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FACULTY SENATE EXECUTIVE COMMITTEE

November 16, 2009
3:00 p.m. – 4:30 p.m.
Champ Hall Conference Room

Agenda

- 3:00 **Call to Order**.....Ed Heath
 Approval of Minutes October 19, 2009
- 3:05 **University Business**.....Stan Albrecht, President
- 3:20 **Announcements**.....Ed Heath
 Next Brown Bag Lunch w/President, Wednesday December 12th at noon Champ Hall
- 3:25 **Information Items**
 • ASUSU Report.....Tyler Tolsen
 • Retention and Student Success Report.....Noelle Call
- 3:45 **New Business**
 • EPC Items.....Larry Smith
 • PRPC Code changes Section 401- Composition and Authority of the Faculty
 (partial changes).....John Engler
 • Clarify the involvement of faculty in President's evaluation of
 administrators.....Ed Heath
 • Clarify the involvement of faculty input at Department/College level for budget
 conversations.....Ed Heath
 • Procedures to deal with non adherence to the Faculty
 Code.....Ed Heath
- 4:30 **Adjournment**



**FACULTY SENATE EXECUTIVE COMMITTEE
MINUTES
OCTOBER 19, 2009 3:00 P.M.
Champ Hall Conference Room**

Present: Ed Heath (President), Byron Burnham, Steve Burr, Maria Cordero, Renee Galliher, Jake Gunther, Jerry Goodspeed, Kelly Kopp (excused), Glenn McEvoy, Mike Parent, Flora Shrode, Darwin Sorensen, Nathan Straight, Dave Wallace, Vincent Wickwar, Provost Ray Coward (Ex-Officio), Joan Kleinke (Exec. Sec.), Marilyn Bloxham (Assistant)
Guests: Ken White, Greg Podgorski, Ed Reeve, Jill Thorngren

Ed Heath called the meeting to order at 3:07 p.m.

Approval of Minutes

Mike Parent moved to approve the minutes of September 21, 2009. Motion was seconded by Vince Wickwar and the motion passed unanimously.

University Business

Provost Coward spoke with the committee about the CEU faculty coming into the USU system. He asked the committee if they believe it is reasonable to create a new category of faculty for the technical and vocational faculty of CEU. These faculty members are highly skilled and well credentialed professionals who do not fit into the USU traditional faculty categories. A handful of faculty on campus would be eligible for the new category as well. It is believed that people on campus have the expertise to write and review code for a new category with input from current CEU faculty.

CEU has about 40-50 people who are tenured. Because they are tenured from a sister institution in the same system of higher education, we are obligated to accept their tenure; however, the bigger issue may be the rank they are designated. Currently all CEU faculty are instructors. There are multiple options being considered for determining rank. Any new hires from July 1, 2010 would be hired under USU tenure rules and role statements. Academic departments will be evaluating tenure applications from academic faculty at CEU.

Announcements

The next Brown Bag lunch with the President will be Thursday, November 12 at 12:00 noon in Champ Hall.

Information Items

Athletic Council Report – Ken White. Progress is being made with the proof of academic improvement plans for both football and basketball. Football has now met the requirements and this will be reflected in the next annual report. Much of the council's focus has been on budgetary issues. The overall deficit is \$848,172. A long-term payment plan is being created to resolve the deficit. A student referendum was passed in the spring that will increase student fees for athletics. Athletics is now conducting both online and face-to-face exit interviews with student athletes. USU Athletics lead the WAC in every academic category. Our graduation rate is still very high compared to other institutions. Athletics has had several personnel changes and facilities updates. The current budget will look somewhat different than previous years because of changes in the reporting mechanism. USU was awarded the prestigious Excellence in Management Cup. Vance Grange asked for clarification on some budget lines and cohort definitions.

Mike Parent moved to accept the report and place on the consent agenda, Jerry Goodspeed seconded and the motion carried.

Faculty Evaluation Committee (FEC) Report – Greg Podgorski. The committee has researched commercially available national rating instruments. They range in cost from \$30,000 to \$120,000 per year. Jamison Fargo ran an analysis of the current Faculty Evaluation Instrument. His findings concluded that it is

internally reliable but measures only a few things and it is not a validated instrument. Some individuals on the committee are interested in comparing results with other universities. FEC will be piloting the IDEA rating instrument Fall 2009 semester. The IDEA faculty/course rating form is a nationally-normed instrument. A concern was raised that perhaps the pilot instrument is too complex and may require a huge amount of training for faculty. However, there is a great deal of flexibility built into it as faculty will be able to focus on areas of their teaching that are most important to them. A statement was made that there is nothing in the faculty code that requires course evaluations. They have been the result of administrative decisions and the senate has had input via the Faculty Evaluation Committee (see Section 402). USU peer institutions vary dramatically on course evaluation methods and none of them use a national instrument.

