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FACULTY SENATE EXECUTIVE COMMITTEE MEETING

September 21, 2015

3:00 – 4:30 p.m.

Champ Hall

Agenda

- 3:00 Call to Order**.....Ronda Callister
Approval of Minutes August 31, 2015

- 3:05 University Business**.....Stan Albrecht, President
Noelle Cockett, Provost

- 3:20 Information Items**
 - 1. Human Participants in Research Policy.....Mark McLellan
 - 2. Reducing the size of some Faculty Senate Committees.....Ronda Callister

- 3:25 Reports**
 - 1. EPC Annual Report.....Larry Smith
 - 2. EPC Items September 2015.....Larry Smith
 - 3. Honors Program.....Amber Summers-Graham
 - 4. Libraries Advisory Council.....Britt Fagerheim
 - 5. Parking Committee.....James Nye

- 3:45 Unfinished Business**
 - 1. 402.12.7(1) Add “University Service Award” to the list of the Faculty Evaluation
Committee duties (Second Reading)Jerry Goodspeed

- 3:50 New Business**
 - 1. 401.4.2.4 Proposal to change code to include state with federal Cooperators
(First Reading).....Jerry Goodspeed
 - 2. 405.7-12 allow for Presidential exceptions to external reviewers when teaching
is the major role assignment (First Reading).....Ronda Callister
 - 3. FS Reapportionment Proposal.....Doug Jackson-Smith

- 4:30 Adjournment**

FACULTY SENATE EXECUTIVE COMMITTEE MINUTES

August 31, 2015 3:00 P.M.

Champ Hall Conference Room

Present: Ronda Callister (Chair), Britt Fagerheim, Dennis Garner, Betty Hassell, Doug Jackson-Smith, Vijay Kannan, Kimberly Lott, Mark McLellan, Dan Murphy, Jeanette Norton, Robert Schmidt, Charles Waugh, Vincent Wickwar, Lindsey Shirley (President Elect), President Stan Albrecht (Ex-Officio), Provost Noelle Cockett (Ex-Officio), Joan Kleinke (Exec. Sec.)

Ronda Callister called the meeting to order at 3:00 p.m.

Approval of Minutes

There were no corrections to the minutes. The minutes of April 13, 2015 were adopted.

Information Items

Calendar. Available online at <http://www.usu.edu/fsenate/calendar/FSCalendar2015-2016.pdf>.

FS Members Roster. Available online at <http://www.usu.edu/fsenate/fs/2015-2016/members/FSMembers2015-2016.pdf>. Includes a list of alternates for each college.

Broadcasting Meetings. Please be aware that all FSEC and FS meetings are broadcast to the distance sites and the rooms are equipped with very sensitive microphones. Please keep paper shuffling and side conversations to a minimum as they will be picked up and transmitted.

University Faculty Ombudsperson. Senate leadership is in discussion with administration about the creation of a University Ombudsperson, which would be different from the P & T Ombudsperson, to handle informal dispute resolutions.

Minor Editorial Corrections to PTR Code Change. There will be some minor editorial changes to the Post Tenure Review packet that was passed in the Spring. Those will be coming back to the Senate this year.

Doug Jackson-Smith made a motion and volunteered to make a presentation to the Senate and a faculty wide email to be sent out to inform faculty of the new PTR changes. Jeanette Norton seconded and the motion passed.

Faculty Forum. The Faculty Forum will be held November 9, 2015 in Room 154 of the Library. This is a separate meeting from the scheduled Faculty Senate Meeting.

University Business - President Albrecht and Provost Cockett. The President highlighted some of the issues that will be brought before the trustees or dealt with administratively this year. The economy continues to improve and it is anticipated there will be positive things on the economic front; however there will be great competition for legislative dollars. It is expected that funding will be more and more based on performance in the future. There is an increased debate over accreditation. USU is facing its comprehensive accreditation review in 2016. Accessibility will continue to be a critical issue for USU, particularly given changes in demographics among the incoming students. Sexual assault and civil rights on campus is a big issue nationwide. Reliance on shared governance will be increasingly vital as the pace of change in higher education continues to increase. The Freshman class is up about 700 over one year ago. Classroom space, housing and faculty resources are being spread thin.

Doug Jackson-Smith asked the President about online growth and what the staffing model looks like in this area. Is there a conscious decision to move away from tenure track faculty in this growth area? The President and Provost will continue this discussion with faculty. One in three students is taking an online course.

Robert Schmidt asked the President about legislative money given to the Athletics program last fall and if it is an ongoing appropriation. The President confirmed it is an ongoing appropriation. There may be some push back in the legislature to get that changed.

Executive Committee Orientation

FSEC Role in Faculty Communication – Ronda Callister. Ronda reminded the committee regarding their role in communicating with the faculty in their colleges. Please keep in mind that the time between a first and second reading in the senate is a time to get feedback from colleagues.

Overview of Faculty Senate Webpage – Joan Kleinke. Everything you need to know is on the Faculty Senate Website. Information is continually updated. <http://www.usu.edu/fsenate/>

Reports

Graduate Council and Research Council Report – Mark McLellan. Mark gave highlights of the dual report. It has been a record year for research funding bringing in \$232 million University wide. Sprinkled through the report are illustrations of their faculty success.

Doug Jackson-Smith made a motion to place on the Report agenda and Vince Wickwar seconded. The motion passed unanimously.

Old Business

Code Change Deferred 407.6.4(1) Reasons for Non-renewal – Ronda Callister. This change was objected to by University Counsel as it would compromise the Presidents neutral position as an arbitrator in decisions. This will come back to the Senate after a solution is found.

Code Change 406 Dealing with urgent financial issues – Vince Wickwar. During the recent budget cuts it was discovered that in practice the code did not allow for the flexibility needed to deal with urgent financial matters. A special committee reviewed the issue and concluded their work at about the same time that the post tenure review conversations began. This issue was put aside until the post tenure review came to completion. Vince reviewed the process the committee followed and a list of significant changes they recommend. He would like to send it back to AFT and BFW for review again since so much time has elapsed and membership has changed. Over the coming months we need to begin the process of review by the FSEC and Senate for approval hopefully finished by the April meeting.

Doug Jackson-Smith moved to send the issue to AFT and BFW for review. The motion was seconded by Vijay Kannan and passed.

Brown Bag Lunches with the President – Ronda Callister. We did not get to this item on the agenda.

New Business

Resolution to change code to include state to federal cooperators – Robert Schmidt. In the College of Natural Resources there are faculty which in the code are classified as Federal Cooperators, there are others in the College of Agriculture. These people have faculty type positions, but are funded by the Federal Government. There has recently been a faculty member funded by the State in the College of Natural Resources. They would like to propose that the code language be changed to include such State funded positions.

A motion to place on the agenda as New Business to send to PRPC was made by Vince Wickwar and seconded by Mark McLellan. The motion passed.

Potential Issues for Faculty Senate Action – Ronda Callister.

- Filling Committee Vacancies (Committee on Committees). Please remind the senators in your college to fill out the survey that has been distributed.
- Possible reduction of number of faculty serving on FS Committees. Large committees hinder the opportunity for good conversation and decision making. Most large committees are now meeting via email as there is not a way to coordinate face to face meetings with such a large group. All committees have representatives from each of the 12 units. They also may have faculty senate representatives. Ronda proposes that a senator could fill both roles on a committee and represent the senate as well as their unit. Ronda suggests that without changing the code if everyone is in agreement, they will move towards this model. It was suggested that the elected alternates also be eligible to fill the senate positions on committees. This will be a topic of discussion going forward.
- Appeals process to be used any place mutual agreement is required for PTR – An appeals process for the PTR process needs to be put into place. Ronda suggests that forming an ad hoc committee to work on the details of this issue and encourages those who may have served on the PTR committee last year to join in this process. Discussion continued about the PTR process and ensuring that possible

interpersonal problems between department heads and faculty be considered in pursuing an appropriate appeals process.

- Exceptions for external reviewers when teaching is the major role assignment. There have been problems with external reviewers who don't know how to evaluate teaching. Provost Cockett talked about reluctance from external reviewers where teaching is the primary assignment. Exceptions can be made if the faculty member agrees to exclude the external reviewers. There is one place in the code that needs the inclusion of the statement found in 8.3(1) "A waiver of the external review process may be granted by the president when such a process is operationally not feasible for a particular set of academic titles and ranks". This appears in the term and tenure sections but also need to be included in the section on promotion.
- 401.4(4c) Term appointment faculty can be senators, but are not counted in apportionment. Should this be changed? This hurts Regional Campuses and USU Eastern the most. Doug Jackson-Smith will propose a code change to remove the conflicting language at the next meeting.

Adjournment

The meeting adjourned at 4:40 p.m.

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



POLICY MANUAL

Section 500: OPERATING POLICIES

Number 584

Subject: Human Participants in Research

Effective Date: XXX XXX, XXXX

308.1 PURPOSE

The purpose of this policy is to govern the involvement of human participants in the conduct of research at Utah State University. The University is committed to safeguarding the rights and welfare of human participants, and complies with the regulations of the U.S. federal government and the State of Utah.

308.2 DEFINITIONS

2.1 Research

For the purposes of this policy, research is defined in harmony with 45 Code of Federal Regulations (CFR) 46 as a systematic investigation, including research development, testing and evaluation designed to develop or contribute to generalizable knowledge.

For the purpose of this policy, a systematic investigation is defined as a process that involves the formulation of a hypothesis or research question and the collection and/or analysis of data that will lead to a conclusion that either supports or disproves the hypothesis or that answers the research question. Generalizable knowledge is any result of research that is intended to be extended (or generalized) beyond the population or program being investigated. Such extension shall include public disclosure of such results either in public settings, through publication of a thesis or dissertation, or through other dissemination or publication.

The USU Institutional Review Board (IRB) shall have the sole responsibility, through interaction with the Principal Investigator (PI) and review as set forth in this policy, to determine whether an investigation to be conducted constitutes research in accordance

with 45 CFR 46, as illustrated in Decision Chart #1, published as guidance by the Office of Human Research Protections (OHRP), available at:

<http://www.hhs.gov/ohrp/humansubjects/guidance/decisioncharts.htm>.

2.2 Human Participant

A human participant (“participant”) in research is a living individual, about whom an investigator (whether professional or student) conducting research obtains:

- (1) Data through intervention or interaction with the individual; or
- (2) Identifiable private information.

The terms “human participant” and “participant” are equivalent to the terms “human subject” and “subject” as used in the “Common Rule,” 45 CFR 46.

2.3 Human Research

Human research, or research involving human participants, is any research, as defined above, that involves human participants in accordance with 45 CFR 46 and as illustrated in Decision Chart #1, published as guidance by the OHRP, available at:

<http://www.hhs.gov/ohrp/humansubjects/guidance/decisioncharts.htm>.

The USU IRB shall have the sole responsibility of determining whether an investigation constitutes human research, under the above definition. The following activities, which may be found to be exempt from Common Rule (45 CFR 46) requirements, shall nonetheless be included among those to be submitted for IRB review: quality improvement programs and program evaluations carried out for other than exclusive use by the organization sponsoring the evaluation, classroom exercises that are associated with research methodologies courses, public health activities, and innovative health care.

2.4 Investigator

Investigator is a person or entity affiliated with USU, whether as an employee, student or otherwise, whose role statement, job description, employment assignment, and/or function within the University is, either in whole or in part, to carry out research. Such investigators shall include, but not be limited to, USU faculty, professional researchers, research assistants, laboratory and clinical staff, and others as may be designated by the Vice President for Research.

Principal Investigator (PI) is an investigator who is an employee of the University and is authorized by his/her unit and college, or by the Vice President for Research, to take responsibility for research involving human participants. This individual shall have primary responsibility for submitting research protocols and carrying out research programs that protect the health and well-being of Human Participants, as set forth in this policy.

2.5 Intervention

Intervention includes both physical procedures, by which data are gathered (for example, venipuncture), and manipulations of the participant or the participant's environment that are performed for research purposes.

2.6 Interaction

Interaction includes communication or interpersonal contact between investigator and participant.

2.7 Vulnerable Populations

The IRB gives special consideration to protecting the welfare of particularly vulnerable populations, such as children, prisoners, pregnant women, mentally disabled persons, or economically or educationally disadvantaged persons.

1. A child is a person under the age of 18 who is not able to legally consent to treatments or procedures involved in the research (see Utah Code Annotated 75-1-201 [29]).
2. A child's guardian, according to DHHS regulations, is an individual authorized to consent on behalf of the child to general medical care.
3. A guardian of an incapacitated adult shall be a person who has qualified as such pursuant to testamentary or court appointment.

2.8 Private Information

Private information includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (e.g., a medical record). Private information must be individually identifiable (i.e., the identity of the subject is or may be ascertained by the investigator or associated with the information) in order for the obtaining of the information to qualify as research involving human participants.

2.9 Minimal Risk

Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater, in and of themselves, than those ordinarily encountered in daily life, or during the performance of routine physical or psychological examinations or tests.

2.10 Conflict of Interest

An individual conflict of interest is a situation in which a University employee owes a professional obligation to the University, which is or can be compromised by the pursuit of outside interests. Conflicts of interest are further defined and discussed in USU Policy 307 Conflicts of Interest.

An Institutional Conflict of Interest (ICOI) exists whenever the financial or other interests of the University, or of an Institutional Leader acting within his or her authority on behalf of the university, conflict with - or have the potential to conflict with - obligations to University research participants or others.

Unaddressed ICOI can give rise to bias entering into the decision making of the university, which could raise questions regarding the integrity of the research.

Examples of such biases might be:

- Special handling of issues addressed by University departments or oversight committees, such as the Institutional Review Board (IRB)
- Management decisions that:
 - o Affect data ownership or sequestration of data.
 - o Restrict publication or dissemination of research results.
 - o Restrict intellectual property rights.
 - o Influence research agendas within the University.

For purposes of the Human Research Protection Program, Institutional Leaders are those senior leaders who are in a position to directly influence salaries, appointments, resource allocation or oversight of human participant research. This will include the president, vice presidents, associate vice presidents, deans, administrative directors, center directors and department heads. Members of the USU Board of Trustees have their own disclosure requirements, and USU shall coordinate with the Board of Trustees to identify any financial interests they may hold that would be considered to create an Institutional Conflict of Interest.

