



FACULTY SENATE EXECUTIVE COMMITTEE

March 24, 2008, 3:00 p.m.

Champ Hall Conference Room #136

Agenda

- 3:00 Call to Order**Doug Ramsey
1. Approval of Minutes of [February 19, 2008](#)
- 3:02 Announcements**Doug Ramsey
1. Brown Bag Lunch with the President on April 17
- 3:05 University Business** President Albrecht
- 3:15 Information Items**
1. [ASUSU Tobacco Policy Paper and Resolution](#)Kevin Abernathy & Ryan Barfuss
 2. [PRPC Report](#) Britt Fagerheim
 3. Honorary Degree & Awards Committee Report.....Ed Reeve
 4. [EPC Report](#) Steven Hanks
 - a. [Academic Integrity Procedures](#)
 5. [Criminal Background Checks](#).....David Cowley
 6. [Relocation Assistance Policy](#)BrandE Faupell
- 3:45 Old Business**
1. Nominations for Committee on CommitteesDoug Ramsey
 - a. Committee on Committees Report Will Pependorf
 2. [Faculty Evaluation Committee Report and Forms](#) Michael Lyons
- 4:00 New Business**
1. Election of Senate President Elect.....Doug Ramsey
- 4:15 Adjourn**

USU FACULTY SENATE EXECUTIVE COMMITTEE MINUTES

February 19, 2008 • 3:00 p.m.
Champ Hall Conference Room

Present: President Stan Albrecht, Doug Ramsey, Brian Atwater, Byron Burnham, Steven Burr, Daren Cornforth, Jake Gunther, Ed Heath, John Kras, Pat Lambert, Mike Parent, Adrie Roberts, Steven Harris (for Flora Shrode), and Andi McCabe

Excused: Byron Burnham

Invited Guest: Steven Hanks, Britt Fagerheim, Jeri Brunson, Jeff Broadbent, Jeanette Norton, Will Pependorf

Doug Ramsey called the meeting to order at 3:00 p.m.

Approval of Minutes of January 22, 2008

John Kras motioned to approve the January 22, 2008 minutes. Mike Parent seconded the motion. Motion passed with one minor change to add Adrie Roberts to those who were present.

Announcements - Doug Ramsey

1. The next Brown Bag Lunch with the President is on March 17, at noon in Champ Hall.
2. The Faculty Evaluation forms should be updated by the end of this year and Doug will invite Faculty Evaluation Chair, Mike Lyons, to report this to the senate.
3. Nominations for President Elect will be accepted at the next Faculty Senate meeting. All Faculty Senate Executive representatives are eligible. Doug also asked those representatives who are rotating out to get with their colleges to determine who will sit on this committee next year.

University Business

1. President Albrecht updated the committee on legislative issues. A challenge bond was passed to appropriating funds for higher education capital projects. The State revenue projections fell considerably under expectations, which may result in lower salary increases for us this year.
2. A Founders Day celebration will be held on March 8th, where figures on the first year of the comprehensive campaign will be announced.

Information Items

1. **Academic Integrity Policy** – Jeri Brunson, Graduate Studies Senator, explained to the committee that a task force has been formed and is looking into the current policy for an appeal mechanism for a failing grade or for cheating. Every department handles appeals differently, so the new policy will standardize appeals across campus.
2. **VPR Seed Funding** – Jeff Broadbent from the Office of Research explained the VPR Seed Funding programs and changes. All of this information is on the web. Mike Parent motioned to place this report on the Information Items agenda of the March 3, 2008 Faculty Senate Agenda. Vince Wickwar seconded the motion; motion carried unanimously.
3. **Research Council Annual Report** – Jeff Broadbent provided an executive summary of the Research Council Annual Report. The mission of the Office of the Vice President for Research is to provide an environment that facilitates and stimulates research, scholarship, and creative activities. Some of the issues that the Research Council addressed in FY2007 are Grant Administration and Management System (GAMS), graduate student health insurance, and a vision for growing research at USU. John Kras motioned to place this report on the Consent Agenda of the March Senate meeting. Steve Burr seconded the motion; motion carried unanimously.
4. **Committee on Committees Report** – Will Pependorf noted that while preparing for the allocation numbers for next year's Senate representatives, he found nothing in the code excluding part-time faculty. Therefore, the total number of faculty used in the equation to determine the number of senators from each unit will include part-time, as well as full-time, tenured and tenure-track faculty. John Kras motioned to place this on the Consent Agenda of the March Senate meeting. Steve Burr seconded the motion; motion carried unanimously.
5. **BFW Annual Report** – Jenny Norton reviewed some of the accomplishments and tasks of the committee the past year. These included: the integration of regional campuses into the existing departmental programs; the review of several new programs and degrees; issues of faculty welfare; conflict of interest on textbooks; and group supplemental coverage for retirees. Next year's focus will be on budgetary priorities.

Mike Parent motioned to place the BFW report on the Consent Agenda of the March Senate meeting. Adrie Roberts seconded the motion; motion carried unanimously.