Mike Parent moved and Ed Reeve seconded to place the report on the agenda as an information item. Motion carried.

New Business

EPC Report – Larry Smith. Ed Reeve reported for Larry Smith. EPC approved 112 requests in the curriculum subcommittee; however not all were new courses. The Academic Standards Subcommittee has implemented a preferred email address; students are not required to use the USU email system for university business. FERPA training is ongoing as is the CIL review.

Mike Parent moved to place the EPC Items on the consent agenda, Jerry Goodspeed seconded. Motion carried.

Adjournment

Ed Heath asked for a motion to adjourn the meeting. The meeting adjourned at 4:20 p.m.

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

**University Retention Report to Faculty Senate
Executive Summary
Faculty Senate Executive Committee
Office of Retention and Student Success
Noelle Call, Director
November 2, 2009**

This report is prepared on an annual basis for the Faculty Senate at Utah State University in an effort to provide basic student cohort and retention data, and to report on processes, initiatives, and programs central to student retention efforts at Utah State University.

The Office of Retention and Student Success was recently approved by Utah State University's Trustees for a change of name (from Retention and First-Year Experience) to more accurately reflect the broad scope of the programs, initiatives, and services provided under its auspices.

Primary programmatic functions of this office include:

- New student enrollment confirmation
- Student Orientation, Advising, and Registration (SOAR)
- The University Connections course (USU 1010)
- Early Academic Alert
- University Parent and Family Programs
- Matriculation, change of enrollment, and leave of absence advising
- Research and analysis of student and institutional retention data
- University Retention and Student Success Committee
- Aggie Passport Experience

Retention, Enrollment, and Program Participation Figures

Cohort and Retention Figures, 2004-2008 (All figures from Analysis, Assessment, and Accreditation)

Initial 2004 First-Time, Full-Time, Degree-Seeking, Logan Campus Cohort: **2,028¹**
Official 2004 Retention Rate: **71.1%**
Initial 2005 First-Time, Full-Time, Degree-Seeking, Logan Campus Cohort: **1,906**
Official 2005 Retention Rate: **72.4%**
Initial 2006 First-Time, Full-Time, Degree-Seeking, Logan Campus Cohort: **2,375**
Official 2006 Retention Rate: **73.6%**
Initial 2007 First-Time, Full-Time, Degree-Seeking, Logan Campus Cohort: **2,617**
Official 2007 Retention Rate: **73.4%**
Initial 2008 First-Time, Full-Time, Degree-Seeking, Logan Campus Cohort: **2,549**
Official 2008 Retention Rate: **Not yet available²**

2009 Cohort Enrollment and Program Participation Figures (Preliminary)

First-Time, Full-Time, Degree-Seeking Students, Logan Campus (Initial Cohort): **2,639**
First-Time, Full-Time, Degree-Seeking Students, Total USU (Including Regional Campuses): **2,796**
Number of Students Entering Fall 2009 Enrolled in Traditional, Pre-Semester Connections: **1,557**
Number of Students Entering Fall 2009 Enrolled in All Sections of Connections: **1,710**
Number of Students Entering Fall 2009 Participating in SOAR: **3,084**
Number of Parents Attending Orientation on Campus during 2009: **1,345**

2008 Cohort Enrollment and Program Participation Figures

First-Time, Full-Time, Degree-Seeking Students, Logan Campus (Initial Cohort): **2,549**
First-Time, Full-Time, Degree-Seeking Students, Total USU (Including Regional Campuses): **2,665**
Number of Students Entering Fall 2008 Enrolled in Traditional, Pre-Semester Connections: **1,597**
Number of Students Entering Fall 2008 Enrolled in All Sections of Connections: **1,737**
Number of Students Entering Fall 2008 Participating in SOAR: **3,021**
Number of Parents Attending Orientation on Campus during 2008: **1,123**