2.11 Confidentiality

Confidentiality is the withholding of certain information as specified under an agreement between USU and another individual or entity (e.g., a collaborating institution) wherein the entities agree to maintain as confidential all private information regarding the research, protocol, investigational process, and information discovered during the investigation. Also, the right of a human participant to have private information protected from disclosure except as allowed under the Privacy Rule (42 CFR 160, 164).

308.3 POLICY

USU investigators must adhere to strict ethical standards when involving human participants in their research. These standards are in place to protect the basic rights of participants. Any research that departs from the spirit of these standards violates University policy. All research performed under the auspices of USU, including

collaborative research conducted with one or more public or private entities, in which human participants are involved must be reviewed and approved by the Institutional Review Board (IRB) appointed by the Vice President for Research, or by such other review body as shall be designated by the IRB. USU, through its Human Research Protection Program, its IRB and other review processes, works together with investigators, sponsors and research participants to uphold ethical standards and practices in its research.

The IRB review and approval process shall be conducted in accordance with all U.S. federal government and state laws, and all University policies and regulations that govern the use of human participants in research, including the IRB Handbook and the IRB Standard Operating Procedures current at the time of the review. The requirement for IRB review and approval applies to all human research involving USU Investigators or human participants in all locations, whether funded or not, and whether conducted by faculty, students, or other employees. It also applies to persons unaffiliated with the University who wish to investigate participants who are under the protection of the University, such as students and patients. No such study shall begin before it has been approved by the IRB. No other official of the University may approve human research that has not been approved by the IRB. Investigators are encouraged to consult with the IRB Administrator, or the IRB Chair, during preparation of an early draft of proposals to be submitted, at which time concise and current details concerning human research can be obtained.

The IRB web site, at <http://www.usu.edu/research/irb>, is made available to principal investigators, investigators, human participants and others in order to provide ready access to USU's Policies, Standard Operating Procedures, the IRB Handbook, and associated information. Interested parties should make use of the information provided electronically, and whenever appropriate they may contact the IRB Administrator or Chair for additional assistance with the preparation, approval, and execution of protocols involving human participants.

Investigators are referred to the following documents and regulations, hereby made a part of this policy by reference:

1. *Ethical Principles and Guidelines for the Protection of Human Subjects of Research (The Belmont Report)*
2. 45 CFR 46 "Protection of Human Subjects," (The "Common Rule")
3. 45 CFR 160 and 164A,E "Standards for Privacy of Individually Identifiable Health Information," ("The Privacy Rule")
4. 42 CFR 50, Subpart F, "Responsibility of Applicants for Promoting Objectivity in Research for which PHS Funding is Sought"
5. Department of Health and Human Services guide document: "Financial Relationships and Interests in Research Involving Human Subjects: Guidance for Human Subjects Protection."

If an investigator is unsure of the interpretation of the federal and state statutes and guidelines as listed, or has other questions regarding the applicability or effect of federal, state, or local laws or regulations, he/she shall contact University Counsel for advice and direction.

The USU IRB is authorized to approve research protocols involving human participants through the Federal-Wide Assurance # 00003308, dated September 6, 2002. This assurance is on file with the Office of Human Research Protections, U.S. Department of Health and Human Services. USU delegates to the IRB the responsibility for reviewing research protocols primarily for the purpose of ensuring that human research is carried out in accordance with ethical principles, as outlined in the Belmont Report, and for protecting the welfare and rights of human participants. The IRB shall act independently in this capacity, but shall coordinate its review with other review bodies – including the Sponsored Programs Office, the Conflicts of Interest Committee, The Office of Compliance Assistance, and the Office of the Vice President for Research – whose responsibilities under USU policy include review of the scientific and scholarly validity of the proposed research study, and its freedom from bias introduced because of unmanaged conflicts of interest. The IRB is authorized to:

1. Approve, require modification to secure approval, or disapprove all human research activities overseen or conducted at USU;
2. Suspend or terminate approval of human research not being conducted in accordance with the IRB's requirements or that has been associated with unexpected serious harm to participants;
3. Observe, or have a third party observe, the consent process;
4. Observe, or have a third party observe, the conduct of the research.
5. Authorize a separate IRB or other review body that has a current FWA to provide oversight of a multi-site or specialized study under an authorization agreement, as allowed by federal statute.

308.4 PROCEDURES

4.1 Principles

Principles that IRB members consider during their reviews are set forth in the *IRB Review Checklist* document (available at: <http://irb.usu.edu/htm/guidelines>) current at the time of application. These principles include:

1. Minimizing the risks to participants.
2. Balancing of risks with the potential benefits from the study.
3. Obtaining informed consent from the participant or permission from a legal guardian before participation. Such consent or permission must be in writing unless waived by the IRB.
4. Providing adequate detail about the study in language that is understood by the participant so the participant can make an informed decision.
5. Maintaining participants' privacy and confidentiality.

6. Informing participants that their participation is voluntary and that they are free to withdraw from the study at any time without consequence.

4.2 Protocols

Protocols submitted to the IRB are categorized as follows:

(1) Exempt from further review

Determination of exempt status shall be made in accordance with the standard operating procedures of the IRB, and shall in no case be made by an individual who might have a conflict of interest concerning the study. All research adjudged to be exempt shall nonetheless be subject to monitoring and continued review by the institution through the IRB so that the health, well-being and privacy of human participants involved in such research are adequately protected. Such review shall require an annual update confirming that the then-current activities qualify for exemption, outlining any changes made in the protocol or indicating that the project has been completed and/or terminated.

Certain human research may be exempt from review under certain circumstances, in accordance with 45 CFR 46.101(b), subsections a-f. These may include the following: certain educational settings; certain tests, surveys, certain interviews and public behavior observations; certain existing data, documents, records, and specimens; certain public benefit or service programs and certain food taste/acceptance studies.

These exemptions must be arrived at by analyzing the decision charts referred to at HHS.gov under Policies and noted as “Checklists & Decision Trees” located currently at <http://www.hhs.gov/ohrp/policy/checklists/index.html>

(2) Subject to expedited review

If the IRB Administrator finds that a protocol involves no more than minimal risk, expedited review may be conducted by a limited number of experienced board members who possess expertise in the research activity being conducted. Selection of IRB members to conduct expedited reviews shall be by the IRB Chair, and expedited reviews shall be performed in accordance with the standard operating procedures of the USU IRB. This process generally requires a period of four to six weeks to complete.

(3) Subject to full review

In cases where more than minimal risk is involved, and where expedited review is deemed by the IRB Administrator to be insufficient or inappropriate, the protocol is subject to review by the full board. Such reviews typically require a period of four to six weeks to complete.

4.3 Protocols submitted to the IRB for review

Protocols submitted to the IRB for review shall be presented by a principal investigator, and shall consist of three components. (Forms and information can be found at <http://www.usu.edu/research/irb>)

(1) IRB Application Form

Completion of this form will allow the IRB Administrator to quickly place the protocol in the appropriate review category (exempt, expedited, or full board review). These forms have been developed to minimize the response time of the IRB. All sections of the application must be completed in order for the IRB to begin its review. Information should be written in lay language, avoiding jargon and acronyms.

(2) Copy of the grant, thesis, or dissertation upon which the project is based

If a project has none of the above documentation, a description of methods and objectives, and a clear, concise description of procedures to be used in the project shall be submitted.

(3) Informed Consent Form

This document must conform to the requirements of the IRB standard operating procedures as reflected in the *Informed Consent Checklist* (available at: <http://www.usu.edu/research/irb/forms/InformedConsentChecklist.doc>) and be approved for use in the study by the IRB. It contains the following elements as required under 45 CFR 46.116:

- (a) A statement that the study involves research
- (b) A statement of the research to be performed and the purpose of the research
- (c) A description of reasonably foreseeable risks or discomforts
- (d) A description of reasonably foreseeable benefits to participants and others
- (e) Appropriate alternatives to the study that may benefit the participant
- (f) A statement of confidentiality
- (g) Availability of compensation or treatment for injury
- (h) Contact information for:
 - 1. Answers to pertinent questions about the research
 - 2. Answers to pertinent questions about the research participants' rights
 - 3. Reporting of research related injuries or harms
 - 4. The research team (if not provided above) for questions, concerns, or complaints.
 - 5. Someone independent of the research team for problems, concerns, questions, information or input
- (i) A statement explaining that participation is voluntary and that there is no penalty or loss of benefit to which the participant was entitled if the participant withdraws or refuses to participate.

- (j) When appropriate:
 - (i) The consequences of a participant's decision to withdraw from the research.
 - (ii) An approximate number of participants involved in the study.
- (k) The informed consent form shall contain adequate information, written in plain language familiar to the participant, so that he/she can make an informed decision regarding participation.

4.4 Protocol Process

IRB applications shall be completed on line in accordance with the IRB standard operating procedures. Incomplete packages will be returned to the investigator without review. The IRB Administrator and staff work with Investigators to verify completeness of submissions and identify concerns or needed clarifications. Reviews are then conducted as described above. If full board review is required, the investigator will provide ample copies of packets for each board member (as directed by the IRB administrator) no later than two weeks before the monthly IRB meeting.

Upon completion of the IRB review, notification of decision regarding the protocol is sent by the IRB Administrator to the investigator. Revisions are sometimes needed, and when the protocol is considered to meet acceptable standards, the research protocol will be approved for one year (beginning on the date the protocol was approved), or such other term (never greater than one year) as shall be determined by the IRB.

For those protocols that require an extension beyond the one-year limitation of the IRB approval, a status report will be mailed to the investigator by the IRB Office one month before the anniversary approval date. The investigator will have ten working days from the date of receipt to submit the Status Report form. A memo shall be attached to the Status Report form stating the investigator's intention to continue the research and document any modification to the experimental protocol. The memo shall contain a concise overview of the research to date (i.e., current copy of the informed consent, number of subjects involved, summary of any recent significant findings, adverse events, etc.). If the protocol is acceptable, an approval letter will be sent to the investigator, extending the project for an additional year. Continuing review may occur more than once a year depending on the level of risk.

The investigator will maintain a current file for each protocol he/she submits and have a copy of all records relating to the research protocol (IRB application form, data derived from the study/case report forms/computer data/adverse events, correspondence with the IRB/sponsor/funding sources/FDA/others, sponsor's protocol—if applicable, original informed consent and assent forms).

4.5 Retention of Records

Records shall be retained by the PI for all protocols for three years from the date the study is completed, terminated, or discontinued. Federally-funded research may require a longer record retention period.

The IRB shall retain for at least three years after the completion of the research (or for protocols which are cancelled without participant enrollment, for at least a three-year period after cancellation) the following records in accordance with 45 CFR 45 Section 115:

1. Minutes of IRB meetings.
2. Protocols
3. Scientific evaluations
4. DHHS-approved sample consent documents and protocols, when they exist
5. Reports of injuries to participants
6. Records of continuing review activities including continuing review status reports submitted to the investigator.
7. Other progress reports submitted by investigators.
8. Statements of significant new findings provided to participants.
9. For initial and continuing review of research by expedited procedure;
 - a. The specific permissible category
 - b. A description of action taken by the reviewer
 - c. Any findings required under regulations
10. For exemption determinations, the specific category of exemption
11. Unless documented in the IRB minutes, determinations required by the regulations and protocol-specific findings supporting those determinations for:
 - a. Waiver or alteration of the consent process
 - b. Research involving pregnant women, fetuses, and neonates
 - c. Research involving prisoners
 - d. Research involving children
12. For each protocol's initial and continuing review, the frequency for the next continuing review.
13. Copies of all correspondence between the IRB and investigators.
14. A list of IRB members to be maintained on a continuous basis.
15. The standard operating procedures of the IRB to be maintained on a continuous basis.

Investigators will notify the IRB office if they either leave the University before the research is completed, or complete the research and leave the institution before the end of the three-year record retention date. If the investigator desires to take copies of the research records to another institution, additional issues may need to be resolved related to the Health Insurance Portability and Accountability Act (HIPAA, 45 CFR 160).

4.6 IRB Training in the Protection of Human Participants in Research

USU requires Investigators, co-investigators, and any research personnel who interact with participants in research to be trained in the ethical protection of human participants.

Certification achieved by completion of prescribed training shall be valid for three years from the date that training was completed.

4.7 Conflicts of Interest

The IRB Application Form shall include questions designed to identify any potential individual conflicts of interest that may arise in connection with the study. Positive disclosures of individual conflicting interests shall be referred by the IRB Administrator to USU's Federal Compliance Manager so that the conflict of interest can be fully disclosed and managed or eliminated, as required under federal guidelines and in accordance with USU Policy 307 "Conflicts of Interest." No research for which a conflict of interest has been disclosed shall be conducted under an IRB-approved protocol until a Conflict of Interest Management Plan has been approved for the work by the USU Conflict of Interest Committee. In addition, members of the IRB shall be queried at the beginning of each IRB review meeting concerning potential conflicts of interest they may have in connection with protocols to be reviewed. Members of the IRB who disclose such conflicts may provide information to the Board as requested, but shall recuse themselves from voting for approval or disapproval of the protocol in question.

Outside interests of USU or its Institutional Leaders that are related to USU research, and that could give rise to Institutional Conflicts of Interest (ICOI) shall be identified through two mechanisms which shall trigger initiation of an ICOI assessment procedure conducted under RGS Procedure 532:

1. A screening process conducted by the Sponsored Programs Division. All sponsored projects for which there is an external, non-governmental sponsor shall trigger an ICOI assessment.
2. A screening process conducted directly by the IRB. All projects in which a product or service is to be used, but which are not directly sponsored by the outside entity providing the product or service (and therefore not subject to Sponsored Programs review) shall trigger initiation of an ICOI assessment.

The ICOI assessment identifies matches between outside interests identified through the above screening processes with financial interests held by USU or its Institutional Leaders. Each match identified under these assessments shall be provided by the Federal Compliance Manager (FCM) to the Institutional Conflict of Interest Committee along with any proposed management plan and/or review of existing internal controls that would provide adequate management of the ICOI. After its review and action the ICOI Committee shall forward to the IRB any approved plan or recommendation. The IRB shall have final authority to accept and have the management plan implemented, to alter the management plan, or to deny the management plan and reject the study.

The Conflict of Interest Committee, appointed by the University President to oversee the implementation of Policy # 307 "Conflicts of Interest", shall, with the addition of a member deemed independent by the President, be constituted as the Institutional Conflict of Interest Committee, and shall have oversight of the implementation of the ICOI procedures contained herein.

