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## Faculty Senate Agenda, December 1, 2014

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## **FACULTY SENATE**

December 1, 2014

3:00 – 4:30 p.m.

Merrill-Cazier Library Room 154

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### **Agenda**

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- 3:00 Call to Order**.....Doug Jackson-Smith
- Approval of Minutes October 6, 2014
- 3:05 Announcements**.....Doug Jackson-Smith
- Be sure to sign the roll
  - FS Calendar change for January meeting to January 12th
- 3:07 University Business**.....Stan Albrecht
- 3:20 Information Items**
1. Faculty Forum Minutes 2014.....Doug Jackson-Smith
  2. 405 Code Change Proposal going to PRPC.....Doug Jackson-Smith
  3. Extra Service Compensation Policy.....Mark McLellan
- 3:45 Reports (Unfinished and \*Current Reports)**
1. Educational Policies Committee Annual Report.....Larry Smith
  2. EPC Items for September, \*October, \*November.....Larry Smith
  3. Honors Program Report.....Kristine Miller
  4. Libraries Advisory Council Report.....Dan Davis
  5. Parking Committee Report.....James Nye
  6. \*Faculty Evaluation Committee Annual Report.....Oenardi Lawanto
  7. \*Athletic Council Report.....Ken White
  8. \*USU Student Association Report.....Doug Fiefia
  9. \*Retention and Student Success Report.....John Mortensen
- 4:20 Unfinished Business**
1. Code Change 402.12.3 Committee on Committees Term  
(First reading).....Stephan Bialkowski
  2. Update on PTR Working Group .....Doug Jackson-Smith
- 4:30 Adjournment**



**USU FACULTY SENATE  
MINUTES  
OCTOBER 6, 2014  
Merrill-Cazier Library, Room 154**

**Call to Order**

Doug Jackson-Smith called the meeting to order at 3:00 pm. The minutes of September 8, 2014 were adopted.

**Announcements – Yanghee Kim**

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

**Faculty Forum Reminder.** Senators are asked to solicit ideas for discussion topics, to be sure to attend the forum and to invite their colleagues to attend as well.

**Making Motions.** Doug explained that as FS President, he is not eligible to make or second motions, but he may ask for them to come from the Senate floor.

**University Business – President Stan Albrecht, Noelle Cockett**

Provost Cockett informed the senate that two Deans search committees are underway. John Allen is the chair for the Dean of Libraries search, and Chris Hailey is chair of the Dean of Science search. The President spoke about the likelihood of funding for building projects out of the upcoming legislative session. The new state crime lab is most likely to receive funding, which will limit available funds for the STEM package. If this is the case the new Biology building may face delays, and the focus will shift on securing funds for a new clinical services building instead. The President will attend the groundbreaking ceremony in Brigham City on Thursday for the new building projects there.

**Information Items**

**Human Resources Information on Code Changes Affecting Faculty – BrandE Faupell.**

There are three HR Policies being submitted for changes and complete information was included in the Agenda Packet. The policies are the Consulting Leave Policy 377, Other Leave Policy (369) and the Appointments of Opportunity typically known as Dual Career (385).

**Update on Section 100 Change Describing Position of VP for Research and Dean of the School of Graduate Studies – Doug Jackson-Smith.** In the previous senate meeting it was noted by a senator that language defining the graduate studies roles for this combined position had been omitted from the code during the merge. This was simply an oversight and the appropriate parties will correct it and send it through all appropriate approval channels.

Ronda Callister moved to suspend the rules for order of business to have the PTR Code Change discussion first and the Reports section of the agenda at the end of the meeting. Leslie Bott seconded and the motion passed unanimously.

## **Unfinished Business**

**PTR Code Change Discussion & Advisory Votes – Doug Jackson-Smith.** A four page information insert was included in the agenda packet for the senator's information in order to review the history of this issue; it also included current versions of the code and the Board of Regents code. The progression of the process and minutes from relevant FS meetings is posted on the Faculty Senate web page at: <http://www.usu.edu/fsenate/posttenure/>. Senators are strongly encouraged to take time to read and review these issues to make the discussions on the senate floor more productive.

Doug posed questions to the senate to consider, first, if we need to proceed with discussion on the issue or if the issue should be dropped. Second, if we do choose to continue discussing the issue, should the past advisory votes be used to guide the conversation? Doug asked for a motion to limit the discussion time to 5 minutes per topic. A third topic (focusing on remaining areas where faculty senate guidance would be helpful) might be addressed if we have time. The plan is to end the discussion at 4:00 so that the rest of the senate business could be addressed.

