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## Faculty Senate Executive Committee Agenda, September 20, 2010

Utah State University

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## **FACULTY SENATE EXECUTIVE COMMITTEE**

September 20, 2010  
3:00 - 4:30 p.m.  
Champ Hall

### **Agenda**

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#### **3:00 Call to Order**

Approval of Minutes August 30, 2010 ..... Vince Wickwar

#### **3:05 Announcements ..... Vince Wickwar**

- Next Brown Bag Lunch w/President October 13th noon Champ Hall
- Faculty Forum Planning Meeting, after FSEC Meeting Oct. 18th

#### **3:10 University Business..... Stan Albrecht, President Raymond Coward, Provost**

#### **3:30 Information Items**

1. Education Policies Committee Report .....Larry Smith
2. Honors Program Report.....Christie Fox
3. Library Advisory Council Report ..... Flora Shrode
4. Parking Committee Report.....Lisa Leishman

#### **4:00 New Business**

1. EPC Items .....Larry Smith
2. PRPC Section 402.4 - 402.13 and 405.11.4..... Bob Parson
3. Draft of Summer Enrollment Committee Report 2010: Strategies for Increasing Summer Enrollment on the Utah State University .....Raymond Coward and James Morales

#### **4:30 Adjournment..... Vince Wickwar**



## **FACULTY SENATE EXECUTIVE COMMITTEE MINUTES**

**AUGUST 30, 2010 3:00 P.M.**

**Champ Hall Conference Room**

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**Present:** Vincent Wickwar (Chair), Steve Burr, Byron Burnham, Renee Galliher, Jerry Goodspeed, Ed Heath (Past President), Scott Henrie, Lyle Holmgren, Doug Jackson-Smith, Glenn McEvoy (President Elect), Nick Morrison, Mike Parent, Flora Shrode, Nathan Straight, Blake Tullis, Dave Wallace, President Stan Albrecht (Ex-Officio), Provost Ray Coward (Ex-Officio), , Joan Kleinke (Exec. Sec.), Marilyn Bloxham (Assistant)

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Vincent Wickwar called the meeting to order at 3:00 p.m.

### **Approval of Minutes**

A motioned to approve the minutes of April 12, 2010 was made and seconded, the motion passed unanimously.

**University Business - President Albrecht, Provost Coward.** The USU-CEU merger is moving along rapidly. A January 1 deadline has been set regarding role statements for the 80 faculty members at USU-CEU. A workshop has been conducted to help them meet this deadline. There are still numerous details to work through such as course numbering but progress is being made.

Some critical USU milestones have been reached such as a 29% increase in research funding. The campaign has reached the \$300 million mark. US News and World Report classified USU as a Tier One school this year. Over the next four weeks there will be ribbon cuttings for four new buildings throughout the state.

Final enrollment numbers will not be available until the third week, but USU is on track to reach an all time high enrollment both in RCDE and Logan. Minority populations continue to rise; a total of 40.2% increase since Fall 2005. There are more graduate students enrolled outside of Logan than on campus. Female enrollment also continues to grow both on campus and in RCDE. General Education seats available have increased from 20,500 to 21,000 and enrollment is 18,154.

The Regents met last week. The University Presidents and Regents were in unanimous support of focusing on compensation this year. The economy still presents many challenges but this is a priority, even if only symbolic, to focus on this year.

The President will be sending bi-weekly emails to faculty and the campus community to communicate some of the issues and other events happening across campus.

### **Announcements**

**Calendar.** The calendar for the upcoming academic year is attached to the committee's agenda packet.

**Faculty Senate Member Roster.** The most recent version of the Member Roster will be posted on the Faculty Senate web site. Check there for updates.

**Brown Bag Lunch.** The next Brown Bag Lunch is scheduled for 12:00 noon September 9, 2010 in Champ Hall.

**Parliamentarian Needed.** The Faculty Senate is in need of a parliamentarian. If you know of someone who would be willing and able to serve in this capacity please notify Vice or Joan. They do not have to be current senators.

**Broadcasting all FSEC and FS meetings.** We will be broadcasting our meetings this year to our colleagues at distant locations. Please be mindful that there are microphones and video equipment turned on so please keep whispering and paper shuffling to a minimum. When you do speak and address the entire committee, please speak loudly and clearly so that the transmission is audible.

**Executive Committee Orientation.** The function of the Faculty Senate Executive Committee is to establish the Faculty Senate agendas, propose committees, examine committee work and serve as the central steering committee for the senate.

There are still elections ongoing in the college of Agriculture, Humanities and Social Sciences and Caine College of the Arts. Vince Wickwar has appointed Nick Morrison to serve on the FSEC because he is the only one who fulfills the requirements for serving on the committee from his college.

## Information Items

**Blackboard Vista License Renewal – Vince Wickwar.** The statewide license for Blackboard Vista is up for renewal in July 2012. UEN is conducting a six week trial of several other options. They could ask Blackboard for a good pricing to stay with the company, but they are also evaluating two other products, one of which is open source. Robert Wagner is the contact person for this issue and he is willing to come to Faculty Senate to answer faculty questions.

Mike Parent moved to place this on the Faculty Senate agenda as an information item and requests that Robert be invited to the meeting. Byron Burnham seconded, motion carried.

**Graduate Council Report – Byron Burnham.** Byron highlighted a few items from the Council Report. The Graduate School is facing several budget related issues. Processing time of new applications had been down to only a day or two but may now increase due to lack of funding for an adequate number of processors. This is the third year of offering graduate health insurance. There has been no cost increase over the three years and 72% of eligible students participate in the program. The research symposium conducted by the Graduate Student Senate was successful and over 600 students from various universities were involved. The number of graduate students has increased but scholarship numbers have been decreasing. This is due to budgets not increasing and the cost of tuition increasing. Under some conditions faculty might be asked to include tuition awards in grant proposals.

Mike Parent moved to place this report on the Consent Agenda, Renee Galliher seconded and the motion carried.

### **Section 402.4-402.13 and 405.11.4 to PRPC – Vince Wickwar.**

Mike Parent moved to refer these sections to PRPC for their review, Glenn McEvoy seconded and the motion carried.

**Other Items – Vince Wickwar.** In last year's Faculty Senate session, a proposal was approved to bring in three members of USU-CEU to the Faculty Senate and one member to FSEC. An ad hoc committee was being organized to review and recommend code changes to integrate USU-CEU. The committee will be reporting back to FSEC later in the year.

Mike Parent moved to add this as an information item on the Faculty Senate agenda and Nathan Straight seconded. Motion carried.

The ad hoc Code Compliance Committee, which came about because of concerns raised in last year's Faculty Forum, met and did business last year. The committee is not dissolved, but must be renewed each year. Their report will be presented at the December meeting. At that time it will be determined if the committee should be renewed for another year.

Doug Jackson-Smith moved to place this on the agenda as an information item and Mike Parent seconded. Motion carried.

## New Business

**Research Council Member approval by Faculty Senate – Vince Wickwar.** Bob Pack has been nominated to represent the Faculty Senate on the Research Council. The full senate must vote on this nomination.

Byron Burnham moved to place this on the agenda as an action item. Doug Jackson-Smith seconded and the motion carried.

## Adjournment

Vincent Wickwar asked for a motion to adjourn the meeting. The meeting adjourned at 4:18 p.m.

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

**2009-2010 ANNUAL REPORT OF THE  
EDUCATIONAL POLICIES COMMITTEE**

**Laurens H. Smith Jr., Chair**

**September 7, 2010**

## **2009-2010 Annual Report of the Educational Policies Committee September 7, 2010**

### **Membership:**

#### **The membership of the 2009-2010 Utah State University Educational Policies Committee**

Larry Smith, Chair, Provost's Office  
David Hole, Agriculture, Academic Standards Subcommittee Chair  
David Olsen, Business  
Scot Allgood, Education and Human Services  
Ed Reeve, Engineering, Curriculum Subcommittee Chair  
Ed Glatfelter, Humanities, Arts and Social Sciences  
Nancy Mesner, Natural Resources  
Richard Mueller, Science  
Norm Jones, General Education Subcommittee Chair  
Ronda Menlove, Regional Campuses & Distance Education  
Erin Davis, Libraries  
Susan Crowley, Graduate Council  
Tyler Tolson, ASUSU President  
Ben Croshaw, ASUSU Academic Senate President  
Rick Kelly, Graduate Student Senate President  
Bill Jensen, Staff (ex officio member)  
Cathy Gerber, Staff (ex officio member)

### **Meetings:**

The Educational Policies Committee (EPC) is a standing committee of the Faculty Senate. During the 2009-2010 academic year, the EPC met on the first Thursday of every month at 3:00 p.m. in the Champ Hall Conference Room in Old Main.

The EPC is supported by following three subcommittees.

Curriculum Subcommittee	Ed Reeve, Chair,
General Education Subcommittee	Norm Jones, Chair
Academic Standards Subcommittee	David Hole, Chair

### **Actions:**

The EPC took the following actions in 2009-2010:

## A. Originating from the Curriculum Subcommittee:

Table1. EPC actions during the 2009-2010 academic year.