The Conflict of Interest Committee will consist of:

1. the Provost or an authorized designee of the Provost (Committee Chair);
2. a representative from the Office of the Vice President for Research;
3. a representative of the Institutional Review Board;
4. a representative of the Faculty Senate;
5. a representative of the Intellectual Property Services Office; and
6. a member external, unaffiliated to the University.

Others may be added as the President deems appropriate. The Federal Compliance Manager and general counsel serve as ex officio members of the Committee.

The Institutional Conflict of Interest Committee shall meet as required to review all disclosed Institutional Conflicts of Interest related to Human Subjects Research; shall review for approval all Institutional Conflict of Interest management plans; shall recommend elimination of conflicts as it deems necessary; and shall monitor all active management plans.

4.8 Researcher Noncompliance: Allegations, Investigations, and Disposition

The purpose of this section of the policy is to ensure, consistent with Utah State University's Federal Wide Assurance, that human subjects research is conducted in accordance with applicable regulations, USU Policies governing human subjects research, IRB Standard Operating Procedures (SOPs), and determinations of the USU IRB.

Non-compliance is any situation, incident, or process during the conduct of human subjects research that is inconsistent with any of the following: applicable local, state, federal laws, regulations or policies; USU Policies; IRB SOPs; approved IRB protocols; or any directive from the USU IRB. Non-compliance may be minor and/or infrequent, or serious and/or continuing. USU's IRB works in collaboration with the USU Office of Compliance Assistance, University Counsel, and other USU units in receiving allegations of, evaluating, and taking corrective action with respect to non-compliance related to human subjects research. Definitions and terms regarding non-compliance, and processes carried out with regard to non-compliance shall be as set forth in the IRB SOPs, *Section II.B.10*.

Non-compliant activities may be identified through IRB oversight, self-reporting, or reporting from employees, human participants or others. Allegations of non-compliance may be presented to the IRB Chair or Administrator, the Federal Compliance Manager at the Office of Compliance Assistance, USU's Internal Audit Services (IAS) either through the hotline or with a representative of IAS, or to University Counsel. Any report of alleged non-compliant behavior involving human subjects research shall be reported to the IRB chair at the earliest opportunity. Utah State University does not tolerate retaliation against individuals who come forward in good faith with allegations of non-compliance.

The IRB Chair shall make the initial determination of whether the substance of the non-

compliance allegation would constitute non-compliance involving human subjects research. If so the IRB Chair shall follow the steps set forth in IRB SOPs, *Section II.B.10*, to initiate an investigation into the alleged non-compliance.

Comment [NV1]: Put deleted information in SOPs

The IRB Chair or the Institutional Official may suspend the research pending investigative outcomes and determinations by the convened IRB if there is cause to believe that the allegations may constitute serious or continuing non-compliance, or if the allegations otherwise contain information that would constitute an elevation in the risk to participants.

Investigative findings shall be presented to the IRB at its next convened meeting. The IRB shall review the documentation and evidence as required in the IRB SOPs. If the convened IRB determines that serious or continuing non-compliance has occurred, it shall require a corrective action plan as deemed appropriate for the circumstances. The IRB is authorized to suspend or terminate its approval of human subjects research. Other actions may be required, including but not limited to: more frequent review of approved research presented by the researcher, increased monitoring of the consent process or of the research, informing participants of aspects of the non-compliance that may have increased their risks, or impacted their willingness to participate in the research, or requiring additional training for researchers and research staff involved.

4.9 Unanticipated Problems

Investigators shall follow the procedures contained in the IRB standard operating procedures, Chapter 9.j whenever an unanticipated problem arises having to do with risks to human participants or others. The PI shall have responsibility for identifying and reporting unanticipated risks as set forth in the SOPs, Chapter 4.f, submitting information to the chair of the IRB in sufficient detail for the Chair to draft the report as required in 4.11, below, and otherwise as required by the SOPs. If the unanticipated risk is life-threatening, emergency services shall be summoned and all reasonable steps shall be taken to ensure the safety and well-being of the participants or any others affected.

4.10 Suspensions and Terminations of Previously Approved Research

The IRB is authorized to suspend (defined as temporarily discontinuing) or terminate (defined as permanently discontinuing) research in order to protect the rights and welfare of research participants and others.

The determination of the appropriate action shall be made by the IRB chair, based on non-compliance with the IRB-approved protocol for the research, or on the association of the research with an unexpected serious harm to participants or others. Determinations shall be ratified by the membership of the IRB, and shall be reported to the OCA, RIO, University Counsel, and the appropriate funding agency as set forth in 4.11, below.

Suspensions may be lifted if an investigation determines that the harm was not associated with the research, or if compliance with the approved protocol is re-established, and is determined to be sufficient to protect the rights and welfare of human participants.

When a termination or suspension involves the withdrawal of current participants from a study:

1. Enrolled participants will be notified by the IRB.
2. Participants to be withdrawn will be informed by the IRB of any unexpected risks to which they may have been subjected, and shall be provided with support in understanding and ameliorating those risks.
3. Participants to be withdrawn will be informed by the IRB of any follow-up that is required or offered, and will be informed that any adverse event or unanticipated problems involving risks to them or others should be reported to the IRB and others as appropriate.

4.11 Reports of Unanticipated Problems

Reports of unanticipated problems involving risks to participants or others, terminations, suspensions and serious or continuing non-compliance shall be submitted to federal agencies in compliance with applicable regulations. The IO shall ensure that all required reportings are completed within 15 business days.

The IRB Chair shall have responsibility for coordinating with the principal investigator, gathering any additional required information and writing the initial report, which shall include:

- (1) The nature of the event or problem
- (2) The findings of USU
- (3) The action taken by the IRB and USU
- (4) The reasoning underlying the actions taken
- (5) Any plans or recommendations for a continuing inquiry or investigation

The IRB chair shall submit the draft report in a timely manner to the RIC and the RIO for review. The RIO shall have responsibility for final approval and signature of the report, and for its submission to the appropriate agency. Copies of the reports shall be distributed to the IRB, OHRP when the research is covered by DHHS regulations, and other federal agencies when research is overseen by those agencies and such agencies required reporting separate from that to OHRP.

308.5 CONTINUOUS IMPROVEMENT OF THE HUMAN RESEARCH PROTECTION PROGRAM

The IRB and RIC shall work together to measure and report the performance of the Human Research Protection Program to USU's administration. Annual and unannounced reviews of the IRB's operating and review procedures shall be carried out in order to

assess the effectiveness and quality of the processes; and to assure compliance with USU's policies and procedures, and with applicable federal, state and local laws and guidelines.

USU Investigators, other USU employees, human participants and sponsors of research are encouraged to bring forward concerns and suggestions regarding improvement of the program, including the IRB review process.

308.6 RECRUITMENT PROHIBITIONS

The following activities shall not be permitted:

1. Payments to professionals in exchange for referrals of potential participants (finder's fees).
2. Payments designed to accelerate recruitment that are tied to the rate of timing of enrollment (bonus payments).

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Faculty Committee Size Reduction Proposal

Utah State University runs on committees, and the sizes of these committees have grown substantially over the last few years. It may be useful to evaluate whether some committees would be equally or more effective if they were smaller in size.

History

In 2007 each committee had seven members – one from each college, representatives from Libraries and extension were added increasing membership to nine members. Later representatives from one more college (Arts), Regional Campuses and USU Eastern increased membership to 12. Next Faculty Senate added three representatives for a total of 15 members. It is currently quite difficult to find faculty members willing to fill all of these positions.

This proposal outlines several ways that the Faculty Senate might consider reducing the number of faculty required to staff all of its committees.

Committees with no changes recommended:

1. **Faculty Senate Executive Committee** (FSEC) establishes the agenda for Senate meetings, proposes committees, examines committee work, and serves as the central steering committee for the Senate. It works very well with full representation from all units across campus.
2. **Education Policy Committee** (EPC) reviews proposals for change in University curricula, grading practices and general education, and conducts studies necessary to the development and implementation of its recommendations. It examines all courses periodically to keep them up-to-date. Each member represents a specific group and all are specifically determined by code and are not appointed by the Faculty Senate. No Faculty Senators serve on this committee.
3. **Committee on Committees** recommends to the Faculty Senate Executive Committee and to the Faculty Senate appointments to the various committees on which the Senate has representation. It has three members, works well and probably does not need to be changed.

All remaining committees could be reduced from 15 to 12 members.

All remaining committees currently require 15 members one from each unit at USU including eight colleges, plus Library, Extension, Regional Campuses and USU Eastern and three faculty senators. The size of these committees could be reduced from 15 to 12 members without reducing representation from each college. This could be done by having the three

faculty senators represent their units rather than having duplicate representation from both a unit AND faculty senate.

Two committees Remain at 12 Members

For the following two committees this high level of representation of 12 members, one from each unit at USU should probably remain in place because of the high work load involved.

1. **BFW - Benefits and Faculty Welfare** is concerned with budget matters, faculty salaries, insurance programs, retirement benefits, sabbatical leaves, consulting policies, and other faculty benefits. It has a high work load with budget and insurance responsibility and may need have full representation from each unit so that unique situations can be represented in decision making.
2. **AFT – Academic Freedom and Tenure** deals with matters related to academic freedom, tenure, promotion, dismissals, grievances, due process and other faculty rights. It staffs all panels that hear grievances and may also needs to remain at twelve members in order to have representation from all units and fully staff all grievance panels

Committees that could be reduced from 15 to seven members:

1. **PRPC – Professional Responsibilities and Procedures Committee** advises the Faculty Senate regarding revision and implementation of the USU Policy Manual, and the composition and revision of the Faculty Handbook.
2. **FEC –Faculty Evaluation Committee** - (1) assess methods for evaluating faculty performance; (2) recommend improvements in methods of evaluation; (3) recommend methods of faculty development; and (4) decide university awards for Professor and Advisor of the Year.
3. **FDDE – Faculty Diversity, Development and Equity**. The duties of this committee are to: (a) collect data and identify and promote best practices for faculty development, mentoring, and work environment to facilitate the success of diverse faculty at all career levels, (b) provide feedback and advocate processes for faculty recruitment, promotion, and retention that promote diversity, fair pay standards, and work/life balance for the faculty, (c) report on the status of faculty development, mentoring, diversity, and equity, (d) and make recommendations for implementation.

Reduction in Number of Faculty Required to Staff FS Committees

Committees	# req	Possible change	Difference
1 FSEC	15	No Change	15
2 EPC (no senators) Committee on	15	No Change	15
3 Committees	3	Change	3
4 AFT	15		12 -3
5 BFW	15		12 -3
6 PRPC	15		7 -8
7 FEC	15		7 -8
8 FDDE	15		7 -8
	108	minus	78 =30

Reduction in Required Membership for 7-Person Committees on PRPC, FDDE, FEC

The following represent the current allocation of senators by college. Membership on these three committees totaling 21 faculty might be allocated proportionally by size of the unit (total number of faculty) or by the number of senators. One question to be decided is how to count faculty with term appointments, they are currently not counted in the faculty senate allocations, but that may change.

Large Units:

Chass – 9 senators
Education – 9 senators

Medium Units:

Science – 7 Senators
Agriculture – 7 senators
Engineering -- 6 Senators

Small Units:

Business – 4 Senators
Extension – 4 Senators
Arts – 4 Senators
USU Eastern – 4 Senators

Very Small Units:

Natural Resources – 3 Senators
Libraries -- 2 Senators
Regional Campuses – 2 Senators

2014-2015 ANNUAL REPORT
OF THE
UTAH STATE UNIVERSITY
EDUCATIONAL POLICIES COMMITTEE

Submitted by
Laurens H. Smith Jr, Chair
September 10, 2015

**2014-2015 Annual Report of the Educational Policies Committee
September 10, 2015**

MEMBERSHIP:

The membership of the 2014-2015 Educational Policies Committee:

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

MEETINGS:

The Educational Policies Committee (EPC) is a standing committee of the Faculty Senate. During the 2014-2015 academic year, the regular meeting time of the EPC was the first Thursday of every month at 3:00 p.m. in the Champ Hall Conference Room in Old Main.

The EPC is supported by the following three subcommittees.

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

ACTIONS:

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

A. Actions originating from the Curriculum Subcommittee:

1. The Curriculum Subcommittee approved 632 requests for individual course actions.
2. The Curriculum Subcommittee and subsequently the EPC acted on a large variety and number of proposals for programs during the 2014-2015 academic year. Table 1 is a summary of those.

Table 1. Action taken by the EPC.

