

Thursday, 30 October 2014

2 pm, MA211K

**EXECUTIVE COMMITTEE**

**AGENDA SETTING MEETING MINUTES-Draft**

Present: Eric Amsel, Alicia Giralt, Kirk Hagen, Ed Hahn, Kathy Herndon, Carol Naylor, Craig Oberg, Carrie Ota, Shane Schvaneveldt, and Brenda Stockberger

Excused: Chuck Wight and Mike Vaughan

Guests: Sally Cantwell, Laine Berghout, Melina Alexander, Stephen Francis, Raeanna Johnson

1. Approval of the minutes from 9 October 2014 meeting.

MOTION Motion to approve the minutes from 9 October by Kathy Herndon.

SECOND Ed Hahn

OUTCOME Unanimous

Northwest Accreditation – Craig Oberg

Thanks to Eric Amsel for sending out the reminder for faculty to attend the Northwest Accreditation meetings on October 27, 28 and 29, 2014. There was a good turnout at the meetings. Weber State received five commendations and no recommendations.

**Action Items**

2. University Curriculum Committee – Sally Cantwell, Chair

HPHP

Program Change Proposal - BS in Athletic Therapy - Valerie Herzog

GODDARD SCHOOL OF BUSINESS & ECONOMICS

Business Administration

Program Change - Entrepreneurship Minor - David Noack

Course Proposal Change - ENTR1002 Introduction to Entrepreneurship - David Noack

Course Proposal Change - BSAD4860 Small Business Diagnostics - David Noack

Economics

New Program Proposal - BS in International Business Economics- Doris Stevenson

New Course Proposal & Syllabus - ECON4860 Economics Internship

COAST

Engineering Technology

New Program Proposal - AS in Mechatronics Technology- Julie McCulley

Computer Science & Engineering

**See the Shared Google Drive Folder sent via email "Master of Science in Computer Engineering" for all the proposals, syllabus and documents. (Files were too large to link to the web page.)**

New Program Proposal - Master of Science in Computer Engineering - Brian Rague and Kirk Hagen

Letters of Support - David Ferro, Dean COAST; Nancy Jarvis, Office of Sponsored Projects and Patrick Thomas, Technology Commercialization Office

New Course Proposals with Syllabi

**Computer Science**

CS6100 Distributed Operating Systems

CS6420 Advanced Algorithms

CS6500 Artificial Intelligence and Neural Networks

CS6600 Machine Learning

CS6610 Computer Architecture

CS6820 Compiler Design

CS6840 Formal System Design

CS6850 Parallel Programming and Architecture

**Engineering - Fon Brown**

EE6010 Design Project

EE6110 Digital VLSI Design

EE6120 Advanced VLSI Design

EE6130 Advance Semiconductor Devices

EE6210 Digital Signal Processing

EE6220 Image Processing

EE6410 Communications Circuits and Systems

EE6420 Digital Communications

EE6710 Real-Time Embedded Systems

LEAP

New Course Proposals with Syllabi - Giana Curtis

ESL0060 Reading Enrichment, Block 1 & 2

ESL0065 Reading Enrichment, Block 1 & 2

ESL0160 Reading Enrichment, Block 1 & 2

ESL1260 Reading Enrichment, Block 1 & 2

ESL2360 Reading Enrichment, Block 1 & 2

ESL2460 Reading Enrichment, Block 1 & 2

HEALTH PROFESSIONS

Masters of Health Administration - Carla Wiggins

Program Change Proposal - Masters of Health Administration, MHA6370 added

Course Proposal Change - MHA6370 Executive Leadership Seminars in Health Care, Elective added

ARTS & HUMANITIES

Foreign Language

New Program Proposal - AA in American Sign Language - Isabel Asensio

New Program Proposal - AA in Chinese - Isabel Asensio

New Program Proposal - Institutional Certificate in Spanish(Letter of Support)-Craig Bergeson

Political Science - Stephanie Wolfe

Course Proposal Change - POLS3150 Model United Nations

MOTION Motion to move curriculum as a package forward to Faculty Senate by Ed Hahn.

SECOND Carol Naylor

OUTCOME Unanimous

**DISCUSSION** There were mainly no issues with any proposal. There was a suggestion to get some other supporting documents for The Master of Science in Computer Engineering. The idea was that those documents would help when the proposal comes up for approval at the Board of Regents level.