6. **EPC Business** – Steve Hanks presented the Educational Policies Committee recommendation to approve an MS in Anthropology with a specialization in Archeology and Cultural Resource Management; and the request to offer a Latin Teaching minor. These requests and several new courses that were approved can be viewed on the EPC website. John Kras motioned to place the EPC Report on the Consent Agenda item of the March 3, 2008 Faculty Senate meeting. Pat Lambert seconded the motion; motion carried unanimously.

Key Issues and Action Items

1. PRPC Items

- a. **Representation of Extension and RCDE on Faculty Senate 402.10.1** (*2nd reading*) – Britt Fagerheim explained that PRPC was asked to move the draft code to this particular number instead of the original discussion of it being drafted in 402.3.
- b. **Reasons for Non-Renewal 407.7.2** (*2nd reading*)

John Kras motioned to place both of these items under Action Items of the March 3 Senate agenda. Ed Heath seconded the motion; motion carried unanimously.

New Business

1. **FDDE Business Code 405.7.2 Proposal** – Ronda Callister did not attend today's meeting to present this proposal. Mike Parent motioned to table this item until the next FSEC meeting. Pat Lambert seconded the motion. Motion carried unanimously.
2. **Faculty Code Review Committee** – John Kras asked for suggestions on how to go forward with the changes that his ad hoc committee is proposing. He will provide two lists: one of edits that repair inconsistencies and another that contains questions and concerns that have arisen as they reviewed the language.
3. Doug Ramsey announced that all new FSEC representatives for next year should be at the April meeting.
4. Pat Lambert asked if the university has a safety policy for critical emergency events. Steve Hanks answered that he sits on two committees, one is an emergency preparedness and one is an intervention for recognizing students with potential problems. Pat suggested a report to the Senate would be helpful and motioned to provide the FSEC with an informational report on status of the university's procedures. John Kras seconded the motion; motion passed unanimously. Steve Hanks will convey this to the President and the Provost to see whom they recommend to present this information.

Adjournment

Steve Burr motioned to adjourn the meeting. The meeting adjourned at 4:21p.m.

Minutes Submitted by: Andi McCabe, Faculty Senate Executive Secretary, 797-1166

Policy paper for ECR 08-05 Tobacco Policy

History:

Second hand smoke is an issue that affects all students, regardless of whether or not they choose to use tobacco. In 2006 the Surgeon General's report showed that scientific evidence indicates that there is no risk-free level of exposure to second hand smoke and second hand smoke has immediate adverse effects on the cardiovascular system. This means that any time a person can smell a cigarette it is doing harm to their body. Second hand smoke contains hundreds of chemicals known to be toxic or carcinogenic, including formaldehyde, benzene, vinyl chloride, arsenic ammonia, and hydrogen cyanide. These chemicals cause disease and premature death in children and adults who do not smoke.

In response to the health concerns associated with second hand smoke 105 universities nationwide have banned or limited smoking on campus. These universities include Indiana University, Fresno Pacific University, and Des Moines University. In addition to school wide bans, several cities and counties throughout the country have banned smoking in outdoor public areas.

Utah State University endorses the principles of community as identified by the Carnegie Foundation for the Advancement of Teaching. The preface to University's Code of Policies and Procedures for Students states: "Utah State is: a disciplined community, a place where individuals accept their obligations to the group and where well-defined governance procedures guide behavior for the common good; and a caring community where the well-being of each community member is sensitively supported and where service to others is encouraged." In response to these University goals, and the scientific advancement in our understanding of second hand smoke, a policy that would prohibit the use of tobacco on campus would be advantageous.

Strengths: This would create a healthy and safe campus for students and employees. This would ensure all individuals on campus the right to breathe fresh air. This would reduce temptations for smokers trying to quit.

Weaknesses: Some individuals may feel their rights are being restricted. Students and employees wanting to smoke would need to leave campus.

RESOLUTION

Date: March 4, 2008
Committee: Executive Council
Action: Second Reading Item

ECR 08-05 Tobacco Policy

1 **WHEREAS:** Second hand smoke causes disease and premature death in children
2 and adults who do not smoke.

3 **WHEREAS:** Second hand smoke has been classified as a class-A carcinogen.

4 **WHEREAS:** The 2006 Surgeon General’s report concluded that scientific
5 evidence indicates there is no “risk-free” level of exposure to second hand smoke.

6 **WHEREAS:** Smoking impedes on non-smokers right to breathe clean air.

7 **WHEREAS:** The Edith Bowen Laboratory School, which provides service to 300
8 children grades K-5, is situated on campus and secondhand smoke is especially
9 harmful to young children.

10 **WHEREAS:** At least 105 colleges and universities nationwide have adopted
11 tobacco-free policies.

12 **WHEREAS:** 77% of USU students support a campus wide tobacco-free policy
13 according to the 2007 Utah Higher Education Behavioral Survey.

14 **BE IT THEREFORE RESOLVED:** That ASUSU supports a policy that would
15 prohibit the use of tobacco products anywhere on campus.

16 **BE IT FURTHER RESOLVED:** That ASUSU supports discontinuing the
17 distribution or selling of any tobacco products on campus.

