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## Faculty Senate Agenda, December 6, 2010

Utah State University

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## **FACUTLY SENATE MEETING**

December 6, 2010

3:00 - 4:30 p.m.

Merrill-Cazier Library, Room 154

### **Agenda**

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- 3:00 Call to Order**.....Vince Wickwar  
Approval of Minutes October 4, 2010
- 3:05 Announcements**.....Vince Wickwar
- Roll Call
  - Minutes from FF are available on the Faculty Senate website
- 3:10 University Business**.....Stan Albrecht, President  
Raymond Coward, Provost
- 3:40 Consent Agenda**.....Vince Wickwar
- Faculty Evaluation Committee Annual Report
  - Athletic Council Annual Report
  - EPC Items for October
  - EPC Items for November
- 3:45 Information Items**
1. ASUSU Annual Report.....Tyler Tolson
  2. Retention and Student Success Annual Report.....Noelle Call
  3. Evaluation of Teaching Excellence (Quality Instruction).....Raymond Coward
- 4:05 Action Items**
1. PRPC Section 402.3. - 402.9 The Faculty Senate and Its Committees  
(Second Reading).....Bob Parson
  2. PRPC Section 405.11.4(1) Tenured and Term Appointments: Evaluation,  
Promotion, and Retention (First Reading).....Bob Parson
- 4:30 Adjournment**.....Vince Wickwar



**USU FACULTY SENATE  
MINUTES  
OCTOBER 4, 2010  
Merrill-Cazier Library, Room 154**

Vince Wickwar called the meeting to order at 3:02 pm.

**Approval of Minutes**

A motion to approve the minutes of September 13, 2010 was made and seconded. Motion passed.

**Announcements – Vince Wickwar**

**Roll Call.** Members are reminded to sign the role sheet at each meeting.

**Parliamentarian.** A parliamentarian is needed to serve with the Faculty Senate. They do not have to be an elected senate member.

**Faculty Forum.** The Faculty Forum will be November 1, 2010 in the Taggart Student Center auditorium. The agenda will be set following the next FSEC meeting, October 18, 2010. Please forward agenda items to your FSEC representative.

**University Business – Raymond Coward, Provost.**

President Albrecht is traveling on University business.

The dedication of the new USTAR building will be Thursday, October 7, 2010 at 1:30 pm.

William E. Kirwan, chancellor of the University System of Maryland will be the next speaker in the Presidential Lecture series on campus. He will speak on the current and changing landscape of the public research university in America, as well as the need to restore economic and academic balance to intercollegiate athletics. Dr. Kirwan is one of the leading voices in American public higher education and a nationally recognized authority on critical issues shaping the higher education landscape. The lectures will be Wednesday, October 13, at 2:30 p.m. in the Eccles Conference Center Auditorium and Thursday, October 14 at 10:00 a.m. in the Spetman Auditorium of the Laub Athletics Academics Complex.

Fall 2010 enrollment is the largest enrollment in the history of USU. The enrollment figures do not include enrollment on the Price and Blanding campuses. Main campus and RCDE headcount enrollment is 25,766 which is an increase of just under 3% and FTE's are up 4.6%. Enrollment is up in every category and the student body continues to grow more diverse and continues to be well prepared. The incoming class has an average ACT score of 24. Out of state students are up 12.7%. A question was raised about the growing enrollments in RCDE courses and the quality of courses. Provost Coward noted that since the alignment of the academic structure between main campus colleges and departments, and RCDE instruction, there is less of a concern.

### **Consent Agenda Items – Vince Wickwar.**

A motion to approve the consent agenda was made by Ed Heath and seconded by Glenn McEvoy. Motion passed unanimously.

### **Information Items**

**Summer School Calendar – James Morales & Raymond Coward.** In the fall of 2009 President Albrecht asked VP Morales to convene a committee to look at the decline in summer undergraduate enrollment on the Logan campus and how to optimize use of university facilities during the summer months. Several upper level administrators served on the committee as well soliciting input from various student leadership groups. The committee identified a number of factors contributing to the decline in enrollments, including a summer schedule that no longer meets the needs of students.

The other four factors identified were increased pressure on students to work during the summer months, proliferation of online courses, lack of clarity on which courses are being offered, and teaching incentives for faculty.

The report has previously been presented to the Deans Council, BFW committee, Faculty Senate Executive Committee and the ASUSU Executive Council, with a very positive response. Due to the timely nature of the summer schedule it was suggested that this piece of the report with recommendations be presented to the other committees separately (the remainder of the report has not yet been adequately vetted for presentation purposes).

The current summer schedule consists of three four-week sessions overlaid by an eight-week session. The course offerings were split up over these sessions and lacked common bell times making it difficult for students to put together a full schedule.

The committee recommends a change in the summer schedule to a four-week session beginning immediately after commencement, May 9 – June 3, 2011, for workshops and other flexible offerings. That session is followed by a seven week session of 90 minute classes meeting Monday – Thursday, beginning the first week of June and ending before the Pioneer Day holiday. Other recommendations are to standardize the bell times with a full 15 minutes between classes, and to not allow ad hoc courses to over-lap during the summer.

VP Morales and Provost Coward clarified several issues. Initially RCDE will not follow the same schedule but the hope is to align them eventually. RCDE is looking at running two seven-week sessions during the summer. Also this schedule would apply to undergraduate students only and there will be allowances made for certain unique or special courses, such as study abroad courses, etc. Of course, all courses would be approved at the department and college level.

### **Action Items**

**PRPC Section 402.3 – 402.9 – Bob Parson.** These sections were presented as a first reading to the senate. There was no discussion on the changes made.

Ed Heath made a motion to approve the changes and Renee Galliher seconded. Motion passed unanimously.

### **Adjournment**

Motion to adjourn at 3:49 pm by Blake Tullis and seconded by Glenn McEvoy. Motion passed.

# Faculty Evaluations Committee Annual Report to the Faculty Senate Executive Committee

## 2009 – 2010 Activities

### *Committee Members (2009 – 2010):*

Greg Podgorski Chair, Science  
Paul Jakus, Agriculture  
Konrad Lee, Business  
Yanghee Kim, Education and Human Services  
Doran Baker, Engineering  
Michael Lyons, HASS  
Karen Mock, Natural Resources  
Robert Mueller, Extension  
Pamela Martin, Libraries  
Todd Redmon, ASUSU Academic Senator  
Tyler Haws, ASUSU Student Advocate Vice President  
Rick Kelly, ASUSU Graduate Student Senate Vice President

### *Advisors to the Committee (2009 – 2010):*

Michael Torrens, Director, Office of Assessment, and Accreditation  
Joan Kleinke, Analysis, Assistant Director, Office of Assessment, and Accreditation  
Craig Petersen, Past Director, Office of Assessment, and Accreditation

**Committee Tasks:** The Faculty Evaluation Committee shall (1) assess methods for evaluating faculty performance; (2) recommend improvements in methods of evaluation; (3) recommend methods of faculty development; and (4) decide university awards for Professor and Advisor of the Year. (Policy 402.12.7)

**Overview** The Faculty Evaluations Committee met monthly through the 2009 – 2010 academic year, focusing primarily on the design, implementation and interpretation of a pilot test of a “student ratings of faculty instruction” instrument, and preparing recommendations based on these findings for the Faculty Senate. The Committee also met late in the year to choose a USU Teacher of the Year and Faculty Advisor of the Year.

A complete report of the Committee’s activities and its recommendations were presented to the Faculty Senate at the final meeting of year on April 26, 2010. Recommendations were to:

- Adopt the IDEA Center Short Form for Student Ratings of Faculty Instruction as the USU baseline for student ratings of instruction
- Encourage use of the Diagnostic Form for Student Ratings of Faculty Instruction for pre-tenure and pre-terminal rank term appointment faculty who are developing their teaching and encourage its use for all faculty who desire the richest source of information to improve their instruction. Since the Short and Diagnostic Forms provide the same information needed for administrative evaluation, the decision to use the Diagnostic Form should be left to individual faculty.
- Use the scores for Progress on Relevant Objectives, Excellent Teacher, Excellent Course, and Summary Evaluation common to the Short and Diagnostic Forms as the baseline for comparing student ratings of instruction between courses and instructors across USU

- Switch to an online, outside-of-class administration of the ratings forms, and use structural incentives (e.g., early release of grades for completion of the course rating form) to promote student participation and maintain high response rates
- Add USU's current open-ended questions (What aspects of teaching or content of this course do you feel were especially good? What changes could be made to improve the teaching or the content of this course?) to the IDEA instrument
- Encourage colleges, departments, and instructors to formulate and include additional open-ended questions that aid the assessment and improvement of teaching effectiveness
- Provide training in the administration and use of the new ratings instrument while continuing to emphasize that student ratings of instruction is only one component of assessing teaching excellence

The full Senate voted on the recommendations with one opposing vote and all others in favor.

A complete copy of the report and recommendations is available at

[http://www.usu.edu/fsenate/Committees/FEC/reports/FEC\\_2009-2010\\_SenateReport.pdf](http://www.usu.edu/fsenate/Committees/FEC/reports/FEC_2009-2010_SenateReport.pdf)

# **Utah State University**

## **Athletic Council Report**

For Period of  
**July 1, 2009 to June 30, 2010**

Submitted to the  
Utah State University  
Faculty Senate

By USU Athletic Council

Kenneth L. White Chair, (2009-2010), Faculty Athletics Representative

Alison Cook, Vice Chair (2009-2010)

### **Executive Summary**

The Athletic Council advises the President with respect to the athletics program. The duties of the council are to: (a) help maintain an athletic program compatible with the best academic interests of the university; (b) assure compliance with the rules of the National Collegiate Athletic Association (NCAA), and the university athletic code; (c) review and recommend to the President all intercollegiate athletic budgets; and (d) recommend policies and procedures for all aspects of the intercollegiate programs. Major issues of importance to Athletics at Utah State University (USU) during the 2009-10 academic year were: Athletics student funding referendum, coaching staff changes, and addressing challenges associated with the national economic downturn. The Utah State University Athletics department was recognized as the Third Place institution in 2010 National Championship for Excellence in Management, which is recognition for running the most efficient program in the Football Bowl Subdivision (FBS). USU was recognized in 2009 as the National Champion for this award. The latest (2009) Utah State University student athlete federal graduation rate is 73% (2002-03 cohort rate; compared to 53% for the general USU student Body), with a four-year average of 60% (48% for all students). A total of 194 student athletes received All – Academic conference (WAC – lead the conference). There were 157 recipients of the Joe E. Whitesides Scholar-Athlete awards (3.2 or better GPA). The Athletics department continued their efforts at enhancing funding through increased ticket sales, Big Blue contributions, sponsorship opportunities, media contracts, outside donations and increased student funding. Through these efforts there was substantial progress made toward financial stability in the overall athletic budget. Overall, the Athletics programs at Utah State University are working toward the growth that is necessary to keep the program competitive as a member of the WAC.

