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Faculty Senate Meeting
2 February 2004
3:00 - 4:30 p.m.
Cazier Science Technology Building Room 120

AGENDA PACKET

- | | | |
|------|--|------------------------------|
| 3:00 | Call to order
Approval of Minutes - 5 January, 2004 | Kevin Kesler |
| 3:05 | Information Items
Mediation Program | Rob Morrison
Chris Fawson |
| | Consent Agenda
Athletic Council
EPC Business | Ken White |
| 3:20 | Key Issues
Grading Policy and Constraints | Joyce Kinhead
Heidi Beck |
| 3:50 | University Business | Administration |
| 4:15 | New Business | |
| | Adjourn | |

Faculty Senate Meeting Minutes for January 5th, 2004

Call to Order

Kevin Kesler called the meeting to order at 3:00 pm.

Minutes

Karla Petty made a motion to accept the minutes of the October 6th meeting. The motion, seconded by Janis Boettinger was passed.

Information Items

Aggie Ecology

Jack Payne presented the Aggie Ecology report. He gave a rundown of the task force committee and subcommittees responsible for sustainability on USU campus. Sustainability is defined as 'Meeting the present needs without compromising the ability of future generations to meet their needs. USU's efforts towards sustainability began in 1991 when the current president signed the Talloires Declaration which is a dedication to: 1. Increase Awareness of Environmentally Sustainable Development. 2. Create an

Institutional Culture of Sustainability. 3. Educate for Environmentally Responsible Citizenship. 4. Foster Environmental Literacy for All. 5. Practice Institutional Ecology. He then discussed ways USU can promote sustainability, the goals that have been set, and the future of USU and Aggie Ecology.

New University Website and Commercial

John DeVilbiss displayed the most recent productions the Public Relations and Marketing department have been working on. They include the new USU website. Charles Thompson explained the new features, navigation, and reasoning behind the design. They also include promotional billboards/posters that are currently on display at the airport, and a TV commercial that emphasizes USU's space experiments.

Student Government Update

Stephanie Kukic, Karla Petty, and Duke Di Stefano, informed the FSEC of the new Student Government members, their current projects and responsibilities. The role of the ASUSU Executive Council is to enhance the quality of student life through: academics, activities, student concerns, public relations, service, athletics, clubs, organizations, cultural events, along with, direct college, extension, graduate, and student representation. The Executive Council is divided up between the Legislators, Senators, and Programmers.

Several projects were discussed. There is a fund available for student presentations, competitions, or other scholarly activities. Service Learning certificates will be presented to students who complete service learning courses. The majority of students do not carry the University's health insurance plan, simply because of the high cost, and other alternatives for health insurance are being considered. The Robins awards nominate individuals, students and faculty for outstanding performance. ASUSU has joined the National Wildlife Federation Campus Ecology program. Faculty are welcome to attend the student executive council meetings.

Consent Agenda

Stephen Bialkowski moved to accept the Consent Agenda. The motion, seconded by Bruce Miller, passed.

University Business

President Kermit Hall and Provost Stan Albrecht presented the latest in University Business. Ron Godfrey was introduced as the new Vice President for Administrative Services, which is being renamed to Business and Finance. The tuition task force has been formed to look at the reasons behind tuition raises, and are searching for opportunities to allow all qualified individuals to be able to receive a quality education at USU, not just those who can afford it. Governor Walker is supporting an increase in salary. The Governor has also expressed her desire to combine the efforts of USU and UofU to strengthen the research foundation and economic development of the state. Inaugural lectures are beginning this month for newly promoted full professors. Negotiations for the Child Development Center is progressing. President Hall strongly encouraged the faculty senate to promote the State of the University address which will take place January 14th.

Adjourn

Kevin Kesler called for adjournment. The meeting adjourned at 4:04 pm.

The Mediation Process: An Overview

Mediation is a voluntary, confidential, problem-solving process that promotes respectful and constructive communication for managing conflict between two or more individuals. Mediation seeks to re-establish communication, promote reconciliation, enable parties to find common ground, and produce the best possible settlement and understanding among the parties. Mediators are neutral and do not decide cases, but assist parties in reaching a mutually acceptable agreement.