UNIT	EPC APPROVED ACTION
Biological & Irrigation Engineering	Change Department Name to Biological Engineering
Biological & Irrigation Engineering	Move M.S. and Ph.D. Irrigation Engineering to Department of Civil and Environmental Engineering
Computer Science	New B.S. degree in Computer Science (China)
Family, Consumer, Human Development	New M.S. in Marriage and Family Life
Health, Physical Education and Recreation	Rename M.S. to Health and Human Movement
Health, Physical Education and Recreation	Rename Teaching Emphasis to Physical Education Teaching Emphasis in Human Movement B.S.
Landscape, Architecture, and Environmental Planning	Administratively Move Department to the College of Agriculture
Nutrition, Dairy, and Food Sciences	Discontinue Culinary Arts and Food Services Management option in NDFS B.S.
Plants, Soils, and Climate	New Major in Plant Sciences
Regional Campuses and Distance Education	New Associates Degree in Pre-Engineering
Teacher Education and Leadership	Graduate Route to Licensure

Other actions:

The Curriculum Subcommittee approved a total of 453 course changes (new and deleted courses, prerequisite changes, prefix and title changes, etc.).

### EPC Report, December 7, 2009

- It was the decision of the Curriculum Subcommittee to list inactive courses in the General Catalog at the end of the course descriptions under a separate heading titled “Inactive Courses”. Presently, they are listed among a department’s course offerings with the language “This course is not currently being taught” in the description, causing confusion. The “Inactive Courses” heading will include the statement, “these courses are not currently being taught”.

## B. Originating from the General Education Subcommittee:

Table 2. Courses approved by the EPC for General Education use.

Course Prefix and Number	Course Title	Course Designation	Department
APEC 5015	Firm Management, Planning, and Optimization	Quantitative Intensive	Applied Economics
APEC 5020	Strategic Firm Management	Communications Intensive	Applied Economics
GEO/PHYS 3150	Energy in the Twenty-first Century	Quantitative Intensive	Geology/ Physics
GEO/PHYS 3150	Energy in the Twenty-first Century	Depth Life and Physical Science	Geology/ Physics
HIST 4840	The American Republic in the World to 1920	Depth Social Sciences	History
HIST 4841	The American Republic in the World Since 1890	Depth Humanities and Creative Arts	History
HONR 1300	U.S. Institutions	Breadth American Institutions	Honors
HONR 3030	Special Topics: Social Sciences	Depth Social Sciences	Honors
PRP 3050	Evaluation of Recreational Services	Quantitative Intensive	Health, Physical Education and Recreation
SOIL 5750	Environmental Quality: Soil and Water	Communications Intensive	Plants, Soils, and Climate
SPCH 1020	Public Speaking	Breadth Humanities	Language, Philosophy, and Speech Communication
SPCH 2110	Interpersonal Communications	Breadth Humanities	Language, Philosophy, and Speech Communication
SPCH 4200	Language, Thought, and Action	Depth Social Science	Language, Philosophy, and Speech Communication
SSWA/ENVS 5640	Conflict Management in Natural Resources	Communications Intensive	Sociology, Social Work, and Anthropology
USU 1300	U.S. Institutions	Breadth American Institutions	General Education University Studies
USU 1320	Civilization: Humanities	Breadth Humanities	General Education University Studies



Other actions:

EPC Report, November 5, 2009

- 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.

### **C. Originating from the Academic Standards Subcommittee:**

Actions taken by the Academic Standards Subcommittee include the following:

EPC Report, October 6, 2009

- Changes to the E-mail Communication Policy were approved to now read:

*All students enrolled at USU must specify a preferred e-mail address in the central system of record. A university-provided account or a commercial service provider e-mail account may be specified. A preferred e-mail addresses may be specified or changed at <http://id.usu.edu/>. University officials, including advisors, professors, administrators, and various office personnel, may use a student's preferred e-mail account as an official means of communication. It is the responsibility of all students to check their e-mail accounts on a regular basis. Students will be held accountable as being officially notified when any correspondence is sent by University representatives to their preferred@ e-mail accounts.*

This change allows students to use an email account of their choice as their preferred account rather than that provided by the university.

- FERPA training policy: Current policy states that deans and department heads insure that faculty are trained in FERPA procedures and the Human Resources office tracks this training. A motion was passed that deans and department heads will be notified of faculty who need training and that the training will be effective for three years. After three years, if the faculty member is not retrained, they will lose access to confidential records. The training will be available on-line and provided by the Registrar's office. It was recommended that this policy go into effect in October 2010.

EPC Report, December 7, 2009

- Current Academic Standing: The committee approved a motion to use attempted hours rather than earned hours in the calculation of a student's academic standing. Briefly, the change is that a student will be allowed up to 36 attempted credit hours rather than 30 earned hours before a GPA of less than 2.00 triggers an official academic warning. The rationale for this proposed change is to give students more warning when they are in academic trouble so they have a greater chance of recovering. (The entire proposed academic policy language change can be found on the Academic Subcommittee website).

EPC Report, January 19, 2010

- The Academic standards subcommittee approved the following language changes for the General Catalog concerning second bachelor's degrees.

**Current Language:**

***Second Bachelor's Degree***

*Applicants for a second bachelor's degree must file an application with the Admissions Office and obtain the recommendation of their academic dean prior to being admitted. A second bachelor's degree is available only to those on whom a first bachelor's degree has been conferred by a regionally-accredited institution. Students must complete a minimum of 30 USU credits beyond those applied toward the first bachelor's degree, 18 of which must be earned in department approved upper-division courses related to the major. USU credits may be earned in courses completed at USU's Logan campus or at designated centers, or through classes offered by Regional Campuses and Distance Education through USU. Candidates for a second bachelor's degree must have met the American Institutions requirement in the first bachelor's degree, or complete the requirement before receiving the second bachelor's degree.*

**Note:** *The first bachelor's degree must have been awarded by a regionally-accredited college or university.*

**Revised Language** (Changes to existing language underlined.):

***Second Bachelor's Degree***

*Applicants for a second bachelor's degree must file an application with the Admissions Office and obtain the recommendation of their academic dean prior to being admitted. A second bachelor's degree is available only to those on whom a first bachelor's degree has been conferred by a regionally-accredited institution. Students must complete a minimum of 30 USU credits beyond those applied toward the first bachelor's degree, 18*

*of which must be earned in department-approved upper-division courses related to the major. USU credits may be earned in courses completed at USU's Logan campus or at designated centers, or through classes offered by Regional Campuses and Distance Education through USU.*

*Students may apply for a second bachelor's degree only if the major is different from the major in the first bachelor's degree. Candidates for a second bachelor's degree must have met the American Institutions requirement in the first bachelor's degree, or complete the requirement before receiving the second bachelor's degree.*

**Note:** *The first bachelor's degree must have been awarded by a regionally-accredited college or university.*



## **Honors Program Annual Report 2009-2010**

**PURPOSE:** The Honors Program provides students with an enhanced track and customized opportunities 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:** Dr. Christie Fox, Director; Amber Summers-Graham, Coordinator of Programs; Beth Heaton, Staff Assistant; Student Peer Advisors: Nikelle Holbrook; Leah Whitchurch.

### **HONORS FELLOWS 2009-2010:**

Marti Bowles  
Karmella Dolcheck  
Muriel McGregor  
Kaylee Savage  
Morgan Summers

Cyri Dixon  
Jylisa Doney  
Lance Petersen  
Darcy Stewart  
Leah Whitchurch

### **OVERVIEW**

The Honors Program at Utah State was founded in 1964, and has evolved into a growing, thriving Program that helps high ability students achieve success.

Honors graduated 34 students this academic year. Their senior theses are available on the Merrill-Cazier Library's Digital Commons. We have now graduated more than 660 students. The fall 2009 freshman class comprised 5% of the overall freshman class. Overall, Honors students comprised 3.5% of the undergraduate population at the USU Logan campus. This is in line with national best practices.

The fall of 2009 marked the first time we welcomed our newer, more selective freshman class. More than 140 students were selected from a potential pool of 800 students. After contacting these 800 students repeatedly as part of the Admissions Office communication plan, we received 242 completed applications. Approximately 58% of these students enrolled in our class. While high, this is a good response from an abbreviated season. We only started recruiting students to this newer class and rolling out the new—more difficult—application in the spring semester of 2009. These 140 students enrolled in smaller breadth courses: Honors breadth courses are now capped at 25, while the depth courses remained capped at 15. We believe this allows us to give students a higher quality experience in classes sized to facilitate student involvement, interaction, and discussion.

The Honors Research Fund continued its success, although student participation remains smaller than we would like. Honors funded 18 students, up from 14 in 2008-2009. Honors students received a total of \$7646. Honors annually budgets \$15,000 for the Honors Research Fund, and

thus would like to see more students apply so that the full budget amount may be utilized each year. This Fund offers awards of up to \$800 to Honors students who are pursuing their own research; are studying or volunteering abroad; who need matching funds to attend a national conference. The students are selected by a faculty committee and submit a written report at the end of their research period/study abroad/conference.