Department	EPC Actions 2013-2014
Computer Science	Reduce number of credits in PhD program
Geology	Discontinue BS in Applied Environmental Geoscience; make it an emphasis
Mechanical Aerospace Engineering	PhD in Aerospace Engineering
Biology	Emphasis in Human Biology
Economics Finance	Minor in Real Estate
HPER	Discontinue emphasis in School Health
HPER	Discontinue emphasis in School Health Teaching
Instructional Technology & Learning Sciences	Decrease number of credits in PhD program
PSC	Change name of major to Land-Plant-Climate Systems
ITLS	Change name of degree to Masters of Education in Educational Technology and Learning Sciences
ITLS	Discontinue specializations within the Education Specialist and the Masters of Science degrees
ITLS	Specialization in Higher Education/Student Affairs within the Master of Education
ASTE	Bachelor of Science in Outdoor Product Design and Development
ASTE	Restructure the Agricultural Systems Technology MS degree
Engineering Education	Discontinue the Associates of Pre-Engineering (APE) degree at the Regional and USU Eastern campuses
Psychology	Interdisciplinary PhD in Neuroscience
SSWA	Discontinue the Masters of Arts in Sociology
Management	Change name of MBA specialization to Shingo Operational Excellence
PSC	Certificate of Completion in Landscape Management

B. Actions originating from the General Education Subcommittee:

1. Courses approved by the EPC in 2014-2015 for General Education use are listed in Table 2.

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

Course Prefix and Number	Course Title	Course Designation	Department
SW 4100	Social Work Research	Communications Intensive	Sociology, Social Work, and Anthropology
MUSC 3030	Rock and Roll-Catalyst for Social Change	Breadth Social Science	Music
HONR 1340	Social Systems and Issues	Communications Intensive	
NDFS 5230/6230	Communication of Current Topics in Nutrition	Communications Intensive	Nutrition, Dietetics, and Food Science
CMST 3700	Introduction to Health Communication	Communications Intensive	JCOMM
CMST 4460	Communication Criticism	Communications Intensive	JCOMM
HIST 4650	Women and Gender in the US West	DHA	History
WILD 5700	Forest Assessment and Management	Communications Intensive	Wildland Resources
CMST 1330	Introduction to Global Communication	Breadth Social Science	JCOMM
HIST 3670	Slavery in the Atlantic World	Communications Intensive	History
MUSC 1110	Music Theory I	Breadth Creative Arts	Music
THEA 1033	Beginning Acting	BCA	Theatre
THEA 1513	Stagecraft	BCA	Theatre
THEA 1713	Playscript Analysis	BCA	Theatre
USU 1300	U.S. Institutions	Breadth American Institutions	
ART 1020	Drawing I	BCA	Art & Interior Design

HIST 4251	The Tudors	Depth Humanities	History
HIST 4815	World War I: A Global Conflict	DHA	History
NDFS 1010	Chocolate: Science, History, and Society	Breadth Physical Sciences	Nutrition, Dietetics and Food Sciences
CMST 4570	Quantitative Communication Studies Research Methods	Quantitative Intensive	JCOMM
HIST/RELS 3270	The Crusades	DHA	History
HSIT/RELS 4565	Early Islamic History	DHA	History
MATH 2010	Algebraic Thinking & Number Sense for Elementary Education School Teachers	Quantitative Intensive	Mathematics & Statistics
MATH 2020	Euclidean Geometry and Statistics for Elementary Education School Teachers	QI	Mathematics & Statistics
PHIL 4300	Epistemology	DHA	LPSC
HIST/RELS 3020	Introduction to Hinduism	DHA	History
MUSC 3030	Rock and Roll-Catalyst for Social Change	Depth Social Science	Music

- Fifteen Year Old General Education Course Policy Change. A motion to revise policy language regarding General Education courses older than 15 years was approved. The new language in red is:

*Courses taken to satisfy specific General Education (or University Studies) requirements will be deemed as acceptable for satisfying that requirement without review for a maximum of 15 years from the time the course was completed. Students who have not completed the baccalaureate requirements within 15 years after taking General Education (or University Studies) courses must have their courses evaluated and approved by their department head or dean and **the Provost's Office or a designee** in order for the courses to satisfy current General Education (or University Studies) requirements.*

C. Actions originating from the Academic Standards Subcommittee:

From the April 16, 2014 Meeting:

A revision to the Academic Record Adjustment and Request for Refund Policy was approved.

Rationale and revisions: The inclusion of a definition of "immediate family," which was based on the human resources bereavement policy, was clarified. Specifically, the word "partner" was to be

included; this brings the policy in-line with various HR and other campus-wide policies. In addition, the phrase "persons living in the same household" was to be excluded as it could be confusing and less-relevant to students (although it is currently included in HR policies on bereavement).

In addition, language that specified documentation was to come from a "medical doctor, physician's assistant, or nurse practitioner" was revised to include "licensed caregiver" in order to allow any licensed caregiver to provide necessary evidence for the policy's intent (to provide a record adjustment and/or refund). It was specifically discussed that mental health issues could be a reasonable use of the policy.

From the Academics Standards Subcommittee meeting of November 13, 2014.

- I. **Records Hold Policy.** The committee approved new language in this section the General Catalog that would bring the current "records hold" policy to align with current practice (new language in blue).

A "Records Hold" is placed on a student's record for an outstanding financial obligation or unresolved disciplinary action.

When a "hold" is placed on a record, the following results may occur: (1) an official and/or unofficial transcript may not be issued; (2) a diploma and/or certificate may not be issued; (3) registration privileges may be suspended; (4) other student services may be revoked. The "hold" will remain effective until removed by the initiating office. It is the student's responsibility to clear the conditions causing the "hold."

- II. **Grading Policy.** New language was approved to clarify when final term grades must be submitted. (new language in blue).

Grading is the main symbolic method of recording the evaluation of a student's academic performance. This academic evaluation is both the responsibility and the prerogative of the individual instructor. Where appropriate, the instructor may delegate authority but not responsibility in this matter. The instructor is the ultimate arbiter of grades in the course. All grades must be submitted within 120 hours after the conclusion of the final exams for the semester.

The instructor of record of a course has the responsibility for any grade reported. Once a grade has been reported to the Office of the Registrar, it may be changed upon the signed authorization of the instructor of record who issued the original grade or a request sent via the instructor's USU email account. In case the instructor is not available, the department head or associate dean has authority to change the grade. This applies also to the grade of Incomplete (I). A change of grade after more than one year also requires the signature of the academic dean of the college in which the course is offered.

The establishment of grading policy devolves on the Faculty Senate as the representative of the individual instructor. The Faculty Senate Committee charged with the establishment and review of grading policy is the Academic Standards Subcommittee of the Educational Policies Committee,

which has student representatives, since students are directly affected by changes in grading policy. All matters regarding grading policy throughout the University shall, therefore, be referred to this subcommittee.

III. Academic Standing Policy. The committee approved edits in sections “Semester GPA Warning”, “Academic Warning”, and “Academic Probation” regarding posting of a student’s academic standing (edits in color).

New Academic Standards Policy

Continued enrollment at Utah State University is dependent upon an undergraduate student maintaining satisfactory academic progress toward attaining a degree. To assist students in maintaining satisfactory progress, Utah State University has adopted academic standards designed to provide early identification of students who are experiencing academic difficulty, and to provide timely intervention through academic advising and academic support programs.

Academic standing at Utah State University is dependent upon the total number of credits a student has attempted, the student's semester grade point average (GPA), and the student's cumulative USU GPA.

Undergraduate students are placed on semester GPA warning, academic warning, or academic probation as a warning that their academic progress is not satisfactory, and that they should take steps to improve their academic performance to avoid suspension from the University. Students who are placed on semester GPA warning, academic warning or academic probation should immediately seek assistance in academic improvement from such sources as academic advisors, instructors, and the Academic Resource Center.

Good Standing

An undergraduate student is considered by the University to be in good standing when his or her semester GPA is 2.00 or higher and the USU cumulative GPA is 2.00 or higher. At the end of a semester, one of the following actions will be taken for students who began the term in good standing:

- Students will continue in good standing if they earn at least a 2.00 semester GPA and the USU cumulative GPA is higher than 2.00, or*
- Students who have a semester GPA below 2.00, but maintain a USU cumulative GPA that is 2.00 or higher, will be placed on semester GPA warning, which will appear as a blank on the transcript, or*
- Students will be placed on academic warning if the USU cumulative GPA falls below 2.00 and the cumulative attempted hours are less than 36 credits, or*
- Students will be placed on academic probation if the USU cumulative GPA falls below 2.00 and the cumulative attempted hours are 36 credits or more.*

Concurrent Enrollment Credit

Students who are taking courses through USU concurrent enrollment will not have academic standing noted on their transcripts until they have attempted 9 or more credits.

Semester GPA Warning

An undergraduate student with a term GPA less than 2.00, but whose USU cumulative GPA is or higher, will be placed on semester GPA warning. Students *who are* on semester GPA warning, *but were in good standing the previous semester*, will NOT have this status designated on the transcript, but the academic standing will appear blank, rather than indicating good standing.

At the end of a semester, one of the following actions will be taken for students who began the term on semester GPA warning:

- Students will be placed in good standing if they earn at least a 2.00 semester GPA and the USU cumulative GPA is higher than 2.00, **or**
- Students will remain on semester GPA warning status if the semester GPA is below 2.00 and the USU cumulative GPA is 2.00 or higher, **or**
- Students will be placed on academic warning status if the semester GPA is below 2.00, the USU cumulative GPA falls below 2.00, and the cumulative attempted hours are less than 36 credits.
- Students will be placed on academic probation if their semester GPA is below 2.00, the USU cumulative GPA falls below 2.00 and the cumulative attempted hours are 36 credits or more.

Consequences of Semester GPA Warning

The academic unit associated with the student's major has the authority to determine the consequences of semester GPA warning. These consequences may include one or more of the following, but are not limited to: placing a registration hold on a student's record, requiring a meeting with an academic advisor, and requiring the student to sign a contract. A contract may require specific actions to be taken by the student, and an expected level of performance in the classroom, in order for the student to continue in his or her current degree program. A contract may include, but is not limited to, things such as: meeting with an advisor in the Academic Resource Center, participating in a workshop, attending tutoring sessions, participating in supplemental instruction, taking specific courses and achieving a specified minimum grade, and meeting regularly with an advisor. Failure to fulfill the contract may lead to dismissal from a program of study.

The consequences outlined here are also applicable to students placed on academic warning or academic probation.

Academic Warning

An undergraduate student with less than 36 attempted hours and with a USU cumulative GPA of less than 2.00 is placed on academic warning. An undergraduate student on semester GPA warning who has another consecutive semester with a semester GPA below 2.00, while retaining a USU cumulative GPA of 2.00 or higher, will be placed on academic warning, regardless of the number of credits attempted. Students on academic warning who complete all graduation requirements (which includes a cumulative GPA of 2.00 or higher) will have the standing in the last term changed from academic warning to semester GPA warning, which appears as a blank on the transcript. Academic warning serves as a reminder that future semesters with a GPA below 2.00 could result in more serious consequences.

At the end of the next semester of enrollment, one of the following actions will be taken for students who began the term on academic warning status:

- *Students will be removed from academic warning status and placed in good standing if they earn at least a 2.00 semester GPA and the USU cumulative GPA is higher than 2.0, or*
- *Students will be placed on semester GPA warning status if the semester GPA is below 2.00 and the USU cumulative GPA is 2.00 or higher, or*
- *Students will remain on academic warning status if they earn at least a 2.00 semester GPA, but the USU cumulative GPA remains below 2.00, and the cumulative attempted hours are less than 36 credits, or*
- *Students will remain on academic warning status if they earn less than a 2.00 semester GPA, but the USU cumulative GPA rises above 2.00, or*
- *Students will be placed on academic probation if the USU cumulative GPA remains below 2.00 and the cumulative attempted hours are 36 credits or more, or*
- *Students will be placed on academic probation if they earn less than a 2.00 semester GPA, and the USU cumulative GPA remains below 2.0.*

Academic Probation

An undergraduate student with 36 or more attempted hours with a USU cumulative GPA of less than 2.00 is placed on academic probation. A student who is on academic warning and has a semester GPA of less than 2.00 is also placed on academic probation. Academic probation serves as a warning to students that their academic progress is not satisfactory, and that they should take steps to improve their academic performance to avoid suspension from the University. Academic probation is an indication of very serious academic difficulty, which may result in suspension from the University. Undergraduate students may be placed on academic probation as a result of either semester GPA, cumulative GPA, or both.

At the end of the next semester of enrollment, one of the following actions will be taken for students who began the term on academic probation status:

- *Students will be removed from academic probation status and placed in good standing if they earn at least a 2.00 semester GPA and the USU cumulative GPA is higher than 2.00, or*
- *Students will be placed on semester GPA warning status if the semester GPA is below 2.00 and the USU cumulative GPA is 2.00 or higher. or*
- *Students will remain on academic probation status if they earn at least a 2.00 semester GPA, but the USU cumulative GPA remains below 2.00, or*
- *Students will be placed on academic suspension if they earn less than a 2.00 semester GPA, and the USU cumulative GPA remains below 2.0.*

A student who is on academic probation and receives an incomplete grade in one or more classes may register for classes in the subsequent semester, provided the grades received from his or her other classes are high enough to prevent the student from being placed on academic suspension. A student in this situation, prior to making up the incomplete grade, may enroll in only one subsequent semester. A Registrar's Office hold will then be placed on the student's record, preventing him or her from registering for a second additional semester. Additional registration holds may be placed on a student's record by an academic advisor. The Registrar's Office hold will not be removed until the incomplete grade is changed to a letter grade. If the resulting grade does not cause the student to be placed on academic suspension, the Registrar's

Office hold will be removed. Other registration holds, such as an advisor hold, will need to be removed by the office placing the hold.

Exceptions to the one subsequent semester limitation may be made (1) if receiving the grade that accompanies the incomplete grade (e.g., a student who receives an IF grade would receive an F if no additional work was completed) would not cause the student to be placed on academic suspension for the semester in which the incomplete grade was originally received, or (2) by memo of justification from the course instructor who submitted the incomplete grade.

From the Academics Standards Subcommittee of December 11, 2014:

International Baccalaureate Organization (IBO) Awarding of Credit Policy. A motion to change policy language with respect to the IBO was approved. The new policy language is:

International Baccalaureate Organization (IBO) Awarding of Credit Policy:

USU recognizes the International Baccalaureate program. Students who enter USU with International Baccalaureate credits are encouraged to apply to the Honors Program. Students who present an International Baccalaureate diploma will be awarded no more than the number of credits earned with a maximum of 30 credits. These credits will waive the appropriate Breadth and Communications Literacy requirements, but students will still be required to complete the Quantitative Literacy requirement, unless individual scores on IB exams waive those requirements. Each student's transcript will be evaluated individually, based on the courses completed. Students who have not completed the International Baccalaureate diploma may receive up to 8 credits for scores of 5 to 7 on higher-level exams (as shown below), up to a maximum of 30 credits. Individual departments and/or colleges may specify the exact courses necessary to fulfill program requirements. Please note that more than the minimum General Education requirements may be necessary. For instance, some departments and colleges require specific coursework for General Education, and the IBO exams may not satisfy these requirements, in which case additional courses may be required. If, prior to (or after) taking an IBO examination, a student receives credit (including AP credit) for any coursework equivalent to the subject matter of an IBO examination, the IBO credits equivalent to the course will be deducted. USU recognizes that other institutions have policies differing from those of USU and that those institutions may evaluate the IBO transcript differently than USU. For this reason, please note that transfer students with IBO credits posted to another institution's transcript, but who have less than an associate degree, will have their IBO credits reevaluated based on USU's standards.

From the Academics Standards Subcommittee of January 12, 2015:

A proposal for revision to the Undergraduate Degree Enrichment policy was approved. Currently, if a student graduates with a bachelor's degree but wants to take additional classes they are considered a non-matriculated graduate student. The proposal would allow students to remain classified as undergraduate students for up to 9 additional credits.

From the Academics Standards Subcommittee of March 26, 2015:

Revisions to the Grading Policy were approved. The revised language is (italics indicates newly added language):

Grading Policy [NEW]

Grading is the main symbolic method of recording the evaluation of a student's academic performance. This academic evaluation is both the responsibility and the prerogative of the individual instructor. Where appropriate, the instructor may delegate authority but not responsibility in this matter. The instructor is the ultimate arbiter of grades in the course. All grades must be submitted within 96 hours after the final examination for the course.

