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## Faculty Senate Meeting Agenda, December 1, 2003

Utah State University

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Faculty Senate Meeting  
1 December 2003  
3:00 - 4:30 p.m.  
Cazier Science Technology Building Room 120

AGENDA PACKET

- |      |   |  |
|------|---|--|
| 3:00 | Call to order<br><a href="#">Approval of Minutes - 6 October, 2003</a>  | Kevin Kesler   |
| 3:05 | Information Items<br><a href="#">Enrollment Management/Retention Survey</a><br><a href="#">Banner Progress Report</a><br><a href="#">UCFSL Letter</a><br><a href="#">Proceedings of the Faculty Forum</a><br><a href="#">Endorsement for the Emergency Preparedness GIS Project</a> | Melissa Kincart<br>Rory Weaver<br>Kevin Kesler<br>Kevin Kesler<br>Kevin Kesler |
|      | Consent Agenda<br><a href="#">EPC Business</a><br><a href="#">Honors Program Report</a><br><a href="#">Parking Committee Report</a><br><a href="#">Cultural Activities Council Report</a>   |  |
| 3:25 | Key Issues and Action Items<br><a href="#">Gay and Lesbian Issues</a>   | Beth York  |
| 3:50 | University Business   | Provost Albrecht   |
| 4:15 | New Business  |  |
|      | Adjourn   |  |

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Faculty Senate Meeting Minutes for October 6<sup>th</sup>, 2003

Call to Order

Kevin Kesler called the meeting to order at 3:00 pm. He welcomed the Faculty Senate to the new school year, and explained one minor change in the format of the agenda, which is to allow for discussion of items taken out of the consent agenda later on in the meeting.

Minutes

Janis Boettinger made a motion to accept the minutes of the September 8th meeting, and Jeff Banks seconded the motion. During discussion amendments were suggested to point out that the Policy changes were specifically referring to the Faculty Senate Executive Committee, and to clarify the number of reports Sue Guenter-Schlesinger presented in the meeting. With these amendments the motion was voted upon and passed.

## Announcements

Craig Petersen gave the Faculty Senate an online tour of the University Dashboard. To get to the USU Dashboard from the home page click on About USU, and then on Facts and Figures.

## Consent Agenda

Dallas Holmes moved to accept the Consent Agenda. The motion, seconded by Karla Petty, passed.

## Key Issues and Action Items

### Emergency Preparedness/GIS Project

Eric Hansen explained the original need and creation of the old Emergency Preparedness program, which now consists of large information manuals. It has since been determined that these bulky manuals are less effective when safety information is needed immediately when dealing with emergencies. The remedy proposed is the creation of the same emergency manuals in an electronic format, which can be accessed instantly through a GIS program, (Geographical Information System). This would greatly improve the safety of the facility and of emergency personnel in an emergency situation. The cost for the project is estimated at \$50,000. Stephen Bialkowski moved that the Faculty Senate write a letter of support for the new Emergency Preparedness project. The motion, seconded by Stephanie Kukic, was passed.

### Letter to the Governor and Legislature regarding budget proposals for 2004-2005

Kevin Kesler briefly described the Utah Council of Faculty Senate Leaders (UCFSL) and their backing of the Board of Regents budget proposal, with a few minor suggested language changes. He proposed for the USU Faculty Senate to draft a letter to endorse the Board of Regents proposed budget, so long as it continues to align with the Universities budget requests. The letter will be sent in conjunction with similar letters sent from other supporting Utah State colleges and universities to the Governor and the State Legislature. President Hall mentioned his support of writing a letter backing the Board of Regents budget. Brent Miller moved to give the Faculty Senate Executive Committee permission to draft such a letter supporting the Board of Regents budget proposal. The motion was seconded by Dennis Welker. Voting on the motion was postponed to after the presentation of the University Business. When University Business had completed voting commenced, and the motion passed with two dissenting votes.

## University Business

President Hall and Provost Albrecht presented the University Business. They defined where the administration is in its efforts to get the legislature to approved an across the board increase in faculty salaries. USU has lost 34 faculty in the last 12 months, and has only retained several others who would have otherwise left by making counter offers. President Hall explained that he personally has been talking with, and will continue to talk with all the legislatures in support of these budget changes. He then reviewed parts of the current USU Budget, including the fuel and power crisis between USU and UofU, Libraries, the Engineering Initiative, and the USU/Weber Nursing Partnership. He asked Kevin Womack to give a brief report on the Animal Science Renovation. He explained the need for better student living facilities, and the proposed West Housing/Parking Complex.

The Utah State Alumni magazine has won an award as being one of the three best alumni magazines in the west, and USA Today recognizes the student athletes of USU as #10 in the country with an 81% graduation rate, and #2 in the increase of graduates in the athletic program. A Fire station will be built on campus, and the search for the University Auditor, and VP for Administrative Services are progressing, and the positions will soon be filled.

## New Business

### Committee Vacancies

Kevin Kesler presented four committees that have vacant positions that need to be filled. He asked for volunteers, and the results are: Kathy Piercy will serve on the Selective Investment Committee, Janis Boettinger will serve on Departmental Teaching Award Selection Committee, Vince Lafferty will serve on the Committee on Committees, and a position is still open on the Calendar Committee.

### Faculty Forum Topics

Kevin then opened the floor for suggestions for possible topics for the upcoming Faculty Forum.

Suggestions included Funding for the Health Care system, The future of campus parking, moving faculty evaluation from public websites to the QUAD, graduate school student recruiting, recruitment and retention of female faculty in the college of engineering, a faculty union, and details on the think campaign.

Adjourn

Kevin Kesler called for adjournment. The meeting adjourned at 4:24 pm.

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## Enrollment Management: RETENTION REPORT to Faculty Senate

November 2003

Melissa Miller Kincart, Assistant to the Vice Provost--Enrollment Management, Office of the Provost

### Introduction

One of Utah State's institutional goals is to "improve the recruitment and retention of students." Utah State will operate on the principle of recruiting *very good* students, not necessarily the *very best*. The latter approach requires significant investment in National Merit Scholars, and the institution has chosen to spread its scholarship investment more broadly.

Goals for the entering class were set during 2002 with expected results within three to five years. We set goals based on peer averages, historical track record, and achievable results.

- In terms of our peer institutions, selectivity averages at 73%. A realistic goal for USU is 85% (historically at 98%).
- The average ACT for our peers is 24.2. A realistic goal in the short-term for USU is 24.
- The yield for new freshmen among our peers is 74%; a realistic goal for USU is 60% (historically at 54%).
- Diversity among the total population of students is also important. While our peers enroll 19% of its student body from ethnic populations, USU enrolls 4%. Only one institution in Utah enrolls students of color on a par with state proportions of 11%, and that is Salt Lake Community College (SLCC). For Utah State, a realistic goal is to aim for 10%--probably over a five-year period. Likewise, the international student population sits at 4%, and a goal is to enroll 10%. As we move to a greater proportion of graduate students to undergraduates, the percentage of international students will be affected.
- USU's current undergraduate to graduate ratio is 84/16; for a research university, a better ratio would be 80/20. In the current 16% of graduate students, only 10% of them are classified as masters and doctoral level. Unclassified graduate students make up the remainder.

The quality of new students entering USU also affects two additional important data points: retention (first to second year) and graduation rate. Fully one-third of USU's freshman class was being lost before initiatives to stem the tide were put into place. Even more troubling was a loss of 20% of high-ability students (121+ index) and a loss of 30% of those in the 100 and above category. The 2000 to 2001 retention rate climbed to 71%. The increase was due most likely to improvements in institutional research that instituted enhanced record keeping and tracking. The 2001 to 2002 rate dropped again as a direct result of the "open" admissions of that year. For 2002 to 2003, we anticipate an improvement based upon fall to spring retention figures. From 1998-2001 the average first-year retention rate is 69%. Our peers retain 85% of their first-year students; a reasonable goal for USU is 70-75%. Utah State's *peer* institutions include such universities as Colorado State, Oregon State, Washington State, New Mexico State, Iowa State, North Carolina State, and UC-Davis. Some of these are "aspirational" peers (e.g, UC-Davis), universities ranked in Tier One of the *U.S. News and World Report* study.

- a. Graduation rates for USU students are unsuitably long. Only 22% graduate within four years, 32% in five year, and 44% in six years. USU's peers graduate 64% of their students within a six-year period. A rate of 52% seems reasonable for USU given the unique demographic factors of the student body. Of the undergraduate student body, 85% note membership in the Church of Jesus Christ of Latter-

Day Saints, which indicates a high percentage will take two-year leaves of absence, marry earlier (50% at graduation), and have children earlier than national norms.

(2004 Enrollment Master Plan for Recruitment)

Graduation and retention rates are calculated from adjusted cohorts. Initial cohorts are adjusted for students who are identified as 1- deceased or totally disabled 2- serving in the armed forces 3-serving with a foreign aid service of the federal government 4-serving an official church mission. A new procedure for identifying official church missionaries was used Fall 2001 by the Utah System of Higher Education (USHE). This new procedure for identifying missionaries was used on the cohorts starting with 1995. With additional missionaries being found in all cohorts since 1995, retention/graduation numbers have changed from those reported previously.

Through the partnership of the LDS Church and the Utah System of Higher Education the following full-time missionaries have been identified and excluded from the appropriate full-time, first-time, degree-seeking freshman cohort.

- 1997-398
- 1998-441
- 1999-393
- 2000-433
- 2001-383

(AAA Office, July 2003)

Please note that the current process for identifying missionaries is by name only. The LDS Church does not require a student's SS# on the Mission application due to more than half of its applicants (Those outside the U.S.) do not have one, and they are taking precautions to avoid identify theft. Therefore, with the current process the names must be matched identically to count as a match. Therefore, the AAA Office recognizes this current practice of identification has a number of inaccuracies

#### Development of Process of Non-Returning and Retention Reporting

In an effort to be more proactive about retaining our students it became evident that we first needed to identify the students whom were losing. And then follow up with these students so that we could better understand why they had chosen to not return to USU. These efforts were begun a small working group composed of representatives from Student Services, Academic Affairs, institutional research, and marketing. A telephone survey of this population-overseen and reported on by Grayson Osborne (2001-02)-was given last year to the Faculty Senate.

From these finding it was clear that we had only just begun and that it was necessary to take a more in depth look at our students who had chosen to not persist.

- Identification of Non returning Students

Beginning with the full-time, first-time degree seeking freshman cohort of Fall 2002 an effort was made to identify students who had used current practices to alert the University they would not be returning either Spring 2003 or Fall 2003.

After priority registrations for both spring and Fall 2003 and after Day 15 of the semester reports were run to capture all students who had either registered late, placed their scholarship on hold, filed a Leave of Absence, or who had withdrawn from the institution. In addition, a report was generated to identify students who had academic difficulties (USU GPA below a 2.3). These reports were manually analyzed to get at the students from the first time, full-time, degree seeking freshman cohort Fall 2002 who had not returned to begin their second year at USU.

- Proactive Tracking and Advising

### 1. Marking the cohort in SIS

After manually analyzing multiple reports and comparing it to an excel Cohort identification file in order to ascertain the non-returning students Spring 2003, it was determined there has to be a better way. The cohort identification has also been a frozen excel file that was maintained by the AAA office. A student's SIS record had never been marked as to what cohort they belong. This information is not only helpful to appropriate USU faculty and staff, but it would enable one to run the needed identification reports mentioned above against the marked cohort. Starting July 2003 the AAA Office created the Fall 2002 Cohort file to be upload by computer service in the SIS. This upload has taken, as well as for Fall 2003. The cohort tag cannot be altered, and will remain on a student's records, and is found on the 103 screen controlled by the Registrars Office.

