

Utah State University

DigitalCommons@USU

Faculty Senate & Faculty Senate Executive
Committee

Faculty Senate

11-17-2014

Faculty Senate Executive Committee Agenda, November 17, 2014

Utah State University

Follow this and additional works at: https://digitalcommons.usu.edu/fs_fsexec

Recommended Citation

Utah State University, "Faculty Senate Executive Committee Agenda, November 17, 2014" (2014). *Faculty Senate & Faculty Senate Executive Committee*. Paper 451.
https://digitalcommons.usu.edu/fs_fsexec/451

This Faculty Senate Executive Committee Agenda is brought to you for free and open access by the Faculty Senate at DigitalCommons@USU. It has been accepted for inclusion in Faculty Senate & Faculty Senate Executive Committee by an authorized administrator of DigitalCommons@USU. For more information, please contact digitalcommons@usu.edu.





FACULTY SENATE EXECUTIVE COMMITTEE

November 17, 2014

3:00 – 4:30 p.m.

Champ Hall Conference Room

Agenda

- 3:00 Call to Order**.....Yanghee Kim
- Approval of Minutes October 20, 2014
- 3:05 Announcements**.....Yanghee Kim
- Next Brown Bag Lunch w/President Wednesday November 19th Noon Champ Hall
- 3:10 University Business**.....Stan Albrecht, President
- 3:20 Information Items**
1. Follow-up from Faculty Form.....Yanghee Kim
 2. Review FS Presidency Visit to USU-Eastern.....Yanghee Kim
 3. Proposed FS president compensation policy.....Yanghee Kim
 4. Progress of PTR Working Committee.....Yanghee Kim
- 3:45 Reports**
1. EPC Items.....Larry Smith
 2. USU Student Association Report.....Doug Fiefia
 3. Retention and Student Success Report.....John Mortensen
- 4:00 Unfinished Business**
- 4:05 New Business**
1. 405 Code Change Proposals from Provost's officeRonda Callister & Larry Smith
- 4:30 Adjournment**



FACULTY SENATE EXECUTIVE COMMITTEE MINUTES

OCTOBER 20, 2014 3:00 P.M.

Champ Hall Conference Room

Present: Doug Jackson-Smith (Chair), Dan Davis, Jake Gunther, Mark McLellan (excused), Dan Murphy, Jeanette Norton, Jason Olsen, Michael Pace, Robert Schmidt, Charles Waugh, Vincent Wickwar, Rhonda Callister (President Elect), Yanghee Kim (Past President) (Excused, Sheri Haderlie sub), President Stan Albrecht (Ex-Officio), Provost Noelle Cockett (Ex-Officio), Joan Kleinke (Exec. Sec.), Marilyn Atkinson (Assistant) **Guests:** Ed Heath, Ken White, Dave Cowley, Larry Smith

Doug Jackson-Smith called the meeting to order at 3:00 p.m.

Approval of Minutes

There were no corrections to the minutes. The minutes were adopted.

Announcements

Next Brown Bag Lunch w/President scheduled for Thursday October 23rd Noon Champ Hall has been canceled due to low expected attendance.

FS Presidents visit to USU Eastern campus will be on October 31st.

University Business - President Albrecht and Provost Cockett.

The President deferred to Doug to talk about a meeting that was held this morning with a few faculty members, the FS President, and the University President and Provost concerning concealed carry on campus, and the discussions around the canceled Common Hour speaker last week. Strict state law specifically prevents universities from preventing concealed carry permit holders from carrying guns on campus. USU had no options to create a space where attendees could be searched. Administration and faculty alike are concerned about the issue, but have to abide by the law. Because of this event and the media coverage it has received, it is likely to be brought up again in the legislative session. President Albrecht noted an editorial in the Deseret News that indicates broad concerns about Utah's law as it affects this type of situation. A question was asked if the law currently allows for open carry on campus. The President explained that it is USU policy that any open carry incidents would be turned over to campus police and the individual would be cited for disorderly conduct.

Information Items

Overview of the Restructuring of RCDE – Noelle Cockett. The Provosts' slides and presentation are included in the agenda packet. Going forward the distinction RC (Regional Campuses) should be used to refer to a location not in Logan. The DE part of the name should be dropped all together. The new organization that will be dealing with delivery methods and instructional support will be known as Academic and Instructional Services (AIS). Doug asked what the new funding model for the reorganization looks like. The Provost clarified that funding comes from four state lines, Uintah Basin, Southwest, Tooele and Brigham City totaling about \$5 million, ranging from \$600,000 to Southwest to \$3.2 million going to Uintah Basin. In addition to the individual state funding, tuition revenue was formerly tied to the unit that produced it, and each unit paid its own expenses directly. This will now be centralized, and base budgets will be established for each unit, similar to the budgeting model practiced on the Logan campus. This change does not affect the USU Eastern system.

Robert Schmidt made a motion to add this report to the December agenda as an information item, Jake Gunther seconded and the motion passed.

Reports

EPC Items - Larry Smith. The Curriculum subcommittee reviewed 53 requests for course actions, and 2 short R401 forms; a Computer Science request to reduce the number of credits in the PhD program, and a request from Geology to discontinue the BS in Applied Environmental Geo Sciences. One long R401 form was submitted from Mechanical and Aerospace Engineering to create a PhD program in the department. The General Education Subcommittee dealt with routine business and the Academic Subcommittee had one action item to clarify and update language in the Student Request for Refund and Academic Record Adjustment Form.

A motion to place the EPC monthly report and the report that was not presented in October on the agenda, as a report item, was made by Robert Schmidt and seconded by Jeanette Norton. The motion passed unanimously.

Faculty Evaluation Committee – Oenardi Lawanto. Sandra Weingart presented the FEC report. Some of the items that the FEC worked on over the last year were developing the guidelines for the new Shared Governance Award, identifying methods for teaching evaluation beyond the IDEA instrument, and responding to proposed changes in PTR policy. They are also developing a Canvas Course module that provides suggestions for faculty on how to construct teaching portfolios for tenure and promotion purposes. In response to the Task Force proposal on PTR code circulated last year, they recommended that the current language of the code be retained rather than adopting the proposed changes, noting that the problem is not a lack of structure, just that it is not being applied equally across campus. They are currently working on a survey for faculty to see how to help implement the IDEA system better. This survey will likely be conducted after the first of the new calendar year.

A motion to place this report on the agenda was made by Vince Wickwar and seconded by Jake Gunther. The motion passed unanimously.

Athletic Council – Ken White. Highlights from the Athletic Council report included student athlete academic success. Student athletes do very well academically in respect to their peers. Dave Cowley was in attendance to answer questions about the athletic budget. The budget for FY 14 is in the red, but the committee is reminded to look at the budget numbers over a 5 year period. USU joined the Mountain West conference in 2012 but will not become a full equity members until 2017, after which we will receive the full payout of the conference allotment. Senators asked about the planned stadium renovations. Dave Cowley reviewed the request and approval cycle and it is expected that they will receive the appropriate approvals and issue bonds for the project perhaps as early as May, and construction could begin by July 1. The total cost of the renovation is about \$23 million. The renovations will increase seating capacity by about 1000 seats, 700 of which are “Club Seats”. The more expensive private boxes are selling very well. The construction will also include new and improved restroom, concession and press box areas.

A motion to place the report on the agenda was made by Robert Schmidt and seconded by Rhonda Callister. The motion passed unanimously.

Unfinished Business

Finalizing Reports from October Meeting – Doug Jackson-Smith.