2007 Cohort Enrollment and Program Participation Figures

First-Time, Full-Time, Degree-Seeking Students, Logan Campus (Initial Cohort): **2,617**
First-Time, Full-Time, Degree-Seeking Students, Total USU (Including Regional Campuses): **2,744**
Number of Students Entering Fall 2007 Enrolled in Traditional, Pre-Semester Connections: **1,495**
Number of Students Entering Fall 2007 Enrolled in All Sections of Connections: **1,654**
Number of Students Entering Fall 2007 Participating in SOAR: **2,915**
Number of Parents Attending Orientation on Campus during 2007: **1,051**

2006 Cohort Enrollment and Program Participation Figures

First-Time, Full-Time, Degree-Seeking Students, Logan Campus (Initial Cohort): **2,375**
First-Time, Full-Time, Degree-Seeking Students, Total USU (Including Regional Campuses): **2,508**
Number of Students Entering Fall 2006 Enrolled in Traditional, Pre-Semester Connections: **1,454**
Number of Students Entering Fall 2006 Enrolled in All Sections of Connections: **1,589**
Number of Students Entering Fall 2006 Participating in SOAR: **2,790**
Number of Parents Attending Orientation on Campus during 2006: **897**

Student Retention and Graduation Goals

The Office of Retention and Student Success and the Office of the Vice President for Student Services have established the following retention and graduation goals for Utah State University:

2010 First-Year Retention Goal: **73%**
2015 First-Year Retention Goal: **78%**
2010 Six Year Graduation Goal: **45%**
2015 Six Year Graduation Goal: **50%**

Recent Student Retention-Focused Accomplishments and Initiatives

1. Reorganization of University Retention and Student Success Committee
2. Resources for Utah State University Faculty Members
3. University Connections Experience for New International Students
4. Sustainability Module in the Connections Curriculum
5. Tracking and Facilitating Returns from Leaves of Absence
6. New Components Added to Student Orientation, Advising, and Registration

Updates on Previous and Ongoing Initiatives

1. Early Academic Alert
2. Aggie Passport Experience
3. Parent and Family Programs

Current, Proposed, and Pending Initiatives

1. Online Connections Student Manual
2. Expansion of Collaborative Retention Data Efforts and Data Accessibility
3. University Retention and Student Success Committee/Subcommittee Initiatives

¹ Each initial cohort figure represents the number of first-time, full-time, degree-seeking, Logan campus students in an entering fall semester cohort prior to adjustments for all allowed reporting exclusions used in calculating the University's retention rate. For more information on these adjustments, see <http://aaa.usu.edu/factsfigures/RetentionGraduation.htm>.

² All adjusted cohort totals and corresponding first- to second- year retention figures are prepared each spring by Analysis, Assessment, and Accreditation for the previous academic year's cohort of entering students. Correspondingly, the retention rate for the official 2008 entering cohort will be available from AAA in spring 2010.

Abstract

This report is prepared on an annual basis for the Faculty Senate at Utah State University in an effort to provide basic student cohort and retention data, and to explicate processes, initiatives, and programs central to student retention efforts at Utah State. Following a summary depiction of current and recent available cohort and retention data, this report will annotate specific retention-focused programs and processes at Utah State University, with sections highlighting recent accomplishments, updating current initiatives, and introducing future programs and imperatives. The report will conclude with a statement emphasizing the critical nature of collaboration among faculty, staff, and administrators in efforts to meaningfully enhance the student experience at Utah State University.

The Office of Retention and Student Success

The Office of Retention and Student Success was recently approved by Utah State University's Trustees for a change of name (from Retention and First-Year Experience) to more accurately reflect the broad scope of the programs, initiatives, and services provided under its auspices. The Office of Retention and Student Success continues to be charged with the mission of comprehensively approaching the processes of student transition, integration, and persistence through programs, initiatives, and research. Primary programmatic functions of this office include:

- New student enrollment confirmation
- Student Orientation, Advising, and Registration (SOAR)
- The University Connections course (USU 1010)
- Early Academic Alert
- University Parent and Family Programs
- Matriculation, change of enrollment, and leave of absence advising
- Research and analysis of student and institutional retention data
- University Retention and Student Success Committee
- Aggie Passport Experience

Beyond the scope of these programs, the Office of Retention and Student Success collaborates extensively with departments, offices, and individuals from across the University to identify and implement programs and initiatives designed to contribute to student success and mitigate student attrition.