### 2. Development of Leave of Absence/Scholarship Hold/Withdrawal Process

In spring of 2003 the Leave of Absence process was housed in Advising and Transition Services, and only served students who completed the term and were leaving for military or church service. This information was compiled in a excel file. Scholarship Hold students were managed by Financial Aid, received a letter of hold approval and were follow up on soon to their time of reentry. The Complete Withdrawal Process was housed in the Registrar Office but served every case from students wanting to avoid bad grades, to those withdrawn because they were leaving on missions, or due to financial or family circumstances. At a case the processes were all driven by a form, very little personnel contact or advising.

As of Fall 2003 these exit process are all housed in the Registrar's Office, with exception of Scholarship Hold. Students can start in the Registrar's Office and are instructed if circumstance warrant to work with the Financial Aid Office. Best practices and peer institutions were analyzed and a new process for student exiting the University and a form containing all these options was created. <http://www.usu.edu/registrar/forms/Withdrawal-Leave-Form.pdf>. The processes are now driven by the student's intent to return to USU (church service, financial or family obligations) or to separate completely from the institution (transferring schools, marriage or moving). Students on Loa's their matriculation is left open and a hold is placed on their on registration. No fee is charged for this process. All students who withdraw and decide sometime in the future to return to USU will need to reapply and pay the reapplication fee.

It was suggested by the Faculty Senate Executive Committee that this form include information on the Maximum time allowed for a Leave of Absence. (Two years and 1 semester)

### 3. Creation of Matriculation Advisor Position:

It became increasingly clear at the above processes were looked at more in depth that students were making decisions as to the appropriate mode of exit from USU rather than the University advising students of their options and encouraging the appropriate course of action. The Matriculation Advisor Position has been created and is housed in the Registrar's Office. Krystin Deschamps is doing an excellent job in helping define the roles of this key retention position. She is engaged in:

- Advising interested students in the appropriate exit options and consequences of such an action in regards to time to degree, or long term plans of professional or graduate school.
- Recording all exit and expected return info, as well as comments on the 110 Matriculation Screen in SIS.
- Recruiting back those who LOA's have expired, connecting them with appropriate advisors, and managing their Sis record appropriately.
- Getting the word out about the new processes-Statesman Articles, Registrar's web page, Advisors Handbook, and info sessions the LDS Institute Mission Prep classes.
- Contracting high risk readmits(probation or suspended students) in order to determine in advance what it will take to be successful at USU that they will be successful.

- Cleaning up the Cohort

Nursing is a very popular undergraduate major for USU prospective and currently enrolled students. However, once students are admitted to this program they are Weber State students and graduate from Weber State. Furthermore, about 100 students apply, and 85-90 meets their qualifications, but they only accept 24 a year. The accepted students do maintain USU student status so they can use the library, and many are taking general education requirements to meet their Weber requirements for graduation. They then go on to receive a Weber associate degree. According to the Program coordinator, of the 24 accepted, actually 4-5 students stay at USU to complete a degree program in a related field or take additional USU courses to meet a requirement for a Weber State four-year bachelors degree. The students who don't get in may reapply the following year, change their major, or leave to go to a similar 2 year program at SLCC, UVSC or SUU.

Therefore, nursing students have been removed from the 2003 cohort and will not be added in the future because they are not USU degree seeking students. Additionally, beginning with the Fall 2004 Recruitment Cycle, students who declare USU non-degree seeking program will not be eligible for centralized scholarships.

Additionally, in the Fall 2002 cohort, three students studying intensive English, one exchange student and one incarcerated student have been identified as members in the Fall 2002 cohort. They are not enrolled in degree seeking programs. Currently, we are awaiting clarification from the AAA Office

### Follow up Practices

- E-mail Reminder After Priority Registration for spring and fall cohort students receive e-mail reminding them to register for the next term, or file the appropriate exit paperwork. They are directed to the "USU Cares" web page ([www.usu.edu/usucares](http://www.usu.edu/usucares)), which contains information on registration, exit options, advisors and graduation guarantee, along with other important web links. Please note: The Fall 2003 Cohort has just been uploaded, and we are in the process of identifying the correct students and updating this web page.
- E-mail and Phone call Contact After non-returning students have been identified all students receive an I "Planning to return?" email. Students are asked to respond why they haven't returned, and are directed to the Matriculation Advisor if applicable. All students with 3.5 USU GPA or higher are contacted by phone to inquire about their plans. In addition, a random sample of the remaining non-returning students was conducted spring 2003. In the future we hope with the aid of the Admissions Telecounseling team to attempt to reach all non-returning students by phone if they have not responded to the email.
- Spring Semester Focus Groups In an effort to garner information on the first year experience on April 17, 2003 471 Undeclared students were invited by e-mail to attend a focus Group Session with Vice Provost, Joyce Kinhead. From these group six students RSVP, and only four actually attended. The following questions will prompt the future direction of this effort.
  1. How else might we reach the undeclared population? General Education classes-HASS advising---the centralized center recommending by the Advising Task Force.
  2. Would these sessions have been better attended if they were declared students with the respective dean?
  3. The timing of the session right after Easter and at the end of the semester could have influenced student's decision to not attend. Possibly look at the last week of March or first week of April.
  4. *Statesman* article describing purpose of session may prove helpful.
- Identification of Possible Hansen Retention Scholarship Recipients This new scholarship has been particularly useful for flexible funding to enable students to continue their university education. We are finding that students often need a semester or year's worth of assistance in order to get over a difficult period; their situations do not seem to require multi-year awards. We identify students in a number of ways: 1) referrals from colleges and departments, particularly from our associate deans; 2) parents who have written via "Ask the President" to note

financial difficulties; 3) phone survey of "leavers" by our retention specialist; 4) student inquiry to the Vice Provost or others; 5) recommendations by Financial Aid Counselors. Students applying for the scholarship submit a letter that addresses educational and career goals and a semester-by-semester plan for completing the degree with a graduation date.

1. Lindsey Wotring, \$1273 each semester for 2003-04

- Lindsey will be a sophomore biology teaching major, who was preparing to transfer to SLCC due to financial considerations. We were able to find her when she did not pre-register for fall term. As a Dean's List student, she was on our "target" list to retain. Our Retention Specialist was able to identify Lindsey as someone worthy of a Hansen Scholarship. Throughout the summer, we worked with her to help her find housing and register. She will not be a retention statistic from our freshmen cohort!
- (Hansen Retention Scholarship Progress Report, October 2003)

What do the Numbers Say?:

Fall 2002, First Time, Full-Time, Degree Seeking Freshman Cohort Non-Returning  
Fall 2003

The following informational breakdown about what has happened to the Fall 2002 Cohort. Keep in mind that this cohort contains Logan campus students as well as Continuing Education students. Beginning Fall 2004 these cohorts will be separated as a part of the new IPEDS II reporting.

- Fall 2002, First Time, Full-Time, Degree Seeking Freshman Cohort contained 2308 students
- As of 8/18/ 2003 992 cohort students had not registered for Fall 2003
- Comparing the non-returning report on 11/03/2003 to the 8/18/03 report the following has been information has been deducted:
  1. 106 students registered between the two reports
  2. 4 students have registered for Spring 2004
  3. 882 actually non-returning
  4. 69 Students have withdrawn of which 6 for Church Service
  5. 25 Have placed Scholarship Holds for Church Service
  6. 1 Scholarship Hold for Military service
  7. 170 LOA have been filed- 162 for Church Service and 2 Military Service
  8. 98 Connected with via E-mail of Phone 35 for Church Service and 2 Military Service
  9. 2075 is the new adjusted cohort figure due to 228 Church service and 5 Military exclusions
  10. Of the remaining non-retuning students 23 have a USU GPA above 3.5 and we have not been successful reaching them by phone and/or e-mail; 158 students have USU GPA between 3.4-2.3; 159 students have a USU GPA of 2.3-.14 of which 28 were admitted in to General Registration 29 others were admitted with an 18 ACT of below; 21 Students have no reported USU GPA.
  11. 159 students have a USU GPA of 2.3-.14 35% of this group of non-retuning students were admitted with qualifications lower than our standard minimums and Index. Additionally, 166 students or 32% of this group had not yet declared a major.

Obstacles faced in the development of Process of Non-Returning and Retention Reporting

- Fluid Document  
The exact numbers are hard to get at as the data is continually changing. Students registering late skew the data. Furthermore, follow up strategies have the ability to capture need drop out or stop our information and influence the filling out of appropriate exit paper work. However, student replies and follow up may occur after the reporting is complete.
- AD Hoc Retention Reporting Ad Hoc Reports  
General University retention analysis and exclusion reporting follow a national reporting schedule. However, until now LOA, Withdrawal, Scholarship Hold, and at-risk student reporting as all been run on ad hoc basis and results mainly at the request of the Vice Provost. There seems to have been no



consistent reporting in this area. It has been extremely difficult to get the needed information in this area. Therefore, timely turn around and reporting consistency is a problem. appears that inadequate staffing in institutional research and a lack of interest in such data historically contributes to this problem.

- Manual Reporting

Because much of the information has not been entered into a student's SIS record because it has not been used as an integrated system. . Most of the student departure information has entering information and manipulating excels spreadsheets. So much time is spent in identifying who hasn't returned, which leaves little time to follow up and encourage them to return in the appropriate window of opportunity.

- Scholarship Hold/LOA/Withdrawal Loophole

Because the exit options took on various shapes and implementation of the new practices wasn't complete until Fall 2003. And because the intrusive advising component was not available to students until Fall 2003 we have gaps in the reporting.

1. Six students withdrew for Church Service instead of filing a LOA.
2. Twenty-five students filed only a Scholarship Hold and not a LOA for Church Service and one for Military Service

- Changing Student Behavior

Students need to understand upon admission to USU they have been accepted into a degree program. We enter into a contract with them that we not only plan to honor their admission, but also plan to graduate them from their degree program. There are valid reasons why a student may need to interrupt their degree program. However, students must begin to understand that they need to take the appropriate course of action to do so. Leaving without contacting the University is not advisable or acceptable. Through our outreach efforts and word of mouth we hope to connect with more students prior to their departure.

- Short Window of Opportunity

There is such a short window of opportunity to follow up on students who have not registered or enrolled in the next term. The key is to catch them while they are still on campus. However, the manually identification time is prohibitive. Additionally, because not all students have chosen to activate their CC account, communication by e-mail has proven ineffective because the personal e-mail address on record has changed since time of admission. Additionally, phone numbers change frequently. Not to mention the ability to influence a high ability student to stay is much more negotiable if they haven't already enrolled in another institution.

## Action.

- USU E-mail Account

The Enrollment Management units have determined that it would be extremely beneficial to these offices as well as the student to have their USU E-mail account activated upon Admission to the University. E--mail correspondence from key offices would connect the student more closely to the University and encourage a higher yield of students who enroll each semester. Currently students are encouraged to set up their CC account during SOAR, but many students choose to keep personal accounts. These accounts change frequently and are not managed on the SIS. It would be helpful if the University designated that a student's USU account is the official mode of communication with students. If the University upon admission activated these accounts, they could remain open while a student is on leave so that we maintain that connection with the student. Additionally, it would assist in follow up efforts on non-returning students to insure all students would receive a timely and less time intensive method of follow up, without the hassle of sorting through bad e-mail addresses.

- Phone Follow up-Telecounseling Team

Telecounseling is an ancillary recruitment strategy intended to build and foster relationships with

prospective students during critical points in the student's decision-making process. Telecounseling consists of frequent, ongoing telephone contacts throughout the recruitment process. The Admissions Office is currently trying to develop this strategy to be effective Spring Semester 2004. From looking at the non-returning data of the 2002 cohort it is clear we still need to follow up on more students. From trends we still need to identify about 100+ missionaries, and we are concerned about the advising students received or lack there of those whose USU GPA fell below a 2.3. This currently isn't possibility given Melissa Miller Kincart's other Enrollment Management responsibilities, and 75% time. The Telecounseling Team, under the direction of the Assistant to the Vice Provost has the potential to be a very powerful follow up tool.