LEAP proposals was submitted by an instructor in LEAP department. Since this program is not under an Academic Unit, we have to be very careful in who submits them. Faculty must submit course proposals.

This program could consult or get a letter of support with another college to make sure the courses are not overlapping other programs. We must protect the integrity of the curriculum. These specific courses were requested by the Saudi Cultural Mission for students sponsored by them.

Language Arts Discussion

Change in BA in Dance Education was to add a course to the Language Arts as an option for Dance Majors. The course would be taken twice for the 6 credit hours needed and combine them with the Foreign Language 6 credit hours for the 12 hours required for the Language Arts requirement.

Sally Cantwell, Ed Hahn, and Alicia Giralt to create a definition for the Language Arts courses. Ask Candy Stevens for input.

The departments specify the required courses for the Language Arts courses. A recommendation was made to have the Curriculum Committee review this definition after Sally Cantwell, Ed Hahn and Alicia Giralt review what should be done. Bring the recommendation back to the Executive for further review at the 20 November 2014 or 15 Jan 2015 meetings.

3. Salary, Benefits, Budget and Fiscal Planning – Laine Berghout, Chair

Composition of the Salary Negotiation Subcommittee

DISCUSSION

***PPM1-13, Article B-V, Section 4.10*** ***The Committee on Salary, Benefits, Budget and Fiscal planning shall study, evaluate and make recommendations on faculty salaries, benefits, budgets and fiscal planning issues.***

***This Committee shall not exceed nine members with representation from each organization unit. The Faculty Senate chair shall serve as the Executive Committee liaison. A subcommittee shall serve under the direction of this Committee and represent the faculty in salary and related negotiations with the University administration. No two members of this subcommittee shall be from the same organizational unit. This subcommittee shall consist of the Faculty Senate chair, the chair of the Committee on Salary, Benefits, Budget and Fiscal Planning and a third member nominated by the Committee and approved by the Faculty Senate.***

Need clarification on the definition of this policy on “***No two members of this subcommittee shall be from the same organizational unit.”*** Craig Oberg, Faculty Senate Chair, Science and Laine Berghout, Chair, SBBFP belong to the same organization unit. Their positions in the committee make them members of the subcommittee. Does create a conflict of interest? Isn’t the rule more important than the college? This is in the Bylaws of the Faculty Senate Constitution. It does need to go through some level of review.

Eric Amsel proposed this language be added to policy ***“Where possible, no two members of this subcommittee shall be from the same organizational unit.”***

Craig Oberg was asked to stay on the committee, since he goes to President’s Council. Send recommendation forward to CRAO for review.

Craig Oberg made the motion to give the recommended change above on ***PPM1-13, Article B-V, Section 4.10,*** to the Constitutional Review, Apportionment and Organization Committee (CRAO).

SECOND Alicia Giralt

OUTCOME Unanimous

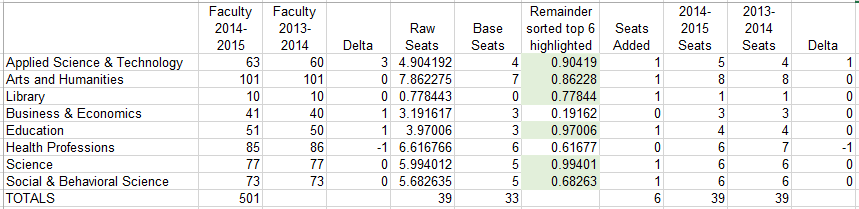
4. Constitutional Review, Apportionment and Organization – Melina Alexander, Chair

Apportionment for 2014-15

CRAO committee gathered data on faculty numbers in their college as of Fall 2014.

The Hamiltonian Method was used for calculations

Total Count for 2014-2015 school year



Only change was Applied Science & Technology is up one seat and Health Professions is down a seat.

MOTION Motion to approve and move the apportionment to Faculty Senate by Kathy Herndon.