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Recent Student Retention-Focused Accomplishments and Initiatives

1. Reorganization of University Retention and Student Success Committee

Based on research assessing best practices at other universities and corresponding with efforts to expand both the reach of and accountability for retention-focused goals throughout the university, the University Retention and Student Success Committee was reorganized beginning in Fall Semester, 2009. Previously functioning as a sizable committee composed of members from a substantial number of University divisions, departments, and offices, this committee has been reorganized to encompass four action-oriented subcommittees and an executive committee. Each subcommittee has been assigned the charge of determining specific retention-focused action items, developing goals related to these action items, directing initiatives to meet these goals, and reporting all progress to the executive committee. The subcommittees are comprised of representatives from departments, programs, or services from across the University, and the executive committee is comprised of the subcommittee chairs and the Director and

Associate Director of the Office of Retention and Student Success. The subcommittees are divided to address issues related to underserved populations, academic experience, student engagement, and student retention data tracking and assessment. Each of these subcommittees, and the University Retention and Student Success Committee of which they are a part, can now be viewed as a key component of the effort to expand the focus on student success and retention throughout the Utah State University community.

2. Resources for Utah State University Faculty Members

Following recommendations made by the University's Retention Task Force, a series of documents were created by the Office of Retention and Student Success with the goal of aiding Utah State faculty members in their efforts to foster student success. The first of these documents represented a concise guide to a full range of resources available on campus, targeting issues where faculty members are uniquely positioned to identify student needs and/or concerns and might make referrals to appropriate campus resources. The second document included a series of suggestions, practices, and ideas for faculty members and instructors to take into consideration as they contemplate how they might enhance their own efforts to contribute to their students' success. Both documents were developed with the intent of coalescing information from multiple sources and providing access to information that faculty members might find useful and convenient in support of their endeavors. This information has been disseminated through multiple channels in an effort to reach faculty in all colleges and departments, and is accessible to all faculty members and instructors at <http://www.usu.edu/rfye/faculty/>.

3. University Connections Experience for New International Students

In an effort to extend a range of the beneficial aspects of the Connections course to incoming international students, a Connections experience was developed for the participation of international students as a part of their orientation process prior to Fall Semester, 2009. Planned and developed by the Office of International Students and Scholars and the Office of Retention and Student Success, this process aimed to provide workshops typically associated with the curriculum for the Connections course for international students independent of the course proper. Approximately 150 incoming international students participated in workshops incorporating the following topics: Sexual Assault and Anti-Violence Information (presented by Rachel Brighton, SAAVI Coordinator), Computer Labs and Computer Information Literacy (presented by Gary Egbert, Service Desk Manager, and staff), and USU Libraries, (presented by USU Library staff). International students were also included in the general Connections "Welcome" event, wherein President Albrecht welcomed new students to Utah State University. Much as these workshops and events are provided as a part of the Connections curriculum for incoming students to help integrate them into the academic community at Utah State, these offerings have now been extended formally to incoming international students with the same overall goal.

4. Sustainability Module in the Connections Curriculum

Building upon efforts established in the last year to integrate the concepts of sustainability into retention-focused programs initiatives and vice versa, Connections instructors were invited this year to elect to add a sustainability-focused module to their curriculum. For those instructors who elected to add this component to their schedule and curriculum, members of the University's Sustainability Council visited the classroom and offered a substantive presentation detailing the importance of sustainability and demonstrating Utah State University's efforts to promote sustainable policies and practices. Nine Connections instructors incorporated this module into their curriculum; initial feedback revealed that instructors as well as students indicated that the presentation was compelling and valuable. Additional assessment tools will be added to next year's Connections evaluation to allow for better measurement of the impact and value of these modules. Beyond the Sustainability Council's overt intention of introducing students to sustainability in concept, the encouragement embedded in this presentation to take action has met with additional success, as instructors have noted that students who were introduced to relevant programs and services in these settings have embraced opportunities online, on campus, and in the community to become actively involved in sustainability efforts.

5. Tracking and Facilitating Returns from Leaves of Absence

As a part of the ongoing effort to refine and improve the change of enrollment process, the leave of absence process has expanded not only its scope to incorporate a range of different types of leave

available to students depending on their needs, but also its capacity to include intentional efforts in providing an accessible path back to enrollment at Utah State University. These intentional efforts have entailed an expansion of student data and record tracking, as well as an increased focus on providing appropriate information and access to resources at the point of departure as well as through the process of returning from leave. Though these processes, and their accompanying data are relatively new, the results of these intentional efforts are showing signs of tremendous initial success, with a 9 percent increase in the percentage of students who actually returned to USU from a leave of absence relative to those who were expected to return reported from 2007 to 2008. While more data is obviously needed to determine the long-term implications and complete relationship between these efforts and their effect on students returning to Utah State, the implementation of these procedures certainly appears to have made a positive initial impact in this area.