Mediation: What it is / What it is not

Mediation <i>Is...</i>	Mediation <i>Is Not...</i>
An opportunity to discuss unresolved conflict with both the person with whom you have conflict and a neutral 3 rd party	An opportunity to lambaste the person with whom you have conflict (or have the mediator do so) in an effort to "get even" with him or her
An opportunity to work with a mediator and the person with whom you have conflict to develop a mutually agreed-on solution to the conflict	An imposed solution by the mediator after hearing both sides of the conflict
As effective as the implementation of the agreed-on solution by all persons involved	A procedure that precludes one's right to file a grievance, should the mediation be unsuccessful
A confidential process	Official documents that will be noted in the employees' personal file

Mediation helps approximately 50% of the parties who enter the mediation process. In most cases, the parties are able to move forward in their relationship and past the conflict in a constructive, mutually agreeable manner.

Mediation at USU

The Office of the Provost establishes the Faculty Mediation Services to provide a positive alternative to resolving disputes to facilitate faculty productivity, collegiality, and satisfaction with the work environment. The USU Board of Mediators is composed of USU faculty from each academic college, USU libraries and University Extension/Continuing Education. Each member of the Board has received 24 hours of structured mediation training.

The Mediation Process

1. A USU faculty member with a dispute or conflict contacts Faculty Mediation Services. Sarah Phillips, Mediation Services Representative. 435-797-0735.
2. Requests are screened for mediation and if they meet the criteria, all involved parties will be contacted.
3. A representative from the Human Resources department will education participants on the mediation process and obtain an agreement to mediate from all parties.
4. The Chair of the Board of Mediators, with the concurrence of the Board, will assign mediators caseloads. The mediation services representative will schedule a time and place for the initial mediation session.
5. Faculty Mediation web site: <http://www.usu.edu/aia/academic/mediation.cfm>

For Period of
January 1, 2003 to December 31, 2003

Submitted to the
Utah State University
Faculty Senate
By the USU Athletic Council
Kenneth L. White (Chair 2003-2004), Faculty Athletics Representative

Introduction:

Committee Members:

Kenneth White, Chair; Dee Von Bailey, Vice-Chair, Kermit Hall, Stan Albrecht, Fred Hunsaker, Juan Franco, Rance Pugmire, Mary Ellen Cloninger, Art Jones/Rich Gordin, Randy Watts, Duke Di Stefano, Tyler Olsen, Nate Putnam, Holly Anderson, Vicki Allen, Ronda Callister, Lynn Dudley, Lance Littlejohn, Julie Foust. Ex Officio Members: Brian Evans, Ken Peterson

Mission:

The Athletic Council advises the President with respect to the athletic program. The duties of the council are to: (a) help maintain an athletic program compatible with the best academic interests of the university; (b) assure compliance with the rules of the National Collegiate Athletic Association (NCAA), and the university athletic code; (c) review and recommend to the President and the Board of Trustees all intercollegiate athletic budgets; and (d) recommend policies and procedures for all aspects of the intercollegiate programs.

The annual report from the Athletics Council to Faculty Senate includes both future and current issues facing the Athletics Department. Each issue is reviewed by the athletics council to insure the Department of Athletics is operating within the guidelines of the NCAA and Utah State University. Monitoring the annual budget, identifying potential new revenue sources and efficiently managing expenses are always a priority. A long-term goal of the Athletics Department is to become increasingly self-funded. Key facts and discussion items for the current year include: USU's affiliation with the Sun Belt Conference, strong academic reforms from the NCAA, and the current status of the newly reinstated women's basketball program.

1. Conference Affiliation:

- On October 19, 2002 Utah State University was formally invited to join the Sun Belt Conference beginning in the sport of football in 2003 and all sports in 2005-06. The offer was enthusiastically accepted, ending a two-year stretch in which the Aggies were forced to play football as a Division IA independent. Sunbelt conference play initiated in the fall of 2003 with the USU football team compiling a conference record of 3 wins and 4 loses.
- On October 10, 2003 Utah State University was formally invited to become a member of the Western Athletic Conference (WAC) in all sports beginning in the fall of 2005. This invitation was immediately accepted. The move to the WAC was precipitated by several changes in existing conference affiliations that ultimately result in the WAC losing three institutions to another conference and the subsequent invitation to both Utah State University and New Mexico State University to join the WAC.
- The invitation to become a member of the WAC will facilitate the athletic programs at USU in several ways. This conference is composed of institutions primarily located western region, and as such, provides the opportunity for more regional competition and reduces travel expenses.
- Former rivalries with institutions such as University of Nevada - Reno, New Mexico State University, Boise State University will be re-established and new interest developed with others such as Fresno State, Hawaii, San Jose State and University of Texas, El Paso.
- Membership in the WAC will provide greater access to media opportunities (television) than currently available to USU. This allows increased exposure for both USU student-athletes as well as academic programs at USU.