SECOND Alicia Giralt

OUTCOME Unanimous

DISCUSSION Do the people from LEAP have representation? The people from LEAP are going through Continuing Education now, so they do not have representation at Faculty Senate. It is one of the things that we are discussing this year. The CRAO Committee is discussing possible solutions to this issue. They are not ready to bring this to Executive Committee yet. Due to a faculty member passing away during September and it was decided that Health Professions is still actively seeking to fill that position, that it would stay as a seat. There is no policy that covers this situation. Tim Herzog will come to Faculty Senate to present the apportionment information for Melina Alexander.

5. Appointment, Promotion, Academic Freedom and Tenure – Stephen Francis, Chair

Arts & Humanities Tenure/Post-Tenure Document

Page 1 added the *Master’s in Graphic Design – in all studio areas of the Visual Arts*. A faculty member has this degree and therefore under the way the document is written, could not get tenure. The document was revised to add this degree. Added more detailed procedures under Post-Tenure Review Section.

There was a concern about faculty being aware of the changes made to the document? Dean Miner said that there is no requirement to have the faculty be notified of the changes or a vote on them. This might be easier to get through the Faculty Senate if this has faculty approval. The majority of faculty would like to see language written that faculty need to be notified or polled on changes to their College’s Tenure or Post-Tenure documents. People are coming up for the Post-Tenure review and the college wanted to have a document for those individuals up for review. If no vote required, at least notify the faculty about the changes. Recommend to move this forward, but put into place that faculty have the right to review and be presented to faculty. We don’t want to create a precedent, that the Dean’s and Chairs can approve a document without the faculty knowing about it. We will look into having a vote from faculty in support of the changes. It was recommended that some language should be added to the PPM. Add assignment to the APAFT Charges.

**College of Arts and Humanities**

**TENURE AND POST-TENURE REVIEW POLICY**

The purpose of this document is twofold: to aid reviewers in the evaluation of candidates seeking tenure in departments within the Telitha E. Lindquist College of Arts and Humanities and to establish criteria for post-tenure review. Its primary method is to provide guidelines to ensure as objective evaluation as possible.

**TENURE REVIEW**

Standards have been set to assure that faculty who exhibit high performance levels in Teaching, Scholarly/Creative/Professional Activity, and Service receive a positive tenure recommendation.

Diversity within the standards accommodates faculty members with different backgrounds, talents, and professional interests. Additional clarification can be found in the tenure document for the Department of Performing Arts. The departments of Communication, English, Foreign Languages, and Visual Arts do not have their own tenure documents.

It is incumbent upon the candidate to provide all levels of review with pertinent information with respect to the categories considered. When in doubt concerning information provided, reviewers should seek clarification, including, but not limited to, consulting department tenure documents, in departments where such documents are available and requesting the candidate to appear before them. In all cases, due process, procedure, reasonableness, and fairness should be followed.

To be recommended for tenure a candidate must:

(1) Have an earned terminal degree in the discipline of primary responsibility. The recognized and accepted terminal degrees in the College of Arts & Humanities include:

* Ph.D.
* D.M.A.
* D.A.
* Ed.D.
* M.F.A. in all studio areas of the Visual Arts
* M.F.A. in all creative areas of Dance and Theatre
* M.F.A. for the area of creative writing in English
* M.G.D in all studio areas of the Visual Arts

Degree requirements shall be interpreted as requiring a degree from an institution accredited by an institutional accrediting agency that is recognized by the U.S. Secretary of Education or the foreign equivalent of such a degree. Equivalence of foreign degrees shall be evaluated by the regular faculty of the academic department and will be reviewed and approved by the college Ranking Tenure Evaluation Committee. Foreign degrees may be accepted as terminal degrees with documented evidence of equivalency and approval by the discipline as evidenced by its general acceptance in other universities and upon approval by the department and the Dean. In the event the terminal degree is not in the candidate's discipline, a terminal degree in a closely related discipline (as approved in writing by the Provost, in consultation with the Appointment, Promotion, Academic Freedom, and Tenure Committee and the Dean) shall be required.

(2) Provide evidence of appropriate performance in the following categories. In order to receive a positive recommendation for progress toward tenure or to be recommended for tenure, a candidate must fulfill the requirements of at least one of the following channels. For each category, the listed ratings within each channel are the minimum ratings necessary for a positive recommendation.

|  |  |  |  |
| --- | --- | --- | --- |
| **Channel** | **Teaching** | **Scholarly/Creative/Professional Activity** | **Service** |
| **I** | Excellent | Good | Adequate |
| **II** | Good | Good | Good |
| **III** | Excellent | Adequate | Good |
| **IV** | Good | Excellent | Adequate |

(3) Must adhere to professional standards of behavior as outlined in PPM Sections 9-4 through

9-8.

