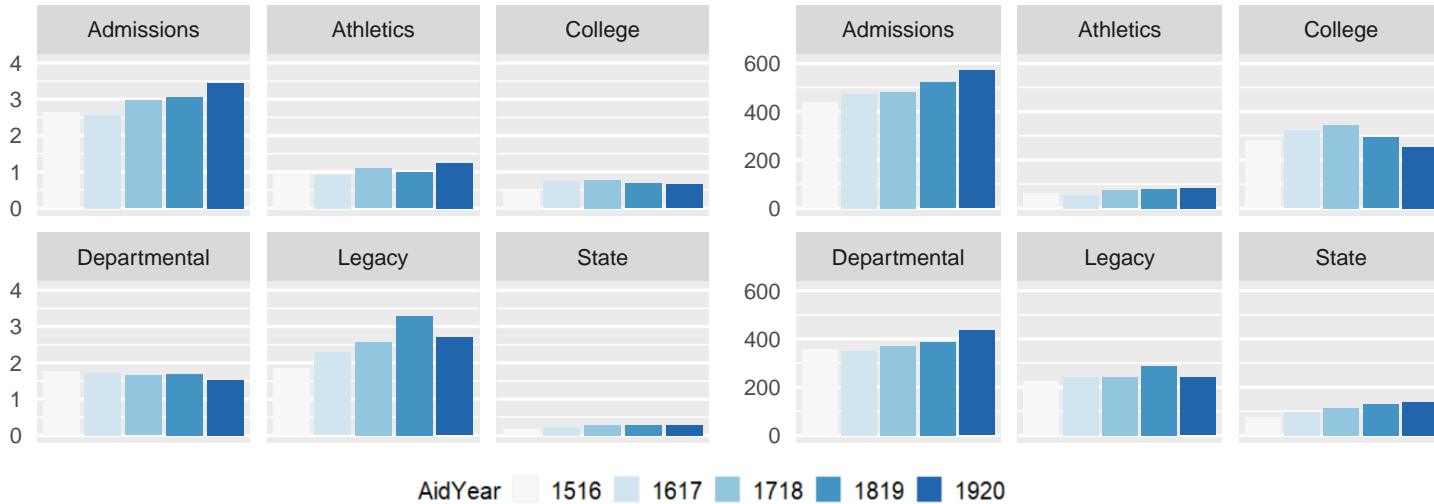
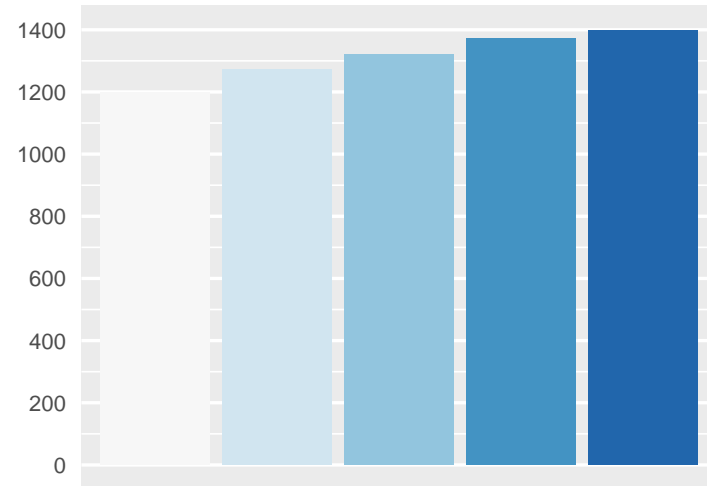
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College of Humanities and Social Sciences