18 **Sponsor:**

19 Kevin Abernethy, Academic Senate President

20 **Co-sponsor:**

- 21 Jason Burrows, Administrative Assistant
- 22 Spencer Naser, Engineering Senator
- 23 Jacob Wilkey, Education Senator
- 24 Lisa Woodworth, Agriculture Senator
- 25 Brittany Woytko, Science Senator
- 26 German Ellsworth, Service Center VP

Professional Responsibilities and Procedures Committee (PRPC)
Annual Report to the Faculty Senate
2007-2008 Academic Year

Members:

Britt Fagerheim, Chair (08) Libraries
David Hole (09) Agriculture
David Paper (10) Business
Susan Turner (10) Education and Human Services
Paul Wheeler (09) Engineering
John Engler (10) Humanities, Arts, and Social Sciences
Robert Schmidt (09) Natural Resources
Scott Cannon (10) Science
Dallas Holmes (09) Extension
Renee Galliher (10) Senate
James Evans (09) Senate
Brett Shelton (09) Senate

This report covers the activities of the PRPC committee since the annual report submitted to the Faculty Senate on April 2, 2007.

PRPC committee meetings: September 17, October 8, December 10, February 11

- I. 402.3.1 and 402.12.8 Faculty Diversity, Development, and Equity Committee: PRPC was charged to write code for the new committee on diversity, development and equity, as per a resolution passed by Faculty Senate. Code changes to 402.3.1 and the code addition of 402.12.8 passed on April 2, 2007.
- II. Senate Standing Committees 402.12.1(2)(b). PRPC was charged to change the wording from 'Vice President' to 'President-Elect' for consistency. PRPC made this change and forwarded the revised code to Faculty Senate Executive Committee.
- III. Faculty Senate Supernumerary 402.3.1. PRPC was charged to add a reference to code 402.7.3 to the bottom of code 402.3.1. PRPC made this change and forwarded the revised code to Faculty Senate Executive Committee.
- IV. Cooperative Extension and RCDE: PRPC was charged to draft code changes to 402.10.1 and 402.12.1(2)(3), adding Regional Campuses and Distance Education and changing the name of Extension to Cooperative Extension. Due to the potential implication of this change, PRPC reviewed all of code 400 and 202 to identify necessary changes. Code changes to 401.2.2, 402.6.4, 402.10.1, 402.10.2, 402.12.1, 402.12.3, 402.12.6, 402.12.7 were passed by Faculty Senate on December 3, 2007.
- V. PRPC endorsed FSEC's proposal to seat a separate, temporary committee whose purpose would be to identify inconsistencies and contradictions within the Code.

- VI. 407.7.2 Reasons for Non-Renewal: Faculty Senate charged PRPC to review code section 407.7.2 and revise the section vesting complete control for a decision of non-renewal with the department head, director, dean, or vice president. The code changes were passed by the Faculty Senate on March 3, 2008.

- VII. 402.10.1. Apportionment of Cooperative Extension and RCDE on Faculty Senate. PRPC was charged to draft code specifying that a faculty member cannot represent more than one unit for matters of Faculty Senate elections and apportionment. Code changes were passed by the Faculty Senate on March 3, 2008.

**Report from the Educational Policies Committee
March 6, 2008**

The Educational Policies Committee met on March 7, 1008. 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.

The Educational Policies Committee, after careful review, recommends approval of the following by the Faculty Senate:

- 1) A request from the Department of Animal, Dairy and Veterinary Science to combine the present Horse Production Minor and Horse Training Minor into a single Equine Minor.²
- 2) A request from the Department of Animal, Dairy and Veterinary Science to combine the present General Animal Science Minor and General Dairy Science Minor into a single minor entitled Animal and Dairy Science.³
- 3) A request from the Department of Elementary Education to implement a Kindergarten through Grade 6 (K-6) Licensure program.⁴
- 4) Several new courses were approved. These may be reviewed in the minutes of the Curriculum Sub-Committee of the Educational Policies Committee, which are posted on the Curriculum Sub-Committee website.⁵
- 5) A recommendation proposing changes to the Academic Integrity Policy. The Academic Integrity Task Force, formed jointly by Associated Students of Utah State University and the Educational Policies Committee has been meeting for several months with the charge to review the Academic Integrity Policy, and make recommendations as to how it might be improved. As a result of this work, the Task Force, the Academic Standards Sub Committee and the Educational Policies Committee recommend:
 - a. Approval of a new procedure, as illustrated in the attached flow chart (<http://www.usu.edu/fsenate/epc/2007-2008/March/Mar62008AcademicIntegrityProcessFlowchart.ppt>), for addressing academic integrity violations on campus.
 - b. That a joint task force, comprising representation from PRPC, ASUSU and University Legal Counsel, be formed and charged with writing code language

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

² <http://www.usu.edu/fsenate/epc/curriculum/2007-2008/March/Mar62008ADVSChangeinMinor-Equine.pdf>.