**DEFINITIONS OF CRITERIA AND CATEGORIES**

Candidates for tenure will be evaluated in the following three categories: (1) Teaching, (2)

Scholarly/Creative/Professional Activity, and (3) Service. Within each category the faculty member being considered for tenure shall be rated as excellent, good, adequate, or inadequate.

**(1) Teaching**

Teaching is defined as instruction conducted under the auspices of Weber State University. Teaching embraces activities related to instruction and learning that occur inside and outside the classroom, including community-engaged teaching, international experiences, and other diverse modalities and settings. Teaching activities may include, but are not limited to the following: instruction; advising, supervision, guiding, and mentoring; developing learning activities; sustaining teaching effectiveness; and community-engaged teaching.

Teaching performance will be evaluated by students, peers, and administrators. The teaching category will also include the preparation and use of teaching materials intended for instructional use. Candidate should demonstrate their accomplishments as teachers and their continual efforts to improve their teaching.

Candidates will be evaluated on the basis of their individual full-load requirements.

**(2) Scholarly/Creative/Professional Activity**

Publication as a form of scholarly activity includes formally published professional work which has been subject to editorial review and formal acceptance processes. Research reports and published articles that have been peer reviewed and accepted will also be included.

Creative activities must be interpreted rather broadly because of the diversity of disciplines within the college. Creative activities include artistic works, musical compositions and performances, theatrical productions, radio and television works, creative writing, and any other such creative projects deemed worthy of consideration by the individual departments. Specific limitations or parameters will be defined by department tenure documents, in departments where such documents are available. In these documents it is essential that the performance or artistic areas of the college define categorical boundaries for their individual disciplines. In departments without tenure documents it will be incumbent on the candidate to not only demonstrate an appropriate degree and quality of creative activity but also demonstrate promise for sustained achievement in the field.

Professional activity may be interpreted rather broadly as professional and scholarly activities that are of a nature that do not typically culminate in publications. Membership in professional organizations shall generally be considered as "service." However, important positions within professional organizations are to be considered favorably within this category. Involvement in workshops at regional or national levels should also be considered. Professional activities should include continuing formal post-graduate education that goes beyond mere maintenance of one's credentials within the discipline or field, development of entirely new fields or areas of expertise which prove of benefit to both the candidate and the department, presentation of professional papers at scholarly meetings, as well as funded research. Research may be interpreted rather broadly, but normally shall be limited to those activities which go beyond mere maintenance of professional credentials and/or staying current in the literature of the candidate's discipline.

Classifications to be included under scholarly/creative/professional activity are as follows in their order of importance. (Area A is more important than Area B.)

**•Area A (Primary Importance)**

Publication of specific research or theoretical work in the form of a book or monograph.

Publication of articles subject to review and formal acceptance processes.

Textbook publications. The key to including textbooks under publication lies in the fact that good textbooks improve teaching effectiveness not only of the author, but more importantly, for others in the profession.

Publication, performance, and exhibition may also take the form of electronic presentation.

Creative projects are generally disseminated through public performances, concerts, exhibitions, presentations, and readings. It is understood that quality in a creative area is judged most often by subjective means that may vary greatly. It is not the purpose of this document to define the judging criteria. Specific criteria are the responsibility of the departments involved.

Important positions in significant academic associations. This activity will qualify as one of primary importance when it is combined with significant professional activity in the field of academic interest to the association.

Consulting in the field of expertise. This activity will qualify as one of primary importance when such activities are non-routine and of significant importance.

Organizing and presenting seminars, workshops, and conferences in one's field of expertise. This activity will qualify as one of primary importance when such activities are of significant importance.

Research which does not result in publication will normally not be considered in Area A. When such research activities are significant, however, they may be included in Area A.

Other professional activities not specifically identified herein shall be evaluated by the committee within the implied guidelines established in this document. Candidates should consult with the department chair and dean to establish legitimacy and appropriateness for tenure evaluation purposes.