Total Funds Disbursed Per AidYear
per million USD

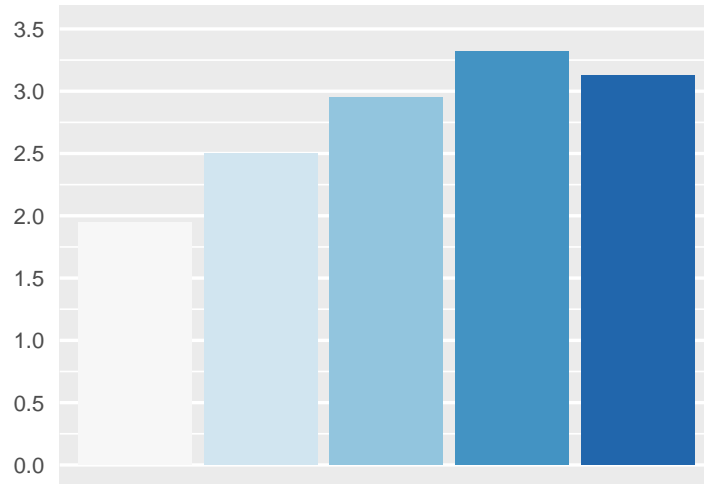


Total Recipients Per AidYear

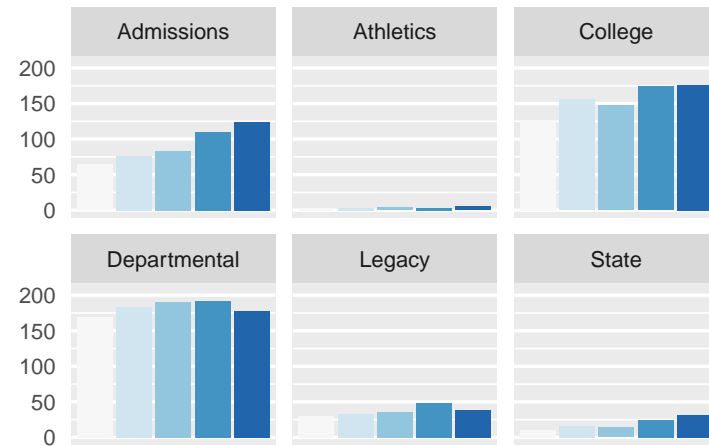
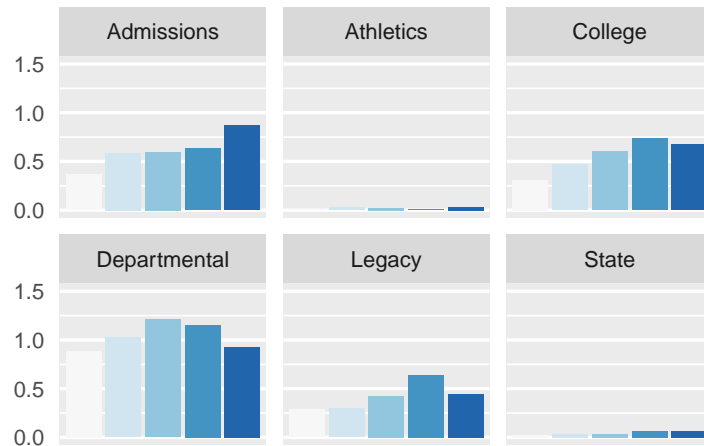
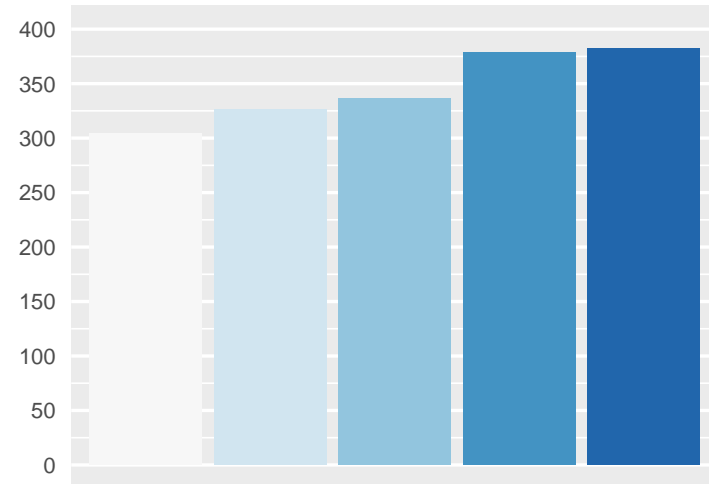