## **Faculty Senate Report Athletics Council**

### *Introduction:*

*Committee Members:* Kenneth White, Chair; Alison Cook, Vice-Chair, Stan Albrecht, Raymond Coward, James Morales, Dave Cowley, Ross Peterson, Scott Barnes, Jana Doggett, Dennis Dolny, Patty Halaufia, Tyler Tolson, Jeremy Winn, Brandon Broadhead, Melissa Osterloh, Nnamdi Gwacham, Jeanine Hernandez, Pat Evans, Brett Shelton, David Olsen, Allison Cook, Peter McNamara, Flora Shrode. Ex Officio Members: Brian Evans, Jeff Crosbie, Whitney Pugh.

*Mission:* The Athletic Council advises the President with respect to the athletics program. The duties of the council are to: (a) help maintain an athletic program compatible with the best academic interests of the university; (b) assure compliance with the rules of the National Collegiate Athletic Association (NCAA), and the university athletic code; (c) review and recommend to the President and the Board of Trustees all intercollegiate athletic budgets; and (d) recommend policies and procedures for all aspects of the intercollegiate programs. The annual report from the Athletics Council to Faculty Senate includes both future and current issues facing the Athletics Department. Each issue is reviewed by the athletics council to insure the Department of Athletics is operating within the guidelines of the NCAA and Utah State University.

*Meeting Schedule:* The Athletics Council meets monthly from September –April of each academic year, unless conflicts or a lack of agenda items dictates meeting cancelation. During 2009-10 academic terms the Council held six of the scheduled eight meetings. Meetings during the months of December and March were canceled and the business items carried over to the next regularly scheduled meeting. The December meeting was canceled due to the final exam period conflicts and a lack of time-sensitive pending agenda items and the March meeting was canceled due to a lack of agenda items and conflicts with NCAA tournament scheduling. All agendas and minutes of 2009-10 Athletic Council meetings are available in the Appendix of this report.

### **I. Significant Athletic Council Issues/Actions during 2009-10 academic year (highlights briefly described below):**

#### **1. Athletic Program Compatible with Academic Interests of University.**

- Academic Improvement plans reviewed for Football and Men's Basketball.
  - APR and GSR rates reviewed for each team (refer to Academic Performance data listed below).
- Mid-semester academic progress report procedures revised to achieve higher response rates.
- The Council accepted the recommended addition of a new Learning Specialist as part of the overall plan to enhance academic performance of student-athletes (NCAA certification process).

#### **2. Assure NCAA Rules Compliance.**

- The Council discussed specific pending NCAA legislation and provided input on institutional positions for those with potential academic impact.

- Council received results of a scheduled institutional compliance review - the WAC Assistant Commissioner of Compliance conducted the review. The results indicated USU has adequate oversight and compliance monitoring mechanisms in-place.

### 3. **Review and Recommendation of Athletics Budgets.**

- The Council reviewed and accepted 2008-09 final budget numbers and proposed budget for 2009-10.
- The Council received several updates on the ongoing Athletics budget and had several discussion regarding efforts to increase available revenues.

## II. ***Miscellaneous Athletics-Related Events/Changes during 2009-10:***

### 1. Athletics Recognition Management:

- Mike Bair (USU Equipment Manager) was recognized as the 2010 District 8 Athletic Equipment Managers of America – Equipment Manager of the Year.
- Bill Garren named WAC Video Coordinator of the Year.
- The Athletics department initiated the development of a new Strategic Plan this year and will carry over into 2010-11.

### 2. Athletic Facilities Updates:

- USU names the football field in Romney Stadium – **Merlin Olsen Field**.
- Hall of Honor/Hall of Fame (Steve Mothersell Athletics Hall of Honor) completed in the Jim and Carol Laub Athletics-Academics Complex September 2009.
- Construction of new off court facilities for Men's (Nate and Heather Wickizer Locker Room and Lounge) and Women's (MerLynn Pitcher Women's Basketball Locker Room and Lounge) basketball completed November 2009.

### 3. Academic Performance of Student Athletes 2009-10:

- Graduation rates
  - The 02-03 cohort rate is 73%, with a four year average of 60%;
  - The 01-02 cohort rate is 65%, with a four year average of 58%;
  - The 00-01 cohort rate is 41%, with a four year average of 55%;
  - The 99-00 cohort rate is 61%, with a four year average of 64%;
  - The 98-99 cohort rate is 64%, with a 4-year average of 62%;
  - The '97-'98 cohort rate was 53%, with a 4-year average of 62%;

The NCAA released the first Graduation Success Rate (GSR) for all teams of all NCAA Division I Member Institutions in December, 2005. This rate, a 4-year Average that can be directly compared to the Federal Rates' 4-year average mentioned above, is a more accurate snapshot of how scholarship student-athletes graduate. Students who transfer to USU that fall into one of the cohorts are counted in this rate (they are *not* counted in the federal rate) when they graduate; students who transfer from USU and

are academically eligible at the time of transfer do *not* count against USU graduation rates (as they do with the federal rate). The overall USU GSR for the 4-year cohorts encompassing 1999-2002 is **85% (compared to last year's 82%)**.

#### 4. Academics/Awards

- Composite 3.11 Student-Athlete GPA
- 194 Academic All-Conference Selections (***Most in the Western Athletic Conference***) 2009-10.
- 85% NCAA Graduation Success Rate (***leads the Western Athletic Conference***)
- 157 Whiteside Scholar-Athletes (***3.2 or better GPA***)
- Utah State's Men's and Women's Cross Country teams received the U.S. Track and Field and Cross Country Coaches Association (USTFCCCA) Academic Award for the third straight year. The men had the second-highest GPA of the schools honored with a **3.755** average. The Aggie women were the 10th-highest in GPA average with **3.640**
- USU's soccer team received the NSCAA/Adidas College Women Team Academic Award for the seventh straight year. USU also had three players honored by the NSCAA as senior Lindsey Smart was named to the second-team, while senior Sydne Garner and junior Lauren Hansen were both named to the honorable mention team.
- Track athletes Dwayne Hansen and Erin Stratton both earned first-team academic all-district honors from CoSIDA, while Daniel Howell and Steve Strickland were named to the second-team. Volleyball player Shantell Durrant also earned second-team academic all-district honors from CoSIDA as did men's basketball player Tyler Newbold.

#### 5. Athletics Accomplishments of Department (2009-10):

- Utah State University was recognized as the Third Place award for the **2010 National Championship in the Excellence in Management Cup**. This is awarded to the most economically efficient athletic department in the Football Bowl Subdivision (formerly Division IA).
  - Utah State won its third straight Western Athletic Conference regular season Men's basketball title. USU also won its second WAC Tournament championship.
  - Clint Stock earned All-American honors in the high jump at the 2010 NCAA Championships. It is his second All-American honor overall as he also earned All-American honors in the high jump during the 2009 indoor season.
  - Brian McKenna was named the WAC Male Cross Country Athlete of the Year and became the first USU runner since 2005 to qualify for the NCAA Championships.
  - Shantel Flanary became the first USU soccer player to be named WAC Offensive Player of the Year.
-

- Utah State had 83 student-athletes earn first-team all-WAC honors and 38 earned second-team all-WAC honors for a total of 121 student-athletes named to various all-WAC teams.
  - Stew Morrill named WAC Coach of the Year for the second straight year.
  - Stew Morrill collects his 500<sup>th</sup> career win on January 23, 2010 (USU 60, Idaho 48).
  - Greg Gensel named WAC Coach of the Year for the fifth-straight season.
-

### III. ***Budget:***

<b>Revenues</b>	<b>Actual</b>
E&G	\$4,769,731
Inst. Support	\$1,997,761
Student Fees	\$3,700,874
Football Home Gate	\$495,932
Football Guarantees	\$725,000
Football Excellence	\$190,787
Men's Basketball	\$823,367
BBSF Donations	\$1,041,208
BBSF Events	\$173,783
TV Rights	\$97,500
Sponsorship	\$646,962
Athletic Fund	\$808,392
NCAA/WAC	\$1,753,437
Indirect Facilities & Admin	\$1,718,786
Endowment Earnings	\$76,823
<b>TOTAL</b>	<b>\$19,020,343</b>

<b>Expense</b>	<b>Sports</b>	<b>Non-Program Specific</b>	<b>TOTAL</b>
Athletics student aid	\$3,852,557	\$204,168	\$4,056,725
Guarantees	\$374,075		\$374,075
Coaching salaries, benefits, etc.	\$4,124,726		\$4,124,726
Coaching other compensation	\$140,000		\$140,000
Support staff salaries, benefits, etc.	\$77,042	\$2,359,966	\$2,437,008
Severance Payments	\$164,954		\$164,954
Recruiting	\$309,394		\$309,394
Team travel	\$1,588,124		\$1,588,124
Equipment, uniforms and supplies	\$604,803	\$261,717	\$866,520
Game expenses	\$292,274		\$292,274
Fund raising, marketing, promotions	\$16,055	\$162,519	\$178,574
Direct facilities, maintenance and rental	\$458,946	\$393,241	\$852,187
Medical expenses and insurance	\$1,513	\$277,355	\$278,868
Memberships and dues	\$9,589	\$405,833	\$415,422
Indirect Facilities & Admin		\$1,718,786	\$1,718,786
Other operating expenses	\$753,414	\$681,950	\$1,435,364 ***
<b>TOTAL</b>	<b>\$12,767,466</b>	<b>\$6,465,535</b>	<b>\$19,233,001</b>

REVENUE	\$19,020,343
EXPENSE	\$19,233,001
Surplus/(Deficit)	(\$212,658)

**\*\*\* Top Four  
Categories**

Professional/Technical Fees  
Contract Services  
General Travel  
Visit/Receptions

## **Appendix:**

### **Athletic Council September 9, 2009**

1. Introductions of Council members Ken White
2. Meeting Schedule for the Year Ken White  
  
Wednesday, October 7 at 11:00 a.m. at the Laub Complex – Conflict  
Monday, November 23 at 11:00 a.m. in Champ Hall  
December, we will not hold council  
Wednesday, January 6 at 11:00 a.m. at the Laub Complex – Conflict  
Wednesday, February 10 at 11:00 a.m. in Champ Hall  
Wednesday, March 3 at 11:00 a.m. at the Laub Complex – Conflict  
Wednesday, April 7 at 11:00 a.m. at the Laub Complex – Conflict
3. Discuss Subcommittee assignments Ken White
4. Timing of Subcommittee Report Ken White  
  
Budget and Administration October  
Student Academic and Athletics Eligibility November  
and Intercollegiate Sport  
Athletics Relations January  
Gender and Minority Issues March
5. Athletic Director Report Scott Barnes

## **Athletic Council Meeting September 9, 2009**

Ken opened the meeting at 11:00 a.m. Those in attendance were Dave Cowley, Jeff Crosbie, Jeremy Winn, Jana Doggett, Brian Evans, Peter McNamara, Flora Shrode, Tyler Tolson, Brandon Broadhead, Patty Halaufia, Whitney Pugh, Liz McArthur, Scott Barnes, Ken White, Ross Peterson, and Allison Cook. Those excused from the meeting were Stan Albrecht, James Morales, Raymond Coward, Pat Evans, Nnamdi Gwacham, Fred Hunsaker, Brett Shelton, Ashlee Brown, Dennis Dolny, and David Olsen.