6. New Components Added to Student Orientation, Advising, and Registration

Over 3,000 incoming students received assistance in their transition to Utah State University through participation in Student Orientation, Advising, and Registration (SOAR) prior to Fall Semester, 2009. While the core components of the SOAR program remain intact, including registration assistance, academic advising, and dissemination of critical policy and procedure information, several components of the program were updated and modified to reflect both student demand and the results of careful ongoing program assessment. A targeted workshop was added to the SOAR agenda, designed specifically for students who had been admitted to the university on a provisional basis. This workshop was created in an effort to assist these provisionally admitted students to better understand the terms of their admission, to clarify both expectations and constraints concomitant with their status, and most importantly, to connect them with appropriate resources and assistance as they move forward. Comparative and longitudinal data regarding any potential impact of these workshops on the long-term success of these students will be studied as these students progress through their academic careers at Utah State. Beyond the addition of this workshop, other changes were made in an effort to better ensure that the information provided to students participating in SOAR was being appropriately utilized, primary among them an alteration to the SOAR Online program that added a built-in assessment tool that ensured that students received the requisite and appropriate information through their participation in the program.

Updates on Previous and Ongoing Initiatives

1. Early Academic Alert

After extensive research into appropriate methods and best practices, the early academic alert program was modified in Fall Semester, 2009. Recalling that the early academic alert program was established to identify students experiencing academic difficulty at early points in the semester, this program has now incorporated a new approach to informing students regarding their status, utilizing a more direct and frank approach, encouraging students to consult with the Office of Retention and Student Success regarding resources that might engender for them a greater chance of academic success. While complete figures will not be available until the end of the semester, it is worth noting that the increase in student response to this new approach, both in email and in person, has been substantial. Following up on commonly voiced points of difficulty, Retention and Student Success staff members have consulted with representatives from the Academic Resource Center and University Advising in order to be better prepared to help ameliorate specific challenges for students, make appropriate referrals, and better collaborate in all efforts to assist and serve students, particularly those demonstrating early signs of potential academic difficulty. These consultations have resulted in better flow of communication and information among offices and departments that will be utilized in future iterations of the early academic alert process.

2. Aggie Passport Experience

In Fall Semester, 2008, the Aggie Passport Experience was introduced to students as an incentive for students to participate in events on-campus and in the community that would broaden their educational experience at Utah State University. Events were selected from four categories: academic, cultural, community and social. Students who attended and had their passports stamped at six, eight, or ten of these events became eligible to earn prizes based on the number of events they attended. All students who obtained at least ten stamps in their passports were invited to dinner at the home of President and

Mrs. Albrecht. Final figures from Fall 2008 indicated that 1075 passport stamps were given at a total of 31 events. 67 students submitted completed passports at the end of Fall Semester, 2008, and enjoyed dinner at the home of President and Mrs. Albrecht. Following the tremendous success of this initial effort, the Aggie Passport Experience was expanded in Fall 2009 to incorporate a range of additional events, to allow different departments and events unique access to the passport incentive in support of their own efforts, and to continue to broaden the range of educational opportunities both provided and promoted to students. Complete figures detailing the results of the Fall 2009 Aggie Passport Experience will be available after the semester has concluded and all completed passports have been submitted.

3. Parent and Family Programs

The Office of Retention and Student Success continues to facilitate and promote the growth and expansion of programs designed to enable parents and families to become better informed and prepared resources in contributing to the success of their students. 1,345 parents attended orientation with their students in preparation for Fall Semester, 2009, an increase of over 200 parents from the previous year alone. Parent attendance at orientation has increased by approximately 50% since 2006. While attending orientation, parents are presented an increasingly focused set of topics relevant to their ability to better understand the most viable and appropriate ways they can contribute to student success. As members of the USU Parent and Family Association, well over 2,000 parents now receive monthly correspondence from the University in the form of a newsletter designed to inform, educate, and prepare parents of Utah State Students. In Fall 2009, Parent and Family Weekend was expanded to incorporate a reception and meet-and-greet event with staff members at the Merrill-Cazier Library and individual receptions in each on-campus housing area were added to the slate of activities that traditionally centers around the Parent and Family Weekend Brunch, with over 370 parents, family members, and students participating. Ultimately, the marked expansion of the utilization of the programs and services offered to parents can be taken as an indicator that efforts to enhance the support network and resources available to Utah State students are indeed meeting with success.

