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Faculty Senate Executive Committee Agenda, November 15, 2010

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FACULTY SENATE EXECUTIVE COMMITTEE

November 15, 2010
3:00 - 4:30 p.m.
Champ Hall

Agenda
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3:00   Call to Order
Approval of Minutes October 18, 2010...Vince Wickwar

3:05   Announcements...Vince Wickwar
- Next Brown Bag Lunch w/President Thursday, December 2, noon Champ Hall

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

3:15   Information Items
1. ASUSU Report...Tyler Tolson
2. Retention and Student Success Report..Noelle Call
3. Evaluation of Teaching Excellence (Quality Instruction).........................Raymond Coward

3:35   New Business
1. EPC Items...Larry Smith
2. PRPC 402.10 - 402.13 The Faculty Senate and Its Committees.......................Bob Parson

4:05   Old Business
1. EPC Item - Explanation of new Incomplete Policy...Larry Smith

4:30   Adjournment..Vince Wickwar

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FACULTY SENATE EXECUTIVE COMMITTEE MINUTES
OCTOBER 18, 2010 3:00 P.M.
Champ Hall Conference Room

Present: Vincent Wickwar (Chair), Steve Burr, Renee Galliher, Scott Henrie, Doug Jackson-Smith, Glenn McEvoy, Nick Morrison, Mike Parent, Flora Shrode, Nathan Straight, Blake Tullis, Dave Wallace, Ed Heath (Past President), Joan Kleinke (Exec. Sec.), Marilyn Bloxham (Assistant). Guests: Ed Reeve (EPC), Greg Podgorski (FEC), Ken White (Athletic Council), Bob Parson (PRPC).

Vincent Wickwar called the meeting to order at 3:02 p.m.

Approval of Minutes
> A motion was made and seconded to approve the minutes of September 20, 2010, and the motion passed unanimously**.**

University Business - President Albrecht and Provost Coward.
> The President and Provost were both out of town. No university business was presented.

Announcements
> The next Brown Bag Lunch with the President will be Monday, November 8 at 12:00 pm in Champ Hall. Dates for upcoming Brown Bag Lunches are Monday, Nov. 8; Thursday, Dec. 2; Friday, Jan. 21; Tuesday, February 15; Wednesday, March 23; and Monday, April 18.

> The Faculty Forum Planning Meeting will be held immediately after FSEC.

Information Items
> **Faculty Evaluation Committee Annual Report – Greg Podgorski.** Most of the work the committee has conducted occurred during the last academic year with the pilot test of a standardized instructional evaluation form from the IDEA center. The committee recommended that the IDEA Center's short form be adopted as the USU standard for evaluation of instruction with options for modification by different units and instructors. The recommendations have been passed on to administration for consideration. Doug Jackson-Smith requested that this be presented as an information item to the full senate once again after it receives approval by the administration.

> Renee Galliher made a motion to place the report on the consent agenda and Steve Burr seconded. Motion passed.

> **Athletic Council Annual Report – Ken White.** Ken highlighted a few of the achievements in the report. Student athlete graduation success rate is 85% compared to 79% nationally. Questions were raised about apparent discrepancies of figures in the budget section of the report. These can be explained, as some were projected figures versus the actual figures. Committee members asked that those tables be more clearly labeled in the future to reduce confusion. Ed Heath asked if it was necessary to include the full minutes of meetings in the summary report to FSEC. After discussion the consensus was to leave the minutes in the report but label the actual budget page more clearly.

> A motion to place on the consent agenda, with a proviso that Ken be available at the Faculty Senate meeting to answer any further questions, was made by Doug Jackson-Smith and seconded by Ed Heath, and the motion passed.

New Business

EPC Items – Larry Smith. Ed Reeve presented the EPC items in Larry Smith's absence. EPC has approved the veterinary medical degree 2+2 program. A change was made to the Incomplete Grade Policy. An incomplete grade may be given for extenuating circumstances only and the student must have completed more than half of the course. Members of the committee would like more information on the rational for this change. Ed Reeve will ask Larry Smith to be prepared to discuss this further at the next FSEC meeting. The committee also received a presentation on the change to the Summer Semester schedule by the Provost at their last meeting.