³ <http://www.usu.edu/fsenate/epc/curriculum/2007-2008/March/Mar62008ADVSChangeinMinor-GeneralAnimalScience.pdf>

⁴ <http://www.usu.edu/fsenate/epc/curriculum/2007-2008/March/Mar62008K-6LicensureProgram.pdf>

⁵ <http://www.usu.edu/fsenate/epc/curriculum/schedule.html>

reflective of the revised academic integrity procedure, and once written, that the code change be submitted to the Faculty Senate for approval.

- c. And that code regarding the Incomplete (I) Grade, be modified as follows (proposed new language in bold font):

Incomplete (I) Grade

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances. The term “extenuating” circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter course schedule to secure employment, (4) change in work schedule as required by employer, (5) judicial obligations, **(6) unresolved issues related to the Academic Integrity Policy**, or **(7)** other emergencies deemed appropriate by the instructor. The student may petition the instructor for time beyond the end of the semester to finish the work. If the instructor agrees, two grades will be given, an “I” and a letter grade for the course computed as if the missing work were zero. An *Incomplete Grade Documentation Form* must be filed by the instructor in the departmental office. Students may not be given an incomplete grade due to poor performance or in order to retain financial aid.

PAGE 1: Academic Integrity Procedures

Notes:
1. AIVF = Academic Integrity Violation Form
2. Days are defined in Section C of the preface of the Student Code.
3. If the Instructor offers the student an alternative (i.e. revising a paper for partial credit) that is designed to be a learning opportunity rather than a sanction, no AIVF is filed.

Instructor determines an academic integrity violation has occurred and that sanctions are necessary.³ Egregious offenses will also be sent directly to Honor Board.

Instructor submits an online AIVF¹ within **7** days

Instructor does not submit AIVF within **7** days

AIVF is forwarded by email to: Student, Head of department in which class is housed, Dean of college in which class is housed, Executive Director (if RCDE student), and office of VP of Student Services

If instructor had a rational reason for not filing AIVF within **7** days, instructor must get approval of their dean⁴ to pursue disciplinary actions.

No sanctions or disciplinary penalties may be pursued.

Instructor submits online AIVF

Notes:
4. Dean will determine if the “rational reason” was appropriate
5. If instructor must submit a grade before resolution is reached, they should submit an I/F.

Student does not respond to email within **7** days

Student responds but refuses to meet with instructor

Student responds to instructor within **7** days and schedules a meeting with the instructor

Student admits violation

Student denies violation⁵

GO TO PAGE 2

GO TO PAGE 3

PAGE 2: Academic Integrity Procedures

From Page 1: Student admits violation, does not respond to AIVF email, or refuses to meet with instructor

Sanctions given by instructor⁶

If student has not responded or refuses to meet with instructor, resolution report⁷ indicates lack of response and is filed with office of VP for Student Services by instructor.

Resolution report⁷ is filed with office of VP for Student Services by instructor.

If the student had a rational reason for not responding to the AIVF email, they must get approval of the VP of Student Services to pursue an appeal.

GO TO PAGE 4

GO TO PAGE 3

Notes:

6. Possible sanctions include:

1. Retake test / assignment
2. Grade change for test / assignment
3. Failing grade for course
4. **Other**

7. A standardized Resolution Report will be housed on the same website as the AIVF. The discussion, any negotiations, and final action will be detailed on that report.

PAGE 3: Academic Integrity Procedures

From Page 1: Student denies violation

From Page 2: Student had an acceptable reason for non-response

Grounds for Appeal:

- 1 – Appeal of process (instructor did not file AIVF prior to giving sanctions)
- 2 – Extenuating circumstances for not responding to professor within 7 days
- 3 – Evidentiary appeal. Evidence against student is inclusive or new evidence/witness has been found.

There is factual disagreement between parties.

Student has **7** days to schedule a meeting between student, instructor and dean (or designee)