This year, Honors offered Honors Lab sections for BIO 1610 and BIO 1620. These labs enable Honors students to participate in the general BIO classes, but to interact with other Honors students in the hands-on portions of the class.

## **HIGHLIGHTS:**

### **Selected Faculty Highlights:**

**Ann Anderson**, Professor for the Department of Biology, was awarded the 2010 Undergraduate Mentor of the Year Award for the College of Science.

**Anne Austin**, Vice Provost for Faculty Development and Diversity and Faculty for the Department of Family Consumer and Human Development, was named founding director of the new USU Center for Women and Gender.

**James P. Evans**, Professor of Structural Geology, received Utah State University's Outstanding Graduate Mentor of the Year award.

**Barbara Fiechtl**, Clinical instructor and Honors Departmental advisor for the Department of Special Education and Rehabilitation, was named a Group Fellow at the Center for Persons with Disabilities.

**Lee Rickords**, Associate Professor and Departmental Honors Advisor for the Department of Animal, Dairy and Veterinary Sciences, was named the 2010 Undergraduate Research Mentor of the Year for the College of Agriculture.

**Susan Shapiro**, Associate Professor for the Department of History, has had her HONR 1320: Ancient World through Film syllabus posted on the National Collegiate Honors Council (NCHC) website.

**David Peak**, Professor and Departmental Honors advisor of physics, was named Utah's 2009 Carnegie Professor of the year.

**Wayne Wurtsbaugh**, Professor and Departmental Honors advisor for the Department of Watershed Sciences, received a Fulbright Senior Fellowship to teach and conduct research at Argentina's Universidad Nacional de Córdoba in spring 2011.

### **Selected Student Highlights:**

110 Honors students received 4.0 GPAs

47 Honors students participated at Student Showcase in March 2010.

39 Honors Students received the prestigious A Pin.

16 Honors students participated in Research On Capitol Hill in Salt Lake City.

8 Honors students participated in the Utah Conference on Undergraduate Research.

6 Honors students participated in the 2010 National Conference for Undergraduate Research in Missoula, Montana.

5 Honors students received Undergraduate Research and Creative Opportunity (URCO) Grants.

Justin Koeln was selected as a 2010 Goldwater Scholar. (Daniel Fenn was also awarded a Goldwater Scholarship. He is not currently an Honors student.)

Robert Call received a 2010 Goldwater Honorable Mention.

Kayla Woodring was recognized as a Harry S. Truman Scholarship Finalist. She was USU's first finalist since 2002 and the university's first female finalist.

Tyler Larsen was the only student from USU selected to attend the 2010 "Posters on the Hill" event in Washington, D.C.

Honors alumni Krista Viau, Jessie Oliver, and Heidi Moss's article, "Warfarin Knowledge in Patients with Atrial Fibrillation: Implications for Safety, Efficacy, and Education Strategies" will be published in the international journal *Cardiology*.

Cody Tramp was awarded a Phi Kappa Phi Fellowship (\$5,000) for graduate study during the 2010-2011 academic year as well as being named as a Yoerger Presidential Fellow.

Linsey Johnson received a first place "Focus on Children Award" from the Utah chapter of Family, Career and Community Leaders of America.

### **Undergraduate Researchers of the Year:**

Kayla Woodring	College of Humanities, Arts, and Social Sciences
Darcy Stewart	Jon M. Huntsman School of Business
Alex Hatch	College of Engineering
Danielle Babbel	College of Natural Resources
Sherry Baker	College of Science

The following Honors students placed in the annual Robins Awards:

Bill Robins Memorial Award  
Danielle Babbel      Anthropology & Geography

Achievement of the Year Award  
Lance Larsen      Business Administration

Talent of the Year Award  
Jennifer Ewell      Graphic Design

Utah State University's International Genetically Engineered Machine (iGEM) team competed against more than 110 other teams at MIT during the 2009 jamboree, winning a gold medal. Honors Program Team members included Sean Bedingfield, Cole Peterson, and Alex Hatch.

James Wilson and Alex Hatch were two of ten students from USU that received Engineering Undergraduate Research Program (EURP) Awards.

Jen Ewell, Katherine Webb, Sean Bedingfield and Nathan Israelsen presented at the Western Regional Honors Council 2010 Conference in Jackson Hole, Wyoming.

Two Honors students placed at the Northwest Forensic Conference as part of the USU Speech and Debate Team: Justin Hinh and Justin Jerez.

Members of Utah State University's Get Away Special "GAS" student team of nine students including Honors students Justin Koeln (2010 Goldwater Scholar) and Travyn Mapes were among 14 university teams awarded a spot with NASA's Reduced Gravity Student Flight Opportunities Program, also known as "Microgravity University," where they were able to ride on the "vomit comet."

Karmella Dolecheck was selected as one of the student ambassadors of the College of Agriculture for the upcoming 2010-2011 school year.

Sherry Baker and Lyndie Jensen participated in USU Biology Department's Spring Undergraduate Research Symposium each receiving outstanding poster awards.

Ruth Hilton, Amber Rasmussen, and Kandace Shoell received Academic All-WAC Honors for spring 2010.

Sean Bedingfield's research poster was awarded second place in his division at the regional Institute of Biological Engineers (IBE) hosted by USU.

Tasha Falslev and Jylisa Doney were honored as Outstanding Undergraduate Teaching Fellows for 2010.

Tessa Ryser published her interview with young adult literature author Michael Spooner in *Authors Unleashed*. This project was as part of her Honors contract in English 3510.

Lance Peterson and Robert Call were officers of Utah State University's chapter of the Society of Physics Students that, for the fourth year in a row, has been designated an "*Outstanding Chapter*" by the society's national office.

Derek Kent and Vikki Ballard competed and placed first in sports management marketing and international business and marketing concepts, respectively, at a state business competition.

Cyri Dixon was sworn in as Residence Hall Association President for the 2010-2011 school year. A program she developed also received a Top 10 award at Intermountain Affiliate of College and University Residence Halls (IACURH) Regional Conference at Northern Arizona University in Flagstaff.

## **DATA:**

- I. Curricular Activities, 2009-2010
- II. Extracurricular Activities, 2009-2010
- III. Appendices

## **I. CURRICULAR ACTIVITIES, 2009-2010**

### **A. Students in the Honors Program**

Entering 1<sup>st</sup>-years

Fall 2009	142
Fall 2008	315
Fall 2007	327
Fall 2006	424
Fall 2005	350



Students in Honors Courses	Fall Classes	Fall Contracts	Spring Classes	Spring Contract
2009-2010	313	70	264	106
2008-2009	545	104	310	103
2007-2008	505	147	326	125
2006-2007	522	104	414	98
2005-2006	609	143	347	138

## **B. Honors Graduates**

Number of students who received Honors degrees in 2009-2010: 34

The names of 2009-2010 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 2009-2010: 36 (including 5 sections of Honors Connections) (2005-2006: 42; 2006-2007:43; 2007-2008: 52; 2008-2009, 47)

Note on compensation: The Honors Program compensates courses listed with the HONR prefix, plus 2-4 sections of ENGL 2010H, and two-three Math courses per year: Math 1220H and Math 2210H. In conjunction with the Huntsman School of Business, we offered an Honors section of ACCT 2010, and some Honors seats in MGT 3110.

A list of 2009-2010 Honors courses and enrollment statistics appear in the Appendix B of this report.

## **D. Honors Degrees Offered**

Students work towards one of three Honors degrees. These degrees appear on the students' transcripts and diplomas.

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).

Honors in University Studies 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/Theses;
- serving on Rhodes, Goldwater, and Truman campus committees and advising students in the completion of their applications.

Appendix C lists faculty teaching Honors courses; serving as thesis/project advisors; working with Honors students on a contract basis; serving on the Honors Advisory Board; and as Department Honors Advisors.

## **II. EXTRACURRICULAR ACTIVITIES, 2009-2010**

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

The Honors Program serves as an information and processing center for national scholarship programs, including Rhodes Scholarships, British Marshall Scholarships, Harry S. Truman, Morris K. Udall, and Barry Goldwater Scholarships. As of Fall 2005, the Fulbright Graduate Fellowships are administered through the office of the Vice Provost for International Programs.

We invite faculty to nominate exceptional students for these awards and to encourage qualified students to apply. Our office provides materials outlining each award, and we provide application feedback and mentoring for qualified applicants. The Truman and Goldwater programs provide awards for undergraduates nominated in their sophomore or junior years. Other programs are designed for students continuing on to graduate school.

In 2009-2010, four students were nominated for the Barry M. Goldwater Scholarship, and three of them received recognition from the Foundation: Daniel Fenn (Physics) and Justin Koeln (Mechanical Engineering) received the award, and Robert Call (Physics) received an honorable mention.

Kayla Woodring (Political Science) was a finalist for the Harry S. Truman Scholarship and participated in an interview in Phoenix, Arizona. Only students who make it through the first round of consideration are chosen for an interview.

Trenton Olsen represented USU in the British Marshall Scholarship competition, and Grayson Weeks represented USU in the Rhodes Scholarship competition.