**•Area B (Secondary Importance)**

Activities not deemed to qualify in Area A may qualify in Area B.

Delivery of scholarly papers at academic meetings, subsequently published in a Proceedings Volume. Although of lesser importance than papers that face formal acceptance review processes, including papers delivered at meetings and subsequently published in academic journals, papers published in Proceedings are significant. Again, Proceedings of national meetings are normally of greater importance than locally sponsored meetings of local interest. There may be exceptions that could qualify Proceedings to be included in Area A; candidates will need to provide justification.

Delivery of scholarly papers at academic meetings. Although a paper may not have been subsequently published, the oral delivery to one's peers at academic meetings is a form of publication to be included in this criterion. A presented paper not subsequently published, however, is of lower importance than a published article. As a general rule, papers that have been selected for presentation in a formal evaluation and review process are more important than papers "accepted" sight unseen by the meeting organizers.

Publications for readers other than academic community. Publication of books which popularize material from one's academic field for readers normally outside that academic field and applied trade publications are included in this publication classification.

Grant work and associated output. Significant professional development may take place through research/creative projects. Successful grant work, however, is typically placed within the service category. To be considered in the scholarly/creative/professional activity category, the funded project will normally meet the requirements of subsequent publication/presentation of results. If the results are subject to formal review and acceptance, similar to those attending academic journal acceptance, the publication/presentation may be considered as equivalent, subject to determination of quality and importance.

Research reports, monographs, working papers, etc., not subject to formal academic review and acceptance may qualify in Area B, as determined by the evaluation committee.

Other professional activities not specifically identified herein shall be reviewed by the evaluation committee within the implied guidelines established in this document. Candidates should consult with the department chair and dean to establish legitimacy and appropriateness for tenure evaluation purposes.

**(3) Professional Service**

Service includes such activities as: speech making in the area of the candidate's expertise; consulting; committee work; popular publications; university, college, department, community and professional workshops or seminars; participation in executive development; assumption of duties and projects relating to operation of the department, college, and university, and participation in similar professional activities. Attendance at professional meetings, active membership in professional societies, and similar activities enhance the reputation of the college beyond the "maintenance of professional credentials," which accrues directly to the candidate. The criterion is that service must utilize in a professional way the candidate's area of academic expertise. Service to the university through committee assignment is apparent. Chair positions on such committees will be weighted more heavily than committee membership. Service activities can be of primary, secondary, or tertiary importance. Although determination will be made separately in each case, the evaluation committee shall be guided by the understanding that national service is more important than regional, university service is more important than college service, college service is more important than department service, and speeches to statewide audiences are more important than those to local clubs.

**RATINGS**

Candidates for tenure will be evaluated in the following three categories: (1) Teaching, (2)

Scholarly/Creative/Professional Activity, and (3) Service, noted on the Channel table on page 2.

A rating of excellent, good, adequate, or inadequate, shall be determined and interpreted relative to the candidate's discipline, department, and peers. All levels of review should refer to department tenure documents in departments where such documents are available for department criteria and examples of activities appropriate for tenure.

The following general description of the ratings shall serve as a guide to the evaluation committees:

**•Excellent:** The candidate will be rated excellent if normal duties required of all faculty members are performed consistently in an outstanding manner.

The candidate will be rated excellent in the **TEACHING** category if rated consistently outstanding or well above good by students, peers, and administrators.

The candidate will be rated excellent in the **SCHOLARLY/CREATIVE/ PROFESSIONAL**

**ACTIVITY** category upon evidence of (1) excellent performance in Area A, or (2) a minimal rating of adequate performance in Area A combined with excellent performance in Area B.

The candidate will be rated excellent in the **PROFESSIONAL SERVICE** category if rated consistently outstanding by peers and administrators.  
  
**•Good:** A rating of good in any category means the candidate has demonstrated a substantial degree of achievement above adequate levels of performance.

The candidate will be rated good in the **TEACHING** category if rated consistently better than adequate by students, peers, and administrators.

The candidate will be rated good in the **SCHOLARLY/CREATIVE/ PROFESSIONAL ACTIVITY**category upon evidence of (1) good performance in Area A, or (2) excellent performance inArea B, or (3) adequate performance in Area A, combined with good performance in Area B.