Robert Schmidt moved that debates on future motions be limited to 5 minutes. A second was received and the motion passed unanimously.

A senator commented that the Regents code is very specific about how the PTR process should be handled and he feels like we are ignoring it. A copy of the Regent's policy was included in the FS agenda packet and was shared with the senate. Discussions suggested a divergence of views on what are the implications or Regents' code for the effort to revise USU's PTR policy.

A senator suggested that any discussion of PTR is out of order as the discussion was tabled in the final FS meeting last spring. Becki Lawver clarified that only one particular motion was tabled last spring, not the entire issue. The minutes for the meeting indicate that voting on a motion regarding professional development plans was tabled.

Rhonda Callister made a motion to vote on proceeding with the discussion of the Post Tenure Review Process and Andy Walker seconded the motion. A five minute discussion raised the following issues

- What power does the FS have to change PTR policy.
- The existing version of the policy is a 5 year review, which could lead to sanctions including dismissal as a possible consequence. Professional development plans are primarily instigated by the department head, and are not necessarily linked to the PTR peer committee review.
- The proposed plan seems easier to understand and involves less work for committees and the individual faculty and is a less time consuming process as the annual review is utilized in the process.
- There was agreement that the annual reviews should be worth something and that developing code changes to allow the annual review to count for PTR is a more efficient process.
- There is disagreement that the proposed plan will save time if it is initiated every two or three years.
- Suggestions were made that we should consider what our sister institutions in the state are doing on this issue.

Voting on the motion to continue the discussion of the post tenure review process was conducted by a raise of hands.

Yes – 37

No – 10

Abstentions – 1

The motion passed.

Robert Schmidt moved to use the past Faculty Senate advisory votes as a non-binding guide. Yanghee Kim seconded. A five minute discussion included the following ideas:

- Senators want an assurance that the votes are non-binding and there will be the ability to change things if necessary. Other senators felt that the term “as a non-binding guide” answers that concern.
- One senator noted that he would like to revisit the 3 year rolling review vote at some point before sending any package to PRPC for code drafting.
- A senator reiterated the suggestion that some of the advisory votes taken previously were not in alignment with the Regents code. He questions if we want to make massive changes to code that will need to be approved by the regents that could potentially prompt statewide changes at other institutions. We should review what our sister institutions are doing for PTR.
- The Regents Code only requires institutions to develop procedures for PTR that are consistent with local institutional policies and accreditation standards. How is what we are proposing or doing not in line with the Regents policy?
- A senator remarked that the current code is not perfect, but it is by and large working. We should take care in our discussions to heed what the regents expect. Also it is ok to accept the concept of sunk costs in relation to the time and effort spent on this review over the last 3 years. He also feels that the motion to table was misrepresented in the minutes of last spring that the motion was to table the whole discussion.

As the time limit for discussion was reached, a motion was made and seconded and passed to extend the discussion by 5 more minutes (until 4:00).

Doug asked for President Albrecht to share his thoughts on the issue. The President expressed that in his view the Regents policy grants flexibility in the development of the post tenure review process and that this conversation should continue. He does not feel that we should worry too much about our peer institutions in the state, as the only peer we have is U of U and we would not want our PTR policy modeled after or tied to the smaller institutions around the state.

Doug assured senators who feel that some of the advisory votes were in conflict with the regent's code that nothing will be sent to PRPC for drafting actual code language until we are ready to pass the whole package, so that they may be able to draft the entire code at once instead of piece by piece.

A vote on Robert Schmidt's motion to use past advisory votes as a non-binding guide was taken and the motion passed by clear majority voice vote.

A motion was made by Mark McClellan and seconded by Rhonda Callister to remove from the table the issue of what the PTR committee should be expected to do, and its relationship to the PDP.

Discussion of the function of the Peer Review Committee followed and some remaining guidance issues were discussed. Previous votes suggest that the PRC would perform an evaluation of the faculty member's multiyear record. 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. Discussion and suggestions focused on framing questions for future non-binding votes:

- What should happen if the Peer Review Committee indicates that the faculty member is or is not meeting the standard of performance?
  - **If not meeting standard – launch Professional Development Plan process? (YES/NO)**
- If meeting standard – end process?
  - **Would DH be allowed to initiate a PDP without PRC concurrence? (Yes/No)**
- If meeting standard – end process?
  - **Would DH be allowed to initiate a PDP without PRC concurrence? (Yes/No)**

As the time limit for the PTR discussion on the agenda was about to expire, Andy Walker moved to extend the discussion another 25 minutes. The motion was seconded by Charles Waugh. The motion passed by majority voice vote.