2. The NCAA has strengthened academic standards for student-athletes. The following is a summary of new NCAA academic standards effective fall semester 2003:

Initial Eligibility

Student-athletes entering a certifying institution as freshmen in the fall of 2003 can meet either the old or new standards:

- 13 Core Courses, 68 sum ACT or 820 SAT with corresponding GPA;
OR
- 14 Core Courses and index (expanded, e.g. lower ACT/SAT with higher Core GPA)
- Students will first be evaluated on the new (14 Core) standard, and if not met, then on the old standard.
- Effective fall of 2005 all student-athletes are required to have 14 core courses, then increases to 16 core courses beginning fall of 2008.

Continuing Eligibility

Freshman Student-Athletes (beginning 2003-04)

- A maximum of 6 semester hours of remedial credit may be used in the first year for purposes of meeting the progress-toward-degree requirements.
- 24 semester hours of academic credit must be completed before entering the second year of collegiate enrollment.
- 18 hours of academic credit must be earned during the 2003-04 academic year (with an additional 6 credits earned during the summer session).
- Student-athletes' grade-point averages must be at least 90% of the grade-point average required for graduation before entering their second academic year.
- Pass 6 degree applicable credits per semester every regular academic semester in order to remain eligible for competition the subsequent semester.
- By start of year two - 24 semester hours with minimum 1.800 [NA] grade-point average.
- By start of year three - 40% [25%] of credits towards degree earned with a minimum 1.900 [1.80] grade-point average.
- By start of year four - 60% [50%] of credits towards degree earned with a minimum 2.000 [1.90] grade-point average.
- By start of year five - 80% [75%] of credits towards degree earned with a minimum 2.000 [1.90] grade-point average.

Transfer Eligibility

- 2-Year College Transfer must meet 40% [previously 35%] Percent of Degree Requirement (PDR) upon transfer.
- Mid-Year (Spring semester) college transfers must meet 6 credit-hour requirement (must have passed 6 credits from transfer institution in the semester prior to transfer) to remain eligible the subsequent semester.

Other

- Banking hours to average is obsolete (e.g. under the old standards a student-athlete passes 28 credits one year and 20 the next, they have a 24 credit average over 2 years).
- The 24 credits per-year requirement is obsolete. New PDR (40/60/80) assures student-athletes meet 24 per year or ineligible.
- Maximum 6 credits per semester of remedial/prerequisite in the student-athletes first academic year [previously 12 credits per semester].

Current Student-Athletes

- All currently enrolled student-athletes as well as 2- and 4-year transfers (enrolled full-time prior to August 1, 2003 excluding summer) will be tracked under "old" Academic Standards.
- Current student-athletes must pass 6 semester hour requirement to remain eligible the subsequent semester.
- Student-Athletes must meet standards for satisfactory progress and good academic standing to practice and compete in intercollegiate athletics at Utah State University.

3. Graduation rates

- The '96-'97 cohort rate (most recent) is 81%, with a 4-year average of 60%;
- The '95-'96 cohort rate was 45%, with a 4-year average of 53%;
- The '94-'95 cohort rate was 64% with a 4-year average of 53%
- In all years and categories except '95-96 cohort, the graduation rate was higher than the general student body.**
- The '96-97 graduation rate was 12th highest (81%) among Division IA institutions.
- The '96-97 graduation rate above the general student body rate was 6th highest (+26%) among all Division IA institutions.
- The '96-97 graduation rate was 2nd highest increase (+36%) over the previous year's cohort among all Division IA institutions.

**Turnover in football and men's basketball staff resulted in several team member dismissals, which drove the graduation rate down for the '95-96 cohort.