The candidate will be rated good in the **PROFESSIONAL SERVICE** category when the candidate  
is performing at a level judged by peers and administrators to be above average significant duties.

**•Adequate:** The candidate will be rated adequate if normal duties required of all faculty members are performed in an acceptable manner. The candidate must complete assigned duties and share in unassigned workload in the department, college, and university.

The candidate will be rated adequate in the **TEACHING** category when rated consistently adequate by students, peers, and administrators.

The candidate will be rated adequate in the **SCHOLARLY/CREATIVE/ PROFESSIONAL ACTIVITY** category upon evidence of (1) adequate performance in Area A, or (2) good performance in Area B.

The candidate will be rated adequate in the **PROFESSIONAL SERVICE** category when significant activities and performance levels indicate that the candidate is doing the bare minimum.

**•Inadequate:** Shall be given to a candidate who does not meet the minimum requirements of the adequate category

**ADHERENCE TO PROFESSIONAL ETHICS**

The College of Arts and Humanities endorses the statement of "Professional Responsibilities, Ethics, and Standards of Behavior" contained in the Weber State University Policy and Procedures Manual, Sections 9-4 through 9-8. Candidates for tenure shall be evaluated against those ethical canons and standards of behavior. A general indication of the faculty member's adherence to those ethical principles and standards of behavior shall be noted on the Tenure Evaluation Report, with a "yes" or "no" response. If the response is "no" then there must evidence to support that decision. Letters indicating the findings of the evaluation committees and the dean shall indicate strengths and weaknesses in this regard.

**POST-TENURE REVIEW (Policy and Procedures Manual, Section 8-11)**

**PURPOSE**The post-tenure review shall be based on criteria separately defined from the award of tenure with the following intent:

1. Demonstrating the tenured faculty member’s growth and development in the discipline;
2. Communicating to the faculty member specific areas in need of improvement related to

performance in scholarship, teaching, and service, and

1. Enhancing each individual's future productivity.

**PROCEDURES**After tenure is granted, faculty will be evaluated every five years or more often at the discretion of the department chair or dean or at the request of the faculty member. The post-tenure review covers the most recent five years, or the time period since the last formal review. Within the College of Arts and Humanities, post-tenure review will evaluate the following professional activities:

1. Teaching, through student, collegial, and department chair evaluation;
2. The quality of scholarly and creative performance and/or research productivity, and
3. Service to the profession, school, and community, through department chair evaluation.

**Dated Guidelines and Process for Faculty Members Undergoing Post-Tenure Review**

|  |  |
| --- | --- |
| **To occur by:** | **(**Please note: dates will be adjusted yearly for weekends and holidays.) |
| Oct 15 | The department chair or dean will notify the faculty member of the upcoming post-tenure review. |
| Oct 15 | Deadline for a faculty member to initiate a request for a Post-Tenure Review. |
| Dec 1 | Deadline for the department chair and faculty member to jointly select a three-member team for collegial evaluations. |
| Jan 5 | The faculty member under review submits an updated vitae (or the College of Arts & Humanities Annual Faculty Reports) and any other pertinent artifacts to his or her department chair. |
| Mar 2 | The faculty member under review receives the findings (in writing) of the team for collegial evaluations. |
| Mar 16 | The faculty member under review may submit a written response concerning the findings of the team for collegial evaluations to his or her department chair. |
| Mar 16 | The faculty member under review may request, in writing, an optional interview with the department chair to discuss the faculty member’s teaching, scholarly and creative performance and/or research productivity, and service. |
| Mar 31 | Deadline for the department chair to interview the faculty member under review if the interview was requested by Mar 16. |
| Apr 10 | Deadline for the department chair to submit the post-tenure review report to the faculty member under review. |
| Apr 17 | Deadline for the faculty member under review to request, in writing, an optional meeting with the department chair to discuss the report. |
| Apr 30 | Deadline for the department chair to submit the post-tenure review report to the dean for inclusion in the faculty member’s personnel file. |
| May 15 | Deadline for the faculty member under review to submit a written response concerning the post-tenure review report to the dean. |

**STUDENT EVALUATIONS**  
  
In an attempt to chart ongoing teaching performance, student evaluations shall be administered and compiled by an impartial third party. Each tenured faculty member shall have student evaluations administered in at least two courses each year. The two courses to be evaluated will be determined through consultation between each faculty member and his/her department chair. If the faculty member and the chair cannot come to agreement on which two courses should be evaluated by the students, the choice of courses to be evaluated will be subject to binding arbitration by the dean after consultation with the faculty member and the chair. The chair, the faculty member, and the dean shall see the results of those evaluations. The summaries of these evaluations will be kept on file in the offices of the chair and the dean.