President Albrecht commented that in two of the last three legislative sessions, we have been able to push back the efforts of some to eliminate the tenure process all together. This discussion is worth the effort and shows the PTR development process is a faculty driven process. Someone asked if the 5 year review currently practiced was a mandate from the Northwest Commission on Colleges and Universities (our accrediting body), the President and Provost will look into this and see if that was part of the old standards and if the policy has been changed.

Discussion continued around four key questions (identified by Andy Walker) and guided by Doug Jackson-Smiths prepared power point slides, and included the questions of:

- **When does the process get triggered?**
  - Multi Year Annual Review... we need to clarify whether 1 or multiple negative votes triggers it
  - What other paths may trigger a review?
- **Who is involved in making these decisions?**
  - Department Heads? Others?
- **What happens as a result of a decision they are not meeting standards?**
  - Professional Development Plan?
- **Alignment with Board of Regents Policies & accreditation agencies**

Additional issues include:

- **Should the MYARs replace the regular annual reviews for post-tenure faculty? (Y/N)**
  - If yes – should MYARs be written in code to ensure they cover the same territory as the current annual reviews?
- **Under what circumstances (if any) can a faculty member request formation of a PRC (other than a triggered formal negative MYAR)?**
  - Revisit earlier vote saying we can ask for one at any time?
  - What would PRC be asked to do in this case?
  - How would this differ from a promotion committee?

NOTE: Bold represents questions posed by senators during the discussion)

Andy Walker suggested that the faculty senate president form a working group to consider these remaining issues and address concerns about Regents' policies.

Concerns expressed during this discussion centered on

- Department heads having too much power,
- A concern that, parts of code are out of alignment with regent's code, and making sure that accreditation alignment is to be considered when making changes to the code.

It was recognized by Doug that there was a motion still on the floor to remove the PTR discussion from the table that we had not voted on yet. Doug noted that this discussion was about that, but no vote was taken.

Discussion continued with a suggestion that an option be created for faculty to call for a Post Tenure Review Committee, especially if faculty were not meeting expectations in parts of their roles so that they could see if the committee sees something other than what the department head sees. This might allow any problems to be corrected when they are small so that faculty might avoid a review that they are not meeting expectations in all of the role statement. Discussion continued along the lines of what triggers reviews, who develops the plans, department heads, faculty, etc.

A motion to have the faculty senate president appoint a special committee or working group to hammer out the details of this discussion before our next meeting was made by Becki Lawver and seconded by Andy Walker.

Doug noted the previous motion that was still on the floor.

With the senate's permission Doug asked to officially substitute that motion with a vote on the motion to appoint a special committee or working group. There were no objections and the motion to appoint a special committee passed unanimously.

### **New Business**

Code Change 402.12.3 Committee on Committees term (first reading).....Stephan Bialkowski

No new business was addressed due to lack of time. It will be brought forward at the next Faculty Senate meeting in December.

### **Reports**

Educational Policies Committee Annual Report.....Larry Smith  
EPC Items.....Larry Smith  
Honors Program Report.....Kristine Miller  
Libraries Advisory Council Report.....Dan Davis  
Parking Committee Report.....James Nye

No Reports were presented due to lack of time. It will be brought forward at the next Faculty Senate meeting in December.

### **Adjournment**

The meeting adjourned at 4:30 pm.



**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 effecting 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 2<sup>nd</sup> 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.

## **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*

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##### *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 30<sup>th</sup>, 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.



## POLICY MANUAL

### COMPENSATION

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**Number 376**

**Subject: Extra-Service Compensation**

**Covered Employees: Benefit-Eligible, Exempt Employees**

**Date of Origin: January 24, 1997**

**Effective Date of Last Revision: April 9, 2004      DRAFT: November 12, 2014**

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#### FEDERAL GUIDANCE REFERENCES

**The following policy is based on the following:**

- **Utah Code 67-16-1 et.seq.**, “Utah Public Officers and Employees’ Ethics Act.
- **Federal Office of Management and Budget, Final Rule -- *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (A-81)*** – Federal Register, Vol 78, No. 248
  - (Superseding: OMB Circulars A-21, A-87, A-110, and A-122 (which have been placed in OMB guidance); Circulars A-89, A-102, and A-133; and the guidance in Circular A-50
  - Implementation Date: December 26, 2014
- **NSF, Office of Inspector General – 2004 Audit findings**
- **Department of Justice, settlement findings – 2008**
- **HHS Office of Inspector General – 2011 Audit findings**

#### **Draft Editing Instructions:**

**If this policy is not implemented prior to December 26, 2014 — In order to be in compliance with current OMB rules, editors are to remove all references to OMB A-21, leaving in place the OMB Uniform Administrative Requirements reference as currently noted in the text without change in meaning or intent.**

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## **376.1 INTRODUCTION**

The University recognizes that employees may make unusual contributions to the University that are both related and unrelated to their Primary Work Assignments. This policy is designed to establish an institutional expression of support for appropriate, operations-based standards for Extra-Service Compensation.