4. Women's basketball

- The women's basketball program played its first game in seventeen years beginning November 21, 2003.
- Ten student-athletes are currently enrolled and on stipend as of the beginning of fall semester 2003. One or two more will be added during the spring signing period, which will bring the squad size to 11 or 12. A class breakdown of the anticipated fall 2003 roster of student-athletes is below and currently includes students from Utah, Wyoming, California, Colorado, and Michigan.
- The roster currently includes five juniors, two sophomores and five freshmen.
- One Head coach and two full-time assistant coaches were hired prior to summer of 2003.

Future Goals and Objectives:

5. The Department of Athletics will always work towards becoming more self-funding through:

- Increased ticket sales and incremental, occasional, increases in ticket prices
- Increased Big Blue contributors and incremental, occasional increases in contribution levels
- Increased participation at special events such as the Aggie Auction and Golf Tournaments
- Increases sponsorship inventories and sales
- Improving television and concession contracts
- Improving trade-out agreements for hotels, food, travel etc.

6. Department of Athletics Initiatives for 2004-05:

- Meet new NCAA Division IA requirements
 - 16 sports
 - 200 scholarships
 - 90% of 85 allowable football scholarships awarded
 - Average 15,000 actual attendance for football
 - 5 IA home games (actually deferred until 2006)
- Restructuring of compliance area up through the Provost's office to insure more institutional control
- Exploration of reserved seating sections for students in Smith Spectrum to control/prevent non-student use
- Purchase laptops for student use during official team travel

7. Upcoming Facility Projects for 2004-05 (Partially Funded with Stadium Spectrum Parity Bond):

- New synthetic turf installation in Romney Stadium. Will allow full-time use rather than game days only
 - Other uses include campus recreation/intramurals, marching band practice and high school games
 - New surface will require no water, less maintenance and help prevent injuries
- Replacement of more wooden bleachers in Romney Stadium with aluminum bleachers for students

- New floor installed in Smith Spectrum. Funds have been saved over the past 10 years
- Complete programming followed by bids for design and bids for construction of Romney Stadium renovations
- Begin construction of first phase of Romney Stadium renovations
 - Phase I includes new restroom and concession areas, new pressbox, ADA requirements, seismic requirements, improved entrances and elevator

8. Long-Term Facility Projects (Partially Funded with Stadium Spectrum Parity Bond)

- Phases II and III of Romney Stadium
 - New training room, locker room, weight room, coaches offices, meeting rooms, equipment room
 - Big Blue Club and Student Reception area, bookstore, ticket office, Hall of Fame, new concessions areas
- New Academic Center with computer rooms, study rooms, tutor areas, meeting rooms
- Complete removal of all wooden bleachers and replace aluminum.

UTAH STATE UNIVERSITY

Athletics Department Budget Report

Fiscal Years 2002-03 and 2003-04

Net Funds Available

<u>Source of Funds</u>	<u>Actual FY 2002-03</u>	<u>Budget FY 2003-04</u>
E. & G. funds	\$990,345	\$1,063,927 a
Institutional support	490,000	759,000 b
Staff Benefits E. & G. funds	384,844	425,571
Student fees	1,587,803	1,625,000 c
Football	1,979,473	1,615,000 d
Basketball - home	476,355	458,000
Big Blue Club	703,178	685,000 e
Athletic fund	788,220	945,296
NCAA/Big West	243,096	275,000 f
Other income - endow. Interest	65,286	100,000
Division I compliance	0	290,000 g
Total funds available	\$7,708,600	\$8,241,794
Projected expenses	7,695,804	8,241,794
Balance	12,796	0

Expenses

Total Salaries and Benefits	\$3,093,662	\$3,273,112 h
Administration	379,417	480,400 i
Academic Support	26,879	30,000
Weight Room	19,855	20,000
Media Relations	89,474	102,000
Advertising and Promotion	233,104	257,900 j
Video Room	19,988	25,000 k
Medical	97,582	364,000 l
Training Room	40,152	43,000