- Share exclusions information with AAA Office and the Matriculation Advisor  
The information garnered from the Leave of Absence reporting and the follow up e-mails and phones calls should be shared with the AAA Office of all identified missionaries, and military service students. This information should be used in conjunction with their methods of identification to assist in earlier verification. Also, non-returning students who have been identified through e-mails and phone calls who would have qualified for a Leave of absence will receive a letter and form from the Matriculation Advisor stating the process is new and that they should submit the paperwork in order to assure an easier transition upon the student's return
- Intentional Recruitment-"Finding the Right Fit and the Best Prepared Fall 2004 Class  
Upon assuming the presidency in 2000, President Hall and Provost Albrecht reorganized enrollment management so that academic affairs was given responsibility for oversight under the leadership of a vice provost. The responsibility for enrollment management of graduate students remains with the Dean of Graduate Studies.

In President Hall's *State of the University* address (9/12/02), the following quality indicator was noted. The average ACT will increase to 24 by 2004 and 25 by 2007.

ACT

2001	2002	2003	2004	2005	2006	2007
22.3	22.9	23.8	24	24.3	24.6	25

Therefore, in order to be admitted beginning Fall 2004, students are expected to have a Minimum high school GPA of a 2.5 and ACT composite of a 19, and have graduated from an accredited high school. Applicants must have also completed the appropriate college preparatory courses. The applicant who's Admission Index is a 90 or above will be automatically accepted, provided the other admissions requirements listed have been satisfied. <http://www.usu.edu/admissions/forms/Admit-Index.pdf> Students not meeting the outline criteria may be considered for admission on a case-by-case basis.

USU has begun to engage in more intentional recruitment with the reorganization of the Admissions Office, and by now operating under active Enrollment Management Plan for Recruitment. Admissions professionals can the help students navigate the college choice process through their outreach efforts, high school visits, campus programming, communication flows, and telecounseling. Their efforts will be assisted by the new Carnegie Communication View book and College companion pieces that will help ensure that students and parents are receiving an accurate view and updated information about USU. The Admissions Office has become more intentionally in seeking out better prepared, students committed to our degree programs that intend to graduate from USU. According to the literature on poor college fit, 20% of transfers occur from a poor initial college choice. We can help students avoid the roots of departure if they understand up front we don't offer programs in nursing, architecture, Dental Hygiene, Paralegal Certification.

Additionally, historical analyses of retention of USU students revealed that a significant proportion of students admitted to the university were not capable of doing university-level work. (The following data are taken from the 1998 cohort, as three years are required to reconcile the data due to the two-year leave of

absence for church service. This lag in the ability to analyze the effect of programs and initiatives on retention is but one difficult point of enrollment management in Utah.)

#### Predicted Retention Rates for Admission Index Categories

100 and above	70%
90-99	55%
86-99	61%
85 and below	58%
No test score	53%
No gpa	66%
No test/no gpa	44%

Clearly, students were not being served well by being admitted to a failing experience. (Starting with Fall 2004 admits, students with scores less than 90 will automatically enter General Registration program and may not matriculate to a degree until a proven academic track record is established.)

The Enrollment Management team is guided in its admissions decisions by Board of Regents policy that clearly states that a research university needs to carefully scrutinize and then admit students who can perform at a higher level. A maximum of 5% can be admitted as serving needs of local community or providing "talent" to the university. As of 2001, 11-19% of USU's entering freshmen were marked as "General Registration." For the Fall 2003 the entering General Registration class was at 4.3%.

(2004 Enrollment Master Plan for Recruitment)

- At-Risk Population: Undeclared  
Cope and Hannah (1975) state, "Personal commitment to either an academic or occupational goal is the single most important determinant of persistence in college." The Academic Advising Task Force has been charged with recommending through centralized advising how to better serve this population and move them more quickly to declare a major.
- At Risk Population: High Ability  
In an effort to provide a meaningful experience for our scholarship students while at the same time appealing to their "no risk" nature we have been intentional about setting the scholarship GPA renewal at a 3.5 and offering students an opportunity to sample Honors risk-free. The Honors 2000 class is one credit course offered on-line. During the semester interested students will apply to continue taking part in the Honors pathway, which offers a myriad of choices from compiling a portfolio, earning a prestigious fellowship, working with a faculty mentor and much, much more.
- New Dean's Scholarship Parameters  
The highest scholarship enrollment yield for the 2003 Recruitment cycle was the Dean's *Error* Scholarship. 70% of the students who were offered the scholarship enrolled. This error scholarship allowed us to offer awards to a better prepared student that had not been offered in the past. We are in the midst of finalizing the budget and parameters for the 2004 cycle; however, we are striving to be able to award scholarships to students with a 117 Index and above with a Minimum 25 ACT and 3.5 GPA.
- Filling the Comparative Data Gaps
  1. Currently athletes are not coded on SIS. For comparative purposes, it would be helpful to know who the non-returning athletes were and what admission qualifications.
  2. It would be interesting to know who persisted at USU, and look at time to graduation, major areas, and entry qualifications. This information could be outlined in recruitment publications and assist students in making wise major choices.
  3. At one time USU was a member of the National Clearing House but it has been sometime since we have used their services. It would be helpful in narrowing the non-returning student pool to see if and where some of these students had transferred.

4. "Intention regarding participation in higher education is an important predictor in degree completion." (Tinto, 1987) The 2001 CIRP Survey, which was administered to 1,848 first time, full time freshman that attended SOAR reported the following intention data.
  - 10.3% of the students seek either no degree, a vocational certificate or an associate's degree, which is 3.5-4.5 times greater proportion of freshman as compared with their peers at other schools.
  - 8.9% of the students estimate they will transfer to another college before graduating. Nearly twice as large a proportion than their peers at other schools.

The new 2004 Admissions application has been revised to now capture students who plan to earn a degree from USU and those who plan to take courses to transfer to another university or college. It would be interesting to see if those students who departed had intended to from the beginning.

- Institutional Commitment

Student departure is a complex issue. There is no simple answer or institutional path in understanding it. USU can be more intentional about seeking out better-prepared and committed students to our degree programs. We can be more intentional about following up on students who have chosen to drop out. But according to Tinto (1987) "properly understood, institutional commitment is the part of each and every member of the institution." Continued assessment does take a substantial time and resource commitment. People can make a difference. Faculty and staff are crucial in the college choice process, but play an essential role in a student's decision to persist.

Melissa Miller Kincart  
Assistant to the Vice Provost for Enrollment Management

Filed November 2003

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## USU SCT Plus to SCT Banner Migration Path



SCT Plus Higher Ed Administrative Data Processing System

Installed at USU during mid '80's and early '90's.

License owned by State Board of Regents

BoR chose to migrate from SCT Plus to SCT Banner in 2001

SCT Banner Integrated / Relational ERP System

USU chose to perform BPA prior to implementation

Banner runs on Oracle database engine on servers and web boxes

## Retiring expensive main frame computers

### UTAH COUNCIL OF FACULTY SENATE LEADERS

UCFSL 2002-2003  
Randal Chase, Chair,  
SLCC  
Tim Eicher, Vice Chair  
Dixie State College

October 31, 2003

College of Eastern  
Utah  
Price, UT 84501  
Grady McEvoy  
Shelly Lemons

Dr. Nolan Karras, Chair  
USHE Board of Regents  
60 South 400 West  
Salt Lake City, Utah 84101

Dixie State College  
St. George, UT 84770  
Tim Eicher  
Curtis Larsen  
Susan Ertel

Dr. Karras:

We, the elected Faculty Senates of all nine Utah System of Higher Education institutions, endorse the USHE's budget priorities for fiscal year 2004-2005. In particular, we urge you to support an increase in compensation for faculty and staff.

Salt Lake Community  
College  
Salt Lake City, UT 84130  
Dean Huber  
Marlene Johnson  
Marilyn Nowell

This endorsement represents the united voice of higher education faculty across the state, having been approved by the elected Faculty Senates of all nine USHE institutions during this past month. This unprecedented action reflects the seriousness with which we view the compensation issue.

Snow College  
Ephraim, UT 84627  
Jim Luster  
Ted Olson

A third consecutive year without a compensation increase will further degrade Utah's ability to recruit and retain high-caliber faculty and staff, thus further degrading academic quality and, ultimately, the value of higher education in Utah. The quality of academic programs in Utah cannot be maintained – much less grow – if there is no budget increase for higher education.

Southern Utah  
University  
Cedar City, UT 84720  
David Lund  
David Rees  
Brian Heuett

With appreciation for your efforts,



University of Utah  
Salt Lake City, UT 84112  
Andrew Gitlin  
Larry DeVries  
Katharine Coles

Randal S. Chase, Ph.D.  
Chair  
Utah Council of Faculty Senate Leaders

Utah State University  
Logan, UT 84322  
Kevin Kesler  
Janis Boettinger  
Martha Dever

Utah Valley State  
College

Orem, UT 84058  
Mike Shivley  
Ellen Hall-Loveland  
Ron Hammond

Weber State  
University  
Ogden, UT 84408  
Michelle Heward  
Tony Allred  
Gary Dohrer

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## Proceedings of the Faculty Forum

November 3rd, 2003

Items discussed at the Faculty Forum are as follows:

### Department Head Terms

Provost Stan Albrecht detailed the latest on the issue of Department Head Terms. The proposal is to install a five year term, with a possible second 5 year term following an approval review. He listed the background and rationale for moving in this direction

1. The university lacks clearly defined procedures that define entry, conditions of service, and exit for those faculty who serve in administrative assignments.
2. Some of the colleges were already moving to a term appointment system for department heads.
3. The current system creates some difficulties for incumbent administrators who desire to give up their administrative appointment and return to a faculty role.
4. The return to full-time teaching and research of highly qualified scholars who have held administrative appointments can present important opportunities to the department.
5. Institutional excellence can be enhanced as individuals with diverse cultural and academic experience are presented with opportunities to participate in the administrative structure of the university.
6. New perspectives on departmental goals and leadership needs, facilitated through term appointments, are critical to maintaining currency in innovative administrative strategies and initiatives.
7. The service as an administrator should conclude with dignity and a sense of fulfillment.
8. The change will encourage younger and female faculty to anticipate and prepare for a period of administrative service in their careers.

He then discussed the concerns that have been voiced over this issue, and gave explanation on how they are resolved.

To see the complete list presented at Faculty Forum, click [here](#).

### Health Care Benefits

Caryn Beck-Dudley and Kevin Womack presented a brief overview of the current health care status. One of the major issues on the premium price was to stabilize and increase the reserve, which is a four year program. They will know what to do to the plan next by watching the projected nation and state-wide increase in health care costs. The question on how much health care premiums will be increased will be determined by how much the legislature give USU in compensation this year. The benefit package will not be used to fund athletics, or hidden projects. All benefit money will go to the benefits program of the University.

The regents are requesting a 12% increase in benefits coverage, which comes close to cover the cost of benefits increase, which is a 14 or 15 % increase. This translates to a small increase in the benefits package this year.

### University Budget

President Hall gave a brief explanation on how USU is surviving even though we are tremendously under leveraged. The University has very little long term debt, all of which will be paid off in the next ten years. There are proposals pending legislative approval regarding a new living-learning center, a parking terrace, and enhancements to food services in the student center. The University is very viable and strong in terms of underlining financial strength. The then pointed out and briefly discussed selected items on this years budget request. These include a 4 % increase in compensation, 3.5% to salary, and the remaining to medical and dental insurance. Also he discussed access funding, or unfunded growth in the student population. While tuition has gone up significantly, USU still falls in the bottom 25% nation wide. The Board of Regents recognize that other interests such as the engineering initiative and the nursing partnership with Weber needs to be funded. Funding construction on the new library is a key budget problem. Funding has come from Tier II tuition dollars, but will need to come from other means this year. Student tuition dollars have been used to hire new faculty, but discussions now are whether tuition money could also be used to help with salary increase if funding does not come from the state.

To see the University Budget Request for 2004-2005 click [here](#).