### Meeting Schedule for the Year

We had some conflicts develop with the existing meeting schedule and we will send out potential dates for consideration as alternative dates in those instances where conflicts exist.

### Subcommittee Assignments

Ken reviewed the subcommittees of the council. We will email out a correct copy of all assignments.

### Timing of Subcommittee Reports

As you meet as individual subcommittees, if you have issues arise that need full Council input, please present these emerging issues to the council at any time. However, each chair should plan on reporting at least one time to the Council during the academic year. We will have the Budget and Administration report in October and April, Student Academic and Athletic Eligibility will report in November, Athletics Relations will report in January and the Gender and Minority Issues will report in March.

### Academic Highlights

Brian Evans reported the highlights of the student-athlete graduation rates. We have two metrics to gage graduation rates. There is a federal graduation rate and an NCAA graduation success rate (GSR). In the most recent data available we have a federal graduation rate of 60% and a NCAA GSR of 85% in the latest cohort of students evaluated (last four years). We won't know the national average until all other institutions finalize their reports in October. We had a spring semester GPA of a 3.0 and a cumulative GPA of 3.06. We have been consistently above a 3.0 GPA. We will submit the academic progress rate (APR) in October. This has a cut score of 925. If any team is below a 925 we must submit an improvement plan. Indications of this year's data suggest USU will not have team below the 925 mark.

### Director of Athletics Report

Utah State received the Excellence in Management Award. This award is about doing more with less. Winning five conference championships with what is considered a smaller sized budget won USU this award. This is a validation of our ability to do more with less.

A hot topic in athletics right now is media guides; there is pending legislation that would require institutions to transition to an electronic-only format. This is aimed at cost-reduction. We have already reduced the number of printed guides and the number of pages in each guide. Starting this spring we will not produce hardcopy media guides at

all. They will be available online through our website. This will have a cost savings of \$40,000 to \$50,000 per year.

Scott Barnes reviewed a survey that was conducted last spring that identified the top issues in 1A Athletics right now. (Presentation is attached)

Scott will come back in future meetings to talk further about the budget impacts in athletics programs as a result of the current economic crisis. Last year we did a GAP analysis. We are somewhere below approximately twenty positions and \$2.8 million in investments to be at an “average” level in the WAC.

We are fighting for our lives to keep great coaches. We gave some new contracts but did none of those received raises. As an example, we hired a new softball coach at the same wage as the outgoing coach. We did not raise the starting wage. The gap continues to widen.

We are at the NCAA minimum level (16 sports) so we cannot drop a sport. Tyler asked about the women’s sports programs and if we needed to add another sport. Scott indicated that we will have to add another women’s sport in the future. It would not be the right thing to do at this time. We cannot take care of our current sports correctly. Jana has an ongoing study and may have some results to share this spring regarding adding another women’s sport.

Strategic plan; we are in the third year of a three year strategic plan. We want to emphasize a strategic plan and put more arms and legs to it. We have a wonderful opportunity to build on the previous plan and create new opportunities. The new plan will have action and operation as part of the effort. We will assign dollars and have people involved in the new plan with associated timelines.

Off-court facilities; this project includes the Spectrum locker room renovation, training room, lounge and study area for the athletes. This is better quality of service for our student-athletes and improves recruiting opportunities. We are adding a women’s film room and a coaching changing room. As a development component, we have sold nine of the eighteen lockers available in the men’s basketball locker room. The project is going to be over \$400,000. We are looking at doing the volleyball locker room this spring and are currently looking for the lead gift on this project.

Hall of Honor/Hall of Fame; we are in the final phases and the Hall of Fame/Hall of Honor will be completed by Friday (9/11/09). The donor wall will be completed by the end of next week. This is the final piece of the Jim and Carol Laub Academic and Athletics Complex building project. Scott congratulated Jana Doggett and Doug Hoffman for their efforts this aspect of the project.

Jana Doggett reminded the council to come out and support USU football on September 26. We are down a little bit in season tickets sales. Individual games, packages and season tickets are all sale. Ken told the group we have great programs and we should go out and support all our athletic teams. It is a great opportunity for us to get to know the student-athletes.

Ken thanked Scott, Jana and Brian for their reports. Ken thanked everyone for attending the council meeting and adjourned the meeting.

Athletic Council Meeting  
October 28, 2009  
11:00 a.m.  
Champ Hall Conference Room, Old Main

- |    |                              |              |
|----|------------------------------|--------------|
| 1. | Director of Athletics Report | Scott Barnes |
| 2. | Athletic Budget              | Dave Cowley  |
| 3. | Academic Update              | Brian Evans  |
| 4. | Other Business               | Ken White    |

## **Athletic Council**

### **October 28, 2009**

Ken welcomed everyone and started the council meeting at 9:00 a.m. Those in attendance were James Morales, Raymond Coward, Dave Cowley, Jeff Crosbie, Jeremy Winn, Jana Doggett, Brian Evans, Peter McNamara, Fred Hunsaker, Tyler Tolson, Brandon Broadhead, Patty Halaufia, Whitney Pugh, Liz McArthur, Scott Barnes, Ken White, Ross Peterson, and David Olsen. Those excused from the meeting were Stan Albrecht, Pat Evans, Flora Shrode, Nnamdi Gwacham, Ashlee Brown, Dennis Dolny, David Olsen, and Alison Cook.

#### **Director of Athletics Report:**

The Knight Commission held meetings and did a survey to process all prudent athletics spending that they will present. As far as expenses the Division IA level took a survey during their annual meetings. Dutch will take for the recommendations relative to cost containments. This will help in unifying the haves and the have not's. The seven recommendations that the Division IAD's Association are putting forth are:

1. Travel squad size list.
2. Non-traditional playing season's.
3. Elimination of all foreign team travel.
4. Limit on sports specific administration personnel.
5. Elimination of micro web sites
6. Elimination of off-campus housing prior to competition.
7. Reduction of regular season competitions.

There are a number of these things that will happen before they go through the legislative process. It will probably go through some sub-committees in February before it is moved through the NCAA legislative process. Some of these things will help close the gap between us and other schools. Ken pointed out that many may not impact us financially but it will have some academic impact on us with items like missed classes.

#### **Athletic Budget:**

This is the budget that was taken to the Board of Trustees Athletics Sub-Committee for their review. It is tough to bring a budget forward with a deficit. Some examples of things we cannot control are game guarantees in football, marketing dollars, the ESPN contract. Jeff reviewed the revenue summary.

- E & G funds; there was a slight increase in 2009 with buying out Coach Guy's contract.
- Institutional support; we had a slight increase due to additional tuition waivers for last year.
- Student Fees; increase with the referendum passed this last year
- Football Excellence; will continue forward trying to raise \$430,000 each year.
- Aggie Auction; there was nothing budgeted last year. We moved the auction from the spring to the fall so there was no revenue.
- Athletic Fund; this is revenue built on sales tax to build our women's program. We had a decrease due to a decrease with football home gate revenues.

- Endowment; All endowment earnings for last year are down.
- Sport Specific; each coach has a development account and also this is money that is a onetime situation. These funds can be used for projects or upgrades on facilities.

The Provost asked about the funds with ASP-sponsorship. We show a decrease this year due to ASP paying the media rights to the coaches. This will save us paying the benefits on these funds and will come directly out of our funds from ASP.

Expenses; each year we start out with a no based budget in place. Each year Scott and Jeff scrutinize the budget requested by each coach then project the budget out for the year.

Tyler made the motion to accept the athletics budget report. The Provost seconded the motion. The budget was accepted by a unanimous vote.

### **Academic Update:**

Brian presented the group with an academic update. Our current composite GPA for the spring semester is 3.0 with a cumulative GPA of 3.06. This is up slightly from last fall. We had nine out of fourteen teams with a 3.0 or better. Five out of ten teams had a cumulative 3.0 or better.

In fall 2008-2009 football had thirty-eight players below a 2.0. This year with have thirteen players below a 2.0. Last year they had twenty-six players with a cumulative GPA below 2.0 and this year they are down to nine players with a cumulative GPA below 2.0

The Provost pointed out that out of fourteen teams we have ten above a 3.0, 3 above a 2.9 and only one team below a 2.9. This is good progress. The Provost gave kudos to the students first of all for their effort, then to the coaches.

Brian is in the process of submitting the APR. This is all the student-athletes of all teams retained. If we fall below a 925 bench mark we are put on notice. We will not report with any team below the bench mark of 925. We are currently meeting with the coaches quarterly to prevent any problems.

The Provost also indicated that the thirteen students below the 2.0 is less than 5% of all our student-athletes. The mentoring program is showing dividends. We have hired a learning specialist that will be more hands on with student-athletes that have learning challenges. This is another example of where the Provost and the University is behind athletics and is an example where they have stepped up to help us.

### **Other Business:**

Ken talked about the letter that Senator Bob Bennett wrote to President Obama. He is asking the justice department to start an investigation of the anti-trust laws and the BCS.

The Provost asked about the change in leadership at the NCAA. Right now they are searching for a new president and we will continue. The current C.F.O. is acting as President until a replacement is announced.

Ken adjourned the meeting at 10:00 a.m.