Ticket Office	65,423	65,000
Men's Football	1,744,863	1,583,000 m
Men's Basketball	385,214	380,400
Men's Golf	31,489	29,486
Men's Tennis	30,965	31,300
Men's Track	111,602	92,400
Women's Track	170,341	155,000
Women's Volleyball	159,431	161,100
Women's Gymnastics	139,602	126,000
Women's Softball	141,301	140,710
Women's Tennis	67,301	64,500
Women's Soccer	126,470	126,000
Women's Basketball	49,381	202,000 n
Capital Improvements	472,308	489,486 o
Total Expenses	\$7,695,804	\$8,241,794

Budget - Explanation of Budget Changes from FY 2002-03 to FY 2003-04

- a. E & G budget reduction of \$37,666. Also includes transfer from Public Relations to support two positions for long term contracts.
- b. Transfer medical insurance premium from University administration to Athletic department budget.
- c. Increase from collection of summer school athletic fees.
- d. No BYU or Utah home football games and change in teams played on the road.
- e. Big Blue Club fund raising goals have increased.
- f. Increase in number of sports sponsored and grants-in-aid provided.
- g. Institutional support for Division IA compliance. This support would include: assistance for travel, maintaining a minimum of 16 sports and 200 full-time-equivalences (increase of 30).
- h. Hire a second assistant Women's basketball coach, comply with long-term contractual commitments and added two positions transferred from Public Relations.
- i. Included in budget are expenses for on campus facility charges that had previously been contributed by campus facilities (approximately \$80,000) and Sunbelt Conference dues of \$15,000. This is in addition to the \$36,000 paid to the Big West Conference.
- j. Video production assistance from Information Technology.
- k. Video maintenance.
- l. Medical insurance premium.
- m. Decrease in football home game guarantees as a result of our membership in the Sunbelt Conference.
- n. Travel costs, financial aid, equipment costs.
- o. Smith Spectrum scoreboard, Romney Stadium scoreboard, Laub Center and Astro-turf loan.

Introduction: Educational Policies Committee Report for Faculty Senate 1/26/2004

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 January meetings, the Curriculum Subcommittee approved the following program changes:

- Request to [delete the inactive food Production Emphasis](#) in the Agricultural Economics major [and the inactive Food Marketing Emphasis](#) in the Agricultural Economics major
- [Request for a new Environmental Chemistry Emphasis within the Bachelor of Science degree in Chemistry](#)
- [Request to change the name of the department of Industrial Technology and Education to the Department of Engineering and Technology Education](#)
- Request to change the name of the Technology and Industrial Education Bachelor of Science degree to Engineering and Technology Education (see item #3)
- [Request to offer a Service-Learning Scholars Program, which will lead to a Service-Learning certificate](#)

Academic Standards Subcommittee

In December the Academic Standards Subcommittee met and the following item was considered:

Review of No-test Days Policy: At the request of the EPC, the ASC reviewed the university's 'No-test Days' policy as defined in the USU General Catalog (p.18). There is an apparent discrepancy between the language of this policy, which states that "During No-test Days neither final examinations nor testing of any kind will be given . . .," and the wording of the Provost's memo on Semester Reminders, which states "Tests should not be scheduled during this period (i.e., No-test Days) except for regularly scheduled quizzes." The ASC engaged in considerable debate concerning the appropriate definitions of the terms "Examination," "Test," and "Quiz" and how consistently they might be interpreted by different persons. A motion was adopted which recommends the following revision of the language of the No-test Days policy:

No-test Days. A five-day period designated as No-test Days precedes the five days of final examinations which are normally scheduled at the close of each academic semester. During No-test Days, [neither] no major examinations, including final examinations, [nor testing of any kind] will be given in order that students may concentrate [up]on classwork, the completion of special assignments, writing projects, and other preparation for duly scheduled final examinations.

Karla Petty expressed two concerns on behalf of the students. The first was that students are often unaware of the policy or their means of redress if they believe the policy has been violated. The second was that students are likely to be inhibited about confronting course instructors or their administrators on issues related to this policy. It was suggested that students might seek redress through the Student Advocate, rather than in person, and that the No-test Days policy and the means for seeking redress of its perceived violation could be printed in the Schedule of Classes each semester.

Motion carried.

Recommendations

EPC recommends approval of above changes by Faculty Senate.

The following proposals were not approved:

- Request to discontinue the MS Degree in Human Environments. Interior Design is still using this degree.
- Request to change the name of the Industrial Technology Master of Science degree to Engineering and Technology Education. This proposal needs to go through Graduate Council first.