**~~PEER~~ COLLEGIAL EVALUATIONS**   
  
Collegial evaluation involves seeking feedback from informed colleagues for the purposes of improving the faculty member’s teaching practice (formative assessment) and/or evaluating it (summative assessment). There are many possible components to collegial evaluations, such as observing classroom teaching, evaluating and giving feedback on course design and assessment practices, and reviewing examples of student products. Formative evaluations, if done well, can help improve teaching and inform summative decisions.

Peer reviewersThe team for collegial evaluations will be determined through consultation between each faculty member and his or her department chair. Faculty members under review are encouraged to submit teaching materials to the review team. The collegial evaluation review for the College of Arts and Humanities will be limited to three pages of comments and observations. The chair, the faculty member, and the dean shall see the results of those evaluations. The summaries of these evaluations will be kept on file in the offices of the chair and the dean.

**REMEDIAL ACTIONS BASED ON POST-TENURE REVIEW**

Tenured faculty members are expected to maintain the requirements they fulfilled to earn tenure as noted by the channels in the chart below. Failure to maintain the requirements will result in a rating of “inadequate” in teaching, in scholarly/creative/professional activity and/or in service.

|  |  |  |  |
| --- | --- | --- | --- |
| **Channel** | **Teaching** | **Scholarly/Creative/Professional Activity** | **Service** |
| **I** | Excellent | Good | Adequate |
| **II** | Good | Good | Good |
| **III** | Excellent | Adequate | Good |
| **IV** | Good | Excellent | Adequate |

If, as a result of the post-tenure review process, the faculty member is not found to meet the minimum standards required of a tenured member of his or her discipline, he or she is responsible for remediating the deficiencies, and both the University and College are expected to assist through developmental opportunities. The faculty member, the department chair, and the College dean must mutually decide upon a timeline for remediation. A faculty member's failure to successfully remediate deficiencies may result in disciplinary action governed by due process pursuant to the standards described in the Policy and Procedures Manual, Sections 9-9 through 9-16.

PPM 8-11 Evaluation of Faculty Members

Adding of the MGD to the list of approved degrees.

Section III. Tenure Review, B., b.

Visual Arts - The recognized and accepted terminal degrees are the M.F.A. or M.G.D. for studio areas including: ceramics, drawing, jewelry and metals, painting, photography, printmaking, sculpture, weaving and textiles, and graphic design.

Section IV. Evaluative Criteria for Academic Rank, C., 1., a.

College of Arts and Humanities

Master of Fine Arts or Master of Graphic Design for the disciplines of ceramics, drawing, jewelry and metals, painting, photography, printmaking, sculpture, weaving and textiles, graphic design, costume design, scene design, technical directing and dance.

Section IV. Evaluative Criteria for Academic Rank, C., 1., d., 1.

College of Arts and Humanities

Master of Fine Arts or Master of Graphic Design for the disciplines of ceramics, drawing, jewelry and metals, painting, photography, printmaking, sculpture, weaving, and textiles, graphic design, costume design, scene design, technical directing and dance.

MOTION Motion to move forward to Faculty Senate the change to the A&H Tenure & Post-Tenure Document and PPM 8-11 Evaluation of Faculty Members with the addendum of charging the committee to add language to require faculty be notified or voted on changes to Tenure/Post-Tenure document by Eric Amsel.

SECOND Alicia Giralt

OUTCOME Unanimous

PPM 4-9a Course Syllabus (Charge 8)

8. Review PPM4-9a - Course Syllabus, to add Emergency Statement to the list of information that a syllabus should contain.

Sent this to a subcommittee and they came back and said that they didn’t have a problem with the language, and did not feel that this was oppressing academic freedom and they believed that no action needed to be taken on this request. They did not believe that the PPM needed to be changed.