## **376.2 DEFINITIONS**

### **2.1 Primary Work Assignment**

The Primary Work Assignment, defined is the basis upon which the University sets its expectations of an employee's duties and allocation of effort. USU utilizes the following methods to establish the Primary Work Assignment:

- (a) *For Faculty:* The primary work assignment is derived from the Role Statement, as defined in under section 6.1 and 11.1 of USU Policy #405, Tenured and Term Appointments: Evaluation, Promotion and Retention.
- (b) *For Non-Faculty Exempt Employees:* The primary work assignment is derived from the Office of Human Resources most recent position description available for that employee, which documents the responsibilities, functions, and requirements of each job. Expectations for the allocation of effort are also reflected in USU's annual Budget Process/Salary Planner process.

### **2.2 Full Workload**

Full Workload for an employee shall be that workload for which an employee is compensated by the University, exclusive of compensation for incidental work. For exempt employees, it shall be that workload specified in the primary work assignment for a given period. The more closely an activity is associated with the University's compensation and reward systems, the more likely it will be included in the Full Workload.

### **2.3 Institutional Base Salary**

Institutional Base Salary (IBS) shall be the salary paid by the institution for the performance of the full workload by a given employee. It may be based on appointments of differing lengths, such as the academic year, eleven months or twelve months. IBS shall be calculated in accordance with Budget Office Guidelines, "Salary Definitions." The IBS may change based on significant, non-temporary changes in the Primary Work Assignment or because of salary increases approved by the University.

### **2.4 Institutional Base Salary Earning Rate**

The Institutional Base Salary Earning Rate shall be calculated based on the compensation level at which an employee is paid for his/her appointment term, divided by the number of months of that term. An employee shall not earn compensation from USU sources in

excess of the base salary rate in any given month, except as allowed under this policy, Extra Service Compensation or through a specially approved administration one-time payment.

## **2.5 Institutional Payout Rate**

The Institutional Base Salary Earning Rate may differ from the amount of compensation actually paid to an employee during a given month, because salary for an appointment of less than 12 months is distributed across 12 months in the payroll system. For details concerning distribution of pay over a period different from the appointment term, contact the Controller's Office.

## **2.6 Incidental Work**

Incidental Work is that work which is accomplished by an individual in excess of his/her Full Workload, as follows:

**2.6.1** Incidental Work that is carried out within the institution and paid for as Extra-Service Compensation must be documented in the University's financial management systems, though it shall not be reported or certified in the University's time and effort reporting system.

**2.6.2** Incidental Work that is provided without compensation shall be reported to the immediate supervisor in order to avoid conflicts of interest, including conflicts of commitment.

**2.6.3** Incidental Work performed outside the university is neither reported in the time & effort or payroll systems, nor documented in the University's financial management systems; however, documentation of consulting leave time is required as set forth in USU Policy #377, Consulting Services.

## **2.7 Extra Service**

Extra Service shall be any service rendered to the University that is not specifically identified as part of the employee's Full Workload. Extra service shall be clearly identified and approved in advance as such in accordance with this policy and Policy 404.1.2(7), Faculty Appointments, Professional Services.

## **376.3 POLICY**

Opportunities for consulting or other activities that fall outside of an employee's Primary Work Assignment are granted in accordance with Utah Code 67-16-1 et. seq., "Utah Public Officers and Employees' Ethics Act," and as permitted under USU's consulting policy. Such activities shall be allowed at the University's discretion where clear benefit to the University can be demonstrated.

Employees may provide Extra Service to the University beyond their Primary Work Assignments either for or without compensation, provided that the preparation and performance of such services do not impede the discharge of their duties under their Primary Work Assignments.

Compensation received for Extra Service shall not exceed 20% of the individual's Institutional Base Salary without prior written approval of the Executive Vice President & Provost for academic units and without prior written approval of the Office of the President for all non-academic units.