The instructor of record of a course has the responsibility for any grade reported. Once a grade has been reported to the Office of the Registrar, it may be changed upon the signed authorization of the instructor of record who issued the original grade. In case the instructor is not available, the department head has authority to change the grade. This applies also to the grade of Incomplete (I). A change of grade after more than one year also requires the signature of the academic dean of the college in which the course is offered *with one exception: graduate thesis and dissertation courses (6990, 7990) do not require the signature of the academic dean to be changed from Incomplete (I) to a letter grade.*

The establishment of grading policy devolves on the Faculty Senate as the representative of the individual instructor. The Faculty Senate Committee charged with the establishment and review of grading policy is the Academic Standards Subcommittee of the Educational Policies Committee, which has student representatives, since students are directly affected by changes in grading policy. All matters regarding grading policy throughout the University shall, therefore, be referred to this subcommittee.

D. Other actions by the Educational Policies Committee in AY 14-15.

A motion to approve a proposal from the Honors Program to create a "Global Engagement Scholar" transcript designation was approved. The proposal is:

PROPOSAL from the University Honors Program (Kristine Miller, director): *to create a new "Global Engagement Scholar" transcript designation*

DESCRIPTION: The University Honors Program proposes to offer its students the opportunity to ground their Honors work in topics of global concern. Focusing on both academic understanding and practical application, Global Engagement Scholars would be students who have learned to think deeply and to engage thoughtfully with the international issues that shape their disciplines. The resulting transcript designation of "Global Engagement Scholar" will communicate to future employers and/or graduate programs the student's commitment to international communication and understanding.

PROPOSED REQUIREMENTS (and alignment with existing requirements for Honors):

Foreign language competence: Students will need to complete two years of course work (or equivalent competency testing) in a second language.

Not a current Honors requirement, but many Honors students choose to complete this work.

9 credits/points of Study Abroad and other Practical Application Work: All

Global Engagement Scholars will complete six credits (or two contracts for six Honors points) of course and/or internship work during at least one term abroad (fall, spring, or summer). Students earn the additional three credits/points in Honors Practical Application work by completing a contract that explores and produces work on a specific topic of global concern.

Honors students are required to complete 9 credits of "practical application" work, which may include various types of academic work beyond the classroom; this requirement focuses that work on topics of global concern and study abroad.

Returning Traveler Presentation: The semester of their return from study- abroad, Global Engagement Scholars will present to the Honors community a 30-minute PowerPoint presentation outlining a specific international issue that informed their study abroad and articulating how that issue has extended and shaped their academic study here at USU.

Honors students must have a final product for any practical application work; this requirement advertises the program and creates a venue for their final products.

Honors Capstone/Thesis: The final capstone or thesis project will need to demonstrate substantial engagement with global issues in the student's discipline. Like other Honors students, Global Engagement Scholars will enroll in a one-credit thesis proposal course before completing the thesis. The faculty mentor, any committee members, departmental Honors advisor, and Honors program director must approve not only the thesis proposal itself but also its Global Engagement emphasis.

Honors students must all complete a thesis or capstone project; once again, this transcript designation would focus that work on global issues

**Report from the Educational Policies Committee
September 11, 2015**

The Educational Policies Committee met on September 3, 2015. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page¹ and are available for review by the members of the Faculty Senate and other interested parties.

During the September 3, 2015 meeting of the Educational Policies Committee, the following actions were taken.

1. Approval of the report from the Curriculum Subcommittee meeting of September 3, 2015 which included the following notable actions:
 - The Curriculum Subcommittee approved 30 requests for course actions.
 - A request from the Department of Applied Sciences, Technology and Education to offer an Associate of Science degree program within Agricultural Science was not approved.
 - A request from the Department of Nutrition, Dietetics and Food Sciences to discontinue the Food Technology Management emphasis was approved.
 - A request from the Department of Family, Consumer and Human Development to discontinue the Early Childhood Development Associate of Arts degree at USU Eastern was tabled.
 - A request from the Department of Psychology to offer a minor in Behavioral Health was approved.

 2. There was no report from the Academics Standards Subcommittee.

 3. Approval of the report from the General Education Subcommittee meeting of August 18, 2015. Of note:
 - The following General Education course was approved:

WILD 3300 (CI)

 4. Other Business
 - A request from the Department of Applied Economics to change the name of the Utah Center for Productivity and Quality of Work to the Extension Center for Business and Economic Development was approved.
1. <http://www.usu.edu/fsenate/epc/archives/index.html>

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

Honors Program Annual Report 2014-2015

This report covers the time period from July 1, 2014 through June 30, 2015.

PERSONNEL: Dr. Kristine Miller, Director; Amber Summers-Graham, Program Coordinator; Sara Mitchell, Staff Assistant.

OVERVIEW:

2014-15 marked the beginning of a new university-wide USU Honors Program. With the help of two advisory boards – one of faculty from each college and the other of students from each college – the University Honors Program developed a new admissions process, more flexible university-wide requirements, a detailed handbook for all thesis/capstone work, new transcript designations for Service-Learning and Global Engagement Scholars, and regular faculty-student social and co-curricular opportunities. To facilitate these changes, Honors created a new website, offered regular informational meetings for all faculty Departmental Honors Advisors and thesis/capstone mentors, started faculty, student, and alumni Honors listservs, instituted a centralized university events calendar and publicity plan, provided a more streamlined application process for student research and travel funding, published its first bi-annual alumni newsletter, and embarked on a concentrated development effort to support student research and international travel. The program also collaborated with the Admissions Office and the Office of Research and Graduate Studies to start an annual Scholars Day recruiting event for high-achieving high school juniors. Our aim in the coming year is to raise awareness about Honors both on and off campus and thus to increase student and faculty involvement in the program.

HONORS TEACHING FELLOWS 2014-2015:

Brandi Jensen Allred
Jacob Blotter
Erica Hawvermale
Shay Larson
Samuel Mitchell
Sarah Patterson

Michelle Pfof
Michael Ryan
Joshua Smith
Karen Tew
Andrea Thomas

HONORS TUTORS 2014-2015:

Math: Bryce Walker
Writing: Natalie Homan and Millie Tullis,

STUDENT STATISTICS: Honors graduated 53 students in the 2014-15 academic year. To date, the Honors Program has graduated more than 864 students. Senior capstone projects are

available on the Merrill-Cazier Library's Digital Commons:
http://digitalcommons.usu.edu/student_works.html.

The names of 2014-2015 Honors degree recipients and the titles of their senior Honors capstone projects appear in Appendix A.

In 2014-2015, Honors students comprised 3.82% of the undergraduate population on the USU main campus in Logan. The incoming Honors class had 140 (plus 29 deferred) students, which represents 3.37% of the 2014-2015 incoming class. Honors admitted 15 current/transfer students during this period.

2014-2015 Incoming Honors Class Averages

Admissions index: 128
High school GPA: 3.917
ACT: 29.6

Incoming Honors Class Scholarships for Fall 2014

Scholarship	Honors recipients
Presidential	49
Deans	29
Scholar	25
Lower	37

Honors Enrollment and Graduation by College

College	Fall 2014 Incoming	Total Honors enrollment	# graduating within 5 years
AG	14	39	14
BUS	16	127	29
CCA	3	24	16
CEHS	19	79	34
CHaSS	17	77	50
ENGR	34	122	24
NR	4	23	12
SCI	23	71	27
UND	10	11	0

2014-2015 STUDENT HIGHLIGHTS:

Utah State University Student Awards

- **Janell Amely** ('15, Art) – Outstanding Undergraduate Teaching Fellow of the Year award for the Emma Eccles Jones College of Education and Human Services

- **Analise Barker** ('15, Psychology) – Scholar of the Year for the Emma Eccles Jones College of Education and Human Services; Whiteside Special Honors for Outstanding Tutor of the Year
- **Jacob Blotter** ('16, Biology) – Outstanding Undergraduate Teaching Fellow of the Year for the University Honors Program
- **Sara Calicchia** ('15, Animal, Dairy, and Veterinary Science) – College of Agriculture and Applied Sciences Scholar of the Year
- **Megan Cook** ('16, Interior Design) – Outstanding Undergraduate Teaching Fellow of the Year for the Caine College of the Arts; Caine Scholar for Excellence
- **Allison Fife** ('15, History) – USU Scholar of the Year
- **Ren Gibbons** ('15, Civil Engineering) – Valedictorian for the College of Engineering
- **Joshua Goates** ('17, Mechanical Engineering) – Mechanical Engineering Outstanding Pre-Professional Student
- **Morgan Hughes** ('15, Wildlife Science) – Valedictorian for both Utah State University and S.J. and Jessie E. Quinney College of Natural Resources
- **Kaylee Johnson** ('15, Law and Constitutional Studies) – Outstanding Undergraduate Researcher of the Year for the College of Humanities and Social Sciences; Valedictorian for the College of Humanities and Social Sciences
- **McKenna Lee** ('16, Accounting/Civil Engineering) – USU Sustainability Council Innovation Award
- **Jamie Reynolds** ('15, Wildlife Science) – Scholar of the Year for the S.J. and Jessie E. Quinney College of Natural Resources
- **Jonathan Rich** ('15, Psychology) – Valedictorian for the Emma Eccles Jones College of Education and Human Services
- **Nicolas Russell** ('16, Mechanical Engineering) – Mechanical Engineering Academic Excellence for Juniors Award
- **Austin Spence** ('15, Biology) – Dean's Scholar for the College of Science
- **Alyssa Utley** ('16, English) – Second place in both fiction writing and poetry writing in USU's *Scribendi* Creative Writing and Art Contest

- **Rachel Rawlings Ward** ('15, International Business) – Outstanding Undergraduate Teaching Fellow of the Year for the Jon M. Huntsman School of Business
- **Maria Williams** ('16, English) Honorable mention for art in USU's *Scribendi* Creative Writing and Art Contest

Research Presentations and Publications

- **Brandi Jensen Allred** ('15, Anthropology) and **Madalyn Page** ('15, Anthropology) – co-authored presentation at the Great Basin Archaeological Conference
- **Analise Barker** ('15, Psychology), **Daisha Cummins** ('15, Human Movement Science), and **Natalie Lund Ferguson** ('17, Human Movement Science) – each presented research at the North American Society for Psychology of Sport and Physical Activity Conference
- **Sara Calicchia** ('15, Animal, Dairy, and Veterinary Science) – published “‘Play That Funky Music’ or Not: How Music Affects the Environmental Self-Regulation of High-Ability Academic Writers” in *Young Scholars in Writing* 11 (2014): 62-72
- **Renee Delcambre** ('16, Communication Studies) – presented and won “Top Paper” award at the Undergrad Research Symposium for Languages, Philosophy, and Communication Studies
- **Allison Fife** ('15, History) – presentation at the Interdisciplinary Social Sciences Conference in Split, Croatia
- **Brooke Hansen** ('15, Biology) and **J. Daniel Obray** ('15, Psychology) – each presented research at the International Meeting of the Society for Neuroscience
- **Gregory Henderson** ('16, Economics), **Zach Hopkins** ('17, Biological Sciences Composite Teaching), **Grant Patty** ('16, Economics), and **James Porter** ('16, Business Administration) – each presented research at the Association of Private Enterprise Education Annual Conference; Hopkins's poster won first place in the research presentation competition
- **Grant Holyoak** ('16, Sociology) – presented research at annual Research on Capitol Hill in Washington, D.C.
- **Kaylee Johnson** ('15, Law and Constitutional Studies) – presented research at Southern Political Science Association Conference
- **Jamie Reynolds** ('15, Wildlife Science) – presented and placed first in Utah Wildlife Society conference graduate and undergraduate student poster category for “Interactions Between Native and Non-native Species in the Strawberry Reservoir Ecosystem: Is There Enough Fish to Go Around?”

- **Austin Spence** ('15, Biology) and **Marilize Van der Walt** ('15, Biology) – each presented research at the Annual Society of Integrative and Comparative Biology Conference
- **David Youd** ('15, Religious Studies) – presented research at the Conference of Classical Association of Middle, West, and South

Research Awards and Grants

- **Analise Barker** ('15, Psychology) – Undergraduate Research and Creative Opportunity grant (URCO) for “Young Women’s Sexual Assault Experiences: Exploring Conservative Socialization Experiences as an Important Contextual Factor”
- **Samantha Beirne** ('15, Conservation and Restoration Ecology) – URCO grant for “Overview of *Batrachochytrium dendrobatidis* in Utah, with a Focus on Boreal Toads and Their Changing Conservation Status”
- **Danielle Christensen** ('16, Psychology) – URCO grant for “Trauma and Touch: Apprehension of Touch in Victims of MST”
- **Nicholas Decker** ('15, LAEP) – URCO grant for “Genius Loci de Montis”
- **Richard Harvey** ('16, Physics) – URCO grant for “Role of Norepinephrine in Parkinson-related Cognitive Deficits”
- **Jenna Hawley** ('17, Chemistry) – URCO grant for “Identifying Key Binding Sites of the Shigella IpaC/IpgC Complex”
- **Erica Hawvermale** ('17, Anthropology) – URCO grant for “Sense of Community: A Comparative Study of High School Extracurricular Activities”
- **Michael Hoggard** ('16, Biochemistry/Economics) – URCO grant for “Barriers to Health Care Access for the Eritrean Refugee Population”
- **Morgan Hughes** ('15, Wildlife Science) – first-place award in International Society for Range Management’s Undergraduate Range Management Exam
- **Jamie Kingsford** ('16, Biochemistry) – URCO grant for “Purification and Characterization of Spa47, a Putative ATPase from *Shigella flexneri*”
- **Iana Kornfeld** ('17, Sociology) – URCO grant for “Qualities that Influence Guardian ad Litem Effectiveness”