### **Honors Program Scholarships**

Through generous donations, Honors has established several endowed scholarships. The Helen B. Cannon and Lawrence O. Cannon Awards carry a monetary stipend of \$500 at the time of the award and \$500 upon the student's graduation.

Lance Petersen	2010 Lawrence O. Cannon Scholar
Jonathan Chambers	2010 Helen B. Cannon Scholar
Kayla Woodring	2010 Douglas D. Alder Scholar
Robert Call	2010 Douglas D. Alder Scholar

Drs. Joseph G. and Karen W. Morse established the Morse Scholarship to assist future generations of students in the Honors Program at Utah State University. Joe and Karen came to USU in 1968. While at USU, Joe was Director of the University Honors Program and Associate Professor of Chemistry. Dr. Karen Morse formerly served as USU's Provost and recently retired from the position of president of Western Washington University.

The 2010 recipient of the Morse Scholarship was Jylisa Doney.

The Koch Study Abroad Scholarship (formerly known as the Honors Study Abroad Scholarship), supported by Art and Mary Heers, provides funds for students to pursue opportunities abroad. This year's winner, Mackenzie Van Engelenhoven, will be studying at the University of Chester in Chester, England, for the academic year.

### **B. Last Lecture**

The 35<sup>th</sup> annual "Last Lecture" was given April 13<sup>th</sup> in the TSC West Ballroom by Dr. Charles M. Swenson, Director of the Center for Space Engineering and Professor of Electrical and Computer Engineering. Dr. Swenson was chosen by a committee of USU Honors students to give his theoretical "last lecture" to students and his faculty peers. His lecture, "We Choose to Go to the Moon," can be heard by visiting [honors.usu.edu](http://honors.usu.edu).

## **V. APPENDICES**

### **Appendix A.**

#### **2009-2010 Recipients of Honors Degrees and Titles of Honors Senior Projects**

##### **College of Agriculture**

Christine Arnold	<i>Vitamin D Deficiency in the United States: How Common is it?</i>
Jennifer Day	<i>Evaluation and Validation of BODPOD Body Scan Method as Compared to DEXA, Effect of Calcium and Caloric Intake in Female Collegiate Track Athletes</i>
Mary Dimmick	<i>An Investigation of Dietary Supplement Action as a Potential Source of Nutrition Misinformation Hindering the Development of Healthy Eating Habits in the College Population</i>
Kelsey Eller	<i>Weight Discrimination: Why Current Perceptions Need to Change</i>
Hyrum Gillespie	<i>Lifespan of Prokaryote Model Organism Escherichia Coli K-12</i>
Brittany Sagers	<i>Significant Interactions With the Most Commonly Used Herbal and Nonherbal Supplements Impact Warfarin Safety and Efficacy</i>
Christy Somsen	<i>To What Extent Do Local Farmers' Markets, Community Supported Agriculture Programs, and Community Gardens Help Low-Income Families Improve Access to Fresh, Local Produce?</i>
Erin Young	<i>Discovering Metabolic Networks of Bovine Fertilization</i>

##### **College of Business**

Vikki Ballard	<i>History, Culture, and Chinese Business Practices: Using Sociological Awareness to Avoid Common Faux Pax</i>
Austin Bowles	<i>The Temple Recommend: A Solution to the Free-Rider Problem</i>
J. Myles Powell	<i>The Impact of Virtual Private Network (VPN) on a Company's Network</i>

##### **College of Education and Human Services**

Danielle Jensen	<i>Parental Perspectives of Play with Preschool Children</i>
Lindsay Neidrich	<i>Reflective Practice in Anti-Bias Education</i>

##### **College of Engineering**

Jake Erramouspe	<i>Autonomous Security Patrol System</i>
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David F. T. Carvajal *Wavelets as a Denoising Approach of Cartilage Displacement Fields Determined by MRI*

### **College of Humanities, Arts and Social Sciences**

Danielle Babbel *Perspectives on the Interpreting Program for Spanish Speakers at Logan Regional Hospital and Access to Health Care*

Courtney Edwards *Looking Past, Seeing Through: The Translations of Jess Collins*

Jennifer Ewell *Apogee - a card company*

Justin Du Mouchel *What's Going On in the Macomb, Wayne, and Pakland Counties; Is there a Link Between Arab American Acculturation and Perceived Prejudice?*

Kirianna Florez *The Weeping Land: Postcolonialism in La Llorona*

Katie Fredrickson *Implicit and Explicit: Sexual Awakening in Summer and Forever*

Dione Garlick *An Analysis of Sources in Journalism on the Supreme Court*

Jacquelyn Goates *Manuscripts, Illuminated: A Collection of Ekphrastic Poems*

Melissa Jackson *Bracketing the Age of the Great Gallery Rock Art Panel in Horseshoe Canyon, Utah by OSL Dating of Associate Alluvial Terraces*

Muriel McGregor *Dido: Power and Indulgence in Le Roman D'Eneas*

Jeremy Nelson *Historical Restoration of USU's Passive Recreation Garden*

Katherine Reeves *Media Gender Bias in the 1984 and 2008 Vice Presidential Elections*

Janae Sirrine *Invisible Abuse: Utah's Response to Emotional Child Abuse*

Grayson Weeks *Justice*

### **College of Science**

Sherry Baker *Metastasis Suppression in Carcinoma and Melanoma Cells*

Jeffrey Davis *Rhes Attenuates Dopamine 2 Receptor (D2R)- Mediated Inhibition of N-Type (CAV2.2) Voltage-Gated Calcium Channels*

Anna Hegsted *Acyl Homospherine Lactone Signaling in Pseudomonas Chlororaphis 06*

Christina Howell *Diffusion Monte Carlo Studies of Quantum Solvation: Finding Nodal Functions of Wavefunctions Using a Genetic Algorithm*

Cody Tramp *Genetic and Biochemical Studies of Plasmid pIR52-1 in Lactobacillus Helveticus*

## **Appendix B. 2009-2010 Honors Courses**

### **Fall 2009**

HONR 1300 US Institutions  
HONR 1320 Humanities  
HONR 1330 Creative Arts  
HONR 1340 Social Systems and Issues  
HONR 1350 Integrated Life Science  
HONR 1360 IPS: Planet Earth  
HONR 3020 Current Events / Humanities  
HONR 3900 Preparing for Scholarships  
ECON 1500H Economic Institutions  
ENGL 2010H Intermediate Writing

MATH 1220H Calculus II  
BIOL 1610H Laboratory  
MUSC 1010H Intro to Music  
PE 1520H Hiking

USU 1010 H (Connections)

Clinton Pumphrey  
Susan Shapiro  
Nancy Hills  
Nick Eastmond  
John Barrett  
James Evans  
Christie Fox  
Jennifer Bowman  
Tyler Bowles  
Dustin Crawford  
Susan Nyikos  
Bryan Bornholdt  
Gregory Podgorski  
Chilali Hugo  
Cole Peterson  
Peter Griffin  
John Barrett  
Joyce Kinkad  
Karin Dejonge-Kannan  
Paul Schreuders  
Stacey Hills & Shannon Peterson

### **Spring 2010**

HONR 1330 Creative Arts  
HONR 1360 IPS Climate Change  
HONR 2100 Honors Inquiry

HONR 3030 Special Topic - Social Sciences  
HONR 3900 Thesis Preparation  
ENGL 2010H Intermediate Writing

ACCT 2010H Survey of Accounting  
MGT 3110H Managing Organizations/People  
FCHD 1500H Human Development across the lifespan  
MATH 2210H Multivariable Calculus  
BIOL 1620H Laboratory

Nancy Hills  
Lawrence Hipps  
Chris Fawson  
Kaelin Olsen  
Keith Gibson  
Christie Fox  
Lawrence Hipps  
Daryll DeWald  
Felix Tweraser  
Wendy Holliday and Flora Shrode  
Robin Parent  
John Engler  
Christopher Skousen  
Chad Albrecht  
Ann Austin  
Bryan Bornholdt  
Gregory Podgorski

**Enrollment Statistics**

Fall 2009	Enrollment	Spring 2010	Enrollment
HONR 1300	21	HONR 1330	27
HONR 1320	19	HONR 1360	13
HONR 1330	28	HONR 2100	117
HONR 1340	13	HONR 3030	11
HONR 1350	28	HONR 3900	11
HONR 1360	10	ENGL 2010H	19+20 (39)
HONR 3020	12	ACCT 2010H	9
HONR 3900	11	MGT 3110H	6
ECON 1500H	34	FCHD 1500H	7
ENGL 2010H	20+19 (39)	MATH 2210H	9
MATH 1220H	22	BIOL 1620H Lab	15
BIOL 1610H Lab	29		
MUSC 1010H	22		
PE 1520H	14+11 (25)		

**Appendix C****2009-2010 Departmental Honors Advisors****College of Agriculture**

Animal, Dairy Science

Lyle McNeal

Agricultural Education

Bruce Miller

Biotechnology

Daren Cornforth

Bioveterinary Science	Lee Rickords
Dietetics	Megan Bunch
Nutrition Science	Daren Cornforth
Food Science & Food Techn. Management	Daren Cornforth
Interdisciplinary Studies	Lisa Allen
Plants, Soils, and Climate	Jeanette Norton
Nutrition and Food Sciences	Megan Bunch