### **3.1 Extra-Service Compensation Unrelated to the Primary Work Assignment**

#### **3.1.1 Extra Service Related to Sponsored Programs Sourced Funds.**

Extra and supplemental compensation from federal funds is governed by OMB Circular A-21 (OMB Uniform Administrative Requirements), which also requires that like funding be treated consistently under like circumstances by the University. Thus, all external funding shall be subject to the regulatory guidance in OMB Circular A-21 (OMB Uniform Administrative Requirements, Section 200.430(h)(3)), as follows: "intra-university consulting is assumed to be undertaken as a university obligation requiring no compensation in addition to full-time base salary. However, in unusual cases...charges for such work representing additional compensation above IBS are allowable...". This principle applies to employees who function as consultants for sponsored agreements conducted under the direction of other University employees.

Extra-Service Compensation from external funds can be allowed for faculty and other exempt employees when all of the following conditions are met:

- (1) The request does not exceed the Base Salary Earnings Rate based on the employee's Institutional Base Salary, which is that compensation provided to an employee for fulfillment of his/her Full Workload;
- (2) The employee will perform a role outside of the individual employee's organizational unit or is otherwise different from his/her Primary Work Assignment; NOTE: Employees may not receive compensation for Extra Service work on projects for which they serve as PI or Co-PI.
- (3) Work is demonstrably in addition to the employee's Full Workload for the reporting period during which it will be performed;
- (4) The request is specifically proposed and included in the approved budget and/or agreement with the sponsoring agency or otherwise approved in writing by an authorized agency representative. If not specifically and explicitly provided for in the approved proposal, budget and/or award, an official sponsor approval must be obtained before any extra contractual work is done. NOTE: By itself, agency approval for Extra Service payment shall not be considered a waiver for requirements 1-3 above.

(5) The request is approved in advance by the Vice President for Research. Review and support will be required of the individual's department head, supervisor, dean and/or vice president as appropriate prior to submission to the Office of Research & Graduate Studies. Any request for above 20% will also require the follow-on approval of the Executive Vice President & Provost.

For additional forms and instructions concerning Extra-Service compensation involving external funds see RGS Procedure 376-PR.

### **3.1.2 Extra-Service Compensation from Internal Non-Sponsored Programs Sourced Funds**

USU's Disclosure Statement to the Federal Government (DS-2) requires the institution to use the same salary and wage distribution system for all like employees, regardless of the source of their compensation. Thus, the University uses consistent practices for identifying, charging and reporting all personnel costs, including its method of identifying which activities will be included in the Full Workload (and therefore the Institutional Base Salary) and which will not.

As a result, Extra Service Compensation from internal non-sponsored programs sourced funds must meet all of the following restrictions:

- (1) The Extra Service is compensated at a rate not to exceed the Institutional Base Salary Earnings Rate which, is based on the employee's Institutional Base Salary (the compensation provided to an employee for the fulfillment of the employee's Full Workload);
- (2) The work is outside of the scope of the employee's required job expectations, as set forth in the Primary Work Assignment;
- (3) Work is demonstrably in addition to the employee's Full Workload for the reporting period during which it will be performed;
- (4) The Extra Service is based on temporary and unusual circumstances, and funds have been allocated to pay for the services.
- (5) The request is approved in advance by the Executive Vice President & Provost. Review and support will be required of the individual's department head, supervisor, dean and/or vice president as appropriate prior to submission to the Office of the Executive Vice President & Provost.

For additional guidelines concerning Extra-Service compensation involving non-sponsored programs sourced funds see Provost Procedure 376-PR.

### **3.1.3 Extra Service Related to Primary Work Assignment**

Only in the most unusual circumstances, outcomes and activities focused on furthering the institutional missions of discovery, learning and engagement, which are exclusively funded from internal and unrestricted sources, and which are also related to the Primary Work Assignment can qualify for Extra-Service compensation.

Extra Service compensation related to the Primary Work Assignment should not be used as a regular supplement to an individual's salary.

Requests for Extra-service Compensation related to the Primary Work Assignment may not exceed the Institutional Base Salary Earning Rate, and must be approved in advance by the Executive Vice President & Provost.

## **3.2 Relationship of Extra Service Compensation to Non-appointment Payments**

USU allows faculty and other exempt employees with appointments of less than 12 months to receive compensation at their Institutional Base Salary Earning Rate for periods up to a total of 12 months per fiscal year based upon the conduct of research, teaching, or other activities that are consistent with federal and USU policy and that do not conflict with the faculty member's Primary Work Assignment. This compensation is not Extra Service.