### Faculty Retention Issues

Ronda Callister spoke on Faculty recruitment and retention in the Colleges of Science and Engineering. The National Science Foundation has awarded a \$3 million grant to go forward on a study of Women in the Workplace. Their primary question is how to change the climate in academic institutions so women not only stay, but thrive. Women have left academics in droves for the last 20 years, even while the number of women obtaining doctorates has soared. One reason identified is that of discrimination, which is not only based on gender, but culture as well.

To view the article click [here](#).

### Mentoring for Promotion and Tenure

She then explained how 40% of the women involved in this study reported having inadequate mentoring. Men also have reported inadequate mentoring, but at not as high a percentage. Studies have shown that those who have mentoring are more successful in their careers. Mentoring is less effective when assigned, and highly more effective when volunteered by experienced faculty. She encouraged those who feel that their experience would help newer faculty become more successful, to seek mentoring positions.

### Understanding the Promotion Process

Kim Sullivan explained that there needs be a clearer understanding of the tenure and promotion process, particularly the expectations outside of the department. The guidelines for becoming a full professor and other promotion positions are vague, and the faculty need a better idea of what they need to accomplish and have a better understanding of what their expectations are.

The Science and Engineering recruitment team is preparing a process to reduce unintended bias when recruiting. Studies have shown that it is more difficult for a female applicant to be awarded a teaching position or promotion than a male. The recruitment team is currently trying to develop ways to evaluate and screen candidates fairly.

### Ombudspersons

Christine Hult explained the need for Ombudspersons to be elected in all colleges. Some colleges already have them, but most do not. They are needed to be present in meetings to keep track of due process for

candidates. This will regulate the tenure and promotion process across campus.

To see report presented to the Faculty Senate Executive Committee click [here](#).

#### Promotion/Tenure Process and the Mediation Program

Chris Fawson presented two issues currently being dealt with in the Provost Office. He has found that Promotion and Tenure is one of the least understood processes at the university. The code clearly defines the process and faculty, including administrators should take the opportunity to better educate themselves on this process. Those seeking promotion or tenure have many sources to help them better understand the process, and the steps they need to take.

Faculty have expressed their frustration with the grievance process when seeking resolutions to problematic situations. A proposal is currently in the works which will create the Board of Mediators. The responsibilities of this new board is to help in dispute resolution which will aid in the grievance process.

To view the Mediation Handout click [here](#).

To view the Mediation Policy Process Procedures click [here](#).

#### Open Forum

The items brought up by faculty in the open forum include a letter read regarding the gay and lesbian issues, and the need for more recognition and visual support on campus. The item will be placed on the agenda for the next Faculty Senate Executive Committee meeting. The issue of Course Evaluation on the web was discussed, and it was suggested that they be removed from an open website and placed on the Quad system. President Hall recommended that a proposal be drafted and sent through the appropriate channels and it will be considered. One last suggestion for energy conservation purposes is to simply turn off the lights in rooms not in current use.

The 2003 Faculty Forum adjourned at 4:36

The meeting was attended by 101 individuals.

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To whom it may concern,

We, the Faculty Senate of Utah State University do fully endorse the proposed GIS project for the Emergency Preparedness program, which will create an electronic version of the current hard copy emergency information manuals, making response to emergency situations safer, quicker and more efficient.

Kevin C. Kesler  
President of the Faculty Senate  
Utah State University  
4900 Old Main Hill  
Logan, UT 84322-4900  
Phone: 435-797-0930  
Fax: 435-797-3268  
Cell: 435-770-1670

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Introduction: Educational Policies Committee  
Report for Faculty Senate 11/17/2003

Joyce Kinkead-Chair, Stanley Allen-Agriculture, Duke DiStefano-ASUSU Pres., Todd Crowl-Natural Resources, Karla Petty,-ASUSU Acad VP, Richard Cutler-Science, Jan Roush-HASS, Stephanie Kukic-GSS, Scott Hunsaker-Education, David Olsen-Business, David Luthy-DEED chair, Weldon Sleight-Extension, Cheryl Walters-Library, Jeffrey Walters- ASC Chair, Paul Wheeler-Engineering

Meeting Dates:

September 8, 2003, October 2, 2003, November 6, 2003, December 4, 2003, January 8, 2004, February 5, 2004, March 4, 2003, April 1, 2004.

Curriculum Subcommittee

In October and November meetings, the Curriculum Subcommittee approved the following program changes:

1. [Request from Business Administration Department to change the name of the Production Management Major and the Production Minor to Operations Management](#)
2. [Request for the discontinuation of the Marriage and Family Relationships Emphasis under the BS in Family, Consumer, and Human Development](#)
3. [Request for moving the Family Finance Emphasis from the BS in Family and Consumer Sciences to the BS in Family, Consumer and Human Development](#)
4. [The request from the Elementary Education Department to add English as a Second Language \(ESL\) as an emphasis was approved](#)
5. [The request from the Special Education and Rehabilitation department to change the name of their doctoral program from "Doctor of Philosophy in Special Education" to "Doctor of Philosophy in Disability Disciplines" was approved](#)
6. [Request from the College of Agriculture to transfer the Master of Science specialization in Family and Consumer Sciences Education and Extension from the former Human Environments Department to the Agricultural Systems Technology and Education Department as a specialization in: Family and Consumer Sciences Education and Extension](#)
7. [Request to offer Master of Science \(Plan C\) in Computer Science](#)
8. The following requests from the College of Agriculture were approved:
  - a. [Activate the Dairy Industries Emphasis in the Dairy Science major in the Department of Animal, Dairy and Veterinary Sciences](#)
  - b. [Activate Teaching Emphasis in Agricultural Education major in the Department of Agricultural Systems Technology and Education](#)
  - c. [Add Biotechnology Emphasis to the Nutrition and Food Sciences major in the Department of Nutrition and Food Sciences](#)
  - d. [Delete Animal, Dairy and Veterinary Science Emphasis from the International Agribusiness major in the Department of Economics](#)
  - e. [Delete Agricultural Economics Emphasis from the International Agribusiness major in the Department of Economics](#)
  - f. [Delete Agricultural Education Emphasis from the International Agribusiness major in the Department of Economics](#)
  - g. [Delete Animal Biology Emphasis from the Bioveterinary Science major in the Department of Animal, Dairy and Veterinary Sciences](#)
  - h. [Delete Animal Genetics minor from the Animal Science minors in the Department of Animal, Dairy and Veterinary Sciences](#)
  - i. [Delete Animal Nutrition minor from the Animal Science minors in the Department of Animal, Dairy and Veterinary Sciences](#)
  - j. [Delete Beef Production minor from the Animal Science minors in the Department of Animal, Dairy and Veterinary Sciences](#)
  - k. [Delete Business Emphasis from the Animal Science major in the Department of Animal, Dairy and Veterinary Sciences](#)

- l. [Delete Business Emphasis from the Dairy Science major in the Department of Animal, Dairy and Veterinary Sciences](#)
- m. [Delete Consumer and Homemaking Education Emphasis from Family and Consumer Sciences Education major in the Department of Agricultural Systems Technology Education](#)
- n. [Delete Communication Emphasis from the Animal Science major in the Department of Animal, Dairy and Veterinary Sciences](#)
- o. [Delete Communication Emphasis from the Dairy Science major in the Department of Animal, Dairy and Veterinary Sciences](#)
- p. [Delete Companion Animals minor from the Animal Science minors in the Department of Animal, Dairy and Veterinary Sciences](#)
- q. [Delete Domestic Animal Reproduction minor from the Animal Science minors in the Department of Animal, Dairy and Veterinary Sciences](#)
- r. [Delete Occupational Home Economics Education Emphasis from the Family and Consumer Sciences Education major in the Department of Agricultural Systems Technology and Education](#)
- s. [Delete Plant and Soil Science Emphasis from the International Agribusiness major in the Department of Economics](#)
- t. [Delete Plant Science/Molecular Biology Emphasis from the Environmental Soil/Water Science major in the Department of Environmental Soil/Water Science](#)
- u. [Delete Public Health Nutrition emphasis from the Nutrition and Food Sciences major in the Department of Nutrition and Food Sciences](#)
- v. [Delete Research Emphasis from the Animal Science major in the Department of Animal, Dairy and Veterinary Sciences](#)
- w. [Delete Research Emphasis from the Dairy Science major in the Department of Animal, Dairy and Veterinary Sciences](#)
- x. [Delete Sheep and Wool Production minor from the Animal Science minors in the Department of Animal, Dairy and Veterinary Sciences](#)
- y. [Delete Soil and Water Emphasis from the Environmental Soil/Water Science major in the Department of Environmental Soil/Water Science](#)
- z. [Delete Swine Production minor from the Animal Science minors in the Department of Animal, Dairy and Veterinary Sciences](#)
- aa. [The Economics Department requests that the names of the two areas of emphases within the Agribusiness major be changed as follows: Food Marketing to Business; Food Production to Agricultural Systems](#)
- bb. [Name change for Ornamental Horticulture \(Production\) Emphasis in the Horticulture major change to Ornamental Horticulture in the Department of Plants, Soils and Biometeorology](#)
- cc. [Remove the B.A. degree from the Agricultural Education major in the Department of Agricultural Systems Technology and Education](#)
- dd. [Remove the B.A. degree from the Agricultural Systems Technology major in the Department of Agricultural Systems Technology and Education](#)
- ee. [Remove the B.A. degree from the Family and Consumer Sciences Education major in the Department of Agricultural Systems Technology and Education](#)
- ff. [Remove the B.A. from the Nutrition and Food Sciences major in the Department of Nutrition and Food Sciences](#)
- gg. [Remove the Certificate from the Dairy Science major in the Department of Animal, Dairy and Veterinary Sciences](#)
- hh. [Delete Extension services Emphasis from the Family and Consumer Sciences Education major in the Department of Agricultural Systems Technology and Education](#)
- ii. [Delete Extension Emphasis from the Animal Science major in the Department of Animal, Dairy and Veterinary Sciences](#)
- jj. [Delete Extension emphasis from the Dairy Science major in the Department of Animal, Dairy and Veterinary Sciences](#)

- kk. [Delete International emphasis from the Dairy Science major in the Department of Animal, Dairy and Veterinary Sciences](#)
- ll. [Delete International emphasis from the Animal Science major in the Department of Animal, Dairy and Veterinary Sciences](#)
- mm. [Delete Fruit and Vegetable emphasis from the Horticulture major in the Department of Horticulture](#)
- nn. [Delete Nutrition and Food Sciences minor from the other minors in the Department of Nutrition and Food Sciences](#)

Recommendations:

EPC recommends approval of above changes by Faculty Senate.

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## UTAH STATE UNIVERSITY HONORS PROGRAM ANNUAL REPORT

### 2002-2003 Academic Year

**PURPOSE:** The Honors Program provides students with an enhanced track for their lower- and upper-division course requirements. Students and faculty work together in intensive seminars, experimental classes, interdisciplinary courses, writing projects, and special activities. Members of the program earn Honors credit on their transcripts and pursue one of three different Honors degrees.

**PERSONNEL:** Tom Peterson, Acting Director; Robyn Daines, Assistant Director; Kay Gamble, Secretary<sup>1</sup>

**HIGHLIGHTS:** 34 Honors students graduated with Honors degrees; 58 filed Department Honors Plans of Study; and Honors students received Honors Program scholarships; Chad Wasden and Jeffry Gittins received Honors scholarships.