### **College of Business**

College-wide Plan	Chris Fawson
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### **Emma Eccles Jones College of Education and Human Services**

Communicative Disorders	Sonia Manuel-Dupont
Early Childhood Education and ELED	Deborah Byrnes
Family, Consumer, & Human Development	Kaelin Olsen
Health Education Specialist & HPER	Eadric Bressel
Interdisciplinary Studies	Terri Gass
Parks and Recreation	Eadric Bressel
Psychology	Scott Bates
Special Education & Rehabilitation	Barbara Fiechtl

### **College of Engineering**

College-wide Plan & Aviation Technology	Associate Dean Wynn Walker
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### **College of Humanities, Arts and Social Sciences**

American Studies	Paul Crumbley
Anthropology	David Lancy
Art	Alexa Sand
Creative Writing	Christie Fox
English	Joyce Kinhead
History	Susan Shapiro
Interdisciplinary Studies	Mary Leavitt
Interior Design	Mary Leavitt
International Studies	Veronica Ward
Journalism & Communication	Penny Byrne



LAEP

Languages

Law & Constitutional Studies

Liberal Arts and Sciences

Music

Philosophy

Political Science

Religious Studies

Sociology

Social Work

Theatre Arts

Women and Gender Studies

Bo Yang

Sarah Gordon

Veronica Ward

Susie Parkinson

Nicholas Morrison

Charles Huenemann

Veronica Ward

Charles Prebish

Christy Glass

Terry Peak

Kevin Doyle

Brenda Cooper

### **College of Natural Resources**

Watershed Sciences

Wildland Resources

Environment and Society

Wayne Wurtsbaugh & Helga Van Miegroet

Gene Schupp & Helga Van Miegroet

Mark Brunson

### **College of Science**

Biochemistry

Biology

Chemistry

Computer Science

Geology

Interdisciplinary Studies

Liberal Arts and Sciences

Mathematics and Statistics

Physics

Public Health

Alvan Hengge

Kim Sullivan

Alvan Hengge

Myra Cook

Joel Peterson

Richard Mueller

Mary Leavitt

David Brown

David Peak

Kim Sullivan

**Faculty teaching Honors classes or serving as contract or thesis advisors:**

171 total faculty participated with Honors this year.

Brett	Adams	Barbara	DeBoer
Carol	Albrecht	JR	Dennison
Chad	Albrecht	Brock	Dethier
Karin	Allen	Daryll	DeWald
John	Allen	Cindy	Dewey
Anne	Anderson	Michael	Dietz
Janet	Anderson	Jeffrey	Doyle
Davis	Anderson	Nick	Eastmond
Anita	Armstrong	Brodie	Edmund
Ann	Austin	John	Engler
Doran	Baker	Scott	Ensign
Reyhan	Baktur	James	Evans
Shanan	Ballam	David	Farrelly
John	Barrett	Chris	Fawson
Scott	Bates	Clint	Field
Chad	Bingham	Susannah	French
Basudeb	Biswas	Thomas	Fronk
Bryan	Bornholdt	Rees	Fullmer
Tyler	Bowles	Evelyn	Funda
Jennifer	Bowman	William	Furlong
Eadric	Bressel	Jason	Gamer
Janet	Bringhurst	Patricia	Gantt
David	Brown	David	Geller
Renee	Bryce	Keith	Gibson
Megan	Bunch	John	Gilbert
Ronda	Callister	Christy	Glass
Jim	Cangelosi	Bonnie	Glass-Coffin
Damon	Cann	Shane	Graham
Larry	Cannon	Lillieth	Grand
John	Carman	Robert	Heal
YangQuan	Chen	Deborah	Heckert
Randall	Chesley	David	Herrmann
Dee	Child	Roberta	Herzberg
Nedra	Christensen	Joan	Hewel
Nolan	Clifford	Stacey	Hills
Robert	Cole	Nancy	Hills
Roger	Coulombe	Lawrence	Hipps
Richley	Crapo	Wendy	Holliday
Dustin	Crawford	Charles	Huenemann
Donald	Cripps	Chilali	Hugo
Lawrence	Culver	Sean	Johnson
Drew	Dahl	Norman	Jones
Brad	Davidson	Kerry	Jordan
		Sharon	Kahin

Vijay	Kannan	Richard	Sherlock
Eric	Kimball	Anne	Shifrer
Joyce	Kinthead	Steven	Shively
David	Koons	Ron	Shook
Blair	Larsen	Flora	Shrode
Carlos	Licon	Randy	Simmons
John	Lowry	Ron	Sims
Michael	Lyons	Matt	Sinfield
Sonia	Manuel-Dupont	Jennifer	Sinor
Dean	Mathias	Steve	Siporin
Brian	McCuskey	Christopher	Skousen
Peter	McNamara	Eric	Snyder
Gary	Merkley	Anne	Stark
Frank	Messina	David	Stein
Ryan	Moeller	Nathaniel	Stephens
Gayle	Morse	James	Strickler
Ron	Munger	Timothy	Taylor
Ilka	Nemere	James	Thomas
Stephen	Niedzwiecki	Michael	Timmons
Susan	Nyikos	Leslie	Timmons
Luella	Oaks	Brian	Tschanz
Kaelin	Olsen	Felix	Tweraser
David	Olsen	Zsolt	Ugray
Kirsten	Olsen	Tamra	Vitale
Aaron	Olsen	Dale	Wagner
Robin	Parent	Brian	Warnick
Jacob	Parnell	Charles	Waugh
Anthony	Peacock	Dennis	Welker
Joel L.	Pederson	Heidi	Wengreen
Shannon	Peterson	Roger	West
Peggy	Petrzelka	Martha	Whitaker
Kathleen	Piercy	Ralph	Whitesides
James	Pitts	Stephen	Whitmore
Gregory	Podgorski	Rolayne	Wilson
Clint	Pumphrey	Robert	Winward
Tami	Pyfer	Paul	Wolf
Claudia	Radel		
Megen	Ralphs		
Sylvia	Read		
Lee	Rickords		
Tony	Roegiers		
Larry	Rupp		
Cinthya	Saavedra		
Alexa	Sand		
Noreen	Schvaneveld		
Susan	Shapiro		

## **Library Advisory Council**

### **FY 09/10 Annual Report**

The Merrill-Cazier Library Advisory Council advises the Dean of Libraries in (1) meeting the learning, instruction, and research needs of students, faculty and staff; (2) formulating library policies in relation to circulation, services, and the collection development of resources for instruction and research; and (3) interpreting the needs and policies of the Library to the University. The Council membership will consist of nine faculty members, one from each College and RCDE with one undergraduate and graduate student appointed by the Provost. Faculty members will serve three-year terms and are renewable once. The Dean of Libraries serves as an ex-officio, non-voting member. The chair will be elected from the Council membership on an annual basis.

#### **Members:**

Bill Rahmeyer, Engineering (10)  
Lance Seefeldt, Science (13)  
Sandi Gillam, Education (12)  
RCDE - vacant  
Rick Kelly, ASUSU GSS  
Todd Redmon, ASUSU

Chris Skousen, Business (11)  
Daren Cornforth, Agriculture (13)  
Jeffery Smitten, HASS (12)  
Ronald Ryel - Natural Resources (10)  
Richard Clement, ExOfficio

#### **Overview:**

The Council met four times during the academic year (October, December 2009, February, April 2010). Much of the discussion focused on the impact of budget reductions and pending copyright issues. The Council was also given updates on: (1) Digital Commons, (2) CEU merger, (3) copyright/scholarly communication issues, and (4) the integration of the USU Press within the Library.

#### **2009/10 Action Items:**

1. Discussed copyright/scholarly communication issues in relationship to electronic resources and how the Library can inform faculty of the changes and their rights as authors.
2. Reviewed budget reductions/implications for 2009/10.
3. Worked with the Library in resolving student issues about Library hours during Finals Week.

#### **2010/11 Agenda Items:**

1. Identify new representatives for the LAC from the College of Engineering, Caine College of the Arts, Natural Resources, and RCDE.
2. Continue discussions on copyright/scholarly communication issues.
3. Work with the Library in the continued growth of the Institutional Repository/Digital Commons.
4. Review the Library's transition to more electronic content and patron usage.

## **Parking and Transportation Advisory Committee Faculty Senate Committee Summary Report**

### **Section 1. Introduction:**

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. Membership consisted of the following individuals for the 2009-2010 academic year:

#### **CONSTITUENCY REPRESENTED**

#### **MEMBER**

##### ***Faculty/Staff Members***

Chair	Whitney Pugh
Faculty Senate	Ralph Whitesides
Faculty Senate	Dale Barnard
Faculty-at-Large	Rosemary Fullerton
Professional Employees Association	Stephanie Pettingill
Classified Employees Association	Deb Megill

##### ***Student Members***

Executive Vice President	Spencer Lee
Student Advocate	Tyler Haws
Natural Resources Senator	John Rentschler
Agricultural Science Senator	Amy Petersen
RHSA (Housing)	Daniel Ainsworth

##### ***Ex-Officio, Non-Voting Members***

Assistant	Tiffany Allison
USU Police	Steve Mecham
Facilities	Stanley Kane
Disability Resource Center	Diane Baum
Parking and Transportation Services	Alden Erickson
Parking and Transportation Services	Teresa Johnson
Parking and Transportation Services	Lisa Leishman
Parking and Transportation Services	James Nye

### **Section 2. Outline of Meeting Facts and Discussions:**

The Parking and Transportation Advisory Committee met three times during the 2009-2010 academic year, and the following issues were discussed during the respective meetings.