Quinney College of Natural Resources

Total Funds Disbursed Per AidYear
per million USD



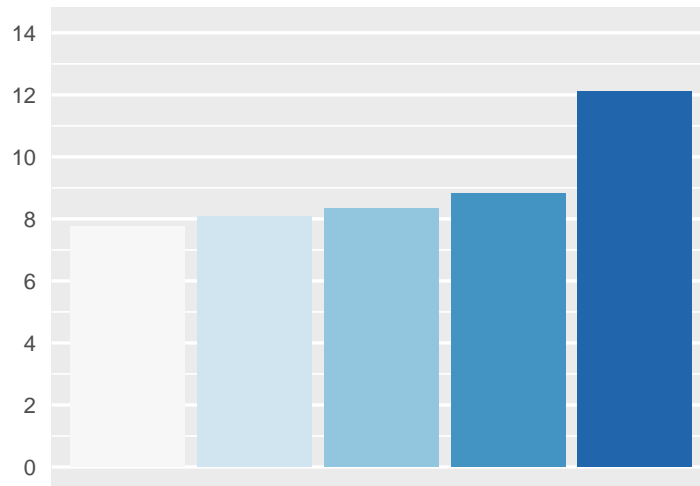
Total Recipients Per AidYear



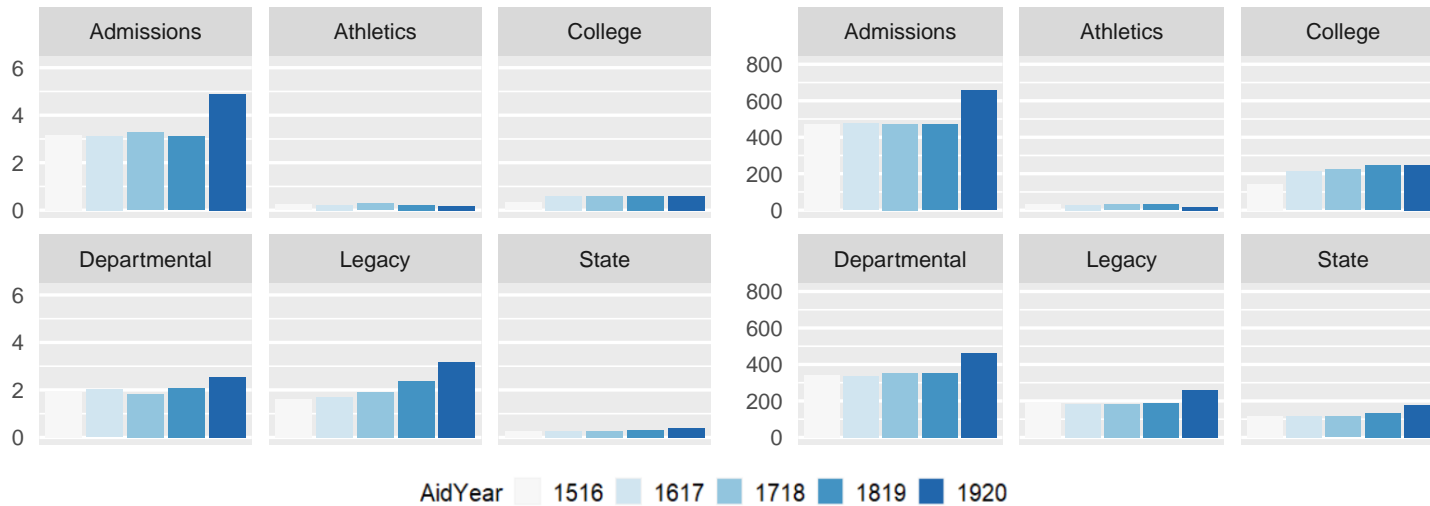
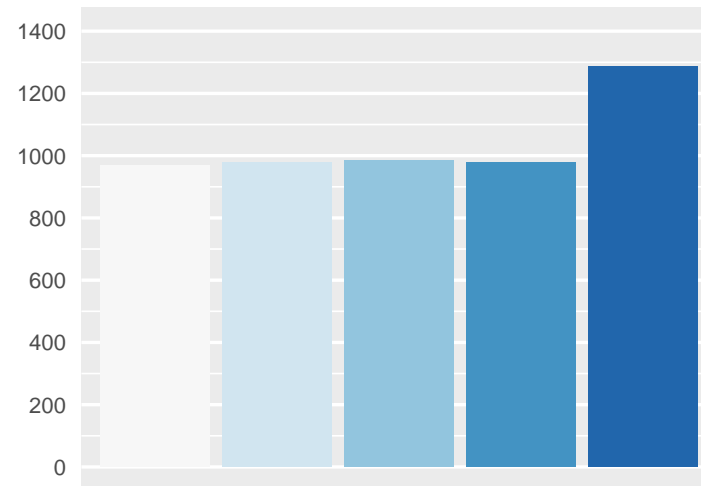
AidYear 1516 1617 1718 1819 1920