Ed Heath moved to place this item on the consent agenda, Glenn McEvoy seconded and the motion passed.

PRPC Section 402.3 - 402.9 The Faculty and Its Committees (Second Reading) – Bob Parson.
These changes are addressing changes recommended by the code review committee prior to the formation of the ad hoc committee.

Motion to place on the agenda as an action item was made by Mike Parent and Ed Heath seconded. Motion passed.

PRPC Section 402.10 – 402.13 The Faculty Senate and its Committees – Bob Parson. Section 402.12.1 (2) Membership still requires additional changes. Historically some members have not been elected but rather confirmed. Presidential appointees need to be added to the section dealing with "other" as well. Mike Parent suggested that since the changes would be substantial, PRPC bring this section forward as a separate item.

Doug Jackson-Smith moved to send the item back to PRPC to make appropriate recommendations. Blake Tullis seconded and the motion passed.

PRPC Section 405.11.4 (1) Tenured and Term Appointments: Evaluation, Promotion and Retention – Bob Parson. It is recommended by PRPC that the final sentence of paragraph one be stricken as the sentiment was moved as a parenthetical item at the beginning of the paragraph.

Mike Parent moved to place this as an action item on the Senate agenda, Glenn McEvoy seconded and the motion passed.

Adjournment
　　　The meeting adjourned at 4:00 p.m.

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

Associated Students of Utah State University
Tyler L. Tolson
797-1723
Tolson.tyler@gmail.com

The Fall semester is well under way and the students have been engaged in a variety of initiatives and positive causes. Listed below are a few of these endeavors and their great successes:

- Aggie BLUE Fall Leadership Conference was held at the end of August. 300 students received leadership training and development. This was three times the size of the largest Aggie BLUE Conference in its history.
- The Aggie Think, Care, Act campaign is in progress. The campaign promotes social responsibility.
- The ASUSU Capital & Support Committee has reviewed proposals from student organizations and provided just under $10,000 towards student initiatives. The committee has supported Business Week for the Jon M. Huntsman School of Business with their goal of contributing to the Huntsman Cancer Institute, The Student Organic Farm, the creation of a Utah State University Application for smart-phones, and the support of the student group "Love Is For Everyone," a gay/straight alliance on campus.
- ASUSU held a "Global Picnic" on the Taggart Student Center Patio where the International Student Council, Dominican Students, Aggies for Africa, Black Student Union, Asian Student Union, Polynesian Student Union, Latino Student Union, and many other student groups were gathered to share foods that represented their culture. Hundreds of students from all walks of life participated and enjoyed this multicultural event.
- Under great supervision from the Utah State University Board of Trustees, Tyler Tolson was finally able to tie the knot and marry Nicole Watts. His ultimate goal as student body president has been accomplished. He is now looking for new initiatives such as raising children or becoming the next Doug Foxley.

University Retention Report to Faculty Senate, November 2010
Prepared by the Office of Retention and Student Success

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 has been 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)
-University Parent and Family Programs
-Readmission of at-risk students, change of enrollment, and leave of absence advising
-Research and analysis of student and institutional retention data
-University Retention and Student Success Committee
-Early Academic Alert
-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.

Retention, Enrollment, and Program Participation Figures

Cohort and Retention Figures, 2005-09 (All figures from Analysis, Assessment, and Accreditation)
Initial 2005 First-Time, Full-Time, Degree-Seeking, Logan Campus Cohort: **1,906**[1]
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: **73.7%**
Initial 2009 First-Time, Full-Time, Degree-Seeking, Logan Campus Cohort: **2,639**
Official 2009 Retention Rate: **Not yet available**[2]

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[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 2009 entering cohort will be available from AAA in spring 2011.