Current, Proposed, and Pending Initiatives

1. Online Connections Student Manual

As a part of the Connections commitment to sustainability, student-friendliness, and efficiency, a proposal has been made to render the Connections student manual in an online-only format for Fall Semester, 2010. In this scenario, the current 122 page (61 individual sheets of paper, printed on both sides) paper student manual distributed to at least 1,500 students per year would no longer be required for students to purchase or made available in printed form, resulting in over 91,000 pages of paper saved. The information contained in the student manual will be moved, where appropriate, to the Blackboard course management system, the Student Handbook and Planner (where some of the material from the Student Manual is already repeated), and other online resources. For assignments, or portions of the manual that students or instructors see fit to print out of necessity, provisions have been made to provide appropriate paper resources, likely slightly mitigating the figure cited regarding the number of sheets of paper saved. Nonetheless, this proposed change is almost certain to enhance sustainability efforts, and to streamline the presentation of information and material to Connections students.

2. Expansion of Collaborative Retention Data Efforts and Data Accessibility

The ongoing effort to provide both research and resources to offices, departments, and programs across the university has continued over the course of the past year through collaborative efforts to assess and determine program effectiveness, student trends, and appropriate student retention-focused goals. Utilizing key partners such as the Registrar's Office, the Financial Aid Office, the Admissions Office, and the Office of Analysis, Assessment, and Accreditation, among many others, specific goals have been established within the past year to enhance data mining capabilities, increase access to appropriate and needed data, and expand the scope of current research. Many of these goals are in the process of being realized through collaborative efforts under the auspices of the Student Retention Data Tracking and Assessment Subcommittee of the recently reorganized University Retention Committee, and results of these efforts will ultimately lead to better and more widespread access to relevant student data.

3. University Retention and Student Success Committee/Subcommittee Initiatives

As a part of the aforementioned effort to expand University-wide ownership of retention efforts, the four newly established subcommittees of the University Retention and Student Success Committee are currently in the process of developing initiatives and action items for the coming semester and year. These goals will be presented to the executive committee of the University Retention Committee in December, 2009, and implementation will commence on these action items beginning in Spring Semester, 2010. A detailed report on the nature of these goals, and their immediate effects will be outlined in the version of this report that will be prepared for the Faculty Senate in Fall 2010.

A Concluding Note on Faculty and Collaboration

According to Kinzie and Kuh (2004), "Sharing responsibility for educational quality and student success is woven into the tapestry of educationally effective institutions." A review of the student success and retention-focused accomplishments noted in this report reveals the significance of effective and efficient collaboration among faculty, staff, and administration in developing effectual initiatives and engendering positive outcomes for students and the institution. While each of the aforementioned initiatives certainly demand the contributions of multiple constituents, it is important to note the central role played by faculty members not only in these initiatives taken individually, but perhaps most critically, in the comprehensive effort to provide for student success and retain students at this institution. The proximity between faculty members and students on a daily basis in teaching, research, and advising capacities allows for members of the faculty to have unparalleled influence on the lives of students, an influence that Richard Light (2001) claims many faculty members often underestimate. Faculty members' efforts, both in their individual work with students on a daily basis, and their participation in centrally-sponsored programs and initiatives such as those outlined in this report, are fundamentally critical to the Utah State University's student retention endeavors and accomplishments, and should be emphatically noted as the basis for the accomplishments listed in this report, and the foundation for the successes to be achieved in the future.

References

Kinzie, J., & Kuh, G.D. (2004). Going DEEP: Learning from Campuses that Share Responsibility for Student Success. *About Campus*, 9(5), 2-8.

Light, R. (2001). *Making the Most of College: Students Speak Their Minds*. Cambridge, Massachusetts: Harvard University Press, 104.

Utah State University, (2009). *Utah State University Sustainability Education Draft Policy*. Accessed at <http://sustainability.usu.edu/html/sustainability/education>. October, 2009.

Report from the Educational Policies Committee November 5, 2009

The Educational Policies Committee met on November 5, 2009. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page and are available for review by the members of the Faculty Senate and other interested parties.