**UTAH STATE UNIVERSITY**  
**Athletics Department**  
**Revenue Summary Report**

Revenues	Actual FY09	For Approval		Projected		
		FY10	FY11	FY12	FY13	FY14
E&G	3,320,878	3,211,013	3,275,233	3,340,738	3,407,553	3,475,704
Inst. Support	2,937,702	2,675,000	2,778,350	2,886,691	3,000,266	3,119,332
Student Fees	1,772,698	3,700,000	3,737,000	3,774,370	3,963,089	4,002,719
Football Home Gate	884,324	600,000	800,000	720,000	1,008,000	1,058,400
Football Guarantees	335,000	725,000	750,000	950,000	500,000	950,000
Football Excellence	486,397	428,370	428,370	428,370	428,370	428,370
Men's Basketball	806,155	803,400	827,502	852,327	877,897	904,234
BBSF Donations	1,039,515	1,198,250	1,377,988	1,584,686	1,822,388	1,925,000
BBSF Events	105,349	100,000	103,000	106,090	109,273	112,551
Aggie Auction		100,000	100,000	107,500	115,563	119,029
TV Rights	50,000	97,500	290,000	290,000	290,000	290,000
ASP - Sponsorship	841,399	610,000	635,000	655,000	690,000	715,000
Athletic Fund	525,867	425,350	438,105	451,558	465,776	480,831
NCAA/WAC	1,533,642	1,122,222	1,294,222	1,294,222	1,294,222	1,294,222
Endowment Earnings	20,225	100,000	104,000	108,160	112,486	116,986
Sport Specific	757,507	150,000	150,000	150,000	150,000	150,000
<b>REVENUE</b>	<b>15,416,658</b>	<b>16,046,105</b>	<b>17,088,769</b>	<b>17,699,712</b>	<b>18,234,882</b>	<b>19,142,378</b>
<b>TOTAL EXPENSE</b>	<b>16,264,830</b>	<b>16,469,361</b>	<b>17,042,411</b>	<b>17,640,936</b>	<b>18,266,311</b>	<b>18,920,000</b>
<b>Surplus/(Deficit)</b>	<b>(848,172)</b>	<b>(423,256)</b>	<b>46,358</b>	<b>58,776</b>	<b>(31,429)</b>	<b>222,378</b>

**UTAH STATE UNIVERSITY  
Athletics Department  
Expenditure Summary Report**

**Projected FY 2010**

<b>Account</b>	<b>Salaries &amp; Benefits</b>	<b>Operating</b>	<b>Scholarship</b>	<b>Total</b>
Administration	\$763,443	\$1,102,376	\$107,747	\$1,973,566
Big Blue Scholarship Fund	\$99,459	\$127,800		\$227,259
Development		\$36,775		\$36,775
Student Athlete Services	\$219,631	\$84,580	\$12,000	\$316,211
Weight Room	\$125,282	\$35,580	\$31,500	\$192,362
Event Management	\$56,443	\$380,500		\$436,943
Media Relations	\$177,143	\$203,120		\$380,263
Advertising and Promotions	\$56,355	\$209,540	\$27,000	\$292,895
Video Room	\$53,393	\$58,760	\$14,000	\$126,153
Medical/Training Room	\$226,520	\$363,670	\$9,500	\$599,690
Ticket Office	\$143,257	\$155,630		\$298,887
Sports	\$3,693,221	\$4,038,117	\$3,707,019	\$11,438,358
Sport Specific		\$150,000		\$150,000
<b>TOTAL BUDGET</b>	<b>\$5,614,147</b>	<b>\$6,946,448</b>	<b>\$3,908,766</b>	<b>\$16,469,361</b>
<b>FY11</b>	<b>\$5,753,536</b>	<b>\$7,150,341</b>	<b>\$4,138,534</b>	<b>\$17,042,411</b>
<b>FY12</b>	<b>\$5,897,612</b>	<b>\$7,360,351</b>	<b>\$4,382,973</b>	<b>\$17,640,937</b>
<b>FY13</b>	<b>\$6,046,598</b>	<b>\$7,576,662</b>	<b>\$4,643,051</b>	<b>\$18,266,311</b>
<b>FY14</b>	<b>\$6,200,737</b>	<b>\$7,799,462</b>	<b>\$4,919,801</b>	<b>\$18,920,000</b>

SPRING 2009

SPORT	Sem 4.0	3-3.99	2-2.99	<2	TS	CUM 4.0	3-3.99	2-2.99	<2	TC	SP QHR	SP QPS	CUM QHR	CUM QPS	SP GPA	CUM GPA
MBB	1	6	5	2	14	0	7	7	0	14	144	400	676	2007	2.7778	2.96893491
WBB	0	11	6	0	17	0	9	8	0	17	212	692	1140	3698	3.26415094	3.24385965
FOOTBALL	1	41	44	13	99	0	27	63	9	99	1094	2994	5160	13585	2.73674589	2.63275194
GYMNASTICS	1	7	4	2	14	0	9	5	0	14	147	445	692	2167	3.02721088	3.13150289
GOLF	1	5	3	2	11	0	6	4	1	11	120	361	823	2616	3.00833333	3.17861482
SOCCER	2	14	8	1	25	0	20	5	0	25	275	850	1489	4946	3.09090909	3.32169241
SOFTBALL	0	9	7	2	18	0	10	7	1	18	195	523	1103	3236	2.68205128	2.93381686
M TENNIS	0	4	4	2	10	0	7	3	0	10	103	273	479	1398	2.65048544	2.91858038
W TENNIS	1	5	1	1	8	0	6	1	1	8	93	272	409	1333	2.92473118	3.2591687
M TRACK	5	26	22	1	54	0	27	27	0	54	657	2048	2951	9270	3.11719939	3.14130803
W TRACK	5	30	11	2	48	0	39	9	0	48	584	1941	2998	10407	3.32363014	3.47131421
VOLLEYBALL	0	10	3	0	13	0	10	2	1	13	161	556	698	2357	3.45342	3.37679083
Men's Totals											2118	6076	10089	28876	2.8687441	2.86212707
Women's Totals											1667	5279	8529	28144	3.16676665	3.29980068
TOTALS					331					331	3785	11355	18618	57020	3.000000	3.06262756
XC - Women*	0	10	2	2	14	0	12	2	0	14	174	565	852	3038	3.24712644	3.5657277
XC - Men*	4	6	5	0	15	0	9	6	0	15	186	602	1000	3171	3.23655914	3.1710000
* Men's and Women's XC not added to total # student-athletes or Total GPA as they are already accounted for from Track																
MEN =	8	82	78	20	188	0	74	104	10	188						
WOMEN =	9	86	40	8	143	0	103	37	3	143						
TOTAL =	17	168	118	28	331	0	177	141	13	331						
	4.00	3-3.99	2-2.99	<2.0	TS	4.00	3-3.99	2-2.99	<2.0	TC						

**Athletic Council**  
**November 23, 2009**  
**11:00 a.m.**  
**Champ Hall Conference Room, Old Main**

Director of Athletics Report

Scott Barnes

Other Business

Ken White

**Athlete Council**  
**November 23, 2009**

Ken welcomed everyone and started the council meeting at 11:00 a.m. Those in attendance were James Morales, Raymond Coward, Dave Cowley, Jeff Crosbie, Jeremy Winn, Jana Doggett, Brian Evans, Peter McNamara, Fred Hunsaker, Tyler Tolson, Brandon Broadhead, Patty Halaufia, Whitney Pugh, Liz McArthur, Scott Barnes, Ken White, Ross Peterson, Flora Shrode, Dennis Dolny, Alison Cook, Byron Burnham, and David Olsen. Those excused from the meeting were Stan Albrecht, Pat Evans, Nnamdi Gwacham, and Ashlee Brown.

**Director of Athletics Report**

Scott talked about the off court facilities renovation. We had a ribbon cutting ceremony on November 14 for the unveiling of the project. The men's locker room is now the Nate and Heather Wickizer Locker Room and Lounge. The women's side is the MerLynn Pitcher Women's Basketball Locker Room and Lounge. (See attached pictures) Ken added that this is a practical element and give us a recruiting advantage. We are excited about the end result of this campaign.

**Development Update**

Kent's first charge was to evaluate. We have been fund raising for a long time but how effective? When we ask for a list of donors, is it complete? He spent the first eight months figuring out 4,000 former athletes and donors and then adding another 1,000 former athletes names to our database.

There are four major things we must do better;

1. Cast a wider net
2. Revamp our Big Blue Scholarship Fund (message and drive)
3. Contact, listen and ask
4. Learn and tell our stories of former athletes

We changed the Big Blue fund drive model to 5 weeks and added 75 volunteers. We looked at a growth of 3% to 8% this year. We were seeing a decrease in the number of donors. We are reaching out by making one on one contact with donors.

Development Activity; we must increase the number of intentional development contacts. The number of contacts represented does not show Scott's contacts. We currently went from 225 contacts to over 1,000 contacts. Last year the key was the bad economy. This is an important time to be seeing people, a chance to redouble our efforts. By increasing the number of contact, we will increase the dollars coming in. Also, by increasing the number of donors, we will increase the number of gifts.

Kent reviewed the Football Competitive Excellence Fund. We have \$1,205,833 in commitments, we have \$1,090,000 in asks, \$1,070,000 in asks to be made and \$682,500 in asks that were declined.

For the basketball of court facilities our goal was to raise \$450,000. We have \$323,000 in commitments with \$110,000 out in asks, and \$11,000 in asks to be made. We had \$65,000 in asks that were declined.

We are revamping the “A” club and it will now be called the Varsity Club. This is a communication tool focused on reconnecting former student-athletes with USU and each other. We will have a national board that will have representation from each sport and era to meet twice annually. This board will assist us with communication and reunions. The board invitation letters are to go out after Thanksgiving.

We are using student-athletes as ambassadors for our department to reconnect with selected former student-athletes. Our goals are to 1) reconnect and learn the stories of our alumni, focus future donor visits 2) To help current students create career networks with Aggies while developing interpersonal skills.

We are working with a PR class to do a potential donor audit. We are asking questions of donors and non-donors among former student-athletes to understand the obstacles and opportunities to being philanthropic towards Aggie Athletics.

We will do a Spring Caravan in 2010. This is an opportunity to talk one on one with small groups. We will target geographic areas to bring in our coaches and administration. The Provost asked about the rationale between what we are spending versus what is the return. Kent responded that we would see the return on our annual fund and major gifts. In terms of what we spend, the funds will come out of the development travel budget out of athletics.

Provost Coward asked how much more was raised this year versus last year. Kent responded that we had a 22% increase in dollars and a 29% increase in the number of donors.

We will have an event on December 5 for Merlin Olsen. This recognition is long overdue. We will have a private dinner prior to the game with his family and friends. There will be a special announcement before the game.

### **Compliance Review**

We have a vote that is due by January 4 and Ken would like to make the council aware of some of the items that are up for vote. We are talking with different groups such as the coaches, Student-Athlete Advisory Council and the Compliance Council.

Some proposals that are hot topics:

1. Prospective student-athletes and compromised amateur status  
Allow people to play with professionals as long as participant has not receive more
2. Rules for making phone calls-  
This proposal would allow unlimited calls to a senior in high school
3. Eligibility- academic  
Prospective student-athletes must have 16 core courses in high school.  
Make a requirement of online courses to where a student has to have interaction between and student and teacher.  
Students keep records of assignments.