2010 Cohort Enrollment and Program Participation Figures (Preliminary)
First-Time, Full-Time, Degree-Seeking Students, Logan Campus (Initial Cohort): **2,914**[3]
First-Time, Full-Time, Degree-Seeking Students, Total USU (Including Regional Campuses): **3,069**
Number of Students Entering Fall 2010 Enrolled in Traditional, Pre-Semester Connections: **1,694**
Number of Students Entering Fall 2010 Enrolled in All Sections of Connections: **1,811**
Number of Students Entering Fall 2010 Participating in SOAR: **3,318**
Number of Parents Attending Orientation on Campus during 2010: **1,607**

2009 Cohort Enrollment and Program Participation Figures
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**

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. Online Transfer Student Orientation
Orientation has not been mandatory for transfer students with more than 24 post-high school credits since 2003, primarily due a generally expressed preference among transfer students for navigating the process of transitioning to Utah State individually. However, at the suggestion of a number of transfer students in focus group sessions, an optional online orientation was created and implemented for incoming transfer students; this orientation contains information about policies and procedures, transferring credits, contacting an advisor, and registering for classes. 253 transfer students completed the online transfer

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[3] All 2010 cohort figures are still designated as preliminary by AAA.

orientation for Fall 2010, and 22 transfer students completed the online transfer orientation for Summer 2010. Assessment of this new program is ongoing.

2. Registration reminders and assistance
Beginning with an initial effort in Fall Semester, 2009, the Office of Retention and Student Success established a program wherein currently enrolled students who have not yet registered for the coming semester well after their scheduled priority registration date are contacted. Students are offered assistance with issues that may be precluding their enrollment or registration for the coming semester, and are encouraged to file an appropriate leave of absence if their intent is not to enroll for the coming term, so that the university may better keep track of them and their academic progress. In the first iteration of this program, students were contacted in the fall of 2009 for Spring Semester 2010, and the positive student response to this initial email encouraged future efforts to make proactive and intentional contact with students in such a manner. Accordingly, several hundred students were contacted in the spring of 2010 for Fall Semester 2010, with 65 responses from students seeking and receiving information or assistance from the Office of Retention and Student Success.

3. Evening SOAR program for non-traditional students and veterans
In response to and anticipation of demand from a growing population of students, Nontraditional Student SOAR (Student Orientation, Advising, and Registration) was expanded this year to include an evening program. Nontraditional Student SOAR is a program that has existed for many years and is designed for students who are returning to school after not attending for three or more years, are older than the traditional incoming new student, or who would otherwise appreciate a special orientation session for reentry, nontraditional, and adult-learner students. This new version of this program runs in the evening hours to accommodate working schedules of nontraditional students, and partners with the new Access and Diversity Center to provide this program. The initial iteration of this program was marked by success, as 36 students attended. Two sessions will be held next year on the basis of student feedback, one near the beginning of the summer and one near the end, again to meet the time and schedule demands of a diverse constituent of students.

4. Access to Student Progress and Retention Data
Under the auspices of the Retention Data Tracking and Assessment subcommittee of the University Retention and Student Success Committee, a range of reports have now been created and are both available and customizable through the USU Reporting Warehouse. Departments can now access specific report templates and track aggregate and individual student data longitudinally using varied sets of criteria. Access to this information now puts into the hands of these offices and departments the capability to better monitor the students they serve and determine appropriate courses of action on the basis of this analysis. Available report templates are accessible through Discoverer at the USU Reporting Warehouse.

5. Aggies Think, Care, Act
Designed to be a multi-platform effort with sponsorship from many offices, this program was initiated through the efforts of the Student Engagement subcommittee of the University Retention and Student Success Committee. As a major part of the launching of this initiative, the SAAVI (Sexual Assault and Anti-Violence Information) workshop that has been an annual part of the Connections curriculum was retooled entirely to incorporate the broader perspectives mentioned above, resulting in the Aggies Think, Care, Act workshop. A curriculum introducing core concepts of social responsibility was developed, workshop materials were developed, and all Fall 2010 Connections students were introduced to this program through their attendance at the designated workshop.