A motion to move the reports that were not presented at the last Faculty Senate meeting to the December agenda was made by Charles Waugh and seconded by Dan Davis. The motion passed unanimously.

PTR Code Change Discussion – Doug Jackson-Smith. Doug told the FSEC that a workgroup that was approved by the full senate to work on this issue will first meet next Monday morning (October 27). He asked 8 people to serve with the 3 FS presidents on the committee on various sides of the issue. The hope is they will be able to meet at least twice before the November 17th FSEC meeting and their recommendations will be put on the December Senate Agenda. Doug will share the membership composition of the committee with FSEC members via email this week.

Code Change 402.12.2 Committee on Committees Term (First Reading) – Stephen Bialkowski.

Vince Wickwar moved to place the item on the December agenda, Jake Gunther seconded and the motion passed unanimously.

Adjournment

Robert Schmidt motioned to adjourn the meeting and Rhonda Callister seconded. The meeting adjourned at 4:00 p.m.

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



USU FACULTY SENATE- FACULTY FORUM MINUTES
NOVEMBER 3, 2014
Taggart Student Center Auditorium

Doug Jackson-Smith, Faculty Senate President, called the meeting to order at 3:00 pm.

Introduction

Doug provided an overview of what is the Faculty Forum:

The Faculty Forum is convened in lieu of the regularly scheduled November meeting of the Senate. This annual scheduled meeting of the Faculty Forum is open to all faculty members to attend and speak, with the exception of 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...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 Executive Committee sets the agenda for the November meeting...The agenda includes all items raised by the petition(s) of faculty, together with items deemed pertinent by the Executive Committee. (Code Section: 402.9.1 & .9.2)

Doug asked anyone who is not a faculty member, or who is a faculty member with a primarily administrative appointment to leave.

Doug quickly reviewed progress on topics/suggestions made in the 2013 Faculty Forum

- **Post Tenure Review.** The discussion is continuing. The Faculty Senate rejected the formal Task Force proposal that was discussed at FF last year, but decided it was important to continue the work on the issue to explore ways to improve the code. The Senate has discussed and provided guidance on many aspects of a possible new process. The Faculty Senate President recently appointed a workgroup which is currently working to draft a new process and the full senate could be debating the overall ideas by this December or January.
- **More frequent reviews of administrators.** In working with the Provost's office a three year regular evaluation schedule has been established and will be administered through the IDEA system. The results of the reviews will be made available to faculty in each of the units involved.
- **Faculty voice in university governance.** Efforts are being made to raise awareness of the need for administration to route issues affecting faculty through appropriate Faculty Senate standing committees. Policy issue involving other levels of the Code (100,200, and 300 level policies) should be vetted with faculty groups prior to taking these policy changes through the system.

Forum Discussion Items:

- **Discussion of policies related to guns on USU campuses**

Background information (Doug). Recently, a speaker invited to address the student body during the Common Hour received credible threats of violence on campus. As a condition of her coming to make the speech, she requested that USU make the venue a gun free area. Because of State Law, USU was not able to accommodate her request and the speaker subsequently canceled her speaking engagement. We invite questions and are seeking input from faculty about their own experiences and suggestions related to this issue. We have asked representatives of the university to be available to answer factual questions later this hour if faculty would like them to be invited in.

Faculty discussion and comments:

- Doug attended a meeting with university administrators shortly after the incident here on the Logan campus and understands that the University's hands were tied because of State law. The option of creating a gun free area was not available. This is not only a question that affects USU. I've talked with other senate presidents across the state about this issue.
- We will never have consensus on the issue as a faculty; it might be useful to do a survey to gauge what the majority feels.
 - Is it possible to survey the faculty on this issue?
- These types of threats constitute censorship through violence. Gun control looks a lot like prohibition, which didn't work very well, and 2nd amendment rights need to be protected as well.
 - What is the solution for protecting free speech when such threats of violence occur?
- If state law does not allow for a gun free space on campus, is there any speaker for whom federal law would allow a gun free area? Is there any instance where federal law would trump state law?
 - Later we were told that Secret Service was able to screen for weapons when a Supreme Court Justice came to campus
- A letter was composed in response to the recent events and 200 signatures were gathered which brought media attention to the gun issue. Any faculty with experience with this issue or faculty who have changed teaching practices because of this issue are encouraged to share information about this with one of the authors of that letter. There are many players involved with a powerful voice in the state, and this brings about opportunities for debate about whether guns can be controlled on campus.
- Some distance campuses have no USU security force on campus. They have to call their local police department if they see a gun on campus. The police response is typically that there is nothing they can do unless the person does something illegal with the gun.
 - Are faculty able to do anything at all if someone walks into their classroom with a gun? What options do they have?
- In 1992 an activist group put a firebomb in a faculty members' office. The intent was to cause mayhem. You can't tell by looking at a person if they are good or bad. It is not likely that the state is going to change what it allows us to do. My reading of state law is that it is not illegal to open carry on campus, it just has to be unloaded. Concealed weapons by law must remain concealed.
 - So what are we legally able to do as a faculty if someone comes in with a weapon?
- Tomorrow is Election Day. If we want new policies, we need to change Utah's legislature.

We invited a guest to answer questions about the politics surrounding this issue. There is firm opposition to creating gun-free campuses in the legislature. Any efforts to change policy would only involve very modest and reasonable reforms, but even these have little legislative support. To be effective, any push for more options would also have to be instigated by the entire higher education system, not a single school.

We also asked another guest to help faculty better understand state law and campus policies regarding guns. In answer to questions from faculty, we learned that concealed weapons must remain concealed at all times, and anyone carrying an openly visible weapon that is perceived as threatening in the eyes of a reasonable observer would be confronted and asked to leave. When police are called about someone seeing a (usually concealed) weapon on campus, they verify if the person has a CW permit and educate the student on the need to keep the gun concealed. All of the students so far have complied and they have never been called back to the same person twice. If faculty on regional campuses see a weapon, they may contact local authorities to handle perceived gun law violations on campus. By state law, faculty are not allowed to ask students if

they have a concealed carry permit. Only law enforcement can ask, a state employee or official cannot ask. Since we are state employees we are considered state officials. The only time the state law would be superseded in creating a gun free zone for high profile speakers would be if the Secret Service was involved (as happened when Justice Scalia spoke at USU recently). It was also noted that recent campus shootings have occurred on gun free campuses. Persons who intend to harm others may do it regardless of what the policy or law is. At the same time, having citizens with guns get involved in a shooting incident can complicate the work of police (who won't know who are the 'good' or 'bad guys').

Open Agenda – comments and questions from the faculty on any topic

(Roughly 3 minutes per speaker, 10 minutes per topic unless we vote to extend discussion)

A faculty senate member shared several issues that had been brought to him by colleagues for possible discussion in the forum. Among these were suggestions that:

- A position be created for a full time faculty advocate,
- We seek to expand compensation by adding free tuition for dependents of faculty,
- We change 400 code to allow appointment of temporary replacements on P&T committees when members are on sabbatical leave (currently not allowed, but it appears to have been done), and
- We expand availability of TedX tickets for faculty.

In response to the faculty advocate suggestion, it was mentioned that the AFT committee is about the only resource faculty currently have and this is not their primary purpose. Faculty senate leaders also regularly get approached by individuals concerned about possible code violations (which often get addressed informally). A few years ago we had a 'Code Compliance Committee' that consisted of faculty senate presidents, and several complaints or concerns were investigated. Perhaps we can create something more formal or enshrine it in code? An advocate would be particularly useful in keeping abreast of 300-level code changes coming out of the business side of the university. It would be nice to have more say over the other areas of code.