February 8, 2010

- Lisa Leishman, Director of Parking and Transportation, presented a department report.
  - The department has received no complaints from faculty, staff or students concerning the change in enforcement hours in the Gold parking area.

- The parking lot owned by the Church of Jesus Christ of Latter Day Saints located adjacent to the church building located at 750 North 1200 East was re-designated as Blue parking.
- The Advisory Committee discussed three issues.
  - The Gold parking area will be displaced for two years while construction for the new College of Agriculture building commences.
  - In order to increase pedestrian safety near the Big Blue Terrace and the Blue-Premium parking area, Parking is considering proposing to the Committee to relocate the Blue-Premium to the Orange parking area east of Industrial Science. The existing Blue Premium area would then become a faculty/staff Orange area.
  - Currently parking permits are not required on campus after 5:00 p.m. for the most part. Because of this, the day permit holders are subsidizing those who park on campus in the evening for free. Discussion was held whether those who park on campus after 5:00 p.m. should be required to purchase a permit.

February 22, 2010

- Alden Erickson presented an Aggie Shuttle report. He discussed a student fee increase and a new Aggie Shuttle bus.
- The first reading of Resolution 10-01, proposed by USU Parking and Transportation, was held. This resolution designated the Blue Premium parking area as an Orange faculty/staff lot and the Orange North parking area located east of Industrial Science as a Blue parking area. The resolution further proposed to designate the first two rows of parking stalls to the south within the newly formed Orange parking area as parking for University Inn guests or service vehicles.
- The first reading of Resolution 10-02, proposed by USU Parking and Transportation, was held. This resolution extended the hours of operation in the Big Blue Terrace to 24 hours and modified the rate structure in the Big Blue Terrace as follows:

<b>Time</b>	<b>Rate</b>
7:30 a.m. – 9:00 p.m.	\$1.50 per hour/\$7.50 per day maximum
9:00 p.m. – 7:30 a.m.	\$1.00 per hour/\$7.50 per day maximum

March 8, 2010

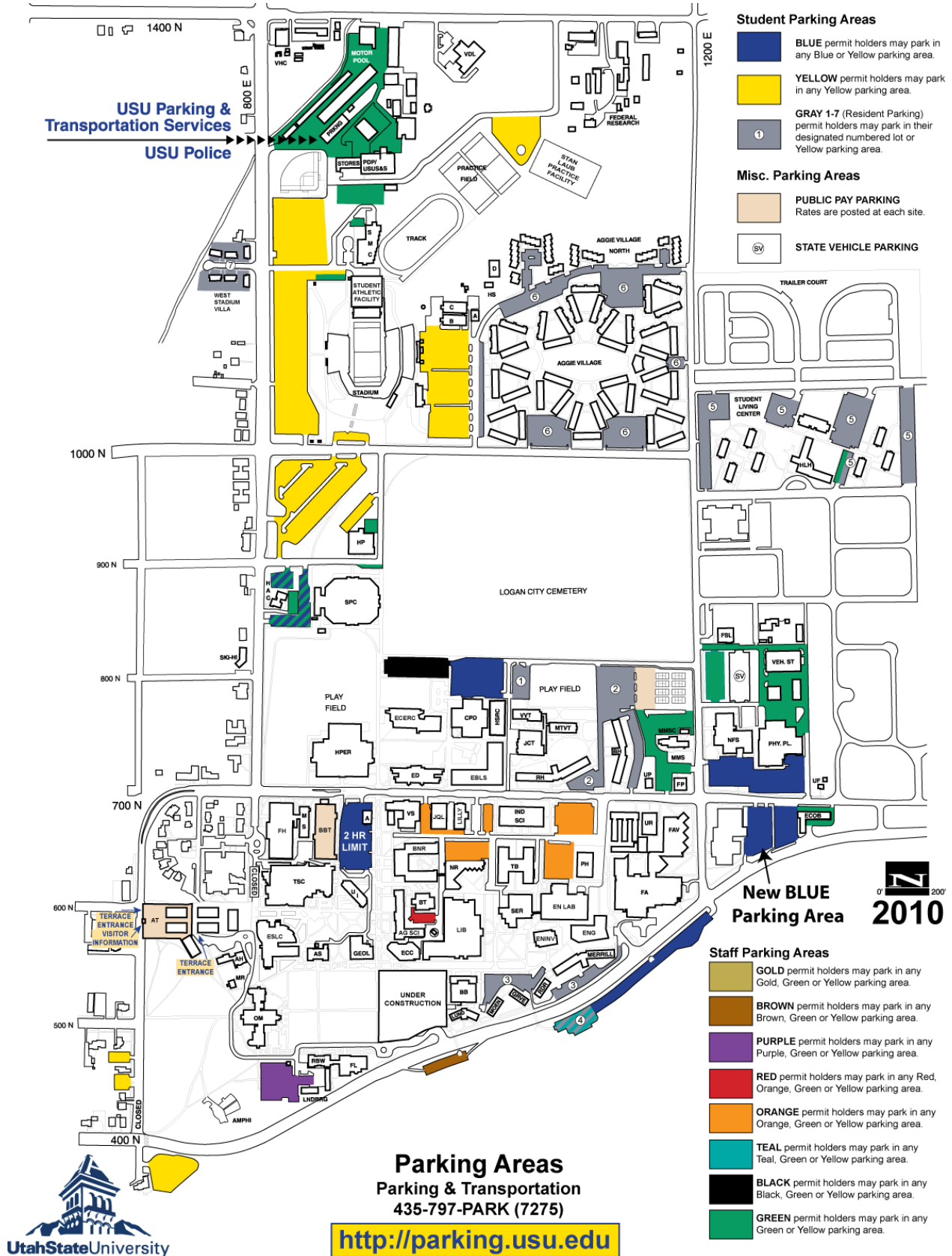
- The second reading of Resolution 10-01 was held. The resolution passed with a vote of 6 to 4. Upon approval of the resolution, further discussion took place with faculty, staff, students, and administration. It was decided to put the switch on hold, and Parking and Transportation will continue to look for ways to provide innovative solutions to the campus community.
- The second reading of Resolution 10-02 was held. The resolution failed with a vote of 6 to 4.

**Upcoming Plans for Committee**

The Parking and Transportation Advisory Committee is scheduled to discuss the following issues during the 2010-2011 academic year. Other pertinent issues may come forth as necessary.

- Restriction of Yellow permits in Blue parking areas after 2:00 p.m.
- Operating hours in the Big Blue Terrace

# Appendix A





## **Report from the Educational Policies Committee September 2, 2010**

The Educational Policies Committee met on September 2, 2010. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page<sup>1</sup> and are available for review by the members of the Faculty Senate and other interested parties.

During the September 2<sup>nd</sup> 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 September 2, 2010 which included the following notable actions:
  - The Curriculum Subcommittee approved 50 requests for course actions
2. Approval of the report from the Academics Standards Subcommittee meeting of April 8, 2010 was postponed until the October meeting.
3. Approval of the report of the General Education Subcommittee meeting of April 21, 2009. Of note:
  - The following General Education courses were approved:  
SOC 3330 (DSS)  
ECON 3200 (DSS)  
IELI 2470/2475(BSS)  
RELS 1010 (BHU)
  - The following General Education course syllabi were approved:  
HONR 1340 (BSS)  
USU 1320 (BHU)
  - Norm Jones was elected General Education Subcommittee Chair for 2010-2020.