College of Science

Total Funds Disbursed Per AidYear
per million USD

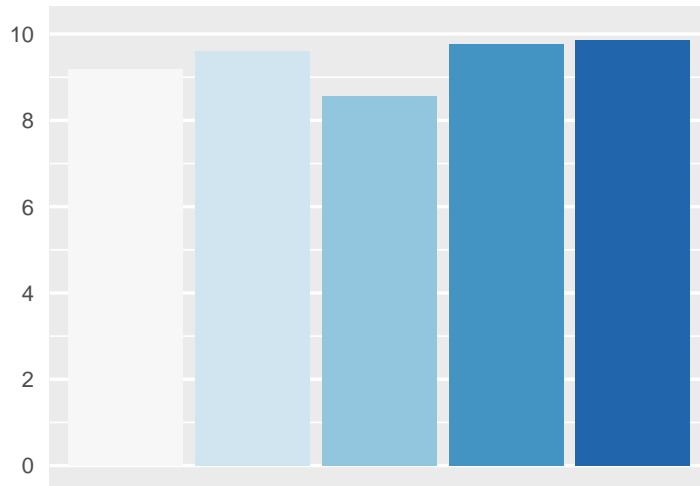


Total Recipients Per AidYear

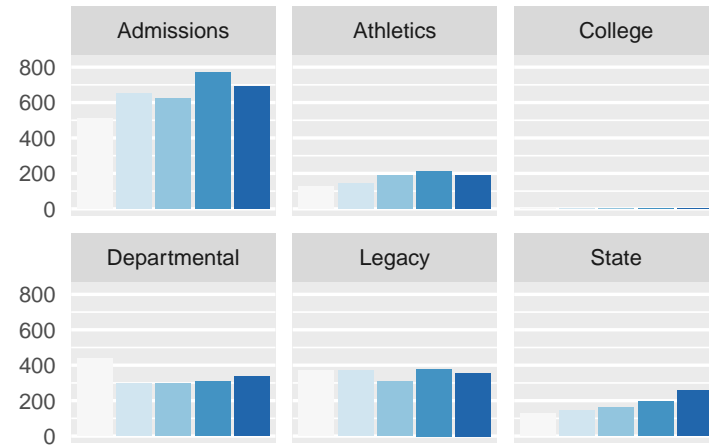
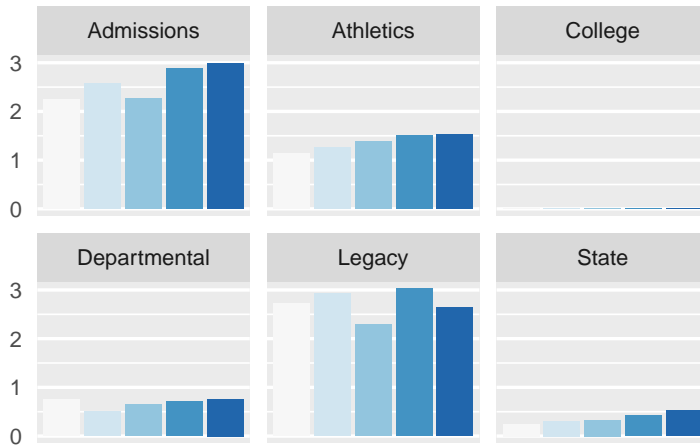
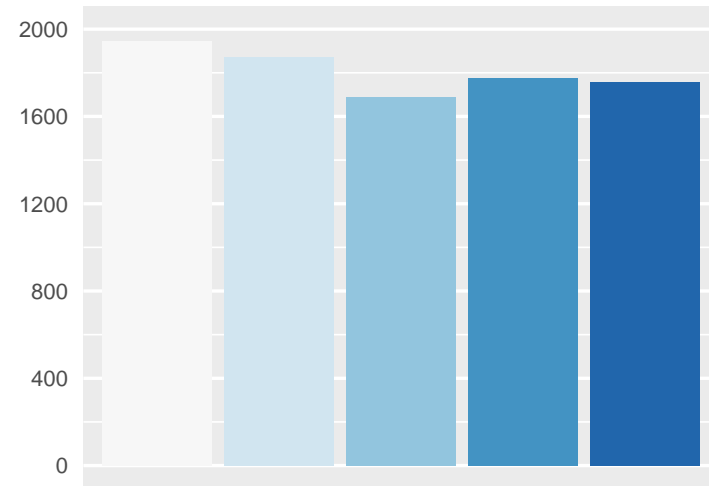


Undeclared/Transitional

Total Funds Disbursed Per AidYear
per million USD



Total Recipients Per AidYear



AidYear 1516 1617 1718 1819 1920

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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.

USU Proposed Resolution

“On behalf of the faculty of the Utah State University, the USU Faculty Senate endorses the efforts of the Faculty Senate of Dixie State University to pursue changing the name of the institution, in accord with the resolution adopted by the Faculty Senate at DSU.”

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).