- **Shay Larsen** ('15, English) – Joyce Kinkead Award for Outstanding Honors Thesis/Capstone Project
- **Samuel Mitchell** ('15, Electrical Engineering) – URCO grant for “Lateral Control of a Vehicle Platoon”
- **Kari Norman** ('16, Wildlife Science) – URCO grant for “A Hibernator's Response to Climate Change: Ecological Drivers of Persistence”
- **Brianne Palmer** ('16, Wildlife Science) – URCO grant for “Variance in Stomatal Size and Density Between Triploid and Diploid Quaking Aspen (*Populus tremuloides*) in Utah”
- **Rebecca Petrick** ('16, Physics) – URCO grant for “Digital Einstein Project: The Equivalence Problem”
- **Michael Ryan** ('17, Biochemistry) – URCO grant for “Thermoregulation and Immunological Responses in African House Snakes (*Lamprophis fuliginosus*)”
- **Heather Shipp** ('16, Wildlife Science) – URCO grant for “Activity Patterns of Arctic Wolves”
- **Marissa Shirley** ('17, English) – Cache Valley Historical Society Research Scholarship
- **Austin Spence** ('15, Biology) – Joyce Kinkead Award for Outstanding Honors Thesis/Capstone Project
- **Miekan Stonhill** ('16, Chemistry) – URCO grant for “Characterizing the Adenylation Activity of a BbBSLS Construct”
- **Hannah (Millie) Tullis** ('16, English) – URCO grant for “Sylvia Plath: A study in Adolescent Influences”

Research Internships and Field Opportunities

- **Viviane Baji** ('17, Environmental and Natural Resources Economics) and **Shelley Jones** ('17, International Business) – attended and collected data at Insight Dubai Women’s Conference in the United Arab Emirates
- **Carlee Coleman** ('16, Conservation and Restoration Ecology) – botany internship with U.S. Forest Service
- **Jessi Fleri** ('17, Conservation and Restoration Ecology) – research internship with iUtah as an “iFellow”

- **Dakota Reed** ('16, Wildlife Science) and **Heather Shipp** ('16, Wildlife Science) – field volunteers for ARCHELON, the Sea Turtle Protection Society of Greece
- **Molly Van Engelenhoven** ('17, Environmental Studies) – trail crew internship with U.S. Forest Service

DETAILED OUTLINE OF CURRICULAR ACTIVITIES

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

Fall 2014	140
Fall 2013	131
Fall 2012	150
Fall 2011	148
Fall 2010	153

B. Five-year Trend – Students Completing Honors Coursework

	Fall Classes	Fall Contracts	Spring Classes	Spring Contracts
2014-2015	278	77	226	94
2013-2014	357	79	131	72
2012-2013	470	89	240	78
2011-2012	478	113	289	116
2010-2011	476	102	294	104

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

2014-2015	28
2013-2014	29
2012-2013	36
2011-2012	40
2010-2011	45

- *Note on compensation: In 2014-2015, the Honors Program compensated courses listed with the HONR prefix, plus 4 sections of ENGL 2010H. Business, Biology, Math, and the Student Orientation and Transition Services offices compensate the Honors sections of their courses.*

A list of 2014-2015 Honors courses and enrollment statistics appear in the Appendix B of this report.

D. Ways to Graduate with Honors

- Beginning in Spring 2018, all incoming Honors students (beginning with the entering class of Fall 2014) will graduate with Honors in the same way: with University Honors. Students who began in Honors prior to Fall 2014 have three ways of graduating with Honors; these achievements are documented on the students' transcripts and diplomas:
 - Department Honors: 15 total Honors credits in an approved upper-division Department Honors Plan (including a senior thesis/capstone project).
 - University Honors: 27 total Honors credits, comprising lower-division Honors credits from the program's approved course list plus completion of an individually designed upper-division plan (including a senior thesis/capstone project).
 - Honors in University Studies with Department Honors: 27 total Honors credits, comprising lower-division Honors credits from the program's approved course list plus completion of an approved upper-division Department Honors Plan (including a senior thesis/capstone project).

E. Faculty Participating in Honors

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

- Teaching Honors classes;
- Working with Honors students engaged in practical applications of their academic work on a contract basis;
- Advising students in their senior Honors capstone projects;
- Serving as Department Honors Advisors – guiding majors through both departmental and Honors requirements;
- Serving on the University Honors Program's Faculty Advisory Board;
- Participating in Honors socials and professionalization events for students;
- Serving on Rhodes, Goldwater, and Truman campus committees and advising students in the completion of their applications.

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

EXTRACURRICULAR ACTIVITIES, 2014-2015

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

External Scholarship Report: The Honors Program serves as an information and processing center for national scholarship programs, including Rhodes Scholarships, British Marshall Scholarships, Harry S. Truman, Morris K. Udall, and Barry Goldwater Scholarships. Since Fall 2005, the Fulbright Graduate Fellowships have been administered through the Office of Global Engagement.

Faculty are invited to nominate exceptional students for these awards and to encourage qualified students to apply. The Truman and Goldwater programs provide awards for undergraduates nominated in their sophomore or junior years. Other programs are designed for students planning to attend graduate school.

Honors Student Success with External Scholarships:

- **Viviane Baji** ('17, Environmental and Natural Resources Economics) was selected as a Udall Honorable Mention.
- **Briana Bowen** ('14, Political Science) was selected as both a finalist for both the Rhodes and Marshall scholarships.
- **Grant Holyoak** ('16, Sociology) was selected as a Truman Scholarship finalist.
- **Katie Sweet** ('17, Physics) was selected as a Goldwater Scholar. **David Griffin** ('16, Physics) was selected as a Goldwater Honorable Mention.

B. Honors Program Scholarships

Through generous donations, Honors has established several endowed scholarships.

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

- **Ren Gibbons** – 2015 Lawrence O. Cannon Scholar
- **Andrea Thomas** – 2015 Helen B. Cannon Scholar

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

- **Erica Hawvermale** – 2015 Douglas D. Alder Scholar
- **Joshua Smith** – 2015 Douglas D. Alder Scholar

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

- **Megan Cook** – 2015 Morse Scholar
- **Daisha Cummins** – 2015 Morse Scholar

The Joyce Kinkead Outstanding Honors Scholar Award carries a monetary stipend of \$500 at the time of the award. This award is meant to recognize a graduating Honors student who has created an Honors thesis of merit.

- **Shay Larsen** – 2015 Kinkead Scholar
- **Austin Spence** – 2015 Kinkead Scholar

C. Last Lecture

The 40th annual “Last Lecture” will be given in October by Dr. Fee Busby, Professor of Wildland Resources. Dr. Busby was chosen by a committee of USU Honors students to give his theoretical “last lecture” to students and his faculty peers. His lecture, “Make a Difference: It’s Our Only Hope,” will be available online <http://honors.usu.edu> in late November.

D. Honors Student Council Report:

The 2014-2015 school year was active for the Honors Student Council (HSC). The HSC participated in two successful service projects this year. In October and November, they held a food drive, donating to the Cache Valley Food Pantry. The HSC also formed an Honors Team for the Utah State University Relay for Life in April to support the fight against cancer. Additionally, they helped provide presents for a Sub for Santa family and got a group of Honors students together to volunteer at the Loaves and Fishes soup kitchen in the spring.

The HSC also sponsored several social activities this year. The September Opening Social attracted over three hundred students. The event included a barbecue and games on the quad. Other popular events included ghost stories by the fire pit in October, featuring folklorist Dr. Lynne McNeil; a Freshman scheduling party, and a USU Basketball game with halftime social. Each event drew large groups of Honors students and friends who had the opportunity to have fun and get to know each other.

APPENDICES

Appendix A

2014-2015 Recipients of Honors Degrees and Titles of Honors Senior Projects

College of Agriculture

Sara Calicchia	“DNA Methylation Analysis of LIN28A and HAND1 in Electrostimulated Genetically-Unmodified Porcine Fibroblast Cells Grown In Vitro”
Nicholas Decker	“Public Art and Land Value: Spatial Relationships in Denver, Colorado”

College of Business

Gracie Arnold	“Women-Owned Business Branding: Consumer Behavior Based on Hedonic vs. Utilitarian Positioning”
Wendy Bosshardt	“Cultural Influences on Women in Leadership: An Extension of the Hofstede and Globe Dimensions”
Michael De Filippis	“Bringing the Best of Business to School Administration”
Josh DeFriez	“The Poverty of Prefectures: A Reevaluation of the Memoir of Zhang Daye”
Andrew Izatt	“The Affordable Care Act: Five Years Later”
Scott Laneri	“Exploring the Relationship Between Utah's Wages and Utah's Real Estate Values”
Cooper Larsen	“Ogden Valley Development Analysis and Plan”
Christopher Ransom	“Ogden Valley Development Analysis and Plan”
Ryan Taylor	“Improving Micro-Finance Productivity Through Data Analysis”
Rachel Rawlings Ward	“Barriers To Women In Economic Development”

Caine College of the Arts

- Janell Amely “How Combining Constructivism and Open Source Code Can Open New Realms for Interactive Sculpture”
- Madison Bradford O’Bagy “The New Life of Feathers”
- Laura Taylor “Common Threads: An Examination of Common Threads of Design Value, Woven Together by Designers to Achieve Elevated Products Across Disciplines”

College of Education and Human Services

- Analise Barker “Unwanted Sexual Experiences: Exploring Conservative Socialization as an Important Contextual Factor”
- Kade Downs “Engaging Wisdom: A Comparison of Cognitive and Interpersonal Interventions on Elderly Mental Health”
- Kalley Ellis “Classroom Amplification: The Necessity of Sound-Amplification in the Classroom”
- Melanie Faustino Hansen “Ethnic Minority High School Students: Academic Self-Efficacy and College Preparedness”
- McKay Mattingly “A Mixed Methods Analysis of the Family Support Experiences of LGBTQ Latter-Day Saints”
- J. Daniel Obay “Genetic and Environmental Interactions on Schizophrenia-like Phenotypes in CHL1 Deficient Mice”
- Michelle Pfof “The Effectiveness of Storytelling in Mathematics Teaching”
- Jonathan Rich “Contextual Differences in Reinforcement Affect Self-Control in SHR and WKY Subjects”

College of Engineering

- Sean Bedingfield “Targeted Drug Delivery System for Kidney and/or Liver Failure Patients using Human Serum Albumin”
- Taylor Bybee “Mimicking Robotic Backhoe”
- Ren Gibbons “Right-Hand Fork Pedestrian Bridge Final Report”

Kevin Kennedy	“Smart Laboratory Instrument Control Framework”
Craig Manning	“Smart Carabiner”
Samuel Mitchell	“Lateral Control of a Vehicle Platoon”
Matthew Munsee	“Binding Innovation Technologies, Restoring Freedom to the World of Snowboard Bindings”
Stephen Saunders	“Exploring the Possibilities of a Cellular Automata in Minecraft”

College of Humanities and Social Sciences

Brandi Jensen Allred	“Wickiup Site Structure: A Comparison of Aboriginal Wooden Features from the Great Basin and Colorado Plateau”
Natalie Homan	“Online Credibility Testing in Small Organizations: A Case Study of the Global Village Gifts Website”
Kaylee Johnson	“Quality of State Attorneys' Oral Arguments in Supreme Court Litigation”
Austin LaBau	“A Portrait of the New York City Lunatic Asylum on Blackwell’s Island”
Shay Larsen	“GodBeast: Graphic Memoir as a Tool for Imaginative Leaping”
Madalyn Page	“Meta-Analysis on Zoonotic Infectious Diseases Between Humans and Non-Human Primates”
Cambri Spear	“Reforming the Performance of Masculinity: Stephen Crane’s Critiques of Riis’s and Roosevelt’s Civic Militarism”
David Youd	“Gigantomachy in <i>Aeneid</i> 2”

College of Natural Resources

Samantha Beirne	“An Overview of <i>Batrachochytrium dendrobatidis</i> in Utah, with a Focus on Boreal Toads and their Changing Conservation Status”
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Jessica Ivy Harvey	“Empowering Community Partners: A Case Study Motivating Environmentally Sustainable Behavioral Changes in Latino Migrant Agricultural Families”
Morgan Hughes	“Effect of Aggregation at a Winter Feeding Station on Intestinal Parasite Load in Elk (<i>Cervus canadensis</i>)”
Jamie Reynolds	“Quantifying Non-game Fish Sampling Biases and Demographics to Better Understand the Role of Fish in Pelican Diet and Distribution at Strawberry Reservoir, UT”
Trinity Smith	“The Influence of Invasive Plants on the Small Mammal Community in a Cold Desert”
College of Science	
Alexandria Campbell	“Sources of Uncertainty in Stream Nutrient Sampling Below a Point Source”
Emily Frampton	“Cloning and Expression for the Future Characterization of the AIR2 Protein”
Makda Gebre	“Evaluation of Pro-Inflammatory Biomarkers as Potential Early Indicators of Acute Respiratory Distress Syndrome (ARDS)”
Brooke Hansen	“Investigating the Pathogenicity of CHL1 Leu17PHE Polymorphism in Schizophrenia”
Jorgen Madsen	“Increasing Vaccine Accessibility through Cost Alternative Manufacturing and Elimination of the Cold Chain”
Rachel Nydegger Rozum	“Monitoring and Addressing Light Pollution at Utah State University”
Austin Spence	“The Effects of ZNO Nanoparticles on Egg, Larva, and Adult Rough-Skinned Newts (<i>Taricha granulosa</i>)”
Karen Tew	“Developing a Portable System for Measuring Human Motor Learning”
Marilize Van der Walt	“Group Housing and Social Stress in Side-Blotched Lizards (<i>Uta stansburiana</i>)”

Appendix B

2014-2015 Honors Courses

Fall 2014

HONR 1320 Humanities	James Sanders
HONR 1340 Social Systems and Issues	Scott Hunsaker
HONR 1360 Integrated Physical Science	Todd Moon
HONR 3020 Social Change Gaming/Humanities	Ryan Moeller
ECON 1500.05H Economic Institutions	Dwight Israelsen
ENGL 2010.71H Intermediate Writing	Russell Beck
ENGL 2010.72H Intermediate Writing	Dustin Crawford
MATH 1220H Calculus II	Lawrence Cannon
BIOL 1610H Laboratory	Greg Podgorski
USU 1010 H (Connections)	Sarah Gordon
	David Christensen
	Lee Rickords
	Shannon Peterson
	Scott Bates

Spring 2015

HONR 1300 US Institutions	Cathy Bullock
HONR 1330 Creative Arts	Laura Gelfand
HONR 1340 Social Systems and Issues	Maria Norton
HONR 1350 Integrated Life Science	Abby Benninghoff
HONR 1350 Integrated Life Science	Robert Schmidt
HONR 1360 Integrated Physical Science	David Peak
HONR 3010 ST: Feeding A Hot World	Richard Mueller
HONR 3900 Professionalizing	Susan Andersen
HONR 3900 Thesis Proposal	Kristine Miller
ECON 2010.04H Intro to Microeconomics	Christopher Fawson
ENGL 2010.24H Intermediate Writing	John Engler
ENGL 2010.55H Intermediate Writing	Russ Beck
MATH 2210H Multivariable Calculus	Lawrence Cannon
BIOL 1620H Laboratory	James Pitts