No resolution is reached

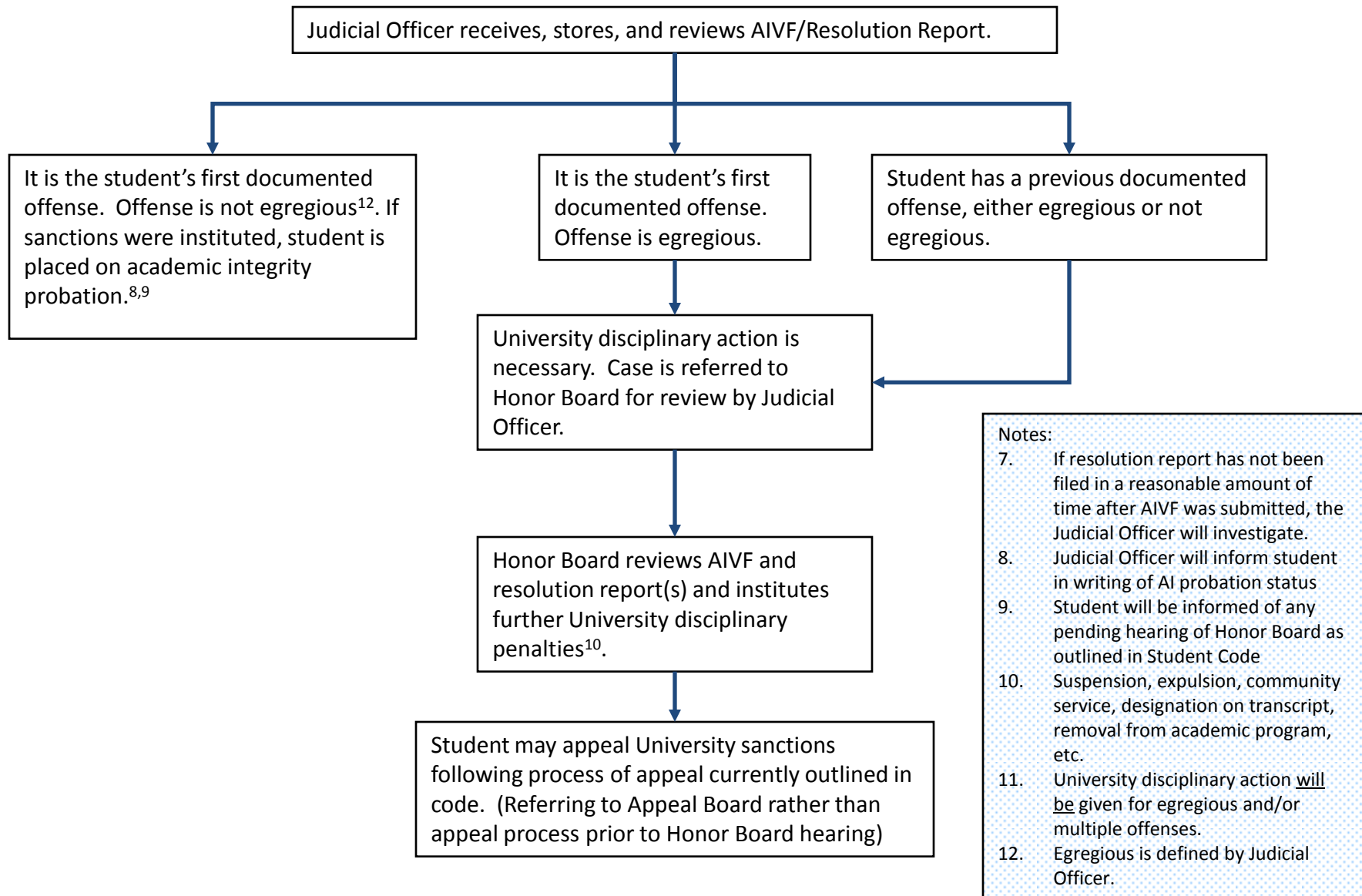
Student contacts the VP of SS office to request a hearing with Honor Board within **7** days

Honor Board Hearing is held in accordance with code. Sanctions listed on AIVF may be instituted, upheld, or discarded. The decision of the Honor Board is final.

All parties agree to a resolution. Sanctions may be instituted, upheld, or discarded. Resolution report⁶ is signed by student and instructor. No further appeal may be filed by the student.

Resolution report⁶ is signed by student and instructor. No further appeal may be filed by the student.

End of Process.
For tracking of repeat offenders GO TO PAGE 4



POLICY MANUAL

OPERATING POLICIES AND PROCEDURES

Number 386

Subject: Background Checks

Effective Date: January 1, 2008

386.1 PURPOSE

In order to promote a safe environment, this policy provides specific procedures for conducting background checks of certain prospective and existing employees of Utah State University as defined below.

386.2 REFERENCES

- 2.1.** Board of Regents Policy R847, Criminal Background Checks
- 2.2.** Utah Code 53A-3-410 (Criminal background checks on school personnel -- Notice -- Payment of cost -- Request for review)
- 2.3.** Utah Code 53B-1-110 (Higher Education Criminal Background Checks)
- 2.4.** Board of Regents Policy R165, Concurrent Enrollment

386.3 DEFINITIONS

3.1. Adjunct Faculty - an individual who has an established relationship with an academic department and participates in departmental teaching, research, or service activities with or without remuneration. Adjunct positions are not the major work assignment of the individual, but are adjunct to the person's major role in another area, or they may be individuals whose major roles are external to the University. Adjunct positions are not benefit eligible and are only entitled to those benefits required by law for their specific positions.

3.2. Applicant – an individual offered employment, transfer or promotion, contingent on acceptable results of a criminal background check and other reviews required for the position by the University such as financial/credit checks, degree transcripts or license documentation, or student loan status.

3.3. Background Review Committee - the Background Review Committee reviews the results of criminal background checks where prior convictions exist, assess the risk to the University, and determine whether an individual should be considered eligible to obtain or retain a position. The committee is composed of representatives from employee groups (CEA, PEA and Faculty Senate), Human Resources, and USU Administration.

3.4. Criminal Background Check - a commercial or governmental process of searching public records to determine whether an individual has been convicted of criminal conduct anywhere in the United States of America within the last seven years.