Ken will bring these items up for some feedback in our January meeting. He serves and is the chair of a sub-committee of a NCAA cabinet that attempted to standardize non-traditional courses. Use one umbrella to describe all non-traditional. There was some legislation that was turned down and the cabinet wants to tackle it again regarding on-line

courses. The major concern is that you lose quality control of courses. We are entering an age where it will be difficult to track those courses. There is almost no way to track it. Why it was defeated: Fear you would have high profile student-athletes that took all courses on-line that would become ineligible.

Ken adjourned the meeting at noon.

No Athletic Council meeting was held in December 2009.

**Athletic Council**  
**January 6, 2010**  
**11:00 a.m.**  
**Champ Hall Conference Room, Old Main**

Director of Athletics Report	Scott Barnes
Non-traditional Course Work	Ken White
Other Business	Ken White

**Athlete Council**  
**January 7, 2010**

Ken welcomed everyone and started the council meeting at 11:00 a.m. Those in attendance were James Morales, Raymond Coward, Dave Cowley, Jeff Crosbie, Jeremy Winn, Jana Doggett, Brian Evans, Peter McNamara, Brandon Broadhead, Patty Halaufia, Whitney Pugh, Scott Barnes, Ken White, Ross Peterson, Flora Shrode, Dennis Dolny, Alison Cook, Byron Burnham, and David Olsen. Those excused from the meeting were Tyler Tolson, Liz McAthur, Nnamdi Gwacham, Ashlee Brown, Pat Evans, Stan Albrecht, Mike Bair has been recognized as the 2010 District 8 Athletic Equipment Managers of America Equipment Manager of the Year. He services all 16 sports with athletic equipment, uniforms and clothing, while also supervising student managers for many of the sports. This is another indication of an excellent individual. Kudos to Mike on an excellent job.

Director of Athletics Report

Scott has asked Dale to outline his area at today's council meeting. Scott went to the Fiesta Bowl. Next time he wants to go back as a participant not for anything else, and not part of the selection committee.

We do get some BCS money from Boise. 87% of the money goes back to the BCS schools. This year we could get as high as \$170,000 or as low as \$130-\$140,000.

We are bringing Tom Thomas to campus to help athletics develop a strategic plan. This plan will be more inclusive and more formalized on our goals and timelines. We will only go out three years. We have asked Alison to be part of this process and we will have members from the National Advisory Board for Aggie Athletics, the Big Blue Scholarship Fund President and many from our staff.

Patty and Ross have been instrumental in the Merlin Olsen Campaign. There is a new sense of urgency on this campaign due to Merlin's health. Our goal is to raise \$1.5 million. There are three pieces to this campaign; we will place a statue of Merlin on the southeast corner of the stadium. Second, we will have an endowment in Merlin's name. Third, we will add to the Football Competitive Excellence Fund. This fund is to help improve football. The field naming ceremony will be next fall. Blair Bushwell is the individual Merlin picked to do the statue. We have had nice commitments on the front.

Graduate Athletic Trainers

Dale discussed the academic graduate program for our GA Athletic Trainers. (Handouts attached) We started working in 1992 to make this a credited curriculum to the actual health care profession. After we started moving this program it took us until 2003 to complete the emphasis. We could then offer the student a credited curriculum to the actual health care profession. Our current program has an emphasis aspect of Athletic Training is in Exercise Science.

Without Dennis Dolny, Byron Burnham, the graduate school, and the Provost we would not be where we are today. We currently have a class of nine and will have 100% graduation and 100% job placement after graduation.

We gather so many benefits from this program. This has reduced exposure to risk for our athletes. We have trainers assigned to all practice and events.

The required number of full time certified trainers is 8.5 and a certified graduate student counts as .5. This is a savings cost to athletics of 5.5 full time athletic trainers. We are not taking advantage of the student and are not asking unreasonable requests.

We have five openings for next year with 18 active files. The change is the emphasis in the graduate program. I believe we will be recognized as a premier program not only in the West but possibly the nation.

These changes have increased the support and welfare of our student-athletes. Byron indicated that recruiting grad students is very competitive.

#### Non-Traditional Course Work

Ken is on an NCAA Academic Cabinet. His cabinet is charged to evaluate bylaws for the student-athletes and academics. Closes holes or streamlines those issues. There are several pending pieces of legislation to do with non-traditional coursework. The definition at the national level is any type of teaching venue others than a classroom with instructors.

Last year the legislation was turned down. The main reason it was turned down is the image. If a student-athlete was asked about their classes they could say they great, I don't go to class, I take them all online. There are also some concerns with how online courses are credited. Non-traditional course work is expanding and will get bigger in years to come. Missed class time- can be in the course while on the road. Ken asked the council how they feel and how academics can be managed.

Ken asked Brandon from the student perspective how he felt. Brandon said there is concern about with on the online class you leave it all until the last minute. Not missing a lot of class time would be good.

Brian indicated that if a student-athlete takes a course through distance education may not:

- 1) Count as full time enrollment
- 2) May not count towards the degree
- 3) We cannot pay for the course.

We currently only allow our student-athletes to take two online courses or distance education courses per semester. We only allow 2 online or distance education per semester.

As far as the NCAA ruling we are treating our student-athletes the same as all our other students.

Ken asked James Morales and Ross Peterson to report next month on their sub-committees. He then adjourned the meeting.

**Athletic Council  
February 10, 2010  
11:00 a.m.  
Champ Hall Conference Room, Old Main**

Director of Athletics Report

Scott Barnes

Student Academic and Athletics Eligibility  
and Intercollegiate Sports Sub-Committee Report

Ray Coward

Athletics Relations Sub-Committee Report

Ross Peterson

Gender and Minority Issues Sub-Committee Report

James Morales

Other Business

Ken White

**Athletic Council**  
**February 10, 2010**

Ken welcomed everyone and started the council meeting at 11:00 a.m. Those in attendance were James Morales, Raymond Coward, Dave Cowley, Jeremy Winn, Jana Doggett, Brian Evans, Peter McNamara, Patty Halaufia, Whitney Pugh, Scott Barnes, Ken White, Ross Peterson, Flora Shrode, Dennis Dolny, Alison Cook, Byron Burnham, Tyler Tolson, and David Olsen. Those excused from the meeting were Brandon Broadhead, Jeff Crosbie, Liz McAthur, Nnamdi Gwacham, Ashlee Brown, Pat Evans, and Stan Albrecht.

Director of Athletics Report

It was cool to see the student leadership group and the student-athletes come together to help with the Haiti relief efforts.

We are completing the strategic planning process for athletics. We had Tom Thomas with Cardinal Advisors in to help us with a plan. He has worked with over two hundred universities around the country. We wanted to be inclusive in our plan and had Jeremy, Alison, Gayle, the Big Blue President, SAAC, and many of our staff work with Tom. We wanted to create the framework and make the plan operational with timelines and costs. We are just ending our current three year plan. This is a plan we want to make operational. Scott will have more to come on the strategic plan.

Student Academic and Athletics Eligibility and Intercollegiate Sports Sub-Committee Report

The Provost pointed out four things on the academic reports. The GPA breakdown shows 24 students with a GPA below 2.0, or 6%. This is a substantial improvement from the previous year. We have a cumulative GPA of seven athletes below 2.0 which is remarkable. In the WAC comparison we lead both indicators in comparisons. The Provost pointed out our GSR rates against other Western Land Grant Institutions. We were delighted when we put this information together for the Dean's. We are just right where we should be. The Provost gave kudos to Scott, Brian, and the staff. Brian reviewed the GPA breakdown for fall and the cumulative GPA.

We have 145 student-athletes for the Whitesides' which is about average out of 376 students that are eligible. Brian has been asked why we do not have more athletes on the Dean's List. To make the Dean's List you must have 15 quality hours which is quite a lot. Anything that is a pass/fail does not qualify as quality hours.

We led the WAC in Academic All-Conference with 181 student-athletes. Brian distributes this information to the individual coaches for them to review their sport.

Byron asked about the graduation rates. Brian detailed the difference between the GSR and the Federal Graduation Rates. We are one of only four schools where men's basketball had a 100% graduation rate. Football is sitting in at 70% and is the top of the WAC. They increase their percentage every year and Gary is graduation driven.

The addition of a Learning Specialist position to assess, identify, and process student-athletes with learning challenges has already helped us and will continue to help us.

The Provost pointed out that San Jose had a high of 50% and a low of 50%. LA Tech is in the upper 60's and not moving. USU is moving from 74% to 85%. Not only are we at the top but we are moving up. He gave kudos to the coaches.

#### Athletic Relations Sub-Committee Report

During the sub-committee meeting we talked about the band involvement and the naming process of the University. Ross has received many emails about the quick naming of the Merlin Olsen Field.

We want to continue improving the relationship with athletics, cheer, pep, and marching band. We talked about greater involvement with the music department. Craig Jessop joined the sub-committee meeting. We feel a real need for greater participation from the band at women's events and all the men's basketball games. One idea included a volunteer band. It is very difficult to have the band here during the break and over the holidays. It was talked about getting other students involved in the band. We want to incorporate some high school pep bands when our band could not be included and they also talked about putting together an alum band. The goal is to have a plan in place for next year. We are also making a concerted effort to increase their scholarships. The Spirit Squad puts in countless hours at events that they cover and their stipend is \$900 per semester. We want to do some fund raising to enhance those scholarships.

#### Gender and Minority Issues Sub-Committee Report

The Gender and Minority Issues sub-committee is about the diversity of student-athletes and the climate generally. The sub-committee meets twice a year, once in the fall and once in spring. James distributed a handout that encapsulates the gender and minority information for the student-athletes. We have 7 men's and 9 women's opportunities, 197 men participants and 142 women participants. We need to increase women's participants by 50, for a total of 192 participants.

Ken asked if the number of men participants is consistent or if this number will change. Scott responded that this year we implemented a roster management so we should not see growth in the number of men participants.

James told the council his sub-committee meets twice a year, once in the spring and once in the fall. They met to review the exit interview report. Geno and Jana have done a great job administrating the exit interviews. Out of 120 seniors we had seventeen respond on-line, which is 14%, and are still tabulating hard copies. Jana, Ken and Scott randomly select senior to meet with them when they graduate. At that time the athlete bring their exit interview.

The Provost asked James' sub-committee to go back and review a way to get more participation in the exit surveys. James will have his sub-committee look at a way to get revising and obtaining results.

The Provost asked about no minority head coaches and a low number of minority assistant coaches. Scott indicated we had worked with outside groups and also with the Black Coach Association. The Provost wants us to decide what our goal is, as a good next step. He encouraged James' sub-committee to work with Scott and get in writing a briefing, where we are and where we should be.

The last item the sub-committee looked at was adding a new women's sport. They looked at a number of options including the number of participants, as well as the number of scholarships. We need to increase female opportunities. Equestrian and Swimming and Diving are at the top of the list.

Scott indicated that when we did a gap analysis we are way below average for salaries. We are not ready to add another sport at this time. We do not have the budget or dollars.