During the November 5th meeting of the Educational Policies Committee, the following discussions were held and key actions were taken.

1. Approval of the report from the Curriculum Subcommittee meeting of November 5, 2009 which included the following notable actions:
 - The Curriculum Subcommittee approved 63 requests for course actions
 - The request from the Health, Physical Education and Recreation Department to change the name of the Teaching emphasis to the Physical Education Teaching emphasis under the BS Human Movement Sciences degree was approved.
 - The request from the Nutrition, Dietetics and Food Sciences Department to discontinue the Culinary Arts/Food Service Management option (CS/FSM) in the BS degree in Nutrition, Dietetics and Food Sciences was approved.
 - The request for an Exception for BA in Family Life Studies was approved.
2. Approval of the report from the Academics Standards Subcommittee meeting of October 15, 2009. Of note:

For information only:

- Second Bachelors Degree: Students register for a new endorsement when returning to take additional coursework in the same or similar major after earning a bachelor degree.
- Academic Standing Policy: Current academic standing is based on cumulative GPA. The registrar's office will propose that academic standing be calculated on a semester basis instead and use attempted hours rather than earned hours.
- Study Abroad Grades: A consistent policy is needed that takes into account the challenges of study abroad courses taken through USU. An expanded drop policy was discussed that would provide flexibility for students who do not complete the course but would make sure that the registration for the course is still tracked and appears on the transcript as a "W".

- Repeat Policy: USU uses the last course grade when courses are repeated and many other universities use the best course grade for repeated courses. The merits of both methods were discussed and further feedback from associate deans and advisors will be sought before continuing this discussion in the committee.
3. Approval of the report of the General Education Subcommittee meeting of October 20, 2009. Of note:
- The following General Education course was approved:
APEC 5015 (QI)
 - Expiration date for General Education Courses: The General Education Committee voted unanimously to impose a 15 year shelf life on courses articulated for general education. Those wishing to use credits older than that may appeal to the Chair of the General Education Committee.
 - Dr. Roberta Herzberg was selected as the new Chair for Social Sciences Subcommittee

4. Other Business

The nomination of John Barton, faculty member at the USU Uintah Basin Regional Campus, for membership in the USU Academic Standards Committee to represent the Regional Campuses and Distance Education unit was approved

POLICY MANUAL

FACULTY

Number 401

Subject: Composition and Authority of the Faculty

Effective Date: July 1, 1997

Effective Date of Last Revision: July 1, 1999

~~401.3 RESIDENT AND NONRESIDENT FACULTY MEMBERS DISTINGUISHED~~

~~The resident faculty consists of all those faculty members who work at the Logan campus and maintain a primary office there. The nonresident faculty consists of all faculty members whose primary place of work and primary office is off the Logan campus.~~

Comment [JE1]: Note: PRPC recognizes that if academic units hold branch campus faculty to the same tenure requirements as main campus faculty, for publishing expectations, for example, branch campus faculty could have difficulty qualifying since their roles statements often reflect, for example, a higher teaching load.

~~401.34~~ THE TENURED AND TENURE-ELIGIBLE FACULTY

~~34.1~~ Description and Eligibility

The tenured and tenure-eligible faculty consists of those individuals appointed to carry out the University's scholarly and educational functions and who have been or may be granted permanent status (policy 405.1.2). They receive their appointments within academic units.

All faculty in this category either hold tenure or enter the process that leads to the granting of tenure.

Tenured and tenure-eligible faculty appointments shall not be made for less than .5 FTE ~~50 percent time~~.

~~34.2~~ Academic Ranks: Core Faculty

Tenure and tenure-eligible faculty members appointed to an academic department are the "core" faculty and hold one of the following ranks: Instructor, Assistant Professor, Associate Professor, or Professor. A description of each follows. (See policy 405.2 for a complete discussion of the criteria for appointment or promotion for these ranks.)

(1) Instructor.

Appointment as instructor requires, a master's degree or its equivalent, as determined by professional colleagues, and demonstrated ability related to the role assignment.

(2) Assistant professor.

Appointment as or advancement in rank to assistant professor requires a terminal degree or its equivalent; demonstrated ability in teaching, research, extension, or other qualifying work; ~~evidence of scholastic promise~~; and evidence of progressive professional development as determined by professional colleagues.

Comment [JE2]: The phrase "evidence of scholastic promise" is also found in Sec 405.2.1, 3.1, and 5.1. PRPC recommends it be stricken in all cases, as vague and already covered by other verbiage.