Grading Policy, Practices, and Processes

FAQs for Faculty Senate

2 February 2004

Grading Policy: Grades for courses are to be submitted within 96 hours of the final examination for the course. Source: *Academic Policies Manual* <http://www.usu.edu/policies/>

When did the 96-hour grading policy originate?

The 96-hour policy dates to the administration of President Stanford Cazier, when faculty still submitted grades by hand on paper and staff in the Registrar's office entered them into the system. The policy was re-affirmed in a memo of January 1999 by the Office of the Provost after it was discussed in Faculty Senate. With increasing administrative and student demands, the need to enforce the 96-hour policy is important.

Why is it necessary to have a 96-hour grading policy?

The policy represents a compromise among the needs of faculty, staff, and students. The faculty need time to grade exams. What are the reasons why grades need to be recorded so quickly?

- Students often need to know their grades and have access to a complete transcript as they move on to graduate studies or employment.
- Some third-party sponsors (such as employers) require students to show them their grades in order to disperse tuition reimbursements.
- The Office of Financial Aid cannot release grants, loans, or scholarships for the following terms, for students on probation, until grades are submitted. Financial Aid also needs to determine a federal repayment for students who fail all their classes (this considers a NGR as an F).
- The Office of the Registrar cannot suspend students-take academic action-until the grades are submitted; when they are, suspended students who are still not in good standing lose their courses for the following term and must sit out a semester or a year. In addition, the Office of the Registrar must calculate GPAs based on repeat forms that are filed, and in some cases, students who would ordinarily be suspended are actually in "good standing" once these grades are calculated.
- End-of-term reports are required for the Regents.
- Federally regulated enrollment and financial aid reports are also required.

When exactly does the 96-hour policy kick in?

96 hours is measured from the time of each final examination, not the final day of examinations. Saturday and Sunday are excluded from the 96 hours.

Although the weekend is excluded from the policy, it was not excluded from the time of closing the system to students at the end of fall semester 2003; consequently, faculty who entered grades near the end of 96 hours from a Friday exam had difficulty with a slow system that was again open to students.

Why can it be so difficult to input grades in the system?

The current computer system features limited capacity, and the system can actually "crash" when too many users are trying to get access to grades. Because this was a severe problem in spring 2003 grading session, the office of the Registrar recommended that only faculty have access to the system during the peak grading time so they could enter grades unobstructed; unfortunately, this meant that students had no access during this window of time.

The capacity issue should disappear with the implementation of Banner, the new system that provides more functionality and flexibility.

Why can't the system remain open for a longer period of time so that faculty can enter grades or make changes to grades?

At some point, the semester must be "closed out," which means data are "frozen" so official snapshots can be taken to meet state and federal reporting guidelines. The staff in the enrollment management units must continue to work on these closeouts after faculty have completed their work and submitted grades. The office of the Registrar tries to be as flexible as possible while still meeting the needs of students and academic integrity. For instance, the system is generally re-opened early in the following term so faculty can make corrections and change incomplete grades once they have received and reviewed the grade sheets.

Once the grading cycle has been closed, the entry of grades is an "over-ride" function and must be done within SIS+ on a totally different screen (a student-specific screen rather than a class list). Again, the current

student information system is not as flexible as Banner will be when it is implemented.

One last concern is the possible breach of security when the system is left "open," making it easier for hackers to gain access.

Why was the system so slow after the "closed" days?

Students were once again on the system when it re-opened, searching for the outcome of their classes and registering for the next term's classes.

Okay, I want my task of entering grades to be easier. Any hints?

The best advice we can offer is to enter grades on the system as soon as the course is graded. Grade one course (if possible), enter the grades, and then move on to grading the next course. This spreads out the number of faculty trying to gain access to the system throughout the grading period. A review of grading patterns indicates that many faculty members enter the grades for ALL classes near the end of the grading period, which results in a system slow down.

Doesn't the University care about pedagogy? About students' writing skills? I assign students written projects and examinations that take more time to grade.