3.5. Employee - an individual who has received and accepted a legitimate benefit-eligible offer of employment from an appropriate hiring authority, whose name will appear in the budget, and whose new hire Electronic Personnel Action Form (EPAF) has been applied to the electronic payroll system.

3.6 Hourly Employee – Any part-time (generally less than 50% time) and/or temporary employee whose name does not appear in the University budget. Hourly employees are not benefit-eligible and are only entitled to those benefits required by law for their specific positions.

3.7. Minor – for the purpose of this policy, Utah Policy defines a minor as a person younger than 21 years of age.

3.8. Reasonable Cause - Where the known facts and circumstances are sufficient to cause a person of reasonable prudence to believe that the employee poses an unreasonable risk to persons or property.

3.9. Security Sensitive Positions - positions whose duties require, provide for, or encompass the potential to incur human, financial or property loss or other harm to the University and its constituents. A security sensitive position should include at least one of the following elements:

3.9.1. access to children, including child care in a child care center, or to diminished capacity adults;

3.9.2. relationships with students where exceptional trust and responsibility are involved, such as instructors, counselors, health care providers, coaches, and residence hall personnel;

3.9.3. responsibility for providing direct medical care, treatment, or counseling and/or access to pharmaceuticals, toxins, hazardous or controlled substances;

3.9.4. direct access to laboratory materials and other property that have the potential of being diverted from their proper use either for financial gain or for harmful, dangerous or illegal purposes;

3.9.5. decision making authority for committing University funds or financial resources through contracts and commitments and/or direct access to or responsibility for handling cash, checks, credit/debit cards or cash equivalents, University property, disbursements or receipts;

3.9.6. access to building and residence hall master control and key systems;

3.9.7. access to confidential information or sensitive personal information such as employment, health, donor, financial and other records, including data that could facilitate identity theft;

3.9.8. access to and responsibility for the maintenance, upgrading, and repair of the University's computer networks and/or information technology systems; and

3.9.9. responsibility for police, security, guard forces, or other significant health or safety issues.

3.10. Significant Contact - an employee position which involves significant contact with minor persons if there is a reasonable expectation that in the course of the normal, routine responsibilities of the position, the employee and a minor would interact on a one-on-one basis. For example, teachers with office hour consultations, mentors, counselors, test center employees, coaches, and advisors could all reasonably expect to interact one-on-one with students as a normal, routine part of their work and hence would have "significant contact" with one or more minor persons during the course of their employment.

386.4 POLICY

In accordance with Board of Regents Policy R847, criminal background checks are required under the following circumstances:

- (a) All new employees whose positions involve significant contact with minors or are considered to be security sensitive must submit to a criminal background check as a condition of employment. Human Resources will determine which positions meet these criteria.

EXCEPTION: Applicants for adjunct faculty (other than concurrent enrollment instructors—see 386.4(c)), temporary, or part-time positions are exempt but are required to self-disclose any criminal background and sign an agreement to conform to University rules.

- (b) An existing employee must submit to a criminal background check where a department administrator, in consultation with Human Resources, determines that reasonable cause exists.
- (c) Concurrent Enrollment Faculty - USU employees, whether full-time or adjunct faculty, who are concurrent enrollment instructors with unsupervised access to K-12 students shall complete a criminal background check consistent with §53A-3-

410 of the Utah Code. (See Policy and Procedures R165, Concurrent Enrollment, paragraph 9.2.)

386.5 PROCEDURES

5.1. Written Release of Information - The University will obtain a written and signed release of information prior to conducting a criminal background check for an applicant. The University will request a written and signed release of information prior to conducting a criminal background check for an existing employee.

5.2. Notice that a Background Check has been Requested - If the existing employee does not provide a written and signed release as requested pursuant to 5.1, the employee shall receive written notice that the background check has been requested.

5.3. Criminal Background Check Requirements - At a minimum, the background check must verify the applicant or employee's social security number, obtain information regarding past employment, and perform a nation-wide search of the individual's criminal background in the individual's counties of residence for the last seven years.

5.4. Payment of Fees - Each department will pay the cost of criminal background checks.

5.5. Risk Assessment - If a criminal background check shows prior convictions within the past seven years, the Background Review Committee will assess the overall risk to the University. That risk assessment will include but not be limited to: (1) number of convictions, (2) severity of convictions, (3) the length of time that has elapsed since the last conviction, (4) likelihood of recidivism, (5) the security sensitivity of the position sought by the applicant or held by the existing employee, and (6) other factors that may be relevant. The Background Review Committee, in consultation with the hiring administrator, will determine whether an individual with a criminal history should be considered eligible to obtain or retain the position, or whether additional documentation is required.

5.6. Opportunity to Respond - Before an applicant is denied employment or an employee is subjected to an adverse employment action based on information obtained in the background report, the applicant or employee shall receive a copy of the report, written notice of the reasons for denial or adverse action, a written description of his/her rights under the Fair Credit Reporting Act, and shall have an opportunity to respond to the contents of the criminal background check and any proposed action taken by the University as a result of this check. Notification of intent to respond must be given to the Human Resources Office within three (3) business days of receiving the report if the applicant or employee desires to

respond to the background report. The University will provide a reasonable opportunity to address the information contained in the report.