Updates on previous and ongoing initiatives

1. Academic Action Process Data
Since the Fall, 2004 inception of the new readmission process for students who left USU not in good academic standing, 588 students have accepted admission and have enrolled. Of those students, 480 students have either attained academic good standing, or are current students who are continuing on

towards academic good standing—a success rate of slightly greater than 80%. Additionally, of those students who have attained good standing, 260 have graduated, or are on track to graduate.

2. Student Leave of Absence Data
The rate of return for traditional Leave of Absence (students taking more than one semester off) has typically been very good on an annual basis, averaging around 85% in the recent years that have followed the implementation of the formalized online Leave of Absence/Change of Enrollment process. However, of the 735 students who were scheduled to return in Fall 2009 (the most recent data available), over 700 registered for classes. This means that approximately 95% of those students who filed a Leave of Absence with the intention of returning for Fall 2009 did, in fact, return to Utah State University.

3. Provisional admission workshop added to SOAR
Over the course of all Fall 2010 SOAR sessions, 188 students were identified and invited to attend a workshop at SOAR designed specifically for provisionally admitted students to facilitate early intentional contact between these students and their academic advisors. Provisionally admitted students who completed SOAR Online were contacted via email by the University Advising office to initiate similar contact. In addition, the University Advising office was provided with emails for provisionally admitted students in an effort to maintain contact with and better track the progress of these students on an ongoing basis.

4. Connections program updates
The Connections (USU 1010) course for incoming students added a number of innovations and refinements for Fall 2010. In addition to the aforementioned redesign of the SAAVI workshop to become the Aggies Think, Care, Act workshop, several new components were added to both the course and the program. A new section of Connections, designed expressly for non-traditional and reentry students was introduced, with 21 students participating. As indicated in last year's version of this report, all student manuals were moved online to the Blackboard course management system for Fall 2010, saving over 91,000 sheets of paper and providing access to all course information within the Blackboard environment. Additionally, the slate of outside-the-classroom activities for all participating students was expanded to incorporate additional evening and weekend events sponsored in conjunction with Residence Life, the Student Alumni Association, and Admissions, among others, in an effort to further the process of keeping students engaged and involved in their initial days on campus. While not a new event, it should be noted that the Taste of Logan event, which allows students to congregate on Friday evening in downtown Logan for food and entertainment, continued to expand, as well, with over a thousand students participating in Fall 2010. Finally, among the many positive findings in the Analysis, Assessment, and Accreditation report on student course evaluations for Connections 2010, it was noted that 90% of Connections student respondents found the course useful for learning about University policies, 89.2% found Connections useful for learning about opportunities for campus involvement, and 88.9% found it helpful in allowing them to get settled on campus before school actually started.[4]

5. Sustainability and Connections
Beginning in Fall 2009, sustainability-focused modules were included as options for Connections instructors to add to the curriculum for their specific section, and nine instructors participated in this initial effort. Based upon feedback and assessment from the 2009 iteration of this effort, this module was included as an option once again for instructors for Connections in Fall 2010. Nineteen Connections instructors chose to incorporate this sustainability module into their curriculum for Fall 2010, representing nearly one-third of all Connections sections. Participating sections received an interactive presentation from a member of the University's Sustainability Council, and were given the option to expand upon this presentation through additional classroom and course-related activities. Dean Nat Frazer from the College of Natural Resources coordinated this effort in conjunction with the Office of Retention and Student Success and the University Sustainability Council, and assessment of the 2010 iteration of this program is ongoing while planning for 2011 is already underway.

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[4] All figures and information noted above are derived from the report on the 2010 Connections Student Evaluations, prepared by the Office of Analysis, Assessment, and Accreditation, available at www.usu.edu/aaa.

6. Redesign of SOAR Online process

The SOAR Online program was altered to enable better tracking of student progress as students complete the online portion of the orientation process, contact their advisor, and register for classes. Students are now contacted if they have not completed each step in the process, and offered assistance with completion, as well as support from student peer mentors. Versions of this online orientation were created for the Brigham City Campus and Uintah Basin Campus, in addition to the already functioning online orientation created for the Southeast Region.