Yes, the University cares about pedagogy. There are multiple paths to accomplishing this goal of ensuring that students' communication skills are enhanced. Some faculty require writing projects at various points of the term with feedback provided to the students so that the final version is faster to read and grade. Other faculty members require submission of final writing assignments a week or so before the final examinations and then have only the exam to grade during the 96-hour grading period. There is no one right method to meeting the grading deadlines and providing good pedagogy.

Tell us about grading and timelines for Spring Semester 2004. Will there be different rules so that diplomas can be printed and distributed during Commencement?

Yes. As you probably have noticed, there is a brief lull in the end of final examinations (11:20 a.m. on Wednesday, April 28) and Commencement (Saturday, May 1). This reflects the change in university policy that diplomas will be distributed at Commencement. Faculty will be asked to submit grades for graduating seniors by noon on the Friday before Commencement. This may mean, for some faculty, a shortened time to submit grades.

How can faculty members deal with this shortened time frame?

One way to deal with this shortened grading period is to grade the work of graduating seniors first.

How will I know who is a graduating senior?

The Commencement Committee, in cooperation with the Office of the Registrar, is working on the final details. All faculty members will receive a class list on March 1 (mid-terms) indicating who in each class is scheduled to graduate. Another list will be distributed the week prior to finals (approximately April 15). Ultimately, graduating seniors will be identified on the *Web for Faculty* grading system.

How can the Registrar's office print all of those diplomas in such a short time?

The staff of the Registrar's office will have the diplomas printed for all students who are scheduled to graduate. Beginning on the afternoon of the day before Commencement (and probably extending quite late into the evening), the staff members will pull diplomas from packets of those students whose grades have not been submitted or who do not meet graduation requirements; a letter from the Registrar explaining that the diploma could not be processed will replace the diploma. To try to minimize the number of diplomas pulled for otherwise deserving graduates, the Registrar's office will send Missing Grade reports to the deans, associate deans, and department heads beginning 96 hours after the first day of finals. Before removing anyone's diploma, the Registrar's staff will communicate with the college contact.

Do other universities hand out diplomas at Commencement?

Yes. When the concept of handing out diplomas on the big day was being explored, a team of faculty and staff visited Ohio State University to see how they manage the process. The team found that with proper organization and campus cooperation, diplomas can be successfully and accurately awarded at Commencement. They also found that the awarding of diplomas at Commencement contributed to a meaningful celebration of student accomplishment at the ceremony. By incorporating what Ohio State has learned, Utah State has not had to reinvent the wheel to accomplish the awarding of diplomas.

What is the December graduation ceremony I'm hearing about?

This is a recent development in response to students who finish their degrees at the end of fall term, leave

the area, and cannot return for the May ceremony. This is especially true for international students. A committee of faculty, staff, and students will study the possibility of a December ceremony and make recommendations. For 2003, about 900 students qualified to graduate at the end of fall term. If a ceremony is approved, it is most likely to be at a reduced cost and size from the formal May Commencement.

How about graduate students? Must we get their grades in at the same time as graduating seniors?

Because of the complex requirements of a graduate degree--theses and dissertations--graduate students will not receive diplomas at Graduate Commencement and Hooding on the Friday before Undergraduate Commencement.

However, grades for graduate students are still subject to the 96-hour rule.

Aren't there problems with getting grades submitted for students who are in Continuing Education courses?

At the moment, CE courses and grade submission may not be on the same schedule as the main campus. This is an area at which the Registrar's office and Continuing Education must continue to work. The Registrar's Office and Continuing Education are continuing to work on how to best meet the needs of the students within the situations unique to CE. Graduation ceremonies at the various Continuing Education Centers around the state usually take place before the main campus ceremony; students at CE Centers may attend both sites if they so choose. Certificates of commencement will be given to students attending Continuing Education ceremonies.

Whom do I call if I have questions about grading?

If your question is related to Web For Faculty (WFF) please call the Help Desk at 7-7095. If your question is about deadlines or policy please call Heidi Beck, Associate Registrar at 7-3734.

Reminder:

The Family Educational Rights and Privacy Act (FERPA) prohibits the public displaying of grades and/or assignments. Instructors must avoid publicly posting grades in any format and with any student indicator (social security number or otherwise). For more information on FERPA, visit the FERPA tutorial at:
http://www.usu.edu/registrar/ferpa/ferpa_files/frame.htm.