Ken thanked the council and everyone for a great job on their sub-committee report. He then adjourned the meeting.

No Athletic Council Meeting in March Due to NAA Men's Basketball play-offs.

**Athletic Council  
April 14, 2010  
11:00 a.m.  
Champ Hall Conference Room, Old Main**

Director of Athletics Report

Scott Barnes

WAC Compliance Report

Jake Garlock

Whitesides Scholar-Athlete Luncheon

Brian Evans

Academic/Life Skills Coordinator position

Brian Evans

## **Athletic Council**

**April 14, 2010**

Ken welcomed everyone and started the council meeting at 11:00 a.m. Those in attendance were Dave Cowley, Jeremy Winn, Brian Evans, Whitney Pugh, Scott Barnes, Ken White, Flora Shrode, Alison Cook, Byron Burnham, Tyler Tolson, David Olsen, Brandon Broadhead, Nnamdi Gwacham, Kent Clark and Eric Olsen.

Patty Halaufia, Ross Peterson, Jeff Crosbie, Liz McAthur, Ashlee Brown, Pat Evans, Raymond Coward, Stan Albrecht, Jana Doggett, James Morales, Peter McNamara and Dennis Dolny were excused from this meeting.

### **Director of Athletics Report**

Many times when we get together we review things that are not so positive. Scott wanted to review some things that have happened this year that are positive:

- \* Bill Garren named WAC Video Coordinator of the Year.
- \* USU leads the WAC with 43 academic all-WAC honorees from its winter sports.
- \* USU student-athletes collect nearly \$5,000 for Haiti Relief Effort.
- \* USU has 41 student-athletes earn academic all-WAC honors from its fall sports to rank second in the WAC.
- \* Mike Bair named the 2010 District 8 Athletic Equipment Managers of America Equipment Manager of the Year.
- \* USU names field at Romney Stadium Merlin Olsen Field.
- \* USU unveils new off-court basketball facilities.
- \* USU signs new television rights package with XXL Sports and Cis-Com Productions.
- \* USU unveils new Steve Mothersell Athletics Hall of Honor.
- \* Stew Morrill named WAC Coach of the Year for second straight season.
- \* Stew Morrill wins 500<sup>th</sup> career game on Jan. 23, 2010 as USU wins at Idaho, 60-48.
- \* Gregg Gensel named WAC Coach of the Year for fifth-straight season.

### **Men's Basketball**

- \* Utah State advances to second straight NCAA Tournament, including seventh in last 11 years and 19<sup>th</sup> in school history.
- \* Utah State wins third straight WAC regular season title.

### **Women's Basketball**

- \* Junior guard Alice Coddington sets a school and WAC record with 13 steals in a single game against Weber State on Dec. 21.
- \* Utah State wins first-ever game against Louisiana Tech
- \* Utah State records just second-ever win against Utah

### **Cross Country**

- \* Men win fifth-straight WAC Championship.
- \* Sophomore Brian McKenna named 2009 WAC Male Athlete of the Year and becomes first Aggie since 2005 to qualify for NCAA Championships.

### **Football**

- \* Sophomore RB Robert Turbin ties single-game school record with five TDs in 52-49 win at Idaho.

- \* Turbin sets single-season school records for TDs (18) and points scored (108).
- \* Junior QB Diondre Borel sets single-season school record for total offense.

#### Gymnastics

- \* Places third at 2010 WAC Championships, which is tied for its highest finish in its five years in the league.

#### Soccer

- \* Defeated Utah, 2-1, in overtime for its first win against the Utes since 1997.
- \* Sophomore forward Shantel Flanary named WAC Offensive Player of the Year and is first player in school history to win that award.

#### Softball

- \* USU records first-ever win against No. 1 team as it defeated top-ranked Washington, 7-4, on Feb. 19, 2010 at the Campbell/Cartier Tournament hosted by San Diego State.
- \* Won our first 3 games (has not been done since the early 1990's).

#### Track and Field

- \* USU men won its second WAC Indoor Championship, while the Aggie women finished second which was its best indoor conference finish since winning the 1994 Mountain Pacific Sports Federation Championship.

#### Volleyball

- \* Beat BYU, we went 2-1 against the MWC

### **Mission and Core Values**

We brought Tom Thomas on to campus to help with the framework of a strategic plan. Tom has done more than two hundred strategic plans with other Universities. This will be a three year strategic plan. We have developed our mission and core values and are currently solidifying our goals and objectives for each area. Each of the core values embodies and speaks to where we are as a department. We will present the full plan to the council next fall.

The WAC Strategic plan has come up for renewal. They have asked us to review their current plan and look at the alignment. When they originally did the plan they used other Universities with the goal in mind to make us a premiere 1A conference. We are currently discussing a strategic plan for the WAC.

### **Oquirrh Bucket**

The Oquirrh Bucket is currently at BYU. It is going to be shipped to Scott today. Over the next few weeks Scott will talk with the Director of Athletics at Utah, Weber, and BYU to determine the rules for the bucket. One of the issues is what school belongs. Doug is working with other media directors to put together a few proposals for the directors to review.

Byron asked Scott if he was going to pursue the wagon wheel. This was a rivalry between USU and BYU for whoever won the football game got to display the wagon wheel.

Football renewals are at 21% compared to 18% last year, or 624 tickets compared to 398 tickets. We will be where we want to be if this continues. When we have TV and bad weather it kills us on walk-up ticket revenues.

Scott asked Brian to talk about the National Advisory Board for Aggie Athletics and the mentoring program.

We are starting to get some junior and senior student-athletes together with some of the NABAA members. Right now we have matched eight students with some of the board and are looking at expanding our reach. We have them all communicating via email. On August 24 we will have a breakfast that will get them together in person and give them an opportunity to talk. We will identify more athletes as we get more mentors. We want this to help our athletes get a leg up, to help them be successful in their field. We are hoping this program will build and grow and be very successful.

### **WAC Compliance Review**

We recently had an outside compliance review. This is required to be done every four years by the NCAA. Anthony Archibald with the WAC came to campus and did our review. He met with thirteen different campus administrators, all in key compliance areas on campus. Prior to his arrival on campus we sent Anthony contract, policy and procedure manuals, employment agreements, etc. For the most part we scored very well. We have a culture in compliance and are in good standing.

They reviewed us at the university level. We received good marks in that area. That structure is key to our culture of compliance.

The academics area, Brian Evans, received high praise as well as the FAR, Ken White.

We are consistently in the top three of self report in the WAC. This is a good thing. Because we are self reporting it shows our commitment to compliance. Scott said the reporting of violations is a good thing. Those who have not reported very many violations means they have a problem. We want a culture of self report.

Recommendations we received; monitoring in recruiting, certifying amateur status of foreign athletes, monitoring of camps, and add an additional staff member. They also encouraged us to keep sending key people and student to NCAA education seminars.

Byron asked if we decide what amateur status is or do their rules determine status? Jake responded that they have to fit our criteria to be at amateur status. The NCAA eligibility clearinghouse has a new arm where they check international status.

Ken thanked Jake for doing a commendable job.

Scott indicated that he is proud to have both Ken and Jake as part of athletics. The help us with this culture.

### **Academic Life/Skills**

Amy Crosbie has left USU to accept a position at Weber State as the Associate Athletics Director/SWA. Amy was a student-athlete, then went on to be a volleyball assistant coach, and then joined Brian's group seven years ago. She was a great addition to the

staff. We are looking to replace Amy and will be putting out a national advertisement. Hopefully, Brian will have a replacement hired and ready to go by July 1.

Ken asked for a motion to accept Jake's report on the WAC Compliance Review. Byron made the motion to accept the report. Tyler seconded the motion. A vote was taken and the report was approved unanimously.

### **Whitesides' Scholar Athlete Luncheon**

Our big academic recognition luncheon will be on April 27 in the ballroom of the TSC. We have 157 student-athletes that we are recognizing this year. Everyone on the council should have received an invitation. Please let Karen know if you are able to join us. We will start at 11:15 a.m. and hopefully be finished by 1:00 p.m. We will have a buffet luncheon and then go right to the recognition.

Ken asked the council members to try and make it to the luncheon. This is a great opportunity to head the team GPA's and acknowledgements.

Byron made the motion to nominate Ken as the chair for next year's Athletic Council. Allie seconded the nomination. A vote was taken and was approved unanimously.

Scott nominated Allison Cook as the Vice Chair for the Athletic Council. Flora seconded the nomination. A vote was taken and was approved unanimously.

Ken let the council know how much he appreciate their commitment. This council is a valuable mechanism to provide oversight of the athletics program. He thanked everyone for their participation.

We will send out emails in June to start scheduling next year's meetings. Ken then adjourned the meeting at noon.

## **Report from the Educational Policies Committee October 7, 2010**

The Educational Policies Committee met on October 7, 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 October 7<sup>th</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 October 7, 2010 which included the following notable actions:
  - The Curriculum Subcommittee approved 104 requests for course actions.
  - The request from the Department of Animal, Dairy and Veterinary Sciences to consolidate three graduate degree programs into a single Graduate Degree program (MS/PhD) with five specializations (Animal Management, Animal Health and Disease, Animal Molecular Genetics, Animal Nutrition and Reproduction and Development) was approved.
  - The request from the Department of Health, Physical Education and Recreation to rename the Bachelor of Science, Health Education Specialist degree, to the Health Education and Promotion degree was approved.
  - The request from the College of Agriculture, Department of Animal, Dairy and Veterinary Science to offer, in partnership with Washington State University College of Veterinary Medicine, a Doctor of Veterinary Medicine degree was approved.
2. Approval of the report from the Academics Standards Subcommittee meetings of April 8 and September 16, 2010. Actions of note:
  - David Hole was elected chair of the Academic Standards Subcommittee for 2010-2011.
  - **Incomplete Grade policy.** The committee approved a change to USU policy regarding incomplete grades to now state that a substantial portion of a course must be completed by a student requesting an incomplete grade.