Response to the free tuition for dependents included a suggestion that this also be extended to sons and daughters-in-law. Another person commented that they would hate to see the addition of this benefit replace actual salary increases.

Regarding appointments to P&T committees for sabbatical leave, another faculty member commented that in this age of electronic communications, there really should not be a need to replace committee members who are on sabbatical (who could call in or join via web conferencing software).

Changing topics, one faculty member noted their desire to see more humanists on university committees and councils. The focus on quantitative data and analysis does not always match everyone's way of thinking. For example, it seems that SCH's are more important than they used to be. Someone heard that there is an initiative by the Provost Office for new hires to be based on student credit hours. More broadly, humanists and humanist concerns often capture issues of values and meaning that are not as likely to be represented by social and natural scientists.

Adjournment

The Forum was adjourned at 4:30 p.m.

Compensation for Faculty Senate President

In recognition of the service time demands on the USU Faculty Senate President, it has been the practice of the Provost's office to provide salary relief to the FS President's home department in the amount of 25%, 50%, and 25% of the academic year salary (for the three years of service required).

The ability to secure salary relief (and to use this for various purposes) recognizes that faculty serving in this important role will need to reduce or rearrange their normal teaching and research effort. The ability to provide compensation also has been critical our ability to recruit faculty members willing to take on the serious time commitments associated with this important leadership position.

Appropriate uses of these salary relief funds can include any of the following options:

- a) **Course buyouts** as negotiated with the department head, at a rate consistent with practices in that unit. Salary relief funds can be carried over from one year to buyout courses in a following year (e.g., year 2 funds spent partly to cover year 3 courses).
- b) **Up to one month of summer salary support** (in recognition of the fact that some summer time is usually spent on faculty senate business and many research activities are pushed from the academic year to the summer during years of service). This would only be allowed if there are uncommitted summer months available to the faculty member.
- c) **Creation of a flexible research fund** that can be used to support the faculty member's research program (e.g., graduate student stipends and tuition, research travel, data collection expenses, research supplies and equipment, etc.). This fund would not be tied to any particular fiscal year.

Faculty elected to serve as President of the USU Faculty Senate will be asked to negotiate with their department heads and deans (or equivalent administrators) to determine how these salary relief funds may be used. The distribution of relief funds to these different uses should reflect the nature of the individual faculty member's role statement and the needs of their department or unit. A formal memorandum of understanding reflecting these arrangements should be signed by the faculty member, their department head, and the appropriate dean within 1 month of election as faculty senate president.

Report from the Educational Policies Committee
November 6, 2014

The Educational Policies Committee met on November 6, 2014. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page¹ and are available for review by the members of the Faculty Senate and other interested parties.

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

1. Approval of the report from the Curriculum Subcommittee meeting of November 6, 2014 which included the following notable actions:
 - The Curriculum Subcommittee approved 68 requests for course actions.
 - A request from the Department of Biology to add a new Human Biology emphasis to the existing BS in Biology was approved.
 - A request from the Department of Economics and Finance to create a minor in Real Estate was approved.
 - A request from the Department of Health, Physical Education, and Recreation to discontinue the School Health emphasis was approved.
 - A request from the Department of Health, Physical Education, and Recreation to discontinue the School Health Teaching minor was approved.
 - A request from the Department of Instructional Technology and Learning Sciences to reduce the required number of credit hours for the PhD was approved.
 - A request from the Department of Plants, Soils, and Climate to change the name of the major in Environmental Soil/Water Science to Land-Plant-Climate Systems was approved.
2. There was no October report from the Academics Standards Subcommittee.
3. Approval of the report from the General Education Subcommittee meeting of October 21, 2014. Of note:
 - The following General Education courses and syllabi were approved:
 - CMST 3700 (CI)
 - CMST 4460 (CI)



USUSA Report for Faculty Senate

Presented by Douglas Fiefia

Utah Leadership Conference (ULA)

- Provo, Utah
 - Utah Valley University
- Annual event held May 14-16
- Networking opportunity
 - Meet other officers and professionals
- USU won the Spirit Award and skit competition

Aggie Blue Fall Leadership Conference

- Held August 18-19
- More than 80 students attended the two day conference
 - Teambuilding exercises, breakout session, speakers and more
- Help participants become more aware of involvement opportunities
- Keynote Speakers
 - Attorney General Sean Reyes, Vice President for Student Services James Morales and returning Student Body President Doug Fiefia

Week of Welcome

- Held August 25-29
- Events Included:
 - Day on the Quad, High Stakes Bingo, the 80's Dance
- Several events reached full capacity
- Concluded the week with Poetry & A Beverage

Val R. Christensen Service Center

- Hosted a blood drive the week of August 25-29
 - 885 pints were donated, exceeding their goal by 100 pints
- Held the Northern Utah Area Swim Meet for Special Olympics Utah
 - More than 30 plus volunteers showed to help cheer, officiate, and help with the awards.
- Stuff-A-Bus throughout November
 - Collecting canned food to donate to local shelters

Student Body Officer Exchanges

- Brigham Young University
 - October 3
- Colorado State University
 - October 16-18
- Allows officers to exchange ideas about their initiatives and goals related to their offices.

Government Relations Efforts

- Registered more than 800 students for the November elections
- The council sponsored an event called the USU Neighborhood Meeting October 1 in the USU Auditorium.
 - More than 50 students voiced their concerns about their community
- Estimated more than 300 ballots were turned into the TSC for the November elections

Homecoming Week

- Theme: Once An Aggie Always An Aggie
- Events included
 - Street painting, Mr. USU Pageant, Women's Powderpuff Games and the Homecoming Dance
- The Big Agg Show was held on the TSC Patio and was sponsored by Aggie Radio
- Homecoming Dance had record breaking attendance

The Howl

- Theme: Nightmare on Aggie Boulevard
 - October 25
- Sold out at 6,000 students
- Performance by Mike Posner and DJ Marcus Wing
- 120 trained students volunteered throughout the night

Its On Us Campaign

- Campus-wide campaign to help raise awareness about sexual assault throughout the month of November
 - Effort encouraged students to sign the pledge on ItsOnUs.org and spread the word to other students
- Viral video campaign
 - Similar to the ALS Ice Bucket Challenge, which helps students actively participate in the cause
- The challenge was also featured at USU basketball, football and volleyball games

Textbook.com Campaign

- Held December 1-12
- An online textbook website to help students buy and sell class materials online
- Students will be able to trade textbooks internally through campus, instead of having to go through outside vendors

CAAS Week

- Held September 15-19
- Events included Recycled Fashion Show, Crystal Hot Springs Social, Harvest Moon Dance and more
- CAAS had a scavenger hunt competition all week to help boost student attendance

Business Week

- Held October 20-24
- Events included a Club Expo, Networking Reception, Career Fair and more
- Service Project
 - Students cut and tied blankets which were donated to the Huntsman Cancer Institute

Science Week

- Held November 3-7
- Events included High Stakes Bingo, a Demo Battle and more
- Students wrote thank you cards to faculty and staff

MyVoice

- USUSA has answered more than 300 emails since August
- Concerns can relate to:
 - Individual colleges, financial aid, parking, housing, dining and more
- Concerns are sent directly to USUSA officers
 - Officers will seek administration's help if needed to help students

Future USUSA Plans

- Festival of Trees
- Mardi Gras
- Week of Welcome
- Elections Week
- New USUSA Website
- Service Week
- Common Hours
- Traditions Week
- Robins Awards
- Diversity Week
- Global Picnic
- Senator Weeks
- Miss USU Pageant
- Poetry & A Beverages



Office of the Student Body President
Douglas Fiefia | (801) 808-4853
douglas.fiefia@usu.edu

October 10, 2014

USUSA Trustees Report

ULA

Student body officers travelled to Provo, Utah to meet with student body officers from across the state for the Utah Leadership Academy hosted Utah Valley University. The conference is an annual event that is attended by the students each year and was held May 14-16. USU officers had the opportunity to network with other students and professionals related to their responsibilities on campus. Activities included breakout sessions, an emergency simulation, presentations and more. USU officers won the Spirit Award and the competition for most creative skit. Keynote speakers included Olympic medalist, Noelle Pikus Pace and former NFL tight end, Chad Lewis.