Non-appointment compensation is subject to effort reporting and certification. Effort and compensation for such work should therefore occur in parallel with, or in replacement of the employee's Primary Work Assignment, and may be expended at any time during the fiscal year. Thus, employees working during periods not included in their academic appointments shall, when appropriate, utilize any non-appointment period available to them to reach this 12-month capacity for salary compensation before any Extra-Service Compensation will be approved.

USU does not limit an employee's opportunity to receive compensation paid directly by a non-University funding source as per USU's consulting policy.

## **376.4 RESPONSIBILITY**

### **4.1 Department Heads and Supervisors**

In keeping with Federal expectations that USU will meet agency requirements for department heads, supervisors, vice presidents and deans are responsible for reviewing extra service opportunities with employees before they occur to ensure that interference or conflict with the employee's Primary Work Assignment is



avoided or appropriately managed. The department head/supervisor and dean has primary responsibility for working with employees to ensure compliance with this Extra Service Compensation policy. Refer to RGS Procedure 376-PR and Provost Procedure 376-PR for guidance on implementing this policy. Departments and colleges will bear primary responsibility for repayment of disallowed Extra Service Compensation costs.

## **4.2 Employees**

Employees are responsible for accurately completing the Request for Extra Service Compensation Form and for obtaining supervisory approvals prior to submission. Conflicts of interest must be disclosed as they arise.

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## **PROCEDURAL REFERENCES**

### **Procedures corresponding to this policy include:**

- RGS Procedure 376-PR for guidance on Extra-Service Compensation related to sponsored program activities
  - Provost Procedure 376-PR for guidance on Extra-Service Compensation for non-sponsored program activities
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**2013-2014 ANNUAL REPORT  
OF THE  
UTAH STATE UNIVERSITY  
EDUCATIONAL POLICIES COMMITTEE**

**Submitted by  
Laurens H. Smith Jr, Chair  
September 15, 2014**

**2013-2014 Annual Report of the Educational Policies Committee  
September 9, 2014**

**MEMBERSHIP:**

The membership of the 2013-2014 Educational Policies Committee:

Laurens H. Smith, Executive Senior Vice Provost, Chair  
Ed Reeve, College of Agriculture and Applied Science and Curriculum Subcommittee  
Chair  
Scott Bates, Emma Eccles Jones College of Education and Human Services and Academic  
Standards Subcommittee Chair  
Richard Mueller, College of Science and General Education Subcommittee Chair  
Kevin Olsen, Caine College of the Arts  
Thom Fronk, College of Engineering  
Eddy Berry, College of Humanities and Social Sciences  
Karen Mock, Quinney College of Natural Resources  
Melanie Nelson, USU-Eastern  
Scott DeBerard, Graduate Council  
Christian Thrapp, ASUSU President  
Roland Squire, Registrar's Office  
Cathy Gerber, Registrar's Office  
Brittany Garbrick, Graduate Studies Vice-President  
Doug Fiefia, ASUSU Academic Senate President  
Kelly Fadel, Huntsman School of Business  
Travis Peterson, Regional Campuses and Distance Education  
Kacy Lundstrom, Libraries

**MEETINGS:**

The Educational Policies Committee (EPC) is a standing committee of the Faculty Senate. During the 2013-2014 academic year, the regular meeting time of the EPC was the first Thursday of every month at 3:00 p.m. in the Champ Hall Conference Room in Old Main.

The EPC is supported by the following three subcommittees.

Curriculum Subcommittee	Edward Reeve, Chair,
General Education Subcommittee	Norman Jones, Chair
Academic Standards Subcommittee	Scott Bates, Chair

## **ACTIONS:**

The Educational Policies Committee acts on items presented to it from three subcommittees: Curriculum, Academic Standards, and General Education; as well as other items submitted directly to EPC for consideration.

### **A. Actions originating from the Curriculum Subcommittee:**

1. The Curriculum Subcommittee approved 513 requests for individual course actions.
2. The Curriculum Subcommittee and subsequently the EPC acted on a large variety and number of proposals for programs during the 2013-2014 academic year. Table 1 is a summary of those.