Enrollment Statistics

Fall 2014	Enrollment	Spring 2015	Enrollment
HONR 1320	16	HONR 1300	14
HONR 1340	9	HONR 1330	25
HONR 1360	17	HONR 1340	14
HONR 3020	13	HONR 1350	16
ECON 1500.05H	21	HONR 1350	18
ENGL 2010.71H	23	HONR 1360	10
ENGL 2010.72H	22	HONR 3010	13
MATH 1220.09H	18	HONR 3900.01	12
BIOL 1610H Lab	30	HONR 3900.02	18
USU 1010.056	26	ECON 2010.004H	18
USU 1010.057	25	ENGL 2010.024H	22
USU 1010.058	19	ENGL 2010.055H	22
USU 1010.059	21	MATH 2210H	11
USU 1010.060	18	BIOL 1620H Lab	13

Appendix C

2014-2015 Faculty Honors Advisors

College of Agriculture

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

College of Business

College-wide Plan	Shannon Peterson
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Caine College of the Arts

Art, Art History & Interior Design	Sarah Urquhart
Music, Music Education & Music Therapy	James Bankhead
Theatre Arts	Matt Omasta

Emma Eccles Jones College of Education and Human Services

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

College of Engineering

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

College of Humanities and Social Sciences

Anthropology	Bonnie Glass-Coffin
English /American Studies	John McLaughlin
History/Religious Studies	Susan Shapiro

International Studies	Veronica Ward
Journalism & Communication	Cathy Bullock
Languages	Sarah Gordon
Law & Constitutional Studies	Veronica Ward
Philosophy	Charles Huenemann
Political Science	Veronica Ward
Sociology	Christy Glass
Social Work	Terry Peak
Women and Gender Studies	Jamie Huber

College of Natural Resources

Watershed Sciences	Wayne Wurtsbaugh
Wildland Resources	David Koons
Environment and Society	Nat Frazer

College of Science

Biochemistry	Alvan Hengge
Biology and Public Health	Kim Sullivan
Biology – Uintah Basin Campus	Lianna Etchberger
Chemistry	Alvan Hengge
Geology	Jim Evans
Mathematics and Statistics	David Brown
Physics	David Peak

Library Advisory Council FY 14/15 Annual Report

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

Members:

Laurie McNeill, Engineering (16)
Susanne Janecke, Science (17)
Julie Wolter, Education (17)
Christopher Scheer, Arts (16)
Derek Hastings, ASUSU GSS
Mikayla Mills, ASUSU

Steve Hanks, Business (17)
Amanda Christensen, Agriculture/RCDE(17)
Jeffrey Smitten, Chair, CHaSS (15)
Joseph Tainter - Natural Resources (16)
Brad Cole, ExOfficio

Overview:

The Council met once during the academic year (November 2014), and other meetings were tabled until the next fiscal year due to the search for a new Dean of Libraries. Much of the discussion focused on the Dean of Libraries search and recent financial bankruptcy report by SWETS. The search is being chaired by Dean John Allen and managed through the Provost's Office. It was reported that there was a good candidate pool and interviews hopefully would occur in February/March. SWETS is the journal subscription vendor that the Library has used the past several years. Their bankruptcy has placed the Library in a tenuous financial and operational condition. The Provost has worked with the Brad Cole, the academic deans and University Administration to mitigate the impact to Library collections and services.

2014/15 Action Items:

1. Reviewed the impact of SWETS bankruptcy on the Library's funding and collection.
2. Discussed the Dean of Libraries search and transition period.

2015/16 Agenda Items:

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

**Parking and Transportation Advisory Committee
Faculty Senate Committee Summary Report**

Section 1. Introduction:

The role of the Parking and Transportation Advisory Committee is to formulate recommendations regarding parking policies. All recommendations are subject to adoption by the Administration. The committee membership represents faculty, staff and students. Membership consisted of the following individuals for the 2015-2016 academic year:

CONSTITUENCY REPRESENTED

MEMBER

Faculty/Staff Members

Chair	Steve Jenson
Faculty Senate	Tony Lowry
Faculty Senate	Robert Schmidt
Professional Employees Association	Tammy Firth
Facilities Master Planning Group	Jordy Guth
Housing Master Planning Group	Whitney Milligan
Classified Employees Association	Taci Watterson

Student Members

Executive Vice President	Thomas Buttars
Student Advocate	Ashley Waddoups
Natural Resources Senator	Patrick Adams
Agricultural Science Senator	Calee Lott
RHA (Housing)	Ryan Wallentine

Ex-Officio, Non-Voting Members

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

Section 2. Outline of Facts and Discussions:

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

Appendix A: 15-01 Increase In Parking Permit Rates

Appendix B: Financial Report – 2014-15 Operations

Section 3. Important Parking Related Issues:

- James Nye, Director of Parking and Transportation, presented a department report.
 - Completion of the USU Transportation Study
 - Construction of the USU Welcome Center/Credit Union, east of the Big Blue Terrace.
 - Renovation of Maverik Stadium

Upcoming Plans for Committee

The Parking and Transportation Advisory Committee is scheduled to discuss the following issues during the 2015-2016 academic year. Other pertinent issues may come forth as necessary.

- Construction at CPD with underground parking and the effects to the area
- Steam Tunnel construction by Edith Bowen
- Construction of Housing complexes with underground parking and how this will impact parking
- Parking Permit Rate increases for Faculty, Staff and Students
- Upgrading the parking system in the Aggie Terrace
- State Vehicle utilization and storage at the current location north of NFS
- Fueling and maintenance records for State vehicles

Appendix A

1st Reading: _____
Action: _____

RESOLUTION 15-01
Utah State University
Parking and Transportation Advisory Committee

Proposed by: Parking and Transportation Department

A RESOLUTION PROPOSING INCREASE IN PARKING PERMIT RATES

WHEREAS, The Parking and Transportation Department is an Auxiliary Enterprise, defined by the Board of Regents Policy R550.3.1. The department must be self-supporting, which means receiving revenues (fees for service, sales, dedicated general fee, contributions, and investment income) must cover all or most of the direct and indirect operating expenses, assignable indirect costs, debt services, and capital expenditures (Board of Regents Policy R550.3.2); and

WHEREAS, University capital maintenance funding is not sufficient to meet the needs of all parking lot maintenance; and

WHEREAS, An annual 4% parking permit rate increase was approved for years 2006 - 2012, primarily to cover bond payments on the Aggie Terrace; and

WHEREAS, Since 2012, parking permit rates have adjusted for certain permits ranging from \$0 to \$9 per year (\$0.75 per month); and

WHEREAS, The current bond payment on the Aggie Terrace is \$311,326 per year and will increase by 31% to \$449,695 in 2016; and

WHEREAS, In order to render adequate services, auxiliary enterprises must have funds sufficient to meet current and future capital maintenance needs (Board of Regents Policy R550.6.2); and

WHEREAS, To plan for future parking structures and ongoing maintenance of surface lots currently used, the Parking and Transportation Department proposes to increase parking permit rates as shown on the attached table;

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

Signed:

Parking and Transportation Advisory Committee Chair

Date

Vice President for Business and Finance

Date

Faculty/Staff Lots - effective March 1, 2015

	Current Price	New Price	Annual Increase	Monthly Increase
Aggie Terrace	\$241	\$250	\$9	\$0.75
Big Blue Terrace	\$241	\$250	\$9	\$0.75
Purple	\$164	\$173	\$9	\$0.75
Red	\$185	\$194	\$9	\$0.75
Orange	\$134	\$143	\$9	\$0.75
Brown	\$164	\$173	\$9	\$0.75
Teal	\$134	\$143	\$9	\$0.75
Black	\$134	\$143	\$9	\$0.75
Green	\$114	\$123	\$9	\$0.75
Yellow Full Year	\$43	\$47	\$4	\$0.33

Student Lots - effective July 1, 2015

	Current Price	New Price	Annual or Academic Increase	Monthly Increase
Blue	\$102	\$110	\$8	\$0.67
Yellow	\$35	\$39	\$4	\$0.44
Aggie Terrace Commuter	\$207	\$215	\$8	\$0.67
Off Campus Resident	\$103	\$105	\$2	\$0.22

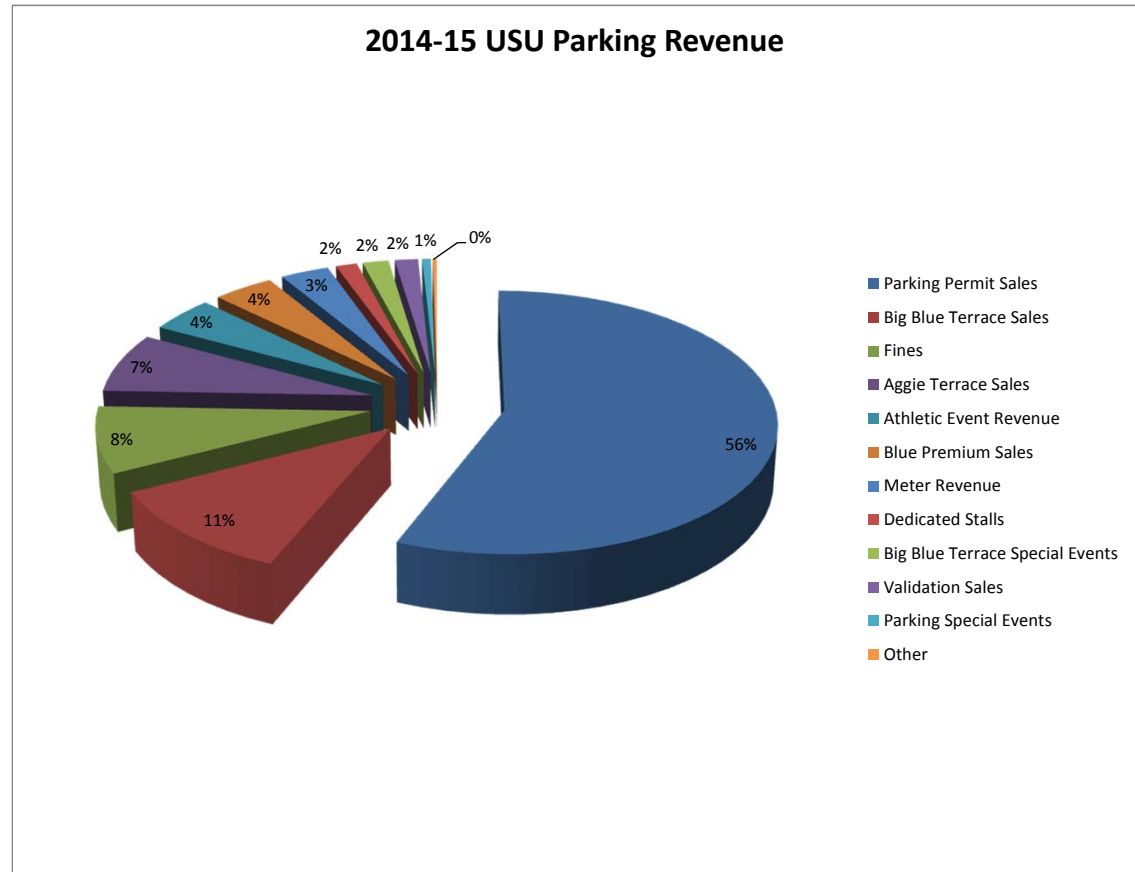
Resident Lots - effective July 1, 2015

	Current Price	New Price	Annual or Academic Increase	Monthly Increase
Aggie Terrace Resident	\$185	\$193	\$8	\$0.89
Gray 1 Valley View Tower	\$95	\$101	\$6	\$0.67
Gray 2 Mountain View Tower	\$90	\$96	\$6	\$0.67
Gray 3 Merrill	\$95	\$101	\$6	\$0.67
Gray 4 Highway	\$80	\$86	\$6	\$0.67
Gray 5	\$48	\$52	\$4	\$0.44
Gray 6 - 10	\$48	\$52	\$4	\$0.33

Based on the current number of permits sold, the price increase will generate approximately \$58,000 annually.

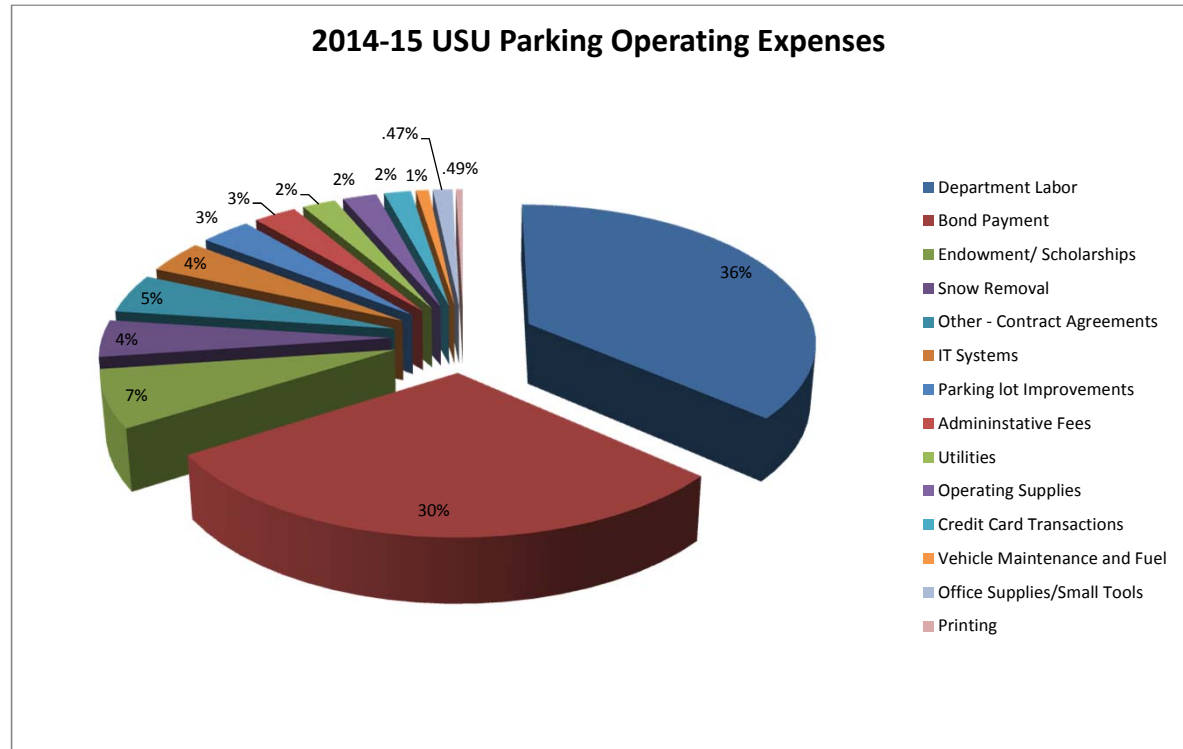
Appendix B

Parking Permit Sales	1,045,000
Big Blue Terrace Sales	207,893
Fines	151,756
Aggie Terrace Sales	136,520
Athletic Event Revenue	80,531
Blue Premium Sales	75,000
Meter Revenue	59,487
Dedicated Stalls	26,000
Big Blue Terrace Special Events	31,935
Validation Sales	28,500
Parking Special Events	10,770
<u>Other</u>	<u>4,952</u>
Total	1,858,344