Aggie Blue Fall Leadership Conference

The Aggie Blue Fall Leadership Conference was held Monday and Tuesday, August 18-19. The conference was organized by the Aggie Blue Committee, which is chaired by President Fiefia. Student facilitators were trained the weekend before at the Bear Lake Training Center. More than 80 students attended the two day conference. Activities included teambuilding exercises, breakout session, speakers and more. The conference is designed to help participants become more aware of involvement opportunities on campus while also networking and meeting with new students and faculty members. Keynote speakers included Attorney General Sean Reyes, Vice President for Student Services James Morales and returning Student Body President Doug Fiefia.

Week of Welcome

Week of Welcome was held the first week of the school year. Events included Day on the Quad, High Stakes Bingo, the 80's Dance and more. Day on the Quad gave students the opportunity to meet local businesses and get to know all the clubs that USU has to offer. Many enjoyed free giveaways and prizes. High Stakes Bingo held two events for students in the TSC Ballroom and both reached capacity. The blockbuster hit Divergent premiered on the Quad and was open to the students and public to watch and eat refreshments that were provided. A themed 80's dance was held for the students in the TSC Ballroom. The first 100 students received a free pair of Utah State sunglasses. The week ended with the popular event known as Poetry & A Beverage. The event was hosted in the TSC Lounges where students could watch peers perform and enjoy refreshments.

Val R. Christensen Service Center

The Service Center held their annual blood drive the week of August 25-29. 885 pints were donated, exceeding the goal by more than three hundred pints. A kick-off event was held on September 3 where students were invited to the TSC Auditorium to get more info on the 17 different volunteer programs and enjoy free aggie ice cream. Response from students was overwhelming and filled the entire room. USU also hosted the Northern Utah Area Swim Meet for Special Olympics Utah at the HPER. Many as 30



plus volunteers showed to help cheer, officiate, and help with the awards. The Service Center has also hosted two Stuff-A-Bus events with one at the stadium the day of a USU football home game. The Stuff-A-Bus program has always been one of the most productive drives in Cache Valley and so far they've collected thousands of cans to donate to the Cache Valley Food Pantry.

Brigham Young University Exchange

Student body officers traveled to Provo, Utah to meet with BYU student body officers and exchange ideas about their initiatives and goals related to their offices. The exchange was held October 3. Officers discussed ways they could improve their own organizations, while also collaborating and sharing ideas to help their counterparts. The officers also discussed more ways to engage and involve their students on campus. The students concluded the exchange by going to the USU v. BYU football game at LaVell Edwards Stadium.

Government Relations Efforts

The USUSA Government Relations Council has registered more than 800 students while participating in a statewide competition to increase student voting. The council sponsored an event called the USU Neighborhood Meeting October 1st in the USU Auditorium. In attendance were Logan city officials such as Mayor H. Craig Petersen, members of the Logan Municipal Council, the city police department and representatives from other city entities. They were available for the students to come in and meet and ask questions concerning their community. 50 plus students were in attendance along with those who tweeted in their questions. The GRC was extremely active in helping students register and vote during the elections in November. It was estimated that more than 300 ballots were turned into the TSC.

Homecoming Week

The USUSA Student Activities Board held special events for Homecoming throughout the week. Traditional events included the street painting, Mr. USU Pageant, women's Powderpuff Games and the Homecoming Dance. All events had a considerable attendance of students. An event known as the Big Agg Show was held on the TSC Patio at night that was sponsored by Aggie Radio. The event showcased the Utah local famous band The Fictionist and was free to students and public. USUSA also brought entertainer Chris Jones, winner of the 2014 Best Variety Artist, to put on a hypnotist show for students. The event was well received by students and went to standing room only. The Homecoming Dance brought many students out for a fun night and gave away Utah State sunglasses to those who came first.

Colorado State University Exchange

Student body officers traveled to Fort Collins, Colorado, to meet with CSU student body officers and exchange ideas about their initiatives and goals for their organizations. The trip took place October 16-18. While in Fort Collins, student body officers had the opportunity to network and collaborate with the CSU student body officers and compare and contrast the two organizations. The exchange also proved effective because the officers were able to see how a student government body from a school outside of Utah operated. Officers were also able to support both the USU baseball and football teams by attending their games while in Fort Collins.



The Howl

The 2014 Howl: Nightmare on Aggie Boulevard was held on October 25. The event was sold out at 6,000 people. The USUSA Programming Board acquired Mike Posner, a well-known artist, to headline the event. There was also a dance put on by local favorite DJ Marcus Wing in the Fieldhouse. Rockstar Energy Drinks helped sponsor the event. They had a bigger presence in which they set up tents and passed out free Rockstars throughout the night. Students and visitors had a full list of activities to enjoy which included: dancing, airbrush tattoos, a photo booth, oxygen bars and much more. A new event was revived from past Howls called Club Hub. Club Hub was a smaller dance that featured Electric Dance Music which helped diversify the dance scene. Masks, props, weapons or generally offensive dress were not permitted. The Howl had a police force and over 120 trained volunteers on hand to help keep order during the entire event. Tickets for students were \$10 in advance and \$15 at the door. Non-student tickets were \$25 in advance and \$30 at the door.

It's On Us Campaign

Student body officers held a campus-wide campaign to help raise awareness about sexual assault throughout the month of November. The effort encouraged students to sign the pledge on ItsOnUs.org and help spread the word to others on campus. The pledge comes from a campaign recently launched by President Obama and the White House on September 19. USUSA student leaders have created a large variety of advertisements and promotions to help students become more informed. President Fiefia's cabinet also created a viral video campaign, similar to the ALS Ice Bucket Challenge, which helps students actively participate in the cause. Students across campus participated in the challenge and helped spread the message. The challenge was also featured at USU basketball, football and volleyball games.

Textbook Campaign

President Fiefia's cabinet created an online textbook website to help students buy and sell class materials online. The campaign will be held December 8-12 and will be promoted throughout USU. Advertisements include posters, yard signs, banners and more. With the new website, students will be able to trade textbooks internally through campus, instead of having to go through outside vendors which might have higher prices. The committee organizing the advertising plans to launch a "teaser" campaign the week before the campaign to help students become more familiar with the website. President Fiefia plans to keep the website running for years after his term has ended.

Ag Week

CAAS Week was held during the week of September 15-19. Week long events included Recycled Fashion Show, Crystal Hot Springs Social, Harvest Moon Dance, and much more. Day on the Patio and an Opportunity Expo gave students a chance to meet clubs associated with the CAAS. The CAAS advisors also held their patio barbeque which featured their famous shishkabobs. The Extension Collegiate 4-H held an opening social at the Crystal Hot Springs that was free to all students. CAAS had a scavenger hunt competition all week to help boost student attendance.