(3) Associate professor.

Appointment as or advancement in rank to associate professor requires all the qualifications prescribed for an assistant professor; an established reputation based upon a balance of scholarship, teaching, and service; and/or broad recognition for professional success in the field of appointment.

(4) Professor.

Appointment as or advancement in rank to professor requires all the qualifications prescribed for an associate professor and an established outstanding reputation in the field of appointment.

34.3 Academic Ranks: Librarians

Faculty members appointed to the academic unit of the library hold one of the following ranks: Affiliate Librarian, Assistant Librarian, Associate Librarian, or Librarian. A description of each follows. (See policy 405.3 for a complete discussion of the criteria for appointment or promotion for these ranks.)

(1) Affiliate librarian.

Appointment as affiliate librarian requires, a terminal degree in library and information science, which is a master's degree in library and information science, from an institution accredited by the American Library Association or a master's degree and appropriate credentials for assignment to areas with specialized needs and demonstrated ability related to the role assignment.

(2) Assistant librarian.

Appointment as or advancement in rank to assistant librarian requires all the qualifications prescribed for an affiliate librarian; demonstrated ability in librarianship, research, or other qualifying work; ~~evidence of scholastic promise~~; and evidence of professional development as determined by professional colleagues.

(3) Associate librarian.

Appointment as or advancement to associate librarian requires all the qualifications prescribed for an assistant librarian; an established reputation in librarianship based on scholarship, and service; and/or broad recognition for professional success in librarianship.

(4) Librarian.

Appointment as or advancement to librarian requires all the qualifications prescribed for an associate librarian and an established outstanding reputation in the field of academic librarianship.

34.4 Academic Ranks: Extension

Faculty members appointed to the academic unit of Extension and who fulfill general Extension responsibilities hold one of the following ranks: Extension Instructor, Extension Assistant Professor, Extension Associate Professor, or Extension Professor. A description of each follows. (See policy 405.4 for a complete discussion of the criteria for appointment or promotion for these ranks.)

(1) Extension instructor.

Appointment as Extension instructor requires a master's degree or its equivalent, as determined by professional colleagues, and demonstrated ability related to the role assignment.

(2) Extension assistant professor.

Appointment as or advancement in rank to Extension assistant professor requires a terminal degree or its equivalent; demonstrated ability in teaching, research, extension, or other qualifying work; ~~evidence of scholastic promise~~; and evidence of progressive professional development as determined by professional colleagues.

(3) Extension associate professor.

Appointment as or advancement in rank to Extension associate professor requires all the qualifications prescribed for an Extension assistant professor; an established reputation based upon a balance of scholarship, teaching, and service; and/or broad recognition for professional success in the field of appointment.

(4) Extension professor.

Appointment as or advancement in rank to Extension professor requires all the qualifications prescribed for an extension associate professor and an established

outstanding reputation in the field of appointment.

34.5 Academic Ranks: Extension Agents

This historic title is no longer in use; instead, refer to “Academic Ranks: Extension” (see Section 401.3.4).

Faculty members appointed to the academic unit of Extension and who serve as Extension agents hold one of the following ranks: Affiliate Extension Agent, Assistant Extension Agent, Associate Extension Agent, or Extension Agent. A description of each follows. (See policy 405.5 for a complete discussion of the criteria for appointment or promotion for these ranks.)

(1) Affiliate extension agent:

Appointment as affiliate extension agent requires a bachelors degree and demonstrated ability in Extension related to the role assignment.

(2) Assistant Extension agent:

Appointment as or advancement in rank to assistant Extension agent requires a master's degree or its equivalent; demonstrated ability in teaching and developing programs relevant to the identified population; evidence of scholastic promise; and evidence of progressive professional development.

(3) Associate Extension agent:

Appointment as or advancement in rank to associate Extension agent requires all the qualifications prescribed for an assistant Extension agent; an established reputation based upon a balance of scholarship, teaching, Extension work and service; and/or broad recognition for professional success in Extension.

(4) Extension agent:

Appointment as or advancement in rank to Extension agent requires all the qualifications prescribed for an associate Extension agent and an established outstanding reputation in the field of appointment.

34.6 Exceptions

Under extraordinary circumstances exceptions to Section 401.3 may be made to the qualifications for appointment in the various ranks in order to fulfill the mission of the University. Exceptions require petition to and approval by the President, and must specify

a time period for meeting the qualifications.