Honors student received the following recognition:

Melissa Bowles	Outstanding Peer Advisor Award in Dept. of English
Marchet Clark	A-Pin Award, College of HASS
Kathryn Ann Fifield	Outstanding student in Liberal Arts and Sciences
Michael L. Girard	Outstanding student in Department of LAEP
Jeffery T. Leek	University Citizenship Award
Medlir Mema	Robins Awards Man of the Year
Corinna Von Niederhausern	Valedictorian for the College of Agriculture
Sarah C. Wegener	Outstanding student in Department of History

Honors instructors and Department Honors Advisors received the following recognition:

Michael Sweeney	His book, "From the Front: The Story of War," was published by National Geographic
Tamara S. Vitale	Teaching Excellence Award in College of Agriculture

## CONTENTS OF ANNUAL REPORT:

- I. [Curricular Activities, 2002-2003](#)
- II. [Extracurricular Activities, 2002-2003](#)
- III. [Responses to Key Issues-Goals in 2002-2003](#)
- IV. [Key Issues and Goals to Address in 2003-2004](#)
- V. [Appendices](#)

### I. CURRICULAR ACTIVITIES, 2002-2003

#### A. Students in the Honors Program

##### Entering freshmen

Fall 2002	110
Fall 2001	111
Fall 2000	131
Fall 1999	143
Fall 1998	140

##### Students in Honors Courses

	Fall Classes	Fall Contracts	Spring Classes	Spring Contracts
2002-2003	216	64	174	49
2001-2002	177	62	167	89
2000-2001	175	93	137	65
1999-2000	63	63	202	92
1998-1999	237	61	79	49

##### Department Honors Plans

	Total	New
2002-2003	86	58
2001-2002	91	64
2000-2001	117	51
1999-2000	99	51
1998-1999	98	43

#### B. Honors Graduates

Number of students who received Honors degrees in 2002-2003: 38

The names of 2002-2003 Honors degree recipients and the titles of their senior Honors theses/projects

appear in [Appendix A](#).

### C. Honors Courses

Number of compensated course offerings in 2002-2003: 14

Note on compensation: The Honors Program compensates courses listed with the HONR prefix. In the 1996-1997 academic year, the program began an effort to also compensate faculty for working with Honors students in upper-division course work and on their theses/projects.

A list of 2002-2003 Honors courses and enrollment statistics appear in the [Appendix B](#) of this report.

### D. Honors Degrees

Students work towards one of three Honors degrees:

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/project).

University Honors 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/project).

Department Honors: 15 total Honors credits in an approved upper-division Department Honors Plan (including a senior thesis/project).

### E. Faculty Participating in Honors

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

- teaching compensated lower-division Honors classes
- working with upper-division Honors students in upper-division classes on a contract basis
- serving on the Honors Advisory Board ([Appendix](#))
- serving as Department Honors Advisors -- guiding upper-division students through their Department Honors Plans (see list - [Appendix](#))
- advising students in their Senior Honors Projects
- serving on Rhodes, Fulbright, and Truman campus interview committees and advising students in the completion of their applications
- offering special presentations through Honors Interactions

Faculty teaching Honors courses, serving as thesis/project advisors, and working with Honors students on a contract basis; serving on the Honors Advisory Board; and Department Honors Advisors are in [Appendix C](#).)

## II. EXTRACURRICULAR ACTIVITIES, 2002-2003

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

The Honors Program serves as an information and processing center for five scholarship programs: Fulbright Graduate Fellowships, Rhodes Scholarships, British Marshall Scholarships, Harry S. Truman, Morris Udall, and Barry Goldwater Scholarships.

We invite faculty to nominate exceptional students for these awards or to encourage qualified students to apply. Our office provides materials outlining each award. In addition, our files contain the application forms students will need for the various programs. The Truman and Goldwater programs provide awards for undergraduates nominated in their sophomore or junior years. Other programs are designed for students proceeding into graduate school. The Fulbright Fellowship is appropriate both for students who have recently completed the baccalaureate and for those engaged in masters- or doctoral-level research.

## Honors Program Scholarships

Two Honors students received scholarships for Fall Semester 2003:

Chad Wasden - Morse Honors Scholarship - \$500  
Jeffrey Gittens - Honors Cash Awards - \$500

## B. Last Lecture

Professor of Political Science, Randy Simmons, was selected this year to be the guest speaker. His topic was "The Tyranny of Good Intentions." He was selected by an Honors student committee.

## III. RESPONSES TO THE KEY ISSUES AND GOALS OUTLINED IN LAST YEAR'S ANNUAL REPORT

Following the drafting of a self-study document and first ever Compact Plan, the Honors Program was scrutinized by an external review team in Spring '02. The team consisted of Dr. Patricia MacCorquodale, Dean of the Honors College at the University of Arizona, Dr. Robert R. Keller, Director of the University Honors Program at Colorado State University, and Dr. Stanley D. Allen, Department of Animal, Dairy, and Veterinary Sciences at Utah State University and departmental Honors advisor and former member of the Honors Advisory Board.

While the decanal evaluation was very positive, the overarching recommendation was that the Honors Program become much more central in decision-making regarding the university's evolving plan for recruiting and retaining exceptionally able students. And this has, in fact, happened.

Shortly after the external report was submitted, the Director began work on a new course, HONR 2000 or Beehive Scholars. This course was designed to implement an initiative undertaken the previous year by Vice Provost Kinhead, namely, 'cream of the crop' (to capitalize on Pres. Hall's milking odyssey). The problem to be addressed was that, after lavishing a great deal of attention on prospective students, once they were admitted to USU they were, effectively, ignored with predictably negative retention results. Honors proposed that all students of recognized ability should be routed to a new 1 semester online (to avoid schedule conflicts) class which would integrate students better into the university<sup>2</sup> and forecast for them the opportunities and expectations that lay ahead. It included instructional modules on choosing a major, appropriate avenues of employment, scholarship and fellowship opportunities, U.R.C.O. and other undergraduate research programs, as examples. Through the course and through face-to-face meetings with Dr. Kinhead (the instructor of record), students were encouraged to air their views and seek counsel in planning their course of study. The initiative was judged a success, the only drawback being that the 'catch' was poor as less than a third of the target group made it into the class.

HONR 2000 was revised and renamed (Scholar's Forum) during the summer '03 and we'll be reporting on the '03 experience next Fall.

The Director, David F. Lancy was granted sabbatical leave for '02-'03 and used a significant part of the leave to study Honors Programs, nationally. Lancy spent extended periods with Honors and First Year Experience(FYE) personnel at UC Davis, Arizona State, Clemson, and the Universities of South Carolina and Maryland. Many ideas gathered from these visits will be trialed at Utah State but Lancy's strongest

conclusion was that USU's student population is so different from the norm elsewhere that home-grown solutions will be necessary.

During his absence, Prof Tom Peterson filled in as interim Director. There were 2 primary innovations during Peterson's term. A new .5 credit repeatable 'Enrichment' class, HONR 2200 was developed and approved to encourage students to take advantage of cultural and intellectual offerings on campus. Second, for the first time, scholarship awardees were pre-registered for Fall classes in April. This included the aforementioned HONR 2000 class as well as an Honors' breadth class, together constituting a 'taste of Honors.' While the pre-registration was not without problems, the 'catch' went up considerably, such that, approximately 85% of the target audience actually enrolled in HONR 2000 this Fall. Again the results of these efforts have been very positive and this will be reported on more fully next year.

#### IV. KEY ISSUES AND GOALS for 2003-2004

1. Redefine the role of the Assistant Director to more closely reflects the needs of the program and recruit a new person to replace Robyn Daines, who's retiring.

2. Redefine and reclassify Kay Gamble's position from Staff Assistant I to Staff Assistant II.

3. Create a new position for a Student Office Assistant

The Honors Program is growing dramatically, both in the size of the student body (through increased intake & retention) and in the programmatic offerings. This additional burden will fall primarily on Robyn's replacement. This position, to be titled 'Program Coordinator,'<sup>3</sup> will be relieved of the huge task of managing the Honors database. We have taken steps, and Banner will make a significant contribution, to reducing the magnitude of this task so that our Staff Assistant II can manage it, backed up by a student assistant.

4. Implement and refine HONR 2000, Scholar's Forum (see above).

5. Implement HONR 2100 Inquiry. This is a newly developed and approved 1-credit class required of all 2nd semester Honors students. Its focus is 'inquiry' in the disciplines, hence there will be separate sections corresponding to Science, Humanities and so on. A second but equally important purpose is to assist students in planning a 4-year program of study that includes Honors and undergraduate research, creative endeavors and, possibly, leadership and service. Overall, the 2 primary goals are to retain students, or insure they return to USU post-mission AND to set their sights higher vis-a-vis what they expect to accomplish academically.

6. Implement HONR 2200 'Enrichment' (see above).

7. Expand Honors Breadth & Depth offerings. As a result of the changes in recruiting and retention outlined here, we expect the honors population to grow by as much as 50%. We will, therefore, need to add more classes. Our first priority will be to add second semester USU breadth classes because we moved all our existing breadth classes to Fall semester to accommodate the demand for our 'taste of Honors' initiative. Second, we will be seeking to add several new Honors/USU Depth classes to meet demand and to diversify our curriculum.

8. Continue to refine and improve ENGL 2010H. Under the leadership of Prof. Brock Dethier, Honors has undertaken to develop a unique curriculum for ENGL 2010H (offered F & S). These changes, which are continuous, are designed to orient the class towards specific problems of writing in the major, especially as related to research proposals and conference presentations. Our work was highlighted, incidentally, at a national conference on ug research last Fall at UMD.

9. In response to our external review and at the invitation of the Vice Provost for UG Studies and Research, Honors has gotten much more deeply involved in policy-making with regard to recruiting and marketing, especially where high-ability students are concerned. Honors has developed a completely new marketing front including a new website for prospective students of exceptional promise. Further Honors has become the central strategy for retaining students of high ability through the initiatives outlined above. Initial results of these efforts are extremely promising but a fuller report will be given next year.



10. Honors continues to invest in our emerging Living Learning Community or Themed Housing initiative (e.g. Global Village). Former Honors student Shannon Jolley was selected by HFS to lead this effort. And we are moving closer to Honors dedicated housing. In particular, a partnership has been struck between Honors and HFS to relocate the Honors program to the new west residence Hall which will be at least partially reserved to house new Honors students. That this hall should eventually become the home of an "Honors College" is a distinct possibility.

11. New initiatives are anticipated with respect to Departmental Honors. First, Dr. Lancy has undertaken an outreach effort with Associate Deans to buttress the work of Departmental Honors Advisors. Second, outreach to targeted departments and colleges is anticipated aimed at developing more customized and unique programs.

#### footnotes

[1] Annual report prepared by Robyn Daines & David F. Lancy.

[2] Parenthetically, 'Survival' (later Connections) had been a mixed bag for high ability students, many avoided it altogether and many who took it complained it was pitched at too low a level. This year, for the first time, we offered 5 sections of Honors dedicated Connections classes and they were considered a success.

[3] A decision made by the Personnel Office, not Honors.