Business Week

Business Week was during the week of October 20-24. Week long events included a Club Expo, Networking Reception, Career Fair and more. Students had many opportunities to get career building advice and to get free professional photos. The week also included a service project, where students cut and tied blankets that were later donated to the Huntsman Cancer Institute in Salt Lake City. The Networking Reception and Career Fair gave all students an opportunity to meet and make connections with potential employers. The week had many chances for students to get to know the Business School and the associated clubs better.

Science Week

Science Week was held the week of November 3-7. Senator Mills planned several events for students both within her college and the entire student body. One event included writing thank you letters to staff and faculty on campus. Students also had the opportunity to compete in the "Demo Battle" where participants could create displays to demonstrate their roles within their college. The week ended with Element High Stakes Bingo where students played for prizes and giveaways provided by the college.

MyVoice

This semester has proved to be one of our most successful terms for MyVoice submissions. We have received and answered more than 300 submissions since August alone. Students can submit concerns about their college, financial aid, parking and more. When students submit a concern, it is then sent directly to a student body officer who is assigned to that category. If the officer is unsure of an answer to the question, they will then contact an administrator to find more details to help the student.

University Retention Report to Faculty Senate, November 2014

Prepared by the Division of Student Services

Abstract

This report is prepared on an annual basis for the Faculty Senate at Utah State University (USU) to provide basic student cohort and retention data, and to explain processes, initiatives, and programs central to student retention efforts at USU. Following a summary depiction of current and recent available cohort and retention data, this report will annotate previous, ongoing, and future initiatives representing a broad collaboration among faculty, administrators, and Student Services' staff. The report concludes with a statement emphasizing the critical nature of campus collaboration in efforts to meaningfully engage students in their USU experience.

Administrative Oversight for Retention and Student Success

John Mortensen serves as Assistant Vice President for Student Services over Enrollment Services and Retention. Heidi Kesler was recently hired as a specialist to assist John in this work. Shanny Wilson was recently promoted to Director of Retention and First-Year Experience at USU Eastern. Various retention subcommittees are in the process of being restructured.

The Retention Leadership Team has been charged with the mission of comprehensively approaching the processes of student transition, integration, and persistence through programs, initiatives, and research. In addition, the following units report to the Assistant Vice President:

- Academic Resource Center
- Admissions
- Career Services
- Financial Aid
- Registration and Student Records (which includes Graduation)
- Student Orientation and Transition Services
- Student Support Services
- University Advising

Beyond the scope of these programs, the Retention Leadership Team 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.

Cohort Enrollment Numbers

(provided by Office of Analysis, Assessment, and Accreditation)

All Degree-Seeking (1-year, 2-year, and 4-year Degrees)	2010	2011	2012	2013	2014
First-Time, Full-Time, Degree-Seeking Students, Logan Campus (Initial Cohort)	2,914	2,937	2,846	2,743	3,036
First-Time, Full-Time, Degree-Seeking Students, Total USU	3,069	3,455 ¹	3,384	3,564	3,696

4-Year Degree-Seeking Only	2011	2012	2013	2014
First-Time, Full-Time, Degree-Seeking Students, Logan Campus (Initial Cohort)	2,931 ¹	2,845	2,634	2,792
First-Time, Full-Time, Degree-Seeking Students, Total USU	3,081	3,023	2,935	2,952

Program Participation Figures

(provided by Student Orientation and Transition Services)

	2010	2011	2012	2013	2014
Number of Students Enrolled in Traditional, Pre-Semester Connections	1,694	1,672	1,596	1,739	1,851
Number of Students Enrolled in All Sections of Connections	1,811	1,781	1,690	1,865	1,980
Number of Students Participating in SOAR	3,318	3,334	3,295	3,214	3,572
Number of Parents Attending Orientation on Campus	1,607	1,655	1,581	1,796	1,918

Student Retention Performance and Future Goals

First-to-Second-Year Retention for Initial First-Time, Full-Time, Degree-Seeking Students

Cohort Year	Logan Campus Plus Regional Campuses	Official Retention Rate (one year later)
2007	2,744	72.8%
2008	2,665	73.6%
2009	2,796	71.5%
2010	3,069	71.6%
2011	3,081 ⁱ	71.9%
2012	2,935	Yet TBD
2013	2,952	Not yet available ⁱⁱ

The Retention Leadership Team and the Vice President for Student Services have established the following first-to-second-year retention goals for USU:

First-to-Second-Year Retention Goals

	2014	2015	2016	2017	2018
Students in 4-Year Programs	74.0%	75.0%	76.0%	76.5%	77.0%

The year 2013 represents the first-year retention for 2012 cohort students.

Six-Year Graduation Performance and Future Goals

Six-Year Graduation Performance for Initial First-Time, Full-Time, Degree-Seeking Students at Logan Campus, Regional Campuses, and Distance Education who completed a bachelor's degree.

Cohort Year	Logan Campus Plus Regional Campuses	Official Six-Year Graduation Rate
2002	2,308	49.5%
2003	2,466	54.0%
2004	2,158	52.1%
2005	1,984	53.0%
2006	2,508	50.3%
2007	2,744	Yet TBD
2008	2,665	Not yet available ⁱⁱ

The Official four-year graduation rate average (2003-2006) was 52.4%. The Retention Leadership Team and the Vice President for Student Services have established the following six-year graduation goals for USU:

Graduation Goals – Six-Year Graduation Performance for Initial First-Time, Full-Time, Degree-Seeking Students at Logan Campus, Regional Campuses, and Distance Education who completed a bachelor's degree.

	2014	2015	2016	2017	2018
Students in 4-Year Programs	53.0%	54.0%	55.0%	55.5%	56.0%

The year 2013 represents the sixth-year graduation for 2007 cohort students.

Retention and graduation goals will be met through the following new and ongoing retention and graduation initiatives:

1. Enrollment Confirmation and Early Registration Requests

A website is available for incoming freshmen to request a cluster of courses, based on their major, interests, previous academic background, and advisor recommendations. The process allows the students to be preregistered into a set of courses prior to participating in SOAR.

2. Student Orientation, Advising, and Registration (SOAR)

All incoming freshmen are required to participate in this program. Additional SOAR options have been created, including an evening session for nontraditional students and veterans, as well as a session for students who earned a New Century Scholarship prior to attendance. Online SOAR has been revised and improved and alternate versions of it are being used by the regional campuses.

3. University Connections Course (USU 1010)

Connections is an optional first-year experience course for incoming freshmen. Over 50 percent of the incoming freshman class participates in this course. University Advising uses the grades reported from this course as an early alert tool in identifying and following up with students who may be struggling with the transition from High School to the University.

4. Strategies for Academic Success (PSY 1730)

This course is designed to assist students who may be struggling and covers important skills to help students be successful; including study/reading skills, note-taking, time-management, and other strategies proven to assist students succeed in college.

5. Career Exploration (PSY 1220)

This course assists students in identifying their interests, strengths, and weaknesses. It is especially useful to undeclared students in assisting them as they select a major.

6. Weekly Email to Students

Students may sign up to have an email sent to them weekly. The email includes important campus dates and deadlines, highlights one of the campus resources available, highlights a campus club or organization, shares a variety of tips from the A-Team, and provides a calendar of events on campus and in the community.

7. Retention Committee and Subcommittees

The Retention Committee and its subcommittees have met regularly to plan and discuss initiatives that may have a positive impact on student retention.