Appendix B

Department Labor	551,776
Bond Payment	449,695
Endowment/ Scholarships	101,881
Snow Removal	65,000
Other - Contract Agreements	68,994
IT Systems	57,655
Parking lot Improvements	48,969
Administrative Fees	41,750
Utilities	32,630
Operating Supplies	33,090
Credit Card Transactions	26,110
Vehicle Maintenance and Fuel	12,310
Office Supplies/Small Tools	18,984
Printing	6,560
<u>Insurance</u>	<u>6,100</u>
Total	1,521,504

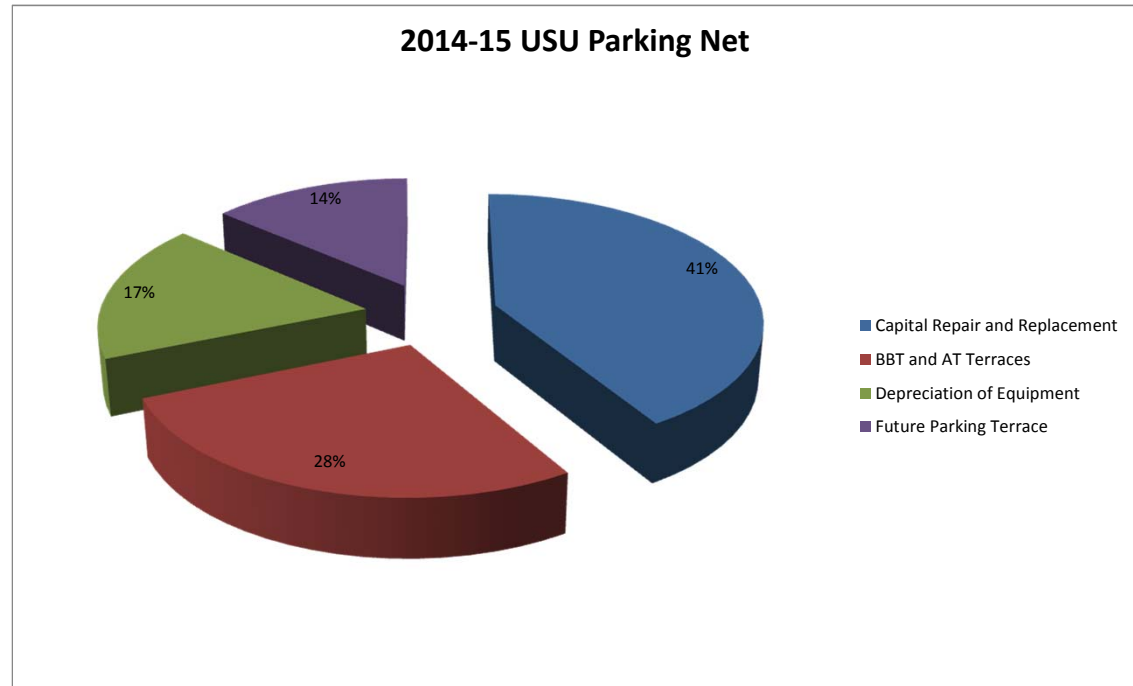


Appendix B

Capital Repair and Replacement	123,349
BBT and AT Terrace R&R	100,000
Depreciation of Equipment	63,491
Future Parking Terrace	50,000
Total	336,840

Plus an additional 2 million in unfunded Repair and Replacement

\$336,840.00



Code 402.12.7(1) Faculty Evaluation Committee - Duties

Current:

12.7 Faculty Evaluation Committee (FEC) (1) Duties. The Faculty Evaluation Committee shall (a) assess methods for evaluating faculty performance; (b) recommend improvements in methods of evaluation; and (c) decide university awards for Eldon J. Gardner Teacher of the Year and Undergraduate Faculty Advisor of the Year.

Proposed:

12.7 Faculty Evaluation Committee (FEC) (1) Duties. The Faculty Evaluation Committee shall (a) assess methods for evaluating faculty performance; (b) recommend improvements in methods of evaluation; and (c) decide university awards for Eldon J. Gardner Teacher of the Year, Undergraduate Faculty Advisor of the Year, and Faculty University Service Award.

405.7 PROCEDURES SPECIFIC TO THE TENURE PROCESS

...

7.2 Additional Events During the Year in which a Tenure Decision is to be Made

(1) External peer reviews.

Prior to September 15, the department head... the department head or supervisor.

The department head or supervisor and the tenure advisory committee shall mutually agree to the peer reviewers from whom letters will be solicited. A summary of the pertinent information in his or her file initially prepared by the candidate and a cover letter initially drafted by the department head or supervisor with final drafts mutually agreed upon by the candidate, the tenure advisory committee, and the department head or supervisor shall be sent to each reviewer by the department head or supervisor. Each external reviewer should be asked to state, the nature of his or her acquaintance with the candidate and to evaluate the performance, record, accomplishments, recognition and standing of the candidate in the major area of emphasis of his or her role statement. If the candidate, department head, and tenure advisory committee all agree, external reviewers may be asked to evaluate the secondary area of emphasis in the role statement as well. Copies of these letters will become supplementary material to the candidate's file (see Code 405.6.3). **A waiver of the external review process may be granted by the president when such a process is operationally not feasible for a particular set of academic titles and ranks.**

401.4 THE FACULTY WITH TERM APPOINTMENTS

4.2 Academic Ranks

(4) Federal Cooperator (FC) Ranks.

Faculty members who are federal **or state** employees, who are paid by agencies of the federal **or state** government, whose primary function at the university is equivalent to core faculty, and who serve as faculty under cooperative agreements between the university and the federal **or state** government (e.g., U.S. Department of the Interior, Fish and Wildlife Service) may be appointed to one of the following ranks: instructor **(FSC)**, assistant professor **(FSC)**, associate professor **(FSC)**, or professor **(FSC)**, after full consultation between the department head and the faculty of the department that grants credit in this area. Appointments to federal **or state** cooperator ranks are made only in academic units where such cooperative agreements exist.

FS Reapportionment Proposal 2015

Propose is that we strike that clause (c) from 401.4.3(4).

This would allow all faculty with term appointments to vote in elections and serve on the senate (and be counted in apportionment of FS seats).

I do not think we need to exclude any of the categories of term faculty from this role.

There would still be restrictions (a) and (b) on term faculty that limit their power within academic units (e.g., participating in dept and college policy-setting, and serving on departmental or college T&P committees that affect tenure-track faculty tenure & promotion decisions).

Note also that in Section 402.3 the code defines the membership of the senate and says:

"The senate shall be composed of the following members: (1) sixty faculty members assigned in proportion to the number of tenured and tenure-eligible faculty in the academic colleges, the regional campuses and distance education, USU Eastern, Extension, and the Library. These sixty will be elected from by and from faculty members eligible to vote in senate elections (see policy 401.4.2(c)); the president and executive vice president and provost... "

Oddly enough, the reference to section 401.2.4(c) is a list of academic ranks with the TERM APPOINTMENT faculty, including (a) lecturer ranks, (2) clinical ranks, (3) research ranks, (4) federal cooperator ranks, (5) federal research ranks, and (6) professional practice ranks. It seems odd to me that the only reference is to the term faculty, not the tenure track faculty too.

The same section of code goes on to say "With the exception of faculty holding special or emeritus appointments, any member of the faculty who is not designated as a presidential appointee is eligible for election to the senate."

As I see it unfolding, we will also need to make two changes:

In section 401: DELETE BOLD/STRIKEOUT TEXT: 401.4.3(4): "Faculty with term appointments are eligible to be elected to and vote for members of the Faculty Senate. The participation in faculty affairs of faculty members holding lecturer, clinical, research, federal research, or professional practice ranks is subject to the following limitations: (a) they may participate in the process of setting policy within their academic units only to the extent determined by their appointing departments, colleges, or other academic units; (b) they may serve as member so f appointed faculty committees and may vote on all matters except those relating to appointment, retention, tenure, or promotion of tenured and/or tenure-eligible faculty; and (c) they may not be counted among the number of tenured and tenure-

eligible faculty members for the purposes of apportioning Faculty Senate members.

In section 402: ADD BOLD TEXT: 402.3.1: Membership: "The Senate shall be composed of the following members: 1) sixty faculty members assigned in proportion to the number of tenured and tenure-eligible faculty (see 401.3) as well as faculty with term appointments (see 401.4) in the academic colleges, the Regional Campuses and Distance Education, USU Eastern, Extension, and the Library. These sixty will be elected by and from faculty eligible to vote in faculty senate elections (those listed in 401.3 and 401.4, with restrictions noted in 401.4.3(4)).

**Utah State University
2015-16 Faculty Senate Reapportionment Summary by Administrative Unit Using Two Methods**

Table 2. 2015-16 Reapportionment (Tenured/Tenure-Track Faculty)

Administrative Unit	Faculty		Senators	
	Number	% of Total	Un-rounded	Rounded
Agriculture	100.9	12%	7.14	7
Caine College of the Arts	51.0	6%	3.61	4
Jon M. Huntsman School of Business	57.0	7%	4.03	4
EEJ Coll. Of Education & Human Svcs.	123.3	15%	8.72	9
Engineering	85.0	10%	6.02	6
Humanities and Social Sciences	115.0	14%	8.14	8
Quinney College of Natural Resources	48.4	6%	3.42	3
Science	100.3	12%	7.10	7
Total Colleges	680.8	80%	48.19	48
Cooperative Extension	61.5	7%	4.35	4
Library & Instructional Support	21.4	3%	1.52	2
Regional Campuses and Academic & Instructional Services	30.0	4%	2.12	2
Utah State University - College of Eastern Utah	54.0	6%	3.82	4
TOTAL	847.8	100%	60.00	60

Table 2. 2015-16 Reapportionment (Tenured/Tenure-Track/Non-Tenure Track Faculty)

Administrative Unit	Faculty				Senators	
	TT Number	NTT Number	Total	% of Total	Un-rounded	Rounded
Agriculture	100.9	40.4	141.3	13%	7.78	8
Caine College of the Arts	51.0	16.5	67.5	6%	3.72	4
Jon M. Huntsman School of Business	57.0	19.0	76.0	7%	4.19	4
EEJ Coll. Of Education & Human Svcs.	123.3	41.4	164.6	15%	9.07	9
Engineering	85.0	13.0	98.0	9%	5.40	5
Humanities and Social Sciences	115.0	32.1	147.1	14%	8.10	8
Quinney College of Natural Resources	48.4	4.5	52.9	5%	2.91	3
Science	100.3	18.4	118.7	11%	6.54	7
Total Colleges	680.8	185.3	866.1	80%	47.70	48
Cooperative Extension	61.5	0.0	61.5	6%	3.39	3
Library & Instructional Support	21.4	0.0	21.4	2%	1.18	1
Regional Campuses and Academic & Instructional Services	30.0	35.3	65.3	6%	3.60	4
Utah State University - College of Eastern Utah	54.0	21.0	75.0	7%	4.13	4
TOTAL	847.8	241.6	1089.4	100%	60.00	60

Table 3. Comparison of Number of Faculty and Senators, 2015-16 Old Method vs. 2015-16 New Method

Administrative Unit	2015-16 Old Method		2015-16 New Method		1-Year Change	
	Faculty	Senators	Faculty	Senators	Faculty	Senators
Agriculture	100.9	7	100.9	8	0.0	1
Caine College of the Arts	51.0	4	51.0	4	0.0	0
Jon M. Huntsman School of Business	57.0	4	57.0	4	0.0	0
EEJ Coll. Of Education & Human Svcs.	123.3	9	123.3	9	0.0	0
Engineering	85.0	6	85.0	5	0.0	(1)
Humanities, Arts, and Social Sciences	115.0	8	115.0	8	0.0	0
Natural Resources	48.4	3	48.4	3	0.0	0
Science	100.3	7	100.3	7	0.0	0
Total Colleges	680.8	48	680.8	48	0.0	0
Extension*	61.5	4	61.5	3	0.0	(1)
Library & Instructional Support	21.4	2	21.4	1	0.0	(1)
Regional Campuses and Academic & Instructional Services	30.0	2	30.0	4	0.0	2
Utah State University - College of Eastern Utah	54.0	4	54.0	4	0.0	0
TOTAL	847.8	60	847.8	60	0.0	0

* Non-Resident Extension Faculty were accepted as members of the Faculty Senate in 2001-02. In prior years, only Resident Extension Faculty were members.

Note 1: Faculty include tenured and tenure-eligible faculty in the Human Resource System (HRS) file between 7/1/14 and 11/01/14.

Note 2: "Full-time" for 9-month faculty is defined as 1.00 FTE and for 12-month faculty as 0.75 to 1.00 FTE.

Note 3: As of 2009-10, the department of Economics is not jointly administered, but rather split into two separate departments in the College of Agriculture and the Jon M. Huntsman School of Business.

Note 4: The green figures in the rounded senators' number columns indicate adjusted numbers.

Note 5: In 2006-07, Extension split into Cooperative Extension and Regional Campus & Distance Education

Note 6: Faculty in Regional Campuses & Distance Education are now tenured in regular academic departments, but have been slotted in their own line based on department and college of position.

Note 7: In 2012-13, USU-CEU was incorporated into the Faculty Senate Reapportionment.

Note 8: In 2015-16 Distance Education was renamed Academic & Instructional Services.

Note 9: Faculty for the new method includes tenured, tenure-eligible and non-tenure eligible faculty in the Human Resource System (HRS) file between 7/1/14 and 11/01/14.