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



# Summer Enrollment Committee Report 2010: Strategies for Increasing Summer Enrollment on the Utah State University Logan Campus

August 27, 2010

Submitted by:

Dave Cowley, Vice President for Business and Finance

Chris Fawson, Senior Associate Dean and Chief Academic Officer, Jon M.  
Huntsman School of Business

Mike Freeman, Associate Dean for Education Outreach, Emma Eccles Jones  
College of Education and Human Services

Michael Lyons, Associate Professor, Political Science

James Morales, Vice President for Student Services (Committee Chair)

John Mortensen, University Registrar

Leila Neilson, Executive Director, Conference Management Services

Larry Smith, Vice Provost

Robert Wagner, Associate Vice Provost and Executive Director, Regional  
Campuses and Distance Education

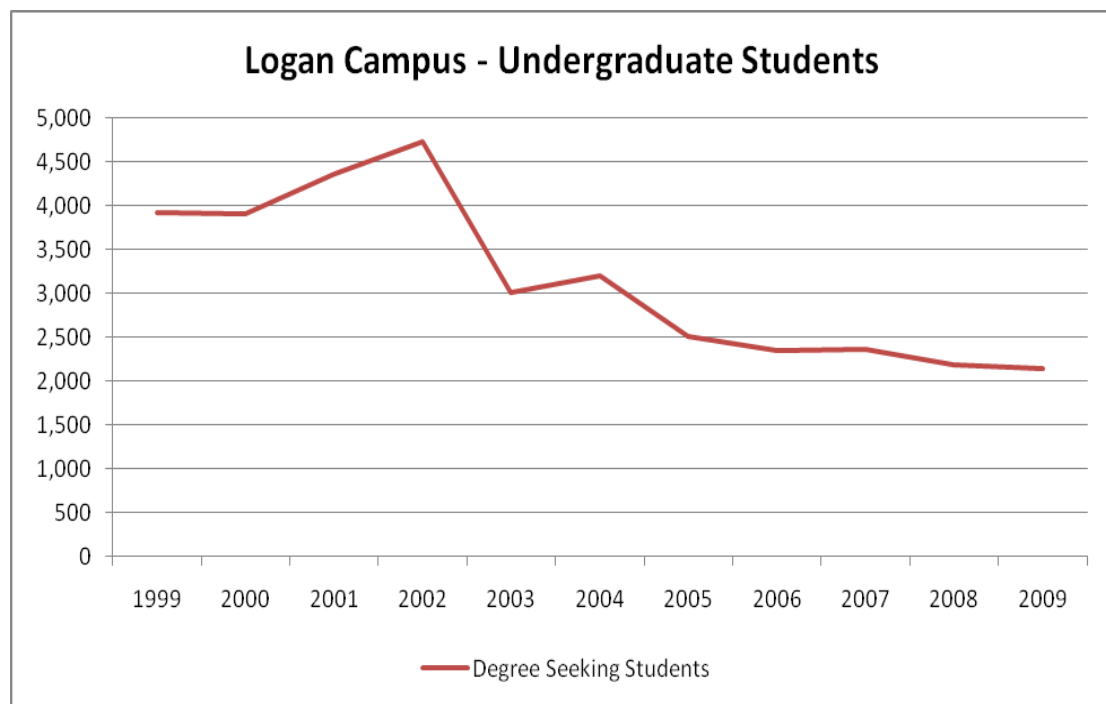
## INTRODUCTION

In late fall 2009, President Stan R. Albrecht established the Summer Enrollment Committee and charged the group with devising strategies for increasing summer enrollment on the Utah State University (USU) Logan campus. The committee's primary objective was to identify ways to optimize the use of summer resources (i.e., facilities, faculty, staff, etc.) thus further demonstrating the University's effective stewardship of resources and maximizing revenue on the Logan campus.

The committee met regularly from January 2010 through August 2010 with the expectation of delivering this report containing recommendations to be implemented beginning summer 2011.

## SUMMER ENROLLMENT DECLINE

Since 1999, the Logan campus has experienced a 45 percent decline in summer enrollments.



The Summer Enrollment Committee explored and identified several factors that have contributed to this decline. These include: 1) a summer schedule that no longer meets the needs and expectations of students; 2) increased pressure on students to work during the summer to meet their financial obligations for the regular academic year; 3) the proliferation of online courses; 4) a lack of clarity regarding the best mix of course offerings and the proper funding model; and 5) issues related to incentives for faculty to teach

summer courses. This report will offer recommendations to address each of these factors. In addition, recommendations regarding innovative programs and marketing/promotional efforts to support the goals of increasing summer enrollments, are also presented.

## **RECOMMENDATIONS**

### **Summer Schedule**

In 1998, Utah State University shifted its academic calendar from quarters to semesters. This move resulted in a summer calendar for the Logan campus in which a variety of sessions were offered, including three four-week sessions and one eight-week session. For students who desire to take summer classes, there are two major factors that have made it difficult for them to register for multiple classes: 1) the smaller amount of course offerings in the summer are split up among multiple summer sessions and 2) the lack of common bell times makes it harder for students to find classes that do not overlap. The four-week courses typically meet for 120 minutes M-F, with the eight-week courses coming in a variety of configurations, including 60 minutes M-F, and 150 minutes either MW or TTh. As a result, four-week meeting times commonly conflict with eight-week meeting times and eight-week meeting times sometimes conflict with each other as well. Further conflicts arise when one-week workshops are added to the mix.

#### **Issue(s):**

- A shift in the academic calendar from quarters to semesters.
- Summer schedules no longer meet the needs/expectations of students.

#### **Recommendation(s):**

- Revise the summer term schedule to include two sessions. Proposed calendars for Summer 2011 are listed below:
  - A 4-Week Workshop Session that begins in May and will be similar to the current four-week sessions. This session will be primarily used for workshops. This session will begin the Monday immediately following spring commencement.

#### **4-Week Workshop Session (MTWRF schedule)**

Monday, May 9	First Day of Classes
Monday, May 30	Memorial Day Holiday
Thursday, June 2	Last Day of Classes
Friday, June 3	Final Examinations

- A 7-Week Main Session that begins in June and will be over before the Pioneer Day Holiday. In order to accomplish this, a typical 3-credit class will meet four days per week (MTWR) for 90 minutes. This schedule will be attractive to students and faculty, because it allows for three-day weekends and also leaves a full month open between the end of classes and the start of fall semester.

#### 7-Week Main Session (MTWR schedule)

Monday, June 6	First Day of Classes
Monday, July 4	Independence Day Holiday
Tuesday, July 19	Last Day of Classes
Wednesday, July 20	Final Examinations

- Standardize bell times. For the 7-Week Main Session, standard bell times would be 7:30, 9:15, 11:00, 12:45, and 2:30. Classes will meet for 90 minutes, with 15 minutes between classes.
- The schedule will be carefully planned around a collection of summer opportunities and demand rather than being built around faculty availability.

### **Economic Pressures and Summer Employment**

Recessions and other economic difficulties can have a direct impact on summer enrollments. During these times, traditional students may have to sacrifice summer attendance in order to work both to meet current financial obligations and to help defray the costs of fall and spring semester attendance. At the same time, tough economic times may present an opportunity to target populations who are experiencing a need for additional, readily-available educational opportunities due to layoffs or changes in various industries.

#### **Issue(s):**

- Current economic conditions may not be conducive to traditional students studying during the summer.
- Tough economic times may create opportunities to target non-traditional populations.

#### **Recommendation(s):**

- Offer summer employment opportunities and/or internships to students as part of a summer enrollment package.
- Explore tuition incentives for summer courses.

- Provide certification programs and workshops for people seeking to enhance their educational resume to enable a shift in careers or improve their chances for advancement in a company or profession.

### **Proliferation of Online Courses**

Traditionally USU students have taken coursework in the summer in order to: 1) facilitate earlier graduation, 2) complete prerequisite courses to facilitate smoother sequencing of major courses, or 3) to pick up courses that may have been missed or unavailable in earlier semesters. These purposes are now primarily satisfied by online courses providing greater flexibility and availability than might be afforded by a summer session.

Enrollment in online courses between Summer 2009 and Summer 2010 is up 75 percent for students on the Logan Campus. Reasons for an increase in summer online enrollments in Logan may include: 1) the lack of traditional face-to-face offerings on campus, 2) a complicated USU summer calendar, 3) students who need to work during the typical school day, and/or 4) because students can complete a course in a shorter amount of time. Instructors may also prefer online courses as this allows them to continue to teach courses during the summer with greater flexibility, even if they are not on the Logan campus.

In order to increase summer enrollments on the Logan campus the committee has developed a plan to attract students and faculty to traditional face-to-face classes that takes into account the reasons for the proliferation of online student enrollments.

#### **Issue(s):**

- Summer courses were traditionally used to:
  - Get back on track after missing a class or otherwise getting out of sequence;
  - Cover prerequisite courses; or
  - Take high-demand courses not available during academic year.
- The primary vehicle for meeting these objectives has shifted from regular summer course offerings to online opportunities.

#### **Recommendation(s):**

- Track the shift in enrollment patterns from summer courses to online offerings to determine which summer courses will best complement the online offerings and vice versa.

## **Course Offerings and Funding Model**

To increase summer student enrollment, there must be an advantage to the student. Principally, classes taken by students should advance their program in a beneficial way. As it is logistically impossible to offer a replicate of either all fall or all spring classes during summer sessions, a means to determine an attractive and useful set of summer classes must be established. A financial support system for summer classes that is beneficial to departments and their faculty would promote engagement by departments in a more robust summer school system.

### **Issue(s):**

- Classes offered during the summer should be those deemed most helpful to students so that students gain a true advantage by taking them.
- A funding model should be developed for summer courses such that it benefits the university and incentivizes participation by departments and faculty.