Current General Catalog Language:

### *Incomplete (I) Grade*

*Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the*

*coursework because of extenuating circumstances. 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. The student may petition the instructor for time beyond the end of the semester to finish the work. If the instructor agrees, two grades will be given, an “I” and a letter grade for the course computed as if the missing work were zero. An Incomplete Grade Documentation Form must be filed by the instructor in the department or college office. Students may not be given an incomplete grade due to poor performance or in order to retain financial aid. The student is required to complete the work by the time agreed upon (which may not be longer than 12 months). If no change of grade is submitted by the instructor within the prescribed period, the “I” will be removed and the letter grade originally submitted with the “I” will remain as the permanent grade for the course. Arrangements to complete the missing coursework are to be made directly with the instructor awarding the “I” grade, and in accordance with departmental and other USU policies. In the absence of the original instructor, special circumstances must be handled by the department head. Documentation of the reasons for granting an “I” grade and required work to be completed in order to remove the “I” grade must be recorded on the Incomplete Grade Documentation Form, which must be filed with the departmental office. Resolution of the “I” grade does not involve a complete repeat of the course, only the completion of missing coursework. **A student does not reregister for the course.** All “I” grades must be changed to letter grades prior to graduation, regardless of whether or not the course is required for the degree. Dissertation, thesis, directed study, and independent study courses taken for graduate work are exempted from this policy.*

#### Approved New Language:

##### *Incomplete (I) Grade*

*Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student maybe unable to complete all of the coursework because of extenuating circumstances. 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. The student may petition the instructor for time beyond the end of the semester to finish the work. If the instructor agrees, two grades will be given, an “I” and a letter grade for the course computed as if the missing work were zero. An Incomplete Grade Documentation Form must be filed by the instructor in the department or college office. Students may not be given an incomplete grade due to poor performance or in order to retain financial aid. An incomplete grade may be granted only if the student has completed the majority of the course and is passing the class*

*at the time. The student is required to complete the work by the time agreed upon (which may not be longer than 12 months). If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the letter grade originally submitted with the I" will remain as the permanent grade for the course. Arrangements to complete the missing coursework are to be made directly with the instructor awarding the "I" grade, and in accordance with departmental and other USU policies. In the absence of the original instructor, special circumstances must be handled by the department head. Documentation of the reasons for granting an "I" grade and required work to be completed in order to remove the "I" grade must be recorded on the Incomplete Grade Documentation Form, which must be filed with the departmental office. Resolution of the "I" grade does not involve a complete repeat of the course, only the completion of missing coursework. **A student does not reregister for the course.** All "I" grades must be changed to letter grades prior to graduation, regardless of whether or not the course is required for the degree. Dissertation, thesis, directed study, and independent study courses taken for graduate work are exempted from this policy.*

3. Approval of the report of the General Education Subcommittee meeting of September 21, 2010. Of note:

- The following General Education courses were approved:

PSC 3420 (QI)  
IELI 2470/2475 (BSS)  
RELS 4560 (HU)  
SOC 3010 (DSS)  
SOC 3600 (DSS)

- The following General Education course syllabi were approved:

USU 1320 (BHU)

4. Other Business

Executive Vice President and Provost Ray Coward presented information about an initiative to examine summer class offerings and enrollments with the goal of improving the summer class system.

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

**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<sup>1</sup> and are available for review by the members of the Faculty Senate and other interested parties.

During the November 4<sup>th</sup> 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 be 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>

## **Associated Students of Utah State University**

**Tyler L. Tolson**

**797-1723**

**[Tolson.tyler@gmail.com](mailto: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.

## 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**<sup>1</sup>

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**<sup>2</sup>

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<sup>1</sup> 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>.

<sup>2</sup> 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<sup>3</sup>**  
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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<sup>3</sup> 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.<sup>4</sup>

## **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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<sup>4</sup> 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](http://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.*



## **POLICY MANUAL**

### **FACULTY**

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#### **Number 402**

**Subject: The Faculty Senate and Its Committees**

**Effective Date: July 1, 1997**

**Revision Dates: November 16, 2001; April 29, 2002; January 12, 2007; April 30, 2007, March 6, 2009.**

**Date of Last Revision: August 13, 2010**

#### **402.1 AUTHORITY OF THE FACULTY TO REVIEW FACULTY SENATE ACTIONS**

Actions of the Faculty Senate (Senate) shall be subject to the appellate power of the faculty, as provided in policy 401.9.3. The agenda and actions of the Senate shall be reported to the faculty as provided in policy 402.4.2(3).

#### **402.2 AUTHORITY OF THE SENATE**

The authority of the faculty is delegated to the Senate. The Senate legislates and sets policy for matters within the collective authority of the faculty. See policy 401.9. The Senate shall have the power to act for and represent the faculty in all matters of educational policy, including requirements for admission, degrees, diplomas, and certificates; and in curricular matters involving relations between colleges, schools, divisions, or departments.

The Senate shall also have the following powers: (1) To receive and consider reports from any faculty committee, and from any council, department, division, administrative officer, library, or college; and to take appropriate action. (2) To consider matters of professional interest and faculty welfare and to make recommendations to the President of the University and other administrative officers. (3) To propose to the President amendments or additions to these policies.

##### **2.1 Senate Power of Internal Governance; Referral of Matters to the President**

The Senate shall have the power to make rules governing its own procedures and to establish its own order of business. All other matters considered and approved by the Senate shall be forwarded by the Executive Secretary to the President of the University and, in appropriate cases, to the Board of Trustees.

## **2.2 The President, University Administrators, and Board of Trustees**

The Senate is an advisory body to the President of the University. While the Senate votes on policy and procedural issues, including but not limited to policy and procedural issues in these policies, these actions and recommendations cannot be implemented without the approval of the President of the University. The Board of Trustees advises the President of the University and approves or disapproves any policy or procedural change. Approval or disapproval of Senate actions, whether by the President of the University or by the Board of Trustees, shall be reported back to the President of the Senate by the President of the University, or a designee, in a timely manner following the Senate action. When Senate actions receive final approval, it is the responsibility of University administrators and administrative bodies to implement the action.

## **2.3 Senator's Handbook**

Each senator shall receive a current Senator's Handbook which explains briefly the role and operation of the Senate. The Handbook will include: (1) provisions of this policy pertinent to Senate proceedings, rules, and membership; (2) a simplified statement of the Rules of Order; and (3) rules for calling meetings. The Senate Executive Secretary must ensure that each newly elected Senator receives a Handbook no later than the September meeting of the Senate.

## **402.3 MEMBERSHIP; ALTERNATES; TERM; VACANCIES**

### **3.1 Membership**

The Senate shall be composed of the following members: (1) Fifty-five faculty members elected by and from faculty members eligible to vote in Senate elections (see policy 401.6.3(2)(d)); (2) the President and the Provost of the University or their designees; (3) eight appointees of the President of the University who shall be vice presidents and/or deans, six of whom must hold faculty appointments and must be designated annually preceding elections to the Senate; (4) the four chairs of the Academic Freedom and Tenure Committee, the Budget and Faculty Welfare Committee, the Professional Responsibilities and Procedures Committee, and the Faculty Diversity, Development and Equity Committee, if they are not one of the faculty members elected to the Senate; and (5) three students, who shall include the Associated Students of Utah State University (ASUSU) President or a designee, the ASUSU Academic Senate President or a designee, and the Graduate Student Senate (GSS) President or a designee.

With the exception of faculty holding special or emeritus appointments, any member of the faculty who is not designated as a presidential appointee is eligible for election to the Senate.

### **3.2 Alternates for Elected Members**

Senate members are expected to attend its meetings regularly. In cases of unavoidable absence, including sabbatical leave, professional development leave, and unpaid leaves of absence, Senators will arrange for an elected alternate senator to attend in their place. (see policy 402.10.2) The alternate shall have full voting rights.

**Comment [L1]:** According to the web version of the Code, reference should be to 401.5.3(2) (d)

Senators must notify the **Executive** Secretary of the Senate in writing (email is acceptable) whenever alternates will replace them. If an absent senator fails to arrange for a substitute more than once during an academic year, then that senators' position will be considered vacant (see policy 402.3.4). Senators are considered absent whenever they are replaced by designated alternates (see policy 402.3.4).

### **3.3 Term**

Faculty members elected to the Senate shall serve three-year terms or, as provided in policy 402.3.4, complete the three-year term vacated by a faculty member. Terms shall begin July 1 following elections and may be re-elected once, after which a faculty member is ineligible to stand for election for one year. The term of office for student members of the Senate shall be one year and shall coincide with the term of ASUSU and GSS officers. The term of office for presidential appointees shall be one year and shall begin July 1. A presidential appointee can be reappointed to consecutive terms, up to a maximum of six years, after which the appointee is ineligible for appointment for one year.

### **3.4 Vacancies**

A senate seat shall be declared vacant if a senator (1) resigns, (2) is terminated, (3) goes on extended medical leave, (4) will otherwise be unavailable for more than half of the academic year, (5) misses more than one regularly scheduled meeting during an academic year without arranging for an alternate, or (6) misses four regularly scheduled senate meetings during any one academic year, or misses more than one regularly scheduled meeting even when an alternate is arranged. The Executive Secretary of the Senate reports all vacancies to the Committee on Committees. For vacancies an alternate elected senator will be appointed by the affected Dean or Vice President to fill the seat in accordance with policies 402.3.2 and 402.10.1. For vacancies among Presidential appointees, the President shall appoint a new Senator within 30 days.

## **402.4 RECORDS; AGENDA; MINUTES; ORDER OF BUSINESS**

### **4.1 Records**

The records of the Senate shall be kept by an executive secretary for the use of the members of the faculty, the President of the University, and the Board of Trustees. Records are public unless otherwise specified by action of the Senate in accord with state law (see policy 402.8).

Under the supervision of the President of the Faculty Senate, the Executive Secretary shall ensure that Senate actions approved by the President of the University, or where necessary by the President and the Board of Trustees (see policy 402.2.2), are published in campus media within an appropriate time frame and included in the Senate records.

### **4.2 Agenda and Minutes**

(1) Senate agenda.

The Executive Committee shall meet at least 14 days in advance of regularly scheduled Senate meetings to prepare the agenda and make assignments to those who are to report to the Senate. A copy of the agenda must be sent to each senator at least five days before regularly scheduled meetings.

(2) Faculty petition to place matter on the agenda.

Any 25 faculty members may petition the Senate to obtain consideration of any matter within the Senate's authority. The petition shall be presented in writing to any Senate member, who shall then give notice of the petition to the Senate or to its Executive Committee. The Executive Committee shall place the matter raised in the petition on the agenda of the next regularly scheduled Senate meeting or, at the discretion of the President of the Faculty Senate, on the agenda of a special meeting called in accordance with the provisions of policy 402.6.2.

(3) Distribution of agenda and minutes.

One week prior to each Senate meeting, the Executive Secretary shall provide each academic unit, for public posting, a copy of the agenda of the next meeting, without attachments, and minutes of the prior Senate meeting.

(4) Publicizing and publication of recommended changes in policies or procedures.

Under the supervision of the President of the Faculty Senate, the Executive Secretary shall ensure that Senate actions recommending a change in this policy or in other University policies or procedures are publicized in a timely manner to the campus and reported to campus news media.

#### **4.3 Order of Business**

Except as otherwise provided by the Senate, its order of business shall be: call to order (quorum), approval of minutes, announcements, university business, information items, consent agenda, key issues and action items, new business, and old business.

#### **402.5 PARLIAMENTARY PROCEDURE**

All actions of the Senate shall be in accordance with the most recent edition of Robert's Rules of Order.