5.7. Financial/Credit Check - If an applicant is applying for, or an employee holds, a security sensitive position with access to sensitive personal information or financial responsibilities over the funds of the University, the department administrator, in consultation with Human Resources, may require an additional financial/credit check to be performed.

5.8. Degree Transcripts or License Documentation - If the position requires a degree or license, the department administrator may request a copy of the applicant's degree transcripts or license documentation.

5.9. Student Loan Status - If an applicant or employee has a student loan, the departmental administrator may check on the loan status. The department administrator, in consultation with the Human Resources Department, may deny employment or take adverse employment action if the applicant or employee has a delinquent or defaulted student loan.

5.10. Limitations on the Use of Information - The information contained in the criminal history background check will be available only to those individuals involved in making employment decisions or performing the background investigation. This information will be used only for the purpose of making an employment decision. The applicant may request a copy of the background check.

3/18/2008 4:36 PM



POLICY MANUAL

GENERAL

Number 335

Subject: Relocation Assistance

Covered Employees: Faculty and Professional Employees

Date of Origin: January 24, 1997

Effective Date of Last Revision:

Deleted: July 1, 1999

335.1 POLICY

The payment or reimbursement of moving expenses may be offered to prospective employees when the hiring department believes such an offer is a critical factor in securing a highly qualified applicant for a faculty or administrative position. In determining the appropriate payment amount, the department should consider factors such as unusual qualifications and/or needs of the applicant, competitiveness of the applicable job market, budget available and estimated relocation costs.

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The hiring department head will negotiate with the new employee and determine an agreeable relocation plan in writing prior to the time the move takes place. The hiring department is responsible for covering the agreed upon cost of relocation assistance.

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Deleted: amount of the reimbursement

Deleted: Reimbursements may be made by any of the following methods: check request;

Deleted: requisition, and/or temporary salary adjustment. Reimbursement for moving expenses is not to be made by paying salary to the employee for time before he or she actually begins employment with the University.

PAYMENT OR REIMBURSEMENT TO THE NEW EMPLOYEE

The University complies with IRS regulations by reporting payments or reimbursements made directly to the new employee as additional income, including the withholding of payroll taxes.

Deductible moving expenses may be claimed by the employee when filing his/her annual income tax return. (See IRS Publication 521 "Moving Expenses," for detailed information on deductible moving expenses.)

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DIRECT PAYMENT TO MOVING COMPANIES

Moving expenses paid directly by the University to a commercial moving company are non-taxable to the new employee. If a relocation plan includes direct payment to a moving company from University funds, departments are required to use state contracts available through Purchasing Services unless a less expensive option is more appropriate.

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Relocation expenses may be reimbursed to the employee by the University for such items as:

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- The cost of moving ordinary and customary personal and household goods, including insurance provided by the moving firm for packing, ~~and shipping~~.
- Mileage allowance for the employee and/or family to move to the new location.
- The costs of lodging and food for the employee and immediate family during the relocation trip.
- The costs associated with a trip to locate new housing.

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Draft Faculty Senate Faculty Evaluation Committee Report

March 20, 2008

Michael Lyons, Faculty Senate Faculty Evaluation Committee Chair

Over the past few years, a number of U.S.U. Faculty Senate members have expressed concerns about the U.S.U. teaching evaluation process. Our committee oversees this process. In May 2005, Faculty Senate President Janis Boettinger gave the committee a mandate committee to consider: 1) how the teaching evaluation form might be simplified, perhaps drastically; 2) how a perceived bias against rigorous courses and professors with high expectations of students might be minimized; 3) the possibility of moving to on-line evaluation. The focus on simplification reflects a perception that an excessive number of questions on the form prompts many students to treat the evaluation process very casually.

At a meeting in Fall 2005, the committee decided that it would be wise to solicit input from the faculty prior to recommending an change in the evaluation process. The committee then drafted a survey designed to gauge faculty satisfaction with the evaluation form. The survey was distributed to the faculty electronically. The response rate to the survey was about 35%—adequate in these circumstances. The results indicated that there is widespread faculty support for simplification of the form, with minimal opposition. The survey also suggested that most faculty are receptive to on-line evaluation, but this is a complex issue. Some of the most common specific recommendations were:

1. To move the “General Evaluation” question(s) to the end of the survey.
2. To consolidate the questions dealing with the evaluation of the “course” and the questions dealing with the evaluation of the “teacher.”
3. To eliminate the question dealing with the course “workload” and the question dealing grading “fairness.”
4. To supplement course evaluations with information about course grade distributions when the evaluations are used in the assessment of faculty by the administration.
5. To eliminate the section of the form asking students about their GPA and similar matters, as almost no one is using these data.
6. To preserve the “open-ended” questions on the evaluation form, which were often viewed as the most valuable part of the form by the faculty.