7. Early Academic Alert

The Early Academic Alert program continues to build momentum in effectively reaching out to students whose early academic performance in a given course may exhibit signs of pending academic distress, with 452 notices received from faculty and instructors in Fall Semester, 2009. Once these notices are received by the Office of Retention and Student Success, referred students are sent an email encouraging them to seek available academic assistance. Among contacted students in Fall 2009, 136 students responded to their notice via email, and 24 students made in-person visits to the Office of Retention and Student Success. Each of these students received appropriate assistance and/or referrals, follow-up emails from the Office of Retention and Student Success, and where applicable and possible, their academic advisor was notified. Research into the longitudinal impacts of these attempts at early intervention and assistance is ongoing.

Current, proposed, and pending initiatives

1. Consultation with Scannell & Kurz, Inc.

Sponsored jointly by the Division of Student Services and the Office of the Provost, the University has contracted with higher education consulting firm Scannell & Kurz to complete a rigorous and extensive external analysis of USU student data, information, programs, and policies and render a series of recommendations to assist Utah State University in enhancing student retention efforts. This consultation follows a similar analysis by Scannell & Kurz that examined admissions and aid policies; the retention analysis was initiated in Fall 2010 and a full report of the relevant findings and recommendations will be presented in a future iteration of this report.

2. Expansion of A-Team Peer Mentor Group

A successful proposal was made to the Associated Students of Utah State University that the Office of Retention and Student Success receive an allocation of Tier II tuition funding beginning in Academic Year 2010-2011 to enable an expansion of the A-Team peer mentoring group. This funding will allow for the hiring of ten additional A-Team peer mentors, enabling a decreased peer mentor-to-student ratio at SOAR and Connections, more personalized registration assistance at SOAR, and fewer Connections courses sharing peer mentors between them. Ultimately, this will result in a more personalized and focused approach to assisting students as they make the transition to Utah State University.

3. Pre-health professions advising workshop before SOAR

Beginning in the summer of 2011, a new workshop will be added to the slate of optional morning workshops at SOAR to target students interested in pre-health professions. This workshop will provide students information about pre-health professions, but will also allow them to receive major-specific advising in the afternoon at SOAR. This workshop was added because many students didn't realize they needed to pick a major in addition to their selected pre-health path, and were often confused as to which advisor they should meet with even if they did know their major. This workshop will seek to clarify information for these students and allow for less confusion as students embark upon their course of study in these areas.

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.

Documenting the Quality of Instruction:
A Long-Term Commitment at Utah State University

At Utah State University (USU) there has been a long tradition of teaching excellence. Indeed, faculty members at USU are known for embracing their instructional responsibilities and eagerly engaging with students inside and outside of the classroom. The university also is distinct among many of its peers in its creation of role statements for faculty that permit "teaching" to be the primary area of emphasis.

Yet, like many universities across the nation, USU is working toward reaching consensus regarding how best to document the quality of instruction. Indeed, in some regards, USU is at the leading edge of this debate and discussion and many recent initiatives have been launched directed, or indirectly, at this issue. For example:

USU has made progress in improving student ratings of teaching.

Twice USU sponsored consultations with Dr. Raoul A. Arreloa (January 2008 and September 2008) to talk with department heads, the general faculty and the Senate Faculty Evaluations Committee regarding student ratings of teaching. Stimulated by these discussions the Faculty Senate adopted a recommendation from the Faculty Evaluations Committee (on April 26, 2010) to replace our current, "home grown" instrument with a new form that had proven validity, focused on learning outcomes and allowed comparisons with national norms. The implementation of this new instrument will begin in Fall 2011.

USU has created a "Teaching Academy" for new faculty, including the assignment of a "teaching coach."

Begun in Fall 2007, USU has created a semester-long academy to launch the teaching careers of new faculty members on a positive and productive trajectory. The academy is a structured, group experience that explores the fundamental principles of high-quality college teaching and lays the foundation for success in the classroom. Each participant is assigned a "teaching coach" (from among the senior faculty) who completes at least three observations designed to provide the new faculty member with feedback on their instructional techniques.