**Table 1. Action taken by the EPC.**

<b>UNIT</b>	<b>EPC Actions 2013-2014</b>
Department of Psychology	Reduce minimum number of credits for the PhD in Psychology
Department of Management	Rename Master of Science in Human Resources to Master of Human Resources
Department of Psychology	Discontinue the Psychology Teaching BS and BA
Department of Sociology, Social Work, and Anthropology	Discontinue the Teaching Emphasis in the Sociology BS and BA
Department of Physics	Discontinue the Plan C in the Physics M.S. Degree
Department of Plants, Soils, and Climate	New BS degree in Horticulture
Department of Theatre Arts	New Film Production emphasis in the Theatre BFA
Department of Animal, Dairy, and Veterinary Sciences	Exclusive home for MS and PhD in Toxicology
Departments of Animal, Dairy and Veterinary Sciences; Biology; Chemistry and Biochemistry; Civil and Environmental Engineering; Plants, Soils, and Climate	Discontinue the Interdepartmental Program for the MS and PhD in Toxicology
Department of Music	New Organ Performance emphasis in Bachelor of Music
Department of Applied Economics	New Minor in Environmental and Natural Resource Economics
Department of Applied Economics	Rename Agribusiness Management Minor to Agribusiness Minor

Department of Special Education and Rehabilitation	New Audiology Specialization in Disability Disciplines PhD
School of Teacher Education and Leadership	New Literacy Teaching Minor
Department of Physics	Reduce minimum number of credits for the PhD program in Physics
Department of Political Science	Establish a Center for the Study of American Constitutionalism
Department of Mathematics and Statistics	Discontinue the Plan C Options in the MS Degree in Mathematics and the MS Degree in Statistics
Jon M Huntsman School of Business	Rename three specializations under the Master of Business Administration
School of Applied Sciences, Technology, and Education	New Bachelor of Science degree in Business Education
Emma Eccles Jones College of Education and Human Services	Establish the Department of Nursing and Health Professions
Department of English	Rename on-line M.S. in English with a Specialization in Technical Writing, to Master of Technical Communication
Department of Music	New Bachelor of Arts in Music
Department of Landscape Architecture and Environmental Planning	New Minor is Landscape Architecture
Department of Mathematics and Statistics	Reduce minimum number of credits for the PhD in Mathematical Sciences
Executive Vice President and Provost	Eliminate two USU course requirement for undergraduate graduation

**B. Actions originating from the General Education Subcommittee:**

1. Courses approved by the EPC in 2013-2014 for General Education use are listed in Table 2.

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

Course Prefix and Number	Course Title	Course Designation	Department
ANTH 4990	Contemporary Issues in Anthropology	Communications Intensive	Sociology, Social Work, and Anthropology
CHEM 5720	General Biochemistry Laboratory	Communications Intensive	Chemistry and Biochemistry

COMD 5100	Language Science	Communications Intensive	Communicative Disorders and Deaf Education
ENGL 3630	The Farm in Literature and Culture	Communications Intensive/Depth Humanities and Creative Arts	English
ENGR 3080	Technical Communication for Engineers	Communications Intensive	Engineering
GEO 3250	Natural History of Dinosaurs	Depth Life and Physical Sciences	Geology
HIST 3483	Modern China, 1800 to Present	Communications Intensive/Depth Humanities and Creative Arts	History
HIST 3560	Modern East Asia	Depth Humanities and Creative Arts	History
HIST 3751	Trials of Gilded Age America, 1877-1900	Communications Intensive/Depth Humanities and Creative Arts	History
HIST/RELS/ARBC 3030	Introduction to Islam	Depth Humanities and Creative Arts	History
HONR 1320	Civilization: Humanities	Breadth Humanities	Honors
PHIL 3820	Theories of Sex and Gender	Depth Humanities and Creative Arts	Languages, Philosophy, and Communication Studies
RELS 3050	Introduction to Christianity	Depth Humanities and Creative Arts	History
RELS 3820	Hindu Sacred Texts	Communications Intensive	History
STAT 1045	Introduction to Statistics and Elements of Algebra	Quantitative Literacy	Mathematics and Statistics
THEA 2110	Voice for Actors III: Dialects	Remove Depth Humanities and Creative Arts	Theatre Arts
WGS 3010	Women and Leadership	Communications Intensive	Women and Gender Studies
USU 1320	Civilization: Humanities	Breadth Humanities	History
USU 1320	Civilization: Humanities	Breadth Humanities	History

USU 1330	Civilization: Creative Arts	Breadth Creative Arts	Art and Design
USU 1340	Social Systems and Issues	Breadth Social Sciences	Arts & Science
USU 1360	Integrated Physical Science	Breadth Physical Sciences	Geology
USU 6900	Research Integrity		Research