- The **Provisional Admission Subcommittee** uses representatives from across campus that are engaged in developing and implementing high-touch programming to encourage the retention and success of provisionally admitted students. This programming begins with a mandatory and customized SOAR orientation, early alert, timely communication/services from advisors and academic support program offices, mid-term progress reports, and peer advising.
- The **Student Engagement Subcommittee** focuses on programs and issues that help students become more socially engaged while at USU.
- The **Faculty Engagement in Student Retention Subcommittee**, formerly known as the Academic Experience Subcommittee, was reconfigured and given a new charge. Representatives from Regional Campuses, Student Services, and a faculty member from each college serve on the subcommittee. This subcommittee is focusing on best practices for which faculty are engaged in student retention efforts and is exploring the implementation of some campus-wide initiatives.

8. Registration Reminders and Assistance

New Freshmen who do not take advantage of preregistration for the following semester will be contacted by email, and later by personal phone calls. The purpose of the communication is to assess the circumstances of each student and, where possible, encourage them to register. Students who have other plans will be encouraged to visit the Leave of Absence website and complete the Leave of Absence form. This will allow USU to collect data used for decision-making as well as predictive modeling. It also allows USU to report cohort and retention data in a more consistent and accurate manner.

9. Access to Student Progress and Retention Data

A range of reports have now been created and are both available and customizable through the USU Reporting Warehouse. Departments and Colleges can now access specific report templates and track aggregate and individual student data longitudinally using varied sets of criteria. Access to this information gives 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.

10. Leave of Absence Program

The Leave of Absence Coordinator is responsible for working directly with students, and parents of students, who take a leave of absence for missionary or other reasons. USU has a significant number of students who take a leave of absence for a variety of reasons. A website exists to assist students in their transition away from and back to USU. The processes that are in place have led to a high return rate of those who have left. Students who leave for church or military service may be excluded when retention or graduation rates are calculated. Students who return and graduate within six years of their initial start date may be included in the calculation of graduation rates.

11. Readmission of Students Who Left USU on Warning, Probation, or Suspension

Students who seek readmission but who are not in good standing are encouraged to reapply and must meet firm deadlines which are earlier than the deadlines for students returning in good standing. There is a rigorous process for this application. After USU receives the application, most students meet with a committee of educators who visit with the student about his or her desire to return. The committee is not designed to intimidate, but rather to provide the student with direction and to assess the student's readiness to return. Students who are readmitted work closely with two advisors who serve as close partners with the student on the road back to academic success. A high percentage of readmitted students have attained good standing and many have graduated or are on track to graduate.

12. DegreeWorks

DegreeWorks is a degree audit program and an academic advisement tool designed to help students understand the degree requirements for their major. DegreeWorks takes the courses from the transcript and reorganizes them to show how courses taken fulfill the degree requirements. DegreeWorks has just recently been implemented for every undergraduate program offered at USU. DegreeWorks automates a lot of the course planning and “what-if” scenarios, giving students instant access to this information. This tool allows students some autonomy in program planning but does not negate the need for frequent and accurate advising sessions.

13. Passport Program

All new freshmen receive a University Passport. This program was designed to help students be more engaged in their experience at USU. There are many “passport” activities on campus at which students receive a stamp in their passport. In addition to the benefit of becoming more engaged, students receive other tangible rewards for participation. For example, students who receive ten stamps in their passport are invited to dinner in the President’s home with President and Mrs. Albrecht.

14. Summer School Calendar, Offerings, and Bell Times

Beginning Summer 2015, the summer school calendar, offerings, and bell times have been modified to better meet students’ needs. The calendar is now consistent across the entire USU system. The Provost’s Office has become engaged in the process of ensuring that a sufficient number of general education classes will be offered. It is anticipated that summer school will help alleviate some of the current bottlenecks associated with fall and spring semesters.

15. Student Tracker

Student Tracker is a free service available to USU through the National Student Clearinghouse. This service is beneficial in identifying students who transfer and/or graduate from other colleges or universities. Although this does not change USU’s retention rate, it is vital in determining the persistence rate for each cohort.

16. University Participation in Utah College Completion Academy

Representatives from USU continue to participate in the Utah College Completion Academy. Preliminary discussions focused on measures that could be taken to help students be more successful in mathematics and gateway courses. One of the current initiatives involves graduation mapping (see #1 in future initiatives).

17. Retention Reports by Subpopulations

Retention reports are being prepared that will provide comparison data between key student demographics. Comparison data looks at academic indicators (e.g., ACT math scores, admission index, etc.) and student engagement indicators (e.g., students who live on-campus, students who belong to a fraternity or sorority, students who participate in Connections, etc.). Many of these reports are available and many more will be developed within the next year.

18. Preregistration for Students Enrolled in MATH 0990 and MATH 1010

In an effort to keep the momentum going for students who struggle with math, a new website was created which allows students currently enrolled in MATH 0990 or MATH 1010 to request preregistration into the next math class in their sequence leading to completion of the Quantitative Literacy Requirement.

19. D, F, W, I Grade Reports

A report has been created that identifies courses for which a high percentage of students receive a grade of D+, D, F, W (withdraw), or I (incomplete). The Retention Committee will continue to discuss strategies that may help students be more successful in these classes. An example is the implementation of a prerequisite for one such course. The prerequisite ensures students are at a certain skill level before registering for the course.

20. Preregistration for Students Remaining on Waiting lists for ENGL 1010 and ENGL 2010

Beginning Fall 2013, students who remained on waiting lists for ENGL 1010 and ENGL 2010 were invited to request preregistration into those classes for the next term. This initiative allows students to progress more quickly through the Communications Literacy (CL1 & CL2) requirements.

21. Retention Workshops

Retention workshops are being presented to various University constituencies, including the New Faculty Academy. Faculty and staff are becoming more familiar with the issues that lead to student retention or attrition and best practices are shared to help them recognize the little things they can do that make a difference.

22. Student Portal

The new student portal will provide a better way for students to navigate the University's system of support offerings and engagement activities.

23. Repeat Reports

A report has been created that identifies all students who are repeating a course. This report is being shared with advisors.

24. Semester GPA Warning

A new academic standing has been created to identify students who are in good standing ($\text{GPA} \geq 2.0$), but who have a semester GPA that is less than 2.0. This information is shared with advisors, who can be proactive in following-up with these students.

25. Greater Emphasis on High School GPA

USU data has proven that high school GPA is a greater indicator of future success than ACT or SAT scores. As a result, more emphasis has been placed on high school GPA in considering admission appeals.

26. New Tuition Tables

USU recently changed the tuition plateau from 13 to 12 credits. It is hoped that the change will encourage more students to take advantage of the plateau by taking a greater number of credits. In addition, tuition for online classes is now integrated as part of the regular tuition tables.

27. Strategies to Fast-Track the Completion of the Quantitative Literacy Requirement

Two new classes have been created in an attempt to help students complete the Quantitative Literacy Requirement in a more timely fashion. MATH 0995, College Mathematics Preparation, combined the concepts from MATH 0990, Beginning Algebra, and MATH 1010, Intermediate Algebra. Students who pass MATH 0995 may move directly into MATH 1050, College Algebra. STAT 1045, Introduction to Statistics with Elements of Algebra, combined the entire content of STAT 1040, Introduction to Statistics, with only the essential elements of MATH 1010 that students need to be successful in statistics.

28. Collaboration with Regional Campuses and Distance Education

New partnerships have been formed between Student Services and the regional campuses. All registration functions have been combined in the Logan Registrar's Office, all recruiting and marketing functions have been consolidated, and financial aid is all coordinated through the Logan Campus.