USU has made progress in improving peer evaluation of teaching.

USU sponsored a consultant on campus to discuss with us "best practices" in peer evaluations of teaching (Nancy Chism, October 2007). Dr. Chism is author of the book, "Peer Review of Teaching: A Sourcebook," and presented to numerous faculty and academic administrators while at USU. The "teaching coaches" in the Teaching Academy have employed these best practices and several academic units have incorporated these practices into their annual peer evaluations of teaching.

USU has facilitated a series of open workshops focused on teaching excellence.

Since 2006, the Office of the Executive Vice President and Provost has sponsored a series of workshops on teaching excellence. These programs have featured both national experts and members of our faculty (who are themselves, national experts). These workshops have brought to campus national experts like Ken Bain (author of the award-winning "What the Best College Teachers Do") and the University of British Columbia's adult education expert Dan Pratt (author of "Five Perspectives on Teaching in Adult and Higher Education"). We have also had on campus Neil Browne (Bowling Green State University) to discuss "Bringing Students to Life through Critical Thinking Questions," and Mark McDaniel (Washington University, St. Louis) to explore "Applying Cognition to Education: Lessons from Basic Memory Principles." USU has also hosted Celia Popovic (Birmingham City University, United Kingdom) to present on the topic "How Well Do We Know Our Students?"

USU has facilitated discussions about how to document teaching excellence.

The Regional Campuses and Distance Education (RCDE) division has sponsored several workshops for their faculty on how to document teaching excellence. Those colleagues have also created an "RCDE Teaching & Learning Journal Club" that meets monthly (via IVC) to discuss current professional literature related to teaching excellence. Those colleagues have also launched a new "blog" to stimulate regular exchanges and conversations among themselves regarding these issues.

USU has sponsored workshops for faculty to be trained in the creation of "teaching portfolios."

Dr. Peter Seldin has, literally, written "the book" on documenting faculty performance ("The Academic Portfolio: A Practical Guide to Documenting Teaching, Research, and Service;" Jossey-Bass, 2009). He has visited our campus on multiple occasions (May 2009; January 2010 and May 2010) and spoken to various campus groups. In May 2010, he and two of his colleagues conducted an intensive four-day workshop for twelve (12) USU associate professors to train in the development of "teaching portfolios." These 12 colleagues are now, in turn, presenting a workshop for all department heads (November 11, 2010) and have been used by several academic units as resources to "spread the word" about this useful technique. Dr. Seldin and his colleagues will return in May 2011 to train another cohort of USU faculty.

USU is preparing a "best practices" booklet regarding the documentation of teaching excellence.

Finally, the Office of the Executive Vice President and Provost is in the process of creating a booklet that will discuss innovative methods and techniques for documenting teaching excellence. The booklet will serve as a resource for faculty who are engaged in such documentation. Completion of the writing and printing is scheduled for Fall 2011.

Report from the Educational Policies Committee
November 4, 2010

Submitted by L. Smith, EPC Chair, on November 8, 2010

The Educational Policies Committee met on November 4, 2010. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page[1] and are available for review by the members of the Faculty Senate and other interested parties.

During the November 4th meeting of the Educational Policies Committee, the following actions were taken:

1. Approval of the report from the Curriculum Subcommittee meeting of November 4, 2010 which included the following notable actions:

   - The Curriculum Subcommittee approved 45 requests for course actions.

   - The request from the Department of Languages, Philosophy and Speech Communication to offer a Bachelor of Arts Degree in Global Communication was approved contingent on the submission of an R401.10.2.1 Executive Summary and the outcome of a review by the Budget, Faculty and Welfare committee.

   - The request from the School of Teacher Education and Leadership to eliminate two degree titles (Education Specialist in Elementary Education, Education Specialist in Secondary Education) and create a single new degree title, Education Specialist in Curriculum and Instruction, was approved.

   - The request from the Department of Economics and Finance to offer a Master of Science in Financial Economics was approved.