After receiving this faculty input, the committee agreed that we should try to avoid removing questions from the survey that administrators used when reviewing faculty teaching in tenure, promotion, and salary decisions. Thus, the committee surveyed the Deans, the Provost and other key administrators. The response rate to this survey was over 60%. The results indicated that the administration relies primarily on the summary questions when assessing teaching, but some in the administration did request that we retain the questions dealing with faculty responsiveness to students’ questions and faculty preparation for class on any new evaluation form.

On March 31, 2006, the committee unanimously agreed to recommend simplification of the form, eliminating the scaled-response, closed-ended questions on the front of the form. Many of the surveyed faculty, as well as those on the committee, think that the responses to these questions provide very little information not already contained in the responses to the open-ended questions. In April 2006, the committee drafted a new form, and conducted a pilot study in several 2006 summer courses taught by

committee members. In the pilot study, about half of the participating students expressed no preference for either old, longer form, or the new shorter form, but the overwhelming majority of the students who did have a preference favored the new shorter form.

In December, 2007, at the request of USU Faculty Senate President Douglas Ramsey, I met as a representative of the Faculty Evaluation Committee with Faculty Senate Executive Committee to discuss our work on a new teaching evaluation form. The Executive Committee asked the Evaluation Committee for a recommendation could be forwarded to the full USU Faculty Senate for consideration.

Faculty Senate Faculty Evaluation Committee Teaching Evaluation Recommendation

The committee recommends the adoption of a new teaching evaluation form, and offers the Senate to two variations in the wording of the questions and responses on the form in a separate document. We recommend the open-ended questions on the current form be preserved, but that the section of the form asking students about their GPA and similar matters be eliminated from the form. When processing the forms, we recommend the computation statistical medians in addition to statistical means, and we recommend that University administrators utilize the medians rather than the means when reviewing faculty teaching. We regard statistical medians as better measures of teaching effectiveness because, unlike means, they do accord disproportionate weight to the outlying responses, at the extremes of a response distribution.

Appendix

Proposed U.S.U. Course Evaluation Form Version I

Instructor _____ Course _____ Section (If Applicable) _____

Course evaluations affect promotion and salary decisions for faculty members. They also help faculty members to improve their courses. Please take the evaluation process seriously, and respond honestly to the questions. The instructor should not be present when the evaluations are conducted, and the instructor will not see the evaluations until after class grades have been submitted.

Please circle the appropriate rating for various aspects of this course and for the overall quality of instruction in the course, as indicated below.

The highest rating is "10," corresponding to "Excellent"; the lowest rating is "1," corresponding to "Very Poor."

If a question is not applicable to the course, circle "NA."

	Excellent	9	Very Good	8	Good	7	6	Fair	5	4	Poor	3	2	Very Poor	1	NA
1. How well was the course organized?	10	9	8	7	6	5	4	3	2	1	NA					
2. How clear were the course objectives?	10	9	8	7	6	5	4	3	2	1	NA					
3. How clear were the responsibilities of the students?	10	9	8	7	6	5	4	3	2	1	NA					
4. How well was the instructor prepared for class?	10	9	8	7	6	5	4	3	2	1	NA					
5. How effectively did the instructor explain the course subject matter?	10	9	8	7	6	5	4	3	2	1	NA					
6. How well did the instructor foster critical thinking?	10	9	8	7	6	5	4	3	2	1	NA					
7. Taking the size of the class into account, how responsive was the instructor to students' questions and comments?	10	9	8	7	6	5	4	3	2	1	NA					
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8. What was overall quality of instruction in this course?	10	9	8	7	6	5	4	3	2	1	NA					

Proposed U.S.U. Course Evaluation Form Version II

Instructor _____ Course _____ Section (If Applicable) _____

Course evaluations affect promotion and salary decisions for faculty members. They also help faculty members to improve their courses. Please take the evaluation process seriously, and respond honestly to the questions. The instructor should not be present when the evaluations are conducted, and the instructor will not see the evaluations until after class grades have been submitted.

Please complete each statement below.

The highest evaluation is "10," corresponding to "Excellent"; the lowest is "1," corresponding to "Very Poor."

If a statement is not applicable to the course, circle "NA."

	Excellent	9	Very Good	8	Good	7	6	Fair	5	4	Poor	3	2	Very Poor	1	NA
1. The course organization was...	10	9	8	7	6	5	4	3	2	1	NA					
2. The clarity of course objectives was...	10	9	8	7	6	5	4	3	2	1	NA					
3. The instructor's explanations of students' responsibilities were...	10	9	8	7	6	5	4	3	2	1	NA					
4. The instructor's preparation for class was...	10	9	8	7	6	5	4	3	2	1	NA					
5. Taking the size of the class into account, the instructor's responsiveness to students' questions and comments was...	10	9	8	7	6	5	4	3	2	1	NA					
6. The instructor's explanations of the course subject matter were...	10	9	8	7	6	5	4	3	2	1	NA					
7. The instructor's effectiveness in fostering in critical thinking was...	10	9	8	7	6	5	4	3	2	1	NA					
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8. The overall quality of instruction in this course was...	10	9	8	7	6	5	4	3	2	1	NA					