29. Awarding of Associate's Degrees

Students who are currently enrolled in a bachelor's degree program and have met the requirements to earn an associate's degree have been invited to apply for an associate's degree. Students who stopped-out within the past two years, who have already completed the quantitative literacy requirement, and who are within 15 credits of completing an associate's degree have been invited to return to USU and complete the requirements for an associate's degree.

30. 15-to-Finish Campaign

A publicity campaign is in the works to educate students that to finish in four years they need to average at least 15 credits each semester.

Future Retention and Graduation Initiatives

1. Graduation Maps for Each Major

USU already has DegreeWorks to help students plan out the completion of their degree requirements. Research is being done to look at Acalog, the current online catalog software, to better utilize its functionality to make four-year plans more prominent.

2. Constituent Relationship Management (CRM) Software

USU has recently purchased Ellucian Recruiter, and constituent relationship management (CRM) software. A new coordinator has been hired to administer the new software. This software will manage communications between USU and prospective students. Hundreds of standard users across campus will have access to view these communications and manage their own communications with students. The software is expected to be fully implemented for the Admissions Office by July 2015, in time for the next recruiting cycle. The use will later expand to include new student orientation, advising, and the graduate school.

3. Progression Benchmarks

In addition to measuring retention and graduation, other benchmarks are being identified to assess many student progression points along the path to graduation. These will include completion of the quantitative literacy requirement; matriculating into a major; achievement of sophomore, junior, and senior status; applying for graduation; and other benchmarks to be identified.

4. Retention Scholarships

Approximately \$30,000 per year is currently devoted to scholarships for student retention. Efforts are in the works to solicit additional resources.

5. Advisor Assignments in Banner

Approximately 35 percent of students currently do not have an advisor assigned in Banner. An initiative is being explored that would automatically assign advisors in Banner. Advisor assignments would include academic advisors, financial aid counselors, and career coaches. The goal is to make these assignments very visible to students so they know who to go to when questions arise.

6. Improved Early Alert System

Automated early alert systems from various vendors are being evaluated. The goal is to implement an automated early alert system by Fall 2014.

7. Best Practices

It is proposed that the Retention website become a clearinghouse for listing all retention-related activities. It is intended that the website will serve as a resource for campus units to replicate successful retention efforts.

8. Summer Programs

New programs are being identified for possible implementation in Summer 2016, to take advantage of the new summer calendar. Ideas under consideration include a summer bridge program for students admitted provisionally, program blocks for STEM majors, math programs geared towards those who struggle with math, and extracurricular programming to make summer school a more attractive option from a social perspective.

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 administrators 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.

ⁱ Cohorts 2007 through 2010 include all degree-seeking first-time, full-time students from the Logan Campus and RCDE. Starting with 2011, the cohort includes all bachelor level degree-seeking first-time, full-time students from the Logan Campus, RCDE, and USU Eastern.

Proposed changes to 405 policy (initiated by Provost Cockett; reviewed & amended by AFT committee)

CHANGE 1

- Clarify that the role statement should be approved by the Provost but the Provost's signature is not needed.

Reason for change:

Currently, the draft role statement is approved by the Provost before an offer is extended to a new faculty member and the Provost's signature is obtained after the faculty member, department head and dean(s), Vice President for Extension and/or chancellor have signed. However, the routing of the role statement back to the Provost can delay processing the hiring EPAF and seems unnecessary because the Provost has already approved the document.

Current USU Policy (405.6.1):

A role statement will be prepared by the department head or supervisor, agreed upon between the department head or supervisor and the faculty member at the time he or she accepts an appointment, and approved by the academic dean and the provost and where applicable, the chancellor, vice president for extension or regional campus dean. The role statement shall include percentages for each area of professional domains (404.1.2). These percentages will define the relative evaluation weight to be given to performance in each of the different areas of professional domains.

Proposed USU Policy:

A role statement will be prepared by the department head or supervisor, and agreed upon between the department head or supervisor and the faculty member at the time he or she accepts an appointment, as indicated by their signatures. The role statement should also be, and approved by the academic dean and the provost and where applicable, the chancellor, vice president for extension or regional campus dean, prior to the faculty member's signature, and then signed by the academic dean, and the chancellor, vice president for extension or regional campus dean where applicable. The role statement shall include percentages for each area of professional domains (404.1.2). These percentages will define the relative evaluation weight to be given to performance in each of the different areas of professional domains.

CHANGE 2

- Require an annual work plan for faculty located on the RC and Eastern campuses.

Reason for change:

Faculty at the regional campuses and USU-Eastern teach classes in a variety of delivery methods including face-to-face, broadcast, online and blended. Significant planning is required to appropriately schedule and deliver classes across the regional and Eastern campuses. A signed annual work plan would facilitate class scheduling and also keep the department head at the Logan campus “in the loop” on course assignments and planned research activities for each RC and Eastern faculty member. The annual work plan would be initiated by the department head in consultation with the RC dean, and approved by the department head and RC dean.

Current USU Policy (405.6.1):

Some academic units may find it useful to employ an annual work plan or “role assignment”. The faculty member's role assignment provides for the detailed implementation of the professional domains of the faculty member described in the role statement. During the annual review, the role assignment may be adjusted within the parameters of the role statement. Major changes in the role assignment may prompt review and revision of the role statement.

Proposed USU Policy:

Some academic units, [such as Extension and the Regional and Eastern campuses](#), may find it useful to employ an annual work plan or “role assignment”. The faculty member's role assignment provides for the detailed implementation of the professional domains of the faculty member described in the role statement. During the annual review, the role assignment may be adjusted within the parameters of the role statement. Major changes in the role assignment may prompt review and revision of the role statement.

CHANGE 3

- The annual P&T letter generated by the department head should not be used as the annual review letter for tenure-eligible faculty.

Reason for the change:

The standards for promotion and tenure are different than the standards for the annual review.

Current USU Policy (405.12.1):

Each department shall establish procedures by which all faculty shall be reviewed annually. Such reviews shall, at a minimum, incorporate an analysis of the fulfillment of the role statement. The basic standard for appraisal shall be whether the faculty member under review discharges conscientiously and with professional competence the duties appropriately associated with his or her position. The department head or supervisor shall meet with the faculty member annually to review this analysis of the fulfillment of the role statement and, subsequently, provide a written report of this review to the faculty member. A copy of this report shall be sent to the academic dean or vice president for extension, and, where appropriate, chancellor or regional campus dean. The annual evaluation and recommendation by the department head or supervisor for tenure-eligible faculty (405.7.1 (3)) may constitute this review for salary adjustment. For faculty with term appointments, the annual review shall also include a recommendation regarding renewal of the term appointment.

Proposed USU Policy:

Each department shall establish procedures by which all faculty shall be reviewed annually. Such reviews shall, at a minimum, incorporate an analysis of the fulfillment of the role statement. The basic standard for appraisal shall be whether the faculty member under review discharges conscientiously and with professional competence the duties appropriately associated with his or her position. The department head or supervisor shall meet with the faculty member annually to review this analysis of the fulfillment of the role statement and, subsequently, provide a written report of this review to the faculty member. A copy of this report shall be sent to the academic dean or vice president for extension, and, where appropriate, chancellor or regional campus dean. The annual evaluation and recommendation by the department head or supervisor for tenure-eligible faculty (405.7.1 (3)) may not constitute this review for salary adjustment. For faculty with term appointments, the annual review shall also include a recommendation regarding renewal of the term appointment.