## V. APPENDICES

### Appendix A.

#### 2002-2003 Recipients of Honors Degrees and Titles of Honors Senior Projects

##### Colleges of Agriculture and Family Life

Lanford, Lorena	The Herbal Supplement Market in the United States: A Look at St. John's Wort
Larsen, Amanda	Portion Distortion Plays a Major Role in the American Obesity Epidemic
Von Niederhausern, Corinna	Single Nucleotide Polymorphism (SNP) Analysis of Tumor Necrosis Factor (TNF)- $\alpha$ in Pediatric Autoimmune Neuropsychiatric Disorders Associated with Streptococcal Infections (Pandas) Subjects
Whipple, Michelle	Vitamin K as a Prophylaxis in the Infant

##### College of Business

Allen, Hal	Tax Challenge Working Papers
Hillam, John	Implementing an Accounting Information System in a Small Business
Smedley, Brian	International Economic Convergence: Measuring Economic Growth and Income Inequality from 1975-1999
Williams, Jill	The Efficient-Market Hypothesis During a Recession

##### College of Education

Larsen, Catherine	Media Consumption and Male Body Image
Lucas, Lisa	Predicting Social and Psychological Adjustment from the Importance and Restrictiveness of Religion in Late Adolescence
Phillips, Marcia	Contextual Control of Taxonomic and Thematic Stimulus Relations

##### College of Engineering

Bingham, Scott	Crushed Pipe Flow Meters
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Brown, Benjamin	Curriculum for Accreditation
Hall, Doug	Utah State Aviation Program Accreditation
Hammond, Nathan	Thermoacoustic Refrigerator
Love, John	Wright Flyer Project
Manning, John	Flight Curriculum Accreditation
Orme, Kevin	Field Testing of Abrasion Resistant Carbides
Phipps, Logan	SkyWest Presentation
Rowe, Spencer	Mock Up Cockpit of a Canada Air Regional Jet

#### College of Humanities, Arts & Social Sciences

Beazer, Brooke	A Glimpse of Diversity
Bobo, Amy	The Use of Songs in Music Therapy with Surgical Patients
Clark, Marchet	Restoring the Past: The Knitting Mills of Logan, Utah Circa 1904
Fifield, Kathryn	The USA Patriot Act: An Analysis of Student Reaction Toward Governmental Access to Library Records
Girard, Michael	Lipica, Slovenia: An Essay Compiling a Master Plan for the Lipizzaner Stud Farm and Experiences from the 4th Year Design of the Landscape Architecture Department at the University of Ljubljana
Hansen, Jeri	Social Stratification and Health in Dynastic Egypt
Kartchner, Summer	Recreational Use of Montane Streams of the Puerto Rico Rainforest
Lester, Olivia	The Invasion of the Exotic Cladoceran <i>Daphnia lumholtzi</i> To Willard Bay Utah: Alterations of the Pelagic Food Web
Rasmussen, Amy	Using Popular Culture Media to Inspire Students to Become Lifelong Learners
Tanner, Leonora	Electronic Editing: A Case Study at the Mountain Plains Regional Resource Center
Wegener, Sarah	"With a Joint View to the Entertainment and Information of Mankind:" College of Natural Resources

#### College of Science

Leek, Jeffrey	Predicting Mountain Pine Beetle Development with the Extended Von-Foerster Model
Mumford, Sunni	Dementia-Free Survival Analysis: Findings from the Cache County Study on Memory in Aging
Rivas, Wyatt	Autoantibodies to Select Brain Regions in Autism

#### Appendix B. 2002-2003 Honors Courses

With Honors sponsorship, 14 courses were offered. These were as follows:

ENGL CL 2010H Intermediate Writing, taught by Christine Hult Fall and Spring

MATH QL 1220H Calculus II, taught by Jim Powell Fall Semester

MATH QI 2210H, Multivariate Calculus, taught by Jim Powell Spring Semester

MATH QI 2250H, Linear Algebra and Differential Equations, taught by Lance Littlejohn Fall Semester

STAT QL 1040H, Intro to Statistics, taught by Adele Cutler Fall Semester

HONR BAI 1300 U.S. Institutions, developed and taught by Denise Conover Spring Semester

HONR BHU 1320 Civilization/Humanities, taught by Sue Shapiro Fall Semester

HONR BCA 1330 Civilization/Creative Arts (The Creative Arts), taught by Tom Peterson Spring Semester

HONR BSS 1340 Social Systems and Issues taught by Mark Brunson Spring Semester

HONR BSC 1350 Integrated Life Science taught by Todd Crowl Fall Semester

HONR BPS 1360 Integrated Physical Science taught by Jim Evans Spring Semester

HONR DSC 3010 Life/Physical Science taught by David Liddell Spring Semester

HONR DHU 3020 Humanities/Arts (The Making of the Modern World: Politics, Art, and Thought 1500-1800), developed and taught by Chuck Johnson and Richard Sherlock Fall Semester

HONR DSS 3030 Social Science (Propaganda, Persuasion, and Censorship), developed and taught by Mike Sweeney Spring Semester

Enrollment Statistics

Fall Semester 2002	Enrollment	Spring Semester 2003	Enrollment
HONR 1320	44	HONR 1300	25
HONR 1330	45	HONR 1340	34
HONR 1350	45	HONR 3010	12
HONR 3020	21	HONR 3030	21
ENGL 2010	17	ENGL 2010	19
MATH 1220	29	MATH 2210	25
MATH 2250	15	STAT 1040	18

Appendix C. Faculty Involvement in Honors

Faculty Teaching Honors Courses, Working with Students on a Contract Basis and Serving as Thesis/Project Advisor

Brett Adams	Vance Grange	Kathy Piercy
Stan Allen	Gary Green	Pallavi Rastogi
Scott Allgood	Tressa Haderlie	Kent Robson
Janet Anderson	David Hailey	Len Rosenband
Ken Bartkus	Karen Hanna	Nitesh Saha
Robert Brown	Edward Heath	Noreen Schvaneveldt
Cassy Budd	Chuck Johnson	Susan Shapiro
David Bush	Amal Kavar	Richard Sherlock
Kelli Cargile Cook	David Lancy	Anne Shifrer
Tom Chang	Steve Lehman	Ron Shook
Daniel Coster	Chris Lewis	Jennifer Sinor
Drew Dahl	Sonia Manuel-Dupont	John Stark
Dawn Detienne	Brian McCuskey	Roberta Stearman
Melanie Domenech-Rodriguez	Dan McInerney	Kim Sullivan
Scott Ensign	John McLaughlin	Phillip Swensen
Ted Evans	Joe Mendelson	Michael Timmons
David Farrelly	Kristine Miller	Felix Tweraser
Hilda Fronske	Jon Moris	Tamara Vitale
Evelyn Funda	Peter Murphy	David Widauf
Patricia Gantt	Nancy O'Rourke	Carl Wood
Kevin Garrity	Grayson Osborne	Fuencisla Zomeno

## 2002-2003 Honors Advisory Board

Janet Anderson	Agriculture
Robyn Daines	Asst. Director
Jim Evans	Science
Tamara Ferguson	Education
Joyce Kinkead	Provost's Office
Tom Peterson	Acting Director
Michael Nicholls	HASS
Gene Schupp	Natural Resources
Cliff Skousen	Business
Mike Sweeney	HASS
Wynn Walker	Engineering

## 2002-2003 Department Honors Advisors

Stan Allen	Bioveterinary Science
Janet Anderson	Nutrition/Dietetics
Mark Baugh	Welding Engineering Technology
Jim Bay	Civil & Environmental Engineering
Paul Box	Geography & Earth Resources
Eadric Bressel	HPER
Mark Brunson	Environmental Studies
Penny Byrne	Journalism & Communication
Deborah Byrnes	Elementary Education
Paul Crumbley	American Studies
Scott DeBerard	Psychology
Kevin Doyle	Theatre Arts
Todd Fallis	Music
Barbara Fiechtl	Special Education & Rehabilitation
Steve Hsiung	Computer/Electronics Technology
Dwight Israelsen	College of Business
Peter Kolesar	Geology
David Lancy	Anthropology
Mary Leavitt	Liberal Arts & Sciences
Jennifer MacAdam	Plants, Soils & Biometeorology
Gary Madsen	Sociology
Sonia Manuel-Dupont	Communicative Disorders & Deaf Education
Lyle McNeal	Animal & Dairy Science
Kristine Miller	English
Richard Mueller	Biology
Reed Nielsen	Welding Engineering Technology
Ning Fang	Mechanical Engineering
Kim Openshaw	Family & Human Development
David Peak	Physics
Tom Peterson	Interior Design
Jim Powell	Mathematics & Statistics
Steve Scheiner	Chemistry & Biochemistry

Gene Schupp	Rangeland Resources
Noreen Schvaneveldt	Nutrition/Dietetics
Susan Shapiro	History
Gordon Steinhoff	Philosophy
Michael Timmons	LAEP
Felix Tweraser	Languages
Helga Van Miegroet	Forest Resources
Marie Walsh	Food Science
Veronica Ward	Political Science
Paul Wheeler	Electrical & Computer Engineering
David Widauf	Flight Technology

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# Parking and Transportation Services Annual Report

## Mission

The mission of Utah State University Parking and Transportation Services is to facilitate safe access to campus for faculty, staff, students and visitors. Parking and Transportation Services endeavors to maximize parking space usage with the limited resources it has. Essentially, our mission is to create an atmosphere that communicates to all campus users they are welcome at Utah State University.

## Parking Goals

- Provide safe access to campus
- Maximize parking area efficiency
- Accommodate campus users

## Shuttle Goals

- Reduce parking and traffic on main campus
- Provide safe and convenient alternate transportation to campus
- Transport campus residents to central campus

The Parking Office is responsible for regulating parking on the USU campus through the issuance of parking permits; enforcement of parking rules and regulations; the installation of parking signs, traffic control equipment, parking meters; and the management of hourly pay parking areas. Hours of operation in the office were extended this year. To better accommodate our customers, our office is now open Monday through Friday from 7:30 a.m. to 5:00 p.m. The Office employs four full-time employees, two employees at 80% contract, and twenty-eight student employees.

The Department is also responsible for the operation of the Aggie Shuttle. Many changes were made to the Aggie Shuttle service in the fall of 2002 (see page 11 for specific information). The Aggie Shuttle operates four fixed routes from 7:00 a.m. to 5:00 p.m. and one evening route operated from 5:00 p.m. to 9:00 p.m. This system is used by many students to reach central campus. The Aggie Shuttle employs one full-time employee, two 75% contract employees, and 22 student/part-time employees.

The Visitor Information Center is responsible for providing visitors, faculty, staff and students with accurate information regarding all aspects of the University, including building location, special events and parking information. The Visitor Information Center is located at the entrance to the Parking Terrace at 850 East 700 North. Hours of operation are Monday through Friday from 7:30 a.m. to 4:30 p.m. The Center employs one employee at 75% time with student employees covering the remaining hours.

## Parking and Transportation Organizational Chart



### Significant Accomplishments Within the Parking and Transportation Department

The Aggie Shuttle inaugurated a new route to serve the south side of campus. The route traveled from the Stadium parking area to the Merrill Library via 800 East, 700 North, 1200 East and 400 North. It also stopped along 600 East and 500 North to accommodate those desiring to catch the bus below Old Main Hill. Although the route did not receive as much ridership as anticipated, our department did receive positive feedback from many passengers about the route so it was continued. We will continue to assess the Aggie Shuttle operation and make adjustments as necessary.

Utah State University/Parking and Transportation Department was awarded a \$150,000 grant through the State of Utah, Department of Natural Resources, Utah Energy Office. This money allowed us to replace two older, worn out buses with larger, alternative fueled vehicles. The grant paid the incremental cost between a diesel bus and a Compressed Natural Gas (CNG) bus which is about \$28,500 per \$90,000 bus. The grant further paid for the installation of a CNG slow-fill fueling system. This will greatly improve the efficiency of the shuttle system because we will not have to take the buses off-route in order to fuel. Each bus is fueled during the night so they are ready for operation early the next morning.

Our goal was to research the possibility of hosting a national parking conference at Utah State University. We later decided that we would initiate a parking break-out session during the Mountain West Campus Law Enforcement Conference. Weber State University sponsored the break-out session and representatives from Brigham Young University, BYU Idaho, Salt Lake Community College, Weber State University and Utah State University attended the meeting. Many important topics were discussed and we gained insight of possible improvements/changes that could be made to improve parking at USU. We, as well as the other participants,

plan to assure that this break-out session occurs each year during the Mountain West Conference. We will contact and encourage more universities to participate in the future.

In cooperation with the State Office of Risk Management and the USU Disability Resource Center, the University completed an audit of disabled parking spaces. In order to improve parking for people with disabilities, some changes were made to parking areas on campus. This included restriping to better accommodate van access and re-designating disabled parking locations. In order to further improve parking for people with disabilities, curb cuts and directional signage will be installed at identified locations across campus.

In February, we completed a survey of faculty and staff to determine current usage of alternative transportation on campus. We will now establish annual goals of how much we anticipate that percentage will increase each year, then hire an intern to implement all components of the Alternative Transportation Plan.

In order to reduce lines and congestion during the month of August for faculty, staff and students, the expiration date for faculty/staff permits was changed to March 15. This was an extremely positive change for our department. Now staff and faculty do not have to compete with the influx of students purchasing permits in August. Many expressed their appreciation of this change due to the amount of time they have waited to purchase parking permits in the past. This was a win-win solution for both the parking office and faculty/staff.