DISCUSSION This does not need to be added as a formal requirement to the PPM. What obligates someone to put it in their syllabus? Everyone was told it had to be in their syllabus for the wrong reasons.

No further action on this charge. No changes to be made to the policy as recommended by APAFT committee.

6. Faculty Ombuds Assignment – Craig Oberg

Ombuds Position for 2015-16

Is Kathryn MacKay interested in staying on as Ombuds? Leave as quarter time release with a possible summer stipend. Craig Oberg to check with Mike Vaughan on the compensation and position announcement. If she doesn’t want to renew as Ombuds, then the position announcement should be sent out by mid- December, with candidate submissions due back by February 1, 2015. Would it be worthwhile to actually define the “ term/year of service”. When does the year start – Summer or Fall? Clarify on the contract when the term actually begins. A lot of issues have been coming up in the summer due to Tenure decisions made during spring semester. Eric Amsel to talk with Kathryn MacKay to see what her recommendations are on when the “Ombuds Term” should begin and if she is interested in renewing her contract. The majority of the Executive Committee agrees the term should begin in the Fall and going through the Summer, if needed. Kathryn will be asked to stay through Summer of 2105 to finish her term. See if there could be a stipend for her during the summer.

7. Faculty Senate Standing Committee Change

Salary, Benefits, Budget and Fiscal Planning Committee

Scott Rogers, A&H (2-year Term) replaces Colleen Packer, A&H

MOTION Motion to approve Scott Rogers as a member of the Salary, Benefits, Budget and Fiscal Planning Committee by Shane Schvaneveldt.

SECOND Alicia Giralt

OUTCOME Unanimous

8. Other Items

GIAC, Gen Ed Committee – Eric Amsel

In the process of creating a new category of courses – to try out some interdisciplinary Gen Ed Courses. Be different than Honors. Calling them Fundamental Courses. Trying to develop a set of courses to see if we can do multiple Gen Ed in an interdisciplinary way. Ryan Thomas has offered some money to fund it – if we can’t get it through Honors. Honors has its own criteria. If a department wants to offer a collaborative course there will be some money from Ryan Thomas. If it were with Psych and English you could get your Social Science and your Humanities credit in a 3 credit block. They will have to assess it for both Gen Ed outcomes Social Science and Humanities. After some time, there will be a collection of these courses where the outcomes will be clear and then we can compare do we want these kinds of courses for Gen Ed or do we only want to continue with traditional course for Gen Ed.

ASSA

PPM6-22 Student Handbook

Sections VIII - XIV (Jurisdiction and Hearing Procedures) removed from the handbook per Bruce Bowen and Jan Winniford. Eric Amsel to talk with Becky Marchant to see where the committee is at on this issue.

Provost Search Committee

Committee is being formed and organized. Craig Oberg will mention the structure of the committee at Faculty Senate. Anyone else interested on being on the committee, let Craig know. Brad Mortenson will act as the chair of the committee.

Faculty Senate Retreat Follow-up - Eric Amsel

There is progress on some of the items discussed at the Faculty Senate Retreat last August. (Salary, Gen Ed and Developmental Math)

Employee Wellness Program - Raeanna Johnson, Coordinator

Raeanna was invited by Craig Oberg to introduce the Employee Wellness Program available for Weber State University employees. Would like her also to come to Faculty Senate on 6 November to explain this program to the Senators. A way to earn an extra $200/year. Wellness Saves Program to begin on January 1, 2015. Works with PEHP Healthy Utah program. Only for employees on Weber State University PEHP insurance. Spouse’s on PEHP can also qualify for this at an additional $20/per month. Testing can be done at your doctor’s office, on campus at the Wellness office, or Healthy Utah testing session. Form available to download beginning January 1, 2015. Take this form to your physician and have them check off the results and bring the form back to the Wellness office.

Ask Faculty Senate if they would like to get their agenda, minutes, information via an email or through Google Drive Folder instead of hard copies. Add as an information point.

Motion to adjourn by Eric Amsel.

SECOND by Alicia Giralt

Meeting adjourned at 3:40 pm

**Next Meeting: Faculty Senate, 6 November 2014 at 3:00 pm WB206-207**

**Next Program Review Meeting: 13 November 2014 at 2 pm in the Betty Lampros Board Room**