CHANGE 4

- Joint letter from the academic and regional campus (RC) deans or chancellor should be allowed during the evaluation and recommendation in the promotion and tenure process.

Reason for the change: The USU Policy currently requires separate letters from the regional campus dean or chancellor. However, a single letter from the academic dean and the RC dean or chancellor can effectively convey the recommendation and needed information during the tenure and/or promotion process.

Current USU Policy [405.7.2(4); 405.8.3(4); 405.11.4(4)]:

405.7.2(4): Tenure

The academic dean or vice president for extension will send his or her own recommendation, the department head's recommendation, and the tenure advisory committee's recommendation to the provost on or before January 11, except that for third-year appointees the date is November 20. The regional campus dean will also submit a separate recommendation for each regional campus candidate, and likewise, the chancellor of USU-CEU will submit a separate recommendation for each USU-CEU candidate. Copies of letters from the academic dean or vice president for extension, and, where applicable, the chancellor or regional campus dean shall be sent to the tenure advisory committee and the candidate, department head or supervisor, and placed in his or her file at the time that these recommendations are transmitted to the next level of review.

405.8.3(4): Promotion

The academic dean or vice president for extension will send his or her own recommendation, the department head's or supervisor's recommendation, and the promotion advisory committee's recommendation to the provost on or before January 11. The regional campus dean will also submit a separate recommendation for each regional campus candidate, and likewise, the chancellor of USU-CEU will submit a separate recommendation for each USU-CEU candidate. Copies of letters from the academic dean or vice president for extension, and, where applicable, the chancellor or regional campus dean shall be sent to the promotion advisory committee and the candidate, department head or supervisor, and placed in his or her file at the time that these recommendations are transmitted to the next level of review.

405.11.4(4): Term appointments

The academic dean or vice president for extension will send his or her own recommendation, the department head's or supervisor's recommendation, and the promotion advisory committee's recommendation to the provost on or before January 11. The regional campus dean will also submit a separate recommendation for each regional campus candidate, and likewise, the chancellor of USU-

CEU will submit a separate recommendation for each USU-CEU candidate. Copies of letters from the academic dean or vice president for extension, and, where applicable, the chancellor or regional campus dean shall be sent to the promotion advisory committee and the candidate, department head or supervisor, and placed in his or her file at the time that these recommendations are transmitted to the next level of review.

Proposed USU Policy:

405.7.2(4): Tenure

The academic dean or vice president for extension will send his or her own recommendation, the department head's recommendation, and the tenure advisory committee's recommendation to the provost on or before January 11, except that for third-year appointees the date is November 20. The regional campus dean will also submit a ~~separate~~ recommendation for each regional campus candidate, and likewise, the chancellor of USU-CEU will submit a ~~separate~~ recommendation for each USU-CEU candidate. ~~or~~ These recommendations may be submitted jointly with the academic dean's recommendation. Copies of letters from the academic dean or vice president for extension, and, where applicable, the chancellor or regional campus dean shall be sent to the tenure advisory committee and the candidate, department head or supervisor, and placed in his or her file at the time that these recommendations are transmitted to the next level of review.

405.8.3(4): Promotion

The academic dean or vice president for extension will send his or her own recommendation, the department head's or supervisor's recommendation, and the promotion advisory committee's recommendation to the provost on or before January 11. The regional campus dean will also submit a ~~separate~~ recommendation for each regional campus candidate, and likewise, the chancellor of USU-CEU will submit a ~~separate~~ recommendation for each USU-CEU candidate. ~~T~~ or these recommendations may be submitted jointly with the academic dean's recommendation. Copies of letters from the academic dean or vice president for extension, and, where applicable, the chancellor or regional campus dean shall be sent to the promotion advisory committee and the candidate, department head or supervisor, and placed in his or her file at the time that these recommendations are transmitted to the next level of review.

405.11.4(4): Term appointments

The academic dean or vice president for extension will send his or her own recommendation, the department head's or supervisor's recommendation, and the promotion advisory committee's recommendation to the provost on or before January 11. The regional campus dean will also submit a ~~separate~~ recommendation for each regional campus candidate, and likewise, the chancellor of USU-CEU will submit a ~~separate~~ recommendation for each USU-CEU candidate. ~~T~~ or these recommendations may be submitted jointly with the academic dean's recommendation. Copies of letters from the academic dean or vice president for extension, and, where

applicable, the chancellor or regional campus dean shall be sent to the promotion advisory committee and the candidate, department head or supervisor, and placed in his or her file at the time that these recommendations are transmitted to the next level of review.

Academic Freedom and Tenure Committee (AFT)
Feedback on Provost's Proposed Changes to Faculty Code 405
31 October 2014

The Provost has proposed four revisions to section 405 of the faculty code, and on September 30th, the Faculty Senate President asked for AFT to provide formal feedback regarding these proposed revisions. The following summaries of the proposed revisions are followed by AFT's responses:

1. Clarify that the role statement should be approved by the Provost but the Provost's signature is not needed.

AFT response to Provost: AFT appreciates that the proposed code revision preserves the faculty member's ability to negotiate their role statement while streamlining the hiring process.

2. Require an annual work plan for faculty located on the RC and Eastern campuses.

AFT response to Provost: AFT sees no problem with the first proposed code revision, as it merely offers a suggestion for certain units. However, the language of the second ("Optional") proposed code revision seems overly broad (covering all professional domains and with language potentially covering all USU campuses) and has the potential to interfere with academic freedom (with only administrators having a voice in constructing faculty work plans). For example, requiring faculty to commit to specific research activities a year in advance, or having those specified by a department head, seems restrictive, and yet the "Optional" proposed code revisions would allow it. AFT doubts such restriction was the intent of the proposed revisions. We suggest that (1) the scope of work plans be specifically limited to teaching and extension assignments, and (2) faculty members be specifically allowed a voice in the construction of any work plan.

3. The annual P&T letter generated by the department head should not be used as the annual review letter for tenure-eligible faculty.

AFT response to Provost: AFT sees value in providing pre-tenure faculty with additional feedback during pre-tenure evaluation. The proposed code revisions would require these faculty be evaluated separately on the fulfillment of their role statement and on their progress towards tenure. This separation seems consistent with the fact that a faculty member could annually fulfill their role statement and yet fall short of the standards required for the eventual award of tenure. This separation is also consistent with the fact that, prior to the tenure-decision year, inadequate progress toward tenure is not one of the allowable reasons for non-renewal, but failure to fulfill one's role statement is.

4. Joint letter from the academic and regional campus (RC) deans or chancellor should be allowed during the evaluation and recommendation in the promotion and tenure process.

AFT response to Provost: Because of the distinct roles filled by our RC/Eastern faculty, AFT suggests that the code maintain the requirement that some letter be written by the RC dean or chancellor, who should have a closer perspective on the faculty member's impact. The proposed code revisions actually allow the RC dean or chancellor to not write any letter, though AFT doubts this was the intent. It only says that they may write a separate letter from the academic dean or they may write a joint letter with the dean (without explicitly requiring either letter). AFT suggests dropping "separate" from the current code while adding a sentence as follows: "The regional campus dean will also submit a ~~separate~~ recommendation for each regional campus candidate, and likewise, the chancellor of USU-CEU will submit a ~~separate~~ recommendation for each USU-CEU candidate. These recommendations may be submitted jointly with the academic dean's recommendation." This would protect the RC/Eastern faculty's need for local evaluation while allowing the administrative convenience sought by the Provost.