   - The request from the Department of Applied Economics and the Department of Mathematics and Statistics to offer a Master of Science in Economics and Statistics was approved.

   - The request from the Department of Animal, Dairy and Veterinary Sciences to discontinue the Dairy Herdsman Program was approved.

   - The request from CEU Vice Chancellor Greg Benson and USU Registrar John Mortensen to change the CEU university-wide 2977 "Cooperative Education" courses to 2250, retain the 2988 "Special Problems" courses, and eliminate the 2999 "Workshop" courses, was approved to create greater uniformity in course nomenclature between CEU and the rest of USU.

2. Approval of the report from the Academics Standards Subcommittee meeting of October 21, 2010. Actions of note:

- A change to the general catalog language regarding the Senior Citizen Audit Policy was approved. The intent of the change was to ensure that a $10 audit student does not take the seat of a full tuition-paying student. The approved language is as follows (additions in **bold**):

  House Bill 60 (1977) permits Utah residents 62 years of age or older to audit regular university classes offered during the day or offered through Regional Campuses and Distance Education. However, space in many university classes is limited. Classes which are full at the time of an audit request are unavailable. Credit seeking, full-tuition paying students shall have first priority in the registration process. A flat fee of $10 per semester, plus any course fees or special fees that may be attached to classes, is charged for House Bill 60 (1977) registration. **HB 60 audit registration is not available until the first day of classes and only if space is available.**

- A change to the Dropping Courses Policy was approved. This change will eliminate the very uncommon practice of assigning a "W + grade"; the change will still allow students to drop up through 60% of the term; late drop will still available through petition and if granted a W grade is recorded; and instructors may request to drop a student during the period when the student is eligible for a refund and will not receive a W grade. The approved language is as follows (additions in **bold;** deletions in strikethrough):

  If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. (This does not remove responsibility from the student to drop courses which he or she does not plan to attend.) **This option is typically used for classes that are full and the instructor is trying to make a seat available for another student, but may also be considered in other cases. Requests must be made during the first 20 percent of the class and will be considered on an individual student basis.** *Students who are dropped from courses will be notified by the Registrar's Office through their preferred e-mail account. Students may drop courses without notation on the permanent record through the first 20 percent of the class. If a student drops a course following the first 20 percent of the class, a W will be permanently affixed to the student's record.* ~~After 60 percent of the class is completed, the student's academic advisor must sign any drop request, and a W with a grade assigned by the instructor will be entered on the student's permanent record.~~ *Under normal circumstances, a student may not drop a course after* ~~75~~ **60** *percent of the class is completed. (Check the Registration Calendar for exact dates.)*

  Students with extenuating circumstances should refer to the policy regarding Complete Withdrawal from the University *and the* Incomplete (I) Grade *policy.*

  In extenuating circumstances in which a complete withdrawal or an incomplete grade is not deemed the best action to take, a student may petition for a Late Drop up through the last day of classes. The term "extenuating" circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter course schedule to secure employment, (4) change in work schedule as required by employer, (5) judicial obligations, or (6) other emergencies deemed appropriate by the instructor. Students requesting a late drop must submit a Petition for Late Drop to the Registrar's Office. The student must

attach a typed appeal stating an explanation and justification for the desired drop(s). Supporting documentation confirming the extenuating circumstances must accompany the petition. The cost of the petition is $20, which is a nonrefundable processing fee and does not guarantee approval.

In the event that a student registers for a course which is later cancelled, it is the responsibility of the department to officially cancel the class with the Scheduling Office, and the student's responsibility to drop the course for a full refund. It is the department's responsibility to notify students of cancelled or rescheduled classes.

A student may not drop all of his or her classes without an official withdrawal (Complete Withdrawal) from the University.

3. Approval of the report of the General Education Subcommittee meeting of October 19, 2010. Of note:

   - The following General Education courses were approved:

     JCOM 2020
     HONORS 3010

   - The following General Education course syllabi were approved:

     USU 1350 (BLS, Phillip Bertoch)

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