- Proposed revisions to the criteria for communication intensive (CI), quantitative literacy (QL), and quantitative intensive (QI) courses in the General Catalog by subcommittees for CI and QI were approved. The CI criteria adopted the use of more assertive verbs, allowed for accommodations based on possibility of student learning disabilities, and clarified the appropriate balance of oral and written communication based on discipline and course content. QI criteria adopted broader language including and/or statements to introduce flexibility, substitution of “quantitative” for “mathematical” in the criteria, and requiring the acknowledgment of the limitations of quantitative tools. The revised General Catalog Language will now be:

## ***Criteria for Communication Intensive Courses***

### ***Philosophy***

*The purpose of Communication Intensive courses is to help students achieve proficiency in both written and oral communication in a manner that is appropriate to their major discipline. Although CI courses must meet specific criteria, there are many possibilities for how those criteria may be achieved. CI courses may use a range of artistic and technological forms of communication.*

*All CI courses must help students engage productively, responsibly, and thoughtfully in written and oral communication. CI courses are also intended to be discipline-specific, letting students simultaneously attain communication fluency goals while they learn communication forms most appropriate to their discipline*

*Communication Literacy (CL) goals are met by taking English 1010 and English 2010 (CL courses) and two Communication Intensive (CI) courses. Communication Intensive courses are designed to follow, and build upon, English 1010 and English 2010. Therefore all Communication Intensive courses should have English 2010 as a prerequisite.*

### ***Communication Intensive Course Criteria***

*All Communication Intensive courses must:*

- Be an upper division course.*

2. *Require both written and oral communication.*
3. *Require a significant quantity of written and oral communication as demonstrated by the outcomes, assignments, and assessment in the course.*
4. *Have an individual writing component.*
5. *Incorporate communication/learning components that reinforce effective two-way communication skills appropriate for discipline-specific audiences.*
6. *Allow for continued improvement through opportunities for revision, and/or multiple assignments.*

*Communication Intensive courses are encouraged to:*

1. *Utilize collaborative forms of communication.*
2. *Be explicit with students about how the discipline communicates and invite them into its ways of communication.*
3. *Utilize a wide variety of communication forms and media.*
4. *Incorporate communication activities that are appropriate for a wide variety of disciplinary audiences.*

### ***Communication Intensive Implementation Ideas***

*To clarify Communication Intensive requirements listed above, and to encourage thinking “outside the box,” we list some key terms below and suggest a variety of ways to implement them.*

#### ***Continual Improvement:***

1. *Students may write multiple drafts of a single paper, with the opportunity to implement feedback and suggestions in the final paper.*
2. *The instructor may assign several papers of the same type. Constructive feedback is provided on the early assignments so students can apply this information to succeeding assignments.*
3. *The student may be offered the opportunity to revise a paper after it has been graded.*

#### ***Feedback:***

1. *Feedback is response to student writing in the form of constructive criticism and suggestions for improvement.*
2. *Feedback can come from peers, the instructor, or Graduate Assistants, Writing Fellows, Undergraduate Teaching Fellows, external audiences, or others.*
3. *Feedback may be oral or written.*

#### ***Oral Communication:***

*Students may communicate orally in a wide variety of formats. Some examples include the following:*



1. *Make a formal presentation to a class or subgroup of a class, an outside audience, or the instructor.*
2. *Make a formal presentation using video format or other presentation software.*
3. *Perform in a dramatic presentation or other oral reading.*
4. *Participate in structured in-class debates with assigned roles.*
5. *Lead structured discussions synthesizing class materials and audience responses.*

### **Collaboration:**

1. *Collaboration includes an occasion in which students talk to, or work with each other, a client outside the classroom, or an instructor to produce something.*
2. *Collaboration can include occasions in which students provide feedback on each other's work.*

## **Criteria for Quantitative Literacy and Quantitative Intensive Courses**

### **Quantitative Literacy**

*Students may satisfy the Quantitative Literacy requirement by completing Mathematics 1030, Quantitative Literacy (3 credits), Statistics 1040, Introduction to Statistics (3 credits), Statistics 1045 Introduction to Statistics with Elements of Algebra (5 credits) or Mathematics 1050 (3 or 4 credits), College Algebra. All of the courses in the mathematics General Education curriculum require high school Mathematics 1, 2, and preferably 3 as prerequisites. Students also may satisfy the requirement by completing at least one institutionally approved mathematics course which fits with their intended major (a course at the level of college algebra or which requires college algebra as a prerequisite). USHE institutions may determine if an ACT, SAT or placement examination score is sufficiently high enough to waive the Quantitative Literacy requirements. (Regents' Policy 