The Department provided training to employees to assist them in serving the diverse populations within the campus community. Two on-campus customer training workshops were held this past year with Personnel Services and the full-time parking customer service staff. Specific topics included empathy training, telephone etiquette, conflict management and dealing with customers as individuals. The sessions gave the staff the opportunity to discuss issues as a group and brainstorm as to ways we can improve our customer service image. Both sessions were extremely beneficial, and we plan to conduct at least one per year in the future. In addition, each staff member attended an off-campus training session. The two sessions attended were titled "How to be a Front Desk Superstar" and "How to Handle People with Tact and Skill." We will continue to research training opportunities in the future to better improve our customer service skills.

In order to help the less fortunate during the Christmas season, the Aggie Shuttle participated with the Logan Transit District in the Cache Valley Sub for Santa program. An Aggie Shuttle bus was parked near the fountain area by the Taggart Student Center for two weeks during the month of December. Donation bins were also placed in each of the buses that week so passengers could make donations toward the program. It is estimated that the Aggie Shuttle and the LTD collected over \$4,500 in food, new toys, new clothes and cash donations.

The Department was once again able to offer faculty and staff the option of purchasing their annual parking permit on a pre-tax basis for the third year in a row. This saved faculty/staff members up to \$25, depending on their tax bracket. As the following table indicates, 77% of faculty/staff took advantage of this benefit in March, 2003.

	Pre-Tax Payroll Deduction	Cash/ Check/ Visa/MC	TOTAL
C1	45	10	55
Gated	491	104	595
Booth Controlled	360	84	444
Other	307	158	465
TOTAL	1,203 (77%)	356 (23%)	1,559

## Goals for 2002-2003

The primary goal for the Parking and Transportation Office is to create a business plan upon which future decisions will be based. We will define our department's vision, determine strategies and objectives of how we

will get there and measure our progress along the way. The development of the business plan will involve meeting with the University Administration; talking with faculty, staff and students; seeking input from the employees within the department; meeting with key departments on campus who are greatly impacted by our operations; conducting focus groups of all our constituents; and bench marking other institution's parking organizations.

Recently USU Housing and Food Services contracted with Sasaki and Associates to complete a housing master plan. In that plan, it was recommended that a Living/Learning Community be established at the old Heat Plant location. The resident halls would accommodate 502 beds. In a recent survey, 80% of students indicated that parking was "important or very important." For this reason, it has been suggested that our department join with Housing and build a 600-stall (or more) parking structure as early as 2005. Our office will continue to coordinate with the Housing Office and Vice President for Student Services in determining the cost of such a structure and the feasibility of locating the terrace and the housing units at this specific location.

The ridership of the Aggie Shuttle is determined by counting the number of boardings for one week at two separate times each semester. The number of passengers for those weeks is divided by five to calculate the average daily ridership for the system. In an attempt to have more accurate records, we will begin counting each person who boards the bus so our office can provide better reports to the administration and better compare ridership from year to year.

We currently contract with Clancy Systems, Inc. to provide hardware and software for citation issuance. At no additional cost to the University, we can further utilize the Clancy system to provide software for permit issuance, citation collections and other pertinent operations to the department. We plan to replace our older software with the Clancy system which will then allow customers to purchase their permit or pay citations on-line.

In 2001, the University received funding from the state to rebuild and pave the parking area surrounding the Public Safety Building. We plan to bid this project and award it to a contractor to have it completed by the time classes begin fall semester. This will enhance our building and provide additional parking for customers.

Each year our office assesses the parking areas to see if they are being fully utilized, then we make changes as necessary. We have concluded that it may be advantageous to switch the A7 staff area, which is north of the tennis courts, with the B-CPD student area, which is north of the Center for Persons with Disabilities. We will seek input from the constituents involved and make sure they are aligned with this decision. If plausible, the parking areas would be re-designated July, 2004.

## Parking and Transportation Advisory Committee

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 and consisted of the following individuals for the 2002-2003 academic year:

<u>Constituency Represented</u>	<u>Member</u>
Faculty/Staff Members	
Chair	Gary Chambers
Faculty Senate	Martha Whitaker
Faculty Senate	Stephen Allan
Faculty-at-Large	Rosemary Fullerton
Professional Employees Association	Irene Jorgensen
Classified Employees Association	Milt Johnson
Student Members	
Executive Vice President	Mike Waggoner

Student Advocate	Matt Ekins
Natural Resources Senator	Dax Mangus
Agricultural Science Senator	Cade Davis
RHSA (Housing)	Michael Monson

Ex Officio, Non-Voting Members

USU Police	Steve Mecham
Facilities	Brent Windley
Motorpool	John Pappas
Disability Resource Center	Diane Hardman
Parking and Transportation Services	Alden Erickson
Parking and Transportation Services	Teresa Johnson
Parking and Transportation Services	Lisa Leishman
Parking/USU Police	Shane Sessions
Assistant	Shauna Jensen

During the 2002-2003 fiscal year, the Committee recommended and the Administration approved the following:

A new parking violations schedule was established, essentially eliminating the discount for paying parking citations within one day of issuance.

Parking regulations stated that department heads and faculty should be given parking assignments prior to any staff member. The Parking Committee recommended to the Administration that the only special consideration given for parking assignments would be to those with disabilities or a temporary medical condition. All other employees of the university would be assigned to a parking area based on service date only.

A gate was installed in the west end of the B-East commuter student parking area. This area was designated as both resident and faculty/staff parking.

Parking Spaces





Parking Space inventory

Cycle						
	Location on Map	Regular	Disabled	Service	Meters	Motorcycles
Faculty/Staff						
A2	H2	66	3			5

A4 Heat Plant	E3	13	1			
A4 ECOB	G7	31	1			
A4 PDP	B3	97	5			
A4 Public Safety	A3	13	1			
A4 Radio/TV	G6	194	1	3	4	7
A4 Spectrum	E3	34	2			
A4 Living Center	D7	19	1			
A4 Student Health	B3	13	3	2		
A4 NFS	F6 - 7	172				
A4 700 East	H2	30				
A5	G3		1	11		
A6	J3	181	6	4	2	8
A7	F4	150	7	7		
C1	J4	55	7	5	8	
C2	J4	56				
C3	G5 - H5	202	8			12
C4	H4	23	2	3		12
C6	G4	44	2	9		31
C7	G4	33	3	10		
C8	G4	31	4	1	26	
C9	G5	149	4			
Junction	F5 - G5	9				
TOTAL		1,599	62	55	40	75
Student (non-resident)						
B-CPD	F4	166	16		8	5
B-East	H5	207				
B-Premium	G3	140	7	6	14	42
NFS South	G6 - G7	260	6	17	9	9
ECOB West	G7	73	1			
B Radio	F6	265				14
TOTAL		1,111	30	23	31	70
Resident						
AV F1	C6	24	1			
AV F2	D6	97	1			10
AV F3	D5	96	1			6
AV F4	C4 - D4	51	1			3
AV F5	C5	71	1			8
AV F6	C5 - 6	96	2			6
Living Center	D7	538	9			10
R1	F5	44	2			
R2	F5	307	2	2		23
R3	H5	145	2	3		6
R4 (B-East)	J5	77				

Townhouse	C5 - 6	92	4			
WSV	B2 - C2	47				
TOTAL		1,685	26	5	0	72
Economy						
400 North	K2	111				4
700 East	J1	37				
Terraced	D3 - E3	435				
Upper Terrace	E3	Closed for Construction				
Stadium East	C4 - D4	420	1			
Stadium North	C3	85	3			
Stadium South	D3	153	1			
Stadium West	B3	1,110	8			
TOTAL		2,351	13	0	0	4
Other						
ABCR Spectrum	E3	3			3	
State Vehicle	F6	126				
Parking Terrace	G3	319	4	1		
Old Main Drop	H2				3	
Old Main South	J3		3	6	6	
TOTAL		575	10	7	9	3
GRAND TOTAL		7,321	141	90	80	224

Aggie Shuttle

Many accomplishments took place within the Aggie Shuttle system this year. The Aggie Shuttle continues to be the most popular transportation alternative at Utah State University. Nine buses service the campus during peak hours. With the funds generated from the increase in student fees, the system was able to retire two older buses in its fleet and purchase three newer and larger CNG (compressed natural gas) buses. The Aggie Shuttle is proud to have the largest University CNG shuttle system in the state of Utah as well as the Intermountain West. CNG is a cleaner burning fuel, which offers far less emissions and is more environmentally friendly than diesel. Because we have taken the lead in this technology with our University shuttle system, Utah Clean Cities awarded us a \$9,000 grant toward the purchase of our three alternative fueled vehicles.

Prior to fall, 2002, the department assessed the entire Aggie Shuttle operation, and changes were made to improve the routes. As planned, a South Campus route was inaugurated. This was the first time in the Aggie Shuttle history that patrons at the Merrill Library and Business Building were able to be serviced directly. A major advertising campaign took place at the beginning of fall semester to inform the campus community of these improvements. Students were hired to stand at the new stops, as well as existing stops, to let the passengers know of the changes.

In January, 2003, we began operating shuttle service from the USU Innovation Campus to the main campus. This originally took place on a trial basis, but due to the number of people who consistently utilized this route, it has now become a permanent part of the Aggie Shuttle system.

In cooperation with USU Fleet Management, a 15 passenger van training program was instituted. This training is required for anyone who wishes to operate a University 15 passenger van. This program has benefitted the entire campus community. No accidents with University 15 passenger vans have occurred since this program was initiated.

In July Alden Erickson, Shuttle Bus Supervisor, attended a university shuttle conference sponsored by the American Public Transportation Association. Universities from across the country attended the conference, so it was an excellent networking opportunity. We were impressed to find that the Aggie Shuttle was the least costly for students in comparing our system to others with similar ridership and equipment. The average student fee for transportation at other institutions was approximately \$23 per semester per student. By comparison, USU students only pay \$8 per semester for their shuttle service and they receive a reliable, safe and efficient system.

We were able to secure a grant for \$150,000 from the Utah Energy office in conjunction with the State of Utah Clean Cities. With this money we will be able to purchase two more large CNG buses, add a more advanced fueling system, and purchase new tools to improve the repair service at the Motor Pool. All of these will greatly enhance the service offered to the USU community by the Aggie Shuttle system.

Following is the average daily ridership per semester for the previous three years.

Semester	2000-01	%*	2001-02	%*	2002-03	%*
Fall A	7,261	1.1	7,670	5.6	7,159	-6.7
Fall B	7,822	9.0	7,900	1.0	6,664	-15.6
Spring A	8,456	16.7	7,593	-10.2	7,201	-5.2
Spring B	7,312	0.9	6,393	-12.6		

\*Percent change versus same period previous year.