#### **402.6 MEETINGS; QUORUM**

##### **6.1 Scheduled Meetings**

Regularly scheduled meetings of the Senate shall be held on the first Monday of the month at 3:00 PM from September through May unless otherwise specified by the Senate.

##### **6.2 Special Meetings**

Special meetings shall be held at the call of the President of the Faculty Senate or upon petition of any 10 senators. The petition must be written, must state the purpose of the special meeting, and must be submitted to the President of the Faculty Senate. Upon receipt of the petition, the President of the Faculty Senate must call a special meeting within 12 working days. Senators shall receive at least five days notice of the special meeting and its agenda unless a majority of them waives that notice prior to or at the meeting. . Senators shall be notified ~~receive~~ at least five days in advance ~~notice~~ of the special meeting and its agenda ~~at least five days in advance~~ unless a majority of ~~the full senate membership votes to waive~~ of them waives that notice prior to or at the meeting.

**Comment [L2]:** PRPC proposes a change to the language, but recommends retaining this clause, regardless of its unlikelihood of occurring. Special meetings could be called to address an emergency situation, in which advance notice might be difficult or impossible.

**Comment [J3]:** This could happen but it is highly unlikely.

### 6.3 Quorum and Voting

A majority of the members of the Senate shall constitute a quorum for the conduct of Senate business. All actions or recommendations of the Senate shall be by majority vote of the members and alternates present. Voting shall be by secret ballot upon passage of a motion to that effect.

### 6.4 Meetings with Constituencies

The elected senators should hold a meeting each semester with their constituencies to answer questions and discuss Senate business. A senior senator in each college, in Extension, Regional Campuses, and the Library will call and chair the meeting.

**Comment [L4]:** PRPC recommends this be an informational item placed within the Faculty Senate Handbook. Delete from here. PRPC likes the wording contained in this section, but feels it would be more appropriate in the FS Handbook.

## 402.7 ~~SENATE~~ PRESIDENT, PRESIDENT-ELECT, AND PAST PRESIDENT OF THE FACULTY SENATE

### 7.1 Duties of the President of the Faculty Senate

The President of the Faculty Senate shall preside over and conduct meetings of the Senate and its Executive Committee and the Faculty Forum and its Executive Committee. The President of the Faculty Senate shall see that Senate actions are accurately recorded and that all actions approved are implemented or forwarded as appropriate.

### 7.2 Duties of the ~~Senate~~ President-Elect of the Faculty Senate

The President-Elect of Faculty Senate shall perform the functions and duties of the President of the Faculty Senate when the latter is unable to exercise them or when the President-Elect of the Faculty Senate is designated by the President of the Faculty Senate to perform in the President of the Faculty Senate's stead.

### 7.3 Duties of the Immediate Past President of the Faculty Senate

The immediate ~~p~~Past ~~p~~President of the Faculty Senate shall serve as a voting member of the Faculty Senate Executive Committee and Faculty Senate for a period of one year immediately following his/her term as President of the Faculty Senate. The immediate ~~p~~Past President of the

Faculty Senate shall also serve as a member of the Senate Handbook Committee (see policy 402.12.10).

#### 7.4 Eligibility and Term

The President-Elect /President shall be elected annually from and by elected Senate members, as provided in policy 402.10.3, to serve for a three-year, non-renewable term. During the first year he/she shall serve as the President-Elect, during the second year shall be the President of the Faculty Senate, and during the third year shall serve as Past President.

Any elected senator who is completing or has completed one year of a faculty Senate term is eligible to serve as President-Elect/President of the Faculty Senate, subject to the following exceptions: Senators who are completing their terms are not eligible, unless they have been re-elected to the Senate for an additional term. The election of the President-Elect/President of the Faculty Senate is understood to be an extension of that individual's term in the Senate for the number of years necessary to fulfill a term as President of the Faculty Senate. If an extended term is necessary for the new President of the Faculty Senate, then the individual so chosen will become a supernumerary member of the Senate and the regular schedule of elections to the Senate from that individual's college will be unaffected.

#### 402.8 SENATE EXECUTIVE SECRETARY

An Executive Secretary of the Senate shall be appointed by the President of the University. See policy 401.10. The duties of the Executive Secretary are: (1) Under the direction of the President of the Faculty Senate, to prepare agenda for all meetings of the Senate, the Faculty Forum, and the Executive Committees of each. (2) Under the direction of the President of the Faculty Senate, to keep minutes of the meetings of the Senate, the Faculty Forum, and the Executive Committees of each. (3) To distribute copies of both agenda and minutes. (4) To forward actions, policies, and reports of the Senate to the President of the University. (5) To gather items and data that the Executive Committee may present at Senate meetings. (6) To prepare and present, at the September and March Senate meetings, an accounting of the implementation or non-implementation of motions passed by the Senate. (7) To apprise Senate committees of items which the Senate has requested that they study. (8) To maintain an archive of the minutes of each meeting of the Senate and its Executive Committee, the Faculty Forum and its Executive Committee, and the Senate committees. (9) To keep university faculty informed of the action of the proposed business of the Senate by publicizing the Senate agenda, Senate actions, and the results of Senate elections as provided in policy 402.4.2(3). (10) To provide yearly each senator with a copy of the Senator's Handbook (policy 402.2.3).

#### 402.9. FACULTY FORUM

##### 9.1 Membership of the Faculty Forum; Description

Faculty Forum consists of all elected Senate members, and the four chairs of the Academic Freedom and Tenure Committee, the Budget and Faculty Welfare Committee, the Professional Responsibilities and Procedures Committee, and Faculty Diversity, Development and Equity

**Comment [L5]:** Comment j19 stated that "For the last two year this information has appeared on the Faculty Senate webpage in the form of agendas, minutes, members rosters, code change status reports, and motion tracking documents. The Senate Handbook is posted on the Faculty Senate webpage." PRPC concurs that this requirement is being met.

**Comment [L6]:** Comment TF20 asked if this was not changed to include "all" faculty members. PRPC reads this as referring only to the body of the Faculty Forum. The issue was discussed at Faculty Senate on 30 April 2007 (See minutes). While all faculty are invited to participate in the Faculty Forum (402.9.2), the body of the Faculty Forum is composed of the members as described in this section. PRPC recommends letting the language stand as is.

Committee. The Faculty Forum meetings are a means of open discussion for elected Senate members and the committee chairs without participation by or from the President of the University, the Provost, the presidential appointees, deans and department heads, or the student members of the Senate, unless specifically requested by the Executive Committee of the Faculty Forum. During meetings of the Faculty Forum, participants may discuss subjects of current interest, question and debate any policies and procedures, and formulate recommendations for consideration by the Faculty Senate. The Faculty Forum does not exercise the legislative authority of the Faculty Senate.

## 9.2 Meetings; Agenda; Notice

The Faculty Forum shall convene at and in lieu of the regularly scheduled November meeting of the Senate. This annual scheduled meeting of the Faculty Forum will be open to all faculty members to attend and speak, with the exception of those excluded by policy 402.9.1.

Additional special meetings may be held by the call of the Faculty Forum President, or upon the written request of a majority of the Faculty Forum Executive Committee, or upon the written petition of 10 members of the Faculty Forum, or upon the written petition of 25 ~~resident~~ faculty members. Special meetings of the Faculty Forum will be scheduled, whenever possible, within two weeks after receipt of the petition(s) by the Faculty Forum President. Business at special meetings of the Faculty Forum will be conducted by Faculty Forum members. The Faculty Forum Executive Committee will set the agenda for the November meeting and other Faculty Forum meetings. The agenda will include all items raised by the petition(s), together with items deemed pertinent by the Executive Committee. The minutes and agenda for all Faculty Forum meetings shall be distributed in accordance with policy 402.4.2(3). Notice of the November Faculty Forum meeting will be given in the October Senate meeting and in ~~appropriate campus news media.~~

**Comment [L7]:** The differentiation between resident and non-resident faculty was eliminated by PRPC last year.

**Comment [L8]:** PRPC recommends letting this language stand.

## 9.3 Officers and Executive Committee of the Faculty Forum

### (1) Officers.

The President of the Faculty Senate shall preside over and conduct meetings of the Faculty Forum and its Executive Committee. The President-Elect of the Faculty Senate shall serve as the President-Elect of both, and shall perform the duties of the President of the Faculty Senate when the latter is unable to exercise them or when the President-Elect is designated by the President of the Faculty Senate to perform in the President of the Faculty Senate's stead.

### (2) Executive Committee of the Faculty Forum.

The Faculty Forum Executive Committee shall consist of the ~~11~~ elected faculty members on the Senate Executive Committee (policy 402.12.2).

**Comment [L9]:** PRPC concurs, in part, with comment JF24, and recommends deleting the number in this section. Other numbers, however, such as those found in 402.3.1; 402.4.2(2); 402.6.2; and 402.9.2; as well as the references to representation outlined in 402.12.1(2)(d) add continuity to the Code and reflect changes made over time to the Senate and its committees.

*The following change, striking the last sentence in the first paragraph, and inserting the parenthetical clause following 405.11.4(1), was brought forward and voted on by PRPC at its October 12, 2010 meeting. The change was unanimously sustained.*

#### 11.4 Events During the Year in which a Promotion Decision is to be Made

- (1) External peer reviews (not required for lecturer ranks).

Prior to September 15, the department head or supervisor will make a single solicitation of letters from at least four peers of rank equivalent to or higher than that sought by the candidate. If less than four letters arrive, additional letters will be solicited to attain the minimum of four letters. The reviewers must be external to the University and must be respected in their fields. The candidate will be asked to submit the names of potential reviewers and to state the nature of his or her acquaintance with each of them. The number of names should be at least equal to the number of letters to be solicited. At least one-half of the reviewers must be selected from candidate's list. The department head or supervisor and the promotion advisory committee shall mutually agree to the peer reviewers from whom letters will be solicited. A summary of the pertinent information in his or her file initially drafted by the department head or supervisor, with final drafts agreed upon by the candidate, the promotion advisory committee, and the department head or supervisor, shall be sent to each reviewer by the department head or supervisor. Each reviewer should be asked to state at the very least the nature of his or her acquaintance with the candidate, and to evaluate the candidate's work, recognition, and standing among his or her peers. Copies of these letters will become supplementary material to the candidate's file. ~~The external review process is not required for those seeking promotion in the lecturer ranks.~~

A waiver of the external review process may be granted by the President when such a process is operationally not feasible for a particular set of term appointment academic titles and ranks.

**Comment [A1]:** Level 2 add in parens not required for lecturer ranks.

**Comment [JK2]:** This got removed in level 1 and somehow the parens mentioned above got into an approved copy but not this copy. We need to officially take the parens above through the system.

**Formatted:** Strikethrough