### **Recommendation(s):**

- Students might be more likely to take summer classes if they understand that there is a clear advantage to doing so because it either helps them “catch up”, “get ahead”, or the class experience is perceived as “better” because of possibly smaller class size or who is teaching the course. A process for identifying classes that would be the most beneficial to students in summer should be created. This process could be managed centrally and involve appropriate constituents such as the Registrar, Departments/Colleges, advisors, and students, the latter perhaps through a survey mechanism. General Education courses may be one set of classes useful for summer sessions; prerequisite courses for various high enrollment majors might be another.
- Once there is agreement on the set of courses most attractive to students, departments and their faculty would need to determine the best ways to offer the courses within a standardized summer class schedule. Departments and faculty may explore creative means for conducting summer classes; no one strategy for staffing summer classes would probably work for all units (See “Teaching Incentives”).
- Funding of summer classes that are not part of a faculty member’s regular load might best be managed centrally. (This model presently exists. A budget line for summer curriculum support is under the direction of the Provost). In this way, departments and their faculty would receive funding tied to a specific summer teaching responsibility.

The department would be free to determine how to manage its personnel resources to cover the teaching responsibility within the set amount of centrally controlled financial support. A revenue-sharing model by which the university recoups its investment in summer classes and departments receive income from summer teaching effort should be explored.

### **Teaching Incentives**

Although the adoption of the Summer Enrollment Committee's proposals will make summer class scheduling somewhat less flexible, the committee also anticipates that adoption will increase summer teaching opportunities for the faculty, possibly enabling some faculty to substitute summer teaching for teaching in the fall or spring.

Diffusion and irregular meeting times in the current summer class schedule create a number of difficulties for students -- especially those with full-time summer jobs and those who do not want to spend the entire summer in Logan. Presently, faculty can offer summer classes during one of three short, four-week sessions, over eight weeks, or over twelve weeks. The committee proposal consolidates the summer course schedule. It leaves May open for workshops, short-term study abroad experiences and four-week classes. Otherwise, all on campus summer courses will be offered during one term over seven weeks in June and July, with uniform 90-minute meeting periods, M-Th. The committee expects that this arrangement will ease student scheduling, boosting enrollments and creating more summer teaching opportunities for faculty.

Since the transition to the semester system in 1998, tenure track faculty have commonly received \$4,500 - \$5,000 for each three-credit course taught. Department heads have told the committee that prior to the budget cuts of 2008-2009, they were sometimes unable to enlist faculty in summer teaching at these rates. In addition, many departments have in recent years actively discouraged summer teaching by not-yet-tenured faculty. Thus, as the adoption of the committee's proposals increases summer enrollments, finding the faculty to staff the courses may become a concern. The committee identified the following staffing options for the administration:

#### **Issue(s):**

- It has been extremely difficult to get faculty to teach on a model other than fall and spring.
- Junior faculty are under pressure to use the summer months for research.



**Recommendation(s):**

- Pay tenured faculty a premium (e.g., extra pay, tradeoff for something else, etc.) as an incentive to teach high-demand courses in the summer.
- Increase the number of graduate assistantships and/or recruit more non-tenure track faculty, if this is the preferred method for teaching summer courses. The committee notes, however, that as long as most summer course offerings continue to be “high demand” -- introductory classes with relatively large enrollments -- experienced faculty are strongly preferred, as these are among the most difficult classes to teach effectively.
- Give faculty the option of trading summer courses for courses they would otherwise teach in the fall or spring, as part of the overall department plan rather than as an add-on. This might be an attractive possibility for many faculty, especially if such trades enabled them to free an entire semester exclusively for research.

**Other Innovative Programs**

In order to meet the challenge of creating a vibrant summer learning community on the Logan campus, it is imperative that we think of innovative ways to increase the number of learning opportunities for students. Traditional summer school programs have been designed to facilitate continuity of progress to degree completion for many students, but often times these programs have not reflected the opportunities that exist for other innovative delivery and scheduling platforms. Our recommendations below should be considered as a first step in conceptualizing how the learning opportunity set can be expanded to increase student utilization of the world-class learning resources available on the Logan campus.

Our preliminary recommendations focus on attracting new student populations, including an opportunity to encourage more international students and provisional admits, to our summer programs. We also feel that summer provides a great opportunity to pilot new learning pedagogies and instructional designs that cater to students who might feel frustrated with traditional college learning models. Because of the beautiful scenic and cultural amenities that exist in Logan in the summer it would also be appropriate to consider how we leverage that unique experience to draw students to campus. Overall, we would like to propose the following:

**Issue(s):**

- Increased competition for summer enrollments from programs offered by public school districts, State agencies, and other entities has decreased the interest in USU summer courses and programs.

**Recommendation(s):**

- Create an early entry into USU program for incoming freshmen and transfers.
- Create a summer bridge program for provisional admits.
- Offer a comprehensive academic and socialization experience for international students – both incoming students and students planning to study at other universities.
- Offer bundled courses that cater to different learning styles.
- Offer endorsement courses for teachers who need additional training.
- Offer a variety of co-curricular summer offerings (e.g., courses in fly fishing, tennis, rock climbing, biking, outdoor survival, etc).
- Position the May term as a short-term study abroad opportunity with offerings in multiple foreign destinations with specific topic emphases.
- As demand for the traditional fall and summer semester enrollment model continues to increase, offer a spring/summer or summer/fall track for specific subsets (i.e., late admits, provisional admits) of incoming freshmen and transfers.

**Advertising and Promotion**

Any successful advertising or promotional campaign begins with a solid understanding of the objectives to be achieved and a thorough recognition of the target audiences. USU's summer enrollment initiatives will target various audiences including incoming freshmen, international students, continuing students, and professionals seeking certifications or specialty courses. A comprehensive campaign that promotes the general benefits of a summer experience at USU should be complemented by specific advertising initiatives that cater to the interests and expectations of specific audiences.

**Issue(s):**

- Students and other audiences don't readily see the compelling reasons for taking courses or otherwise engaging in summer experiences at USU.

**Recommendation(s):**

- Create a marketing campaign to increase awareness of the value-laden reasons for taking courses and participating in summer

experiences at USU. Talking points for the marketing campaign should include:

- USU's new, innovative summer course schedule enables students to pick up summer credits without giving up summer earnings or summer fun. All classes meet Monday-Thursday only, beginning in the first week of June and wrapping up finals before the July 24<sup>th</sup> state holiday. It's a schedule designed to leave students with time for work, family, friends, and recreation while they progress towards their academic goals.
- USU summer courses offer students a high quality academic experience. Taught almost entirely by regular, full time faculty, and not by part time "adjuncts" or teaching assistants [unless we intentionally choose to move in this direction], summer classes typically have small enrollments, often less than half those of Fall or Spring classes. This allows professors to personalize instruction more than they can in larger classes, and it facilitates classroom innovation. In addition, USU has loaded its summer schedule with "high demand" classes -- the ones that usually fill graduation requirements for every student, regardless of the student's major.
- Summer school at USU is inexpensive. Local landlords commonly reduce rents during the summer. [If on campus housing and meal plan discounts are available, mention these here.]
- Summer is an ideal time for new students to begin the transition to university life at USU. In the summer, USU offers the intimacy and accessibility of a small college. It's easy for students to learn their way around campus, to get to know their professors, and to make new friends. Students typically take just two courses at a time in the summer and the Monday-Thursday summer class schedule helps students to find more time to study. Three day weekends can also ease the adjustment for new students leaving home for the first time.
- Logan is an especially inviting place in the summer. Warm, clear, sunny weather prevails and recreational opportunities abound. Logan provides easy access to world-class rock climbing, blue ribbon fly fishing, superb hiking and mountain biking to alpine lakes and meadows, Bear Lake boating and beaches, three 18 hole golf courses, and a number of reservoirs popular for waterskiing and wind surfing. Jackson, Wyoming and Grand Teton National Park are less than four hours away, and

Yellowstone National Park, less than five hours. And in Logan itself there are concerts and theatrical productions, three days of Summer Fest, the annual classic cars “Cruise In,” and a lively Saturday farmer’s market.

### **Future Administration of Summer Enrollments**

Historically, summer enrollment initiatives at USU were managed by a specific entity. Over time, these responsibilities were decentralized and placed within colleges, specifically, under the direction of department heads.

#### **Issue(s):**

- Successful short-term and long-term implementation of the summer enrollment recommendations will require coordination by a standing, centralized, and duly-authorized entity.

#### **Recommendation(s):**

- Establish a formal entity (e.g., Summer Sessions Office) to oversee summer enrollment efforts on the Logan campus. The Summer Sessions Office could operate as The Summer Institute at USU or under some other such name to provide the external public with an easily-identifiable name. The Summer Sessions Office could be housed within the Provost’s Office to ensure the proper authority and reporting channel.

### **CONCLUSION**

The preceding recommendations may be implemented in whole or in part depending on the availability of resources and other relevant factors. In addition to the implementation of these strategies, a general shift in culture must occur on the Logan campus regarding USU’s approach to enrolling students during the summer. This shift must be led by all Executive Committee members in their respective areas of responsibility. For example, the Provost’s Office and Deans must support the efforts that department heads undertake to implement these recommendations. The Vice President for Student Services must create the expectation and flexibility in student services staff and their roles to support students – including student life and student assistance programs – during the summer. This culture shift will support the attainment of the short-term enrollment goals as well as ongoing retention efforts for summer enrollees.