## Parking Permits

The USU Parking Office sells a variety of permits to the university community and visitors. During the 2002-2003 fiscal year, \$408,000 was collected for permit revenue, compared to \$350,000 during 2001-2002. This increase was due to faculty and staff permits being sold twice during the year: once in August, which was prorated to cover seven months, and then again in March. Following are the number of permits sold this year compared to the two previous years:

	Spaces	2002-2003 Issued	2000-2001 Issued	2001-2002 Issued	2002-2003 Subscription Percentage
<b>FACULTY/STAFF PERMITS</b>					
A2 - Alumni House	63	73	71	71	108%
A4 - Radio/Spectrum	394	437	562	606	110%
A6 - S. Old Main	186	243 *	244	232	128%
A7 - HPER	158	213 *	190 *	197	131%
C1 - Business	57	58	58	55	100%
C2 - S. Library	58	72	68	64	114%
C4 - Ag. Science	27	29	25	24	80%
C9 - Indus. Sci.	155	139 *	109 *	121	80%
C - Central Campus	317	418 *	366 *	375 *	118%
JU - Junction	17	18	17	7 *	
PT - Terrace		6	8	8	

X - Administration	45	53	37
Other Staff	332	7	6
SUBTOTAL	2,083	1,778	1,803
STUDENT PERMITS			
B	3,198	3,572	3,453
Fall Semester	223	269	263
Spring Semester	349	312	352
Economy	2,020	2,177	2,405
SUBTOTAL	5,790	6,330	6,473
RESIDENT PERMITS			
R1 - Valley View	45	45	34
R2 - Bullen, Richards	398	400	455
R3 /R4- MMGR	232	240	253
LC - Living Center	526	443	466
AV - Aggie Village	603	607	602
TH - Town Houses	93	100	93
SV - Stadium Villa	39	40	40
SUBTOTAL	1,936	1875	1,943
OTHER			
E - Emeriti	306	285	320
OM - Old Main Soc.	441	522	544
MC - Motorcycle	288	325	350
P - Parent (Edith Bowen)	120	87	85
DS - Disabled	48	51	57
PV - Private Vehicle	359	216	298
GU - Guest	88	83	78
CM - Commercial	68	100	113
SW - Sidewalk	30	30	30
SE - Service	403	415	411
Bicycle	27	5	0
SUBTOTAL	2,178	2,090	2,286
TOTAL PERMITS	11,987	12,073	12,505

\*Portion of parking area used for construction.

## Parking Enforcement

During the academic year, the department employed thirteen part-time Parking Service Officers. One of their many responsibilities is to enforce the department's established rules and regulations. Parking enforcement is performed on a regular basis in order to place a value on parking permit purchases, increase the safety of the campus community, and to ensure appropriate access to campus. As the following table indicates, the number of issued citations increased slightly. This trend will be typical as the campus community continues to grow. We plan to continue to issue citations to ensure orderly parking and safe traffic flow on campus.

	<u>2000-2001</u>		<u>2001-2002</u>		<u>2002-2003</u>	
Staff Areas	3,209	17.71% *	4,160	20.10% *	3,518	17.43% *
Student Areas	2,217	12.24% *	2,339	11.30% *	2,837	14.06% *
Resident Halls	2,604	14.37% *	3,381	16.34% *	3,185	15.78% *
Metered Areas	3,813	21.05% *	4,718	22.80% *	5,222	25.88% *
Other	3,819	21.08% *	4,927	23.81% *	4,683	23.21% *
Warnings	2,455	13.55% *	1,170	5.65% *	733	3.63% *
TOTAL CITATIONS	18,117		20,695		20,178	

\*Percent of total citations issued that year.

Following is a comparison of the number of citations that some of our Benchmark Universities issued during 2002-2003:

Colorado State University	88,000
Iowa State University	120,000
North Carolina State University at Raleigh	40,000
Oregon State University	25,000
University of California - Davis	41,000
University of Maryland College Park	99,500

As you can see, the total number of citations that USU issues is substantially lower than all other Benchmark universities.

Parking and Transportation Services continues to operate a considerable in-house maintenance program. In addition to maintaining signs and parking meters, the department conducts surface maintenance and paints necessary parking spaces during the summer. This program extends the useful life of the parking surfaces and saves the university thousands of dollars annually. At the beginning of our summer maintenance, we purchased a used tar machine from the Utah Correctional Industries. This newer machine profoundly increased our productivity of parking lot maintenance, saving the department money from decreased labor and materials.

## Vehicle Impounds and Tows

The Parking and Transportation Department impounds or tows a vehicle only as a last resort. We have chosen to impound (boot) vehicles rather than tow due to the added cost that towing gives to the violator, the anguish created by discovering your vehicle missing, and the extra effort required to retrieve a towed vehicle.

The most common reason a vehicle is impounded is due to outstanding citations. We attempt to provide sufficient opportunity for individuals to clear their citations before their vehicles are immobilized or towed through 30 day notices, windshield warnings, and each citation issued. Vehicles with four or more unsettled citations recorded at the Parking Office may be impounded.

During the 2002-2003 fiscal year, the Parking Office impounded (booted) 142 vehicles, compared to 125 vehicles the previous year. During this same year, the Department only towed 13 vehicles. Mid-year, the department changed its towing procedures. In the past, when a vehicle was impounded, the owner had to come into the Parking Office by 4:00 p.m. that day or his/her vehicle was towed. Now we keep the "boot" on the vehicle overnight and give the owner the opportunity to pay the next day or even days later. He/she may even pay the Police Dispatcher if the Parking Office is closed. The new procedure not only saves the

owner at least \$50 in towing fees but also the distress of having to retrieve his/her vehicle from an off-campus towing yard.

Vehicles may also be impounded for the following reasons:

- Parking in a disabled stall without a valid disabled permit.
- Parking in any area designated as "Tow Away Zone."
- Parking in such a manner that a hazard is created, such as parking on red curbs, sidewalks, fire lanes, hashed areas, or in roadways.
- Displaying a permit/possessing a gate opener that has been reported lost or stolen.
- Displaying a permit that has been forged.
- Abandoned vehicles: Any vehicle that is non-operational for a period of seven days will be deemed abandoned and will be impounded. Any vehicle parked on campus must be operational and have current registration.
- Parking on campus without license plates displayed on vehicle.
- Displaying a special permit in violation of restrictions on that permit.

## Appeals

If an individual receives a citation and believes he/she has grounds for an appeal, the citation may be appealed within 14 calendar days from the date of issuance by appearing at the Parking Office or submitting an on-line internet appeals form. The Appeals Officer reviews the appeal and makes one of the following decisions:

Reduce the fine.

Grant the appeal and waive the fine.

Deny the appeal, leaving the fine at the appropriate amount.

Following is a comparison of appeals submitted for the past three years:

### 2000-2001

	Excused	Reduced	Denied	No-Show	Meters Excused	Meters Denied	TOTAL
TOTALS	431	102	361	32	3	17	946
% of Appeals	45.56%	10.78%	38.16%	3.38%	0.32%	1.80%	100.00%
% of Citations	2.38%	0.56%	1.99%	0.18%	0.02%	0.09%	5.22%

### 2001-2002

	Excused	Reduced	Denied	No-Show	Meters Excused	Meters Denied	TOTAL
TOTALS	693	88	514	32	11	24	1362
% of Appeals	50.88%	6.46%	37.74%	2.35%	0.81%	1.76%	100.00%
% of Citations	3.35%	0.43%	2.48%	0.15%	0.05%	0.12%	6.58%

### 2002-2003

	Excused	Reduced	Denied	No-Show	Meters Excused	Meters Denied	TOTAL
TOTALS	500	100	373	41	9	31	1,054
% of Appeals	47.44%	9.49%	35.39%	3.89%	0.85%	2.94%	100.00%
% of Citations	2.48%	0.48%	1.85%	0.20%	0.04%	0.15%	5.22%

If an individual does not agree with the decision of the Appeals Officer, he/she may appeal to the Director of Parking and Transportation. Of the 21 citations that were appealed to the Director, six were excused, ten were reduced and five were denied.

If the person does not agree with the director's decision, he/she submits an appeal to the Appeals Committee. This Committee consists of a Chair, a faculty/staff member and a student. The Committee is the final decision making body for appeals. No citations were appealed to the Appeals Committee in 2002-2003. Prior to 2000, as many as twenty citations were appealed to the Committee, which was a time consuming and laborious process for both the individual appealing the citation and the Committee. Having the Director participate in the appeals program has greatly improved the process as a whole.

The department feels that the University's citation appeals process is extremely effective and fair. Only 5.22% of the citations that were written in 2002-2003 were appealed.

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## Cultural Activities Council

Annual Report  
November 2003

### INTRODUCTION:

Committee Name: Cultural Activities Council

**Responsibilities:** The Cultural Activities Council is responsible for the establishment of general policies concerning the cultural activities available to the University. The Council helps coordinate the range of activities that support and enhance the cultural climate of the University.

#### Committee Membership:

Gary Kiger, Chair	Jarrold Larsen
Dale Blahna	John Pappas
Tiffany Evans	Bruce Saperston
Jeremy Gordon	Todd Sleight
Dallas Holmes	Patrick Williams
Colin Johnson	Bethany Youngs
Kevin Kesler	Stephen Zsiray

#### Date of Meeting:

Friday, October 31, 2003

#### Present at Meeting:

Gary Kiger, Chair, Tiffany Evans, Dallas Holmes, Jarrold Larsen, Bruce Saperston, Bethany Youngs

### FACTS AND DISCUSSION:

Following introductions, Dean Kiger reviewed the history of the council and its original purpose, which has transformed over time. The council originally existed to coordinate cultural activities presented as part of the Performing Arts Series, a USU / Community alliance, which no longer exists.

Last year, the council identified three goals. First, we examined how the council could be more of a "clearinghouse" of sorts for cultural activities in the community and at USU. In this past year, largely through the College of Humanities, Arts, & Social Sciences and its School of the Arts, we have worked more closely with Patrick Williams in Utah State's PR/Marketing Office in order to calendar events. This has been somewhat successful; however, we still struggle with getting up-to-date and thorough information onto the university's calendar. The College of Humanities, Arts, & Social Sciences has recently developed a



calendaring program for its web site that can be edited quite easily. We are assessing its impact.

Related to this, the School of the Arts in the College of Humanities, Arts, & Social Sciences publishes a two-month calendar that details upcoming events. The College broadly distributes these calendar brochures.

Second, we identified the need to broaden dialogues with Community organizations and with ASUSU. Julie Hollist, Marketing Director for the Cache Valley Arts Council, met with representatives of the College of Humanities, Arts, & Social Sciences to work out marketing strategies that would be mutually beneficial to the Ellen Eccles Theatre productions and USU productions. The College and its School of the Arts has close connections to other community groups such as the Utah Festival Opera Company and the Chamber Music Society of Logan. Some ASUSU events incorporate performances by the USU Music Dept and, of course, student fees support USU Theatre and Music Department events.

Third, we wanted to investigate how we could more effectively link educational experiences of our students to arts and cultural activities on campus and in the community. Professors who teach the Creative Arts breadth courses and the humanities depth courses involve students in events as part of the course work. Beyond this, we are working with the Cache Valley Arts Council to advertise artistic and cultural activities to professors on campus so they can incorporate these activities into course work, and preferably far enough in advance so information can make its way into course syllabi.

Suggestions were made to more widely distribute calendar information to faculty and persons in the Community. Dallas Holmes recommended getting the School of the Arts calendar information to faculty and placing calendar information at events venues. Also we could look into including calendar-information inserts into Logan City and Questar billing envelopes. Bethany Youngs and Tiffany Evans suggested ways in which students and faculty could work together to learn about guests artists, performers, and speakers and then schedule them in a way that could work the convocations series into course syllabi.

Submitted by:

Gary Kiger, Dean  
College of Humanities, Arts & Social Sciences

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To the Faculty Senate of Utah State University:

After eight years of advising and participating in gay and lesbian student groups at USU, it has become clear to me that many gay and lesbian students cannot easily identify faculty allies on our campus. At other universities (e.g., Texas A&M), trained faculty identify themselves with designations on their office doors such as "Safe Space," "Hate Stops Here" or rainbow insignias or pink triangles with the word "Ally" written upon them. (See <http://allies.tamu.edu/> for more information on the Ally Program at Texas A&M.)

A person displaying this "ally" symbol has been trained on issues affecting the lesbian, gay, bisexual, and transgendered (LGBT) community. This person is committed to being understanding, supportive, and trustworthy if a gay, lesbian, bisexual, or transgendered student needs help, advice, information about university and community resources, or just needs someone with whom they can talk about sexual orientation issues openly and constructively. At least 15 other USU faculty have already agreed to become "allies" if this resolution is passed.

I propose that the USU Faculty Senate endorse the development of a Faculty Ally Program in order to give supportive faculty a visible means to acknowledge and value LGBT students on our campus.

Proposed Resolution:

The USU Faculty Senate endorses the development of a Faculty Ally Program in order to give supportive faculty a visible means to acknowledge and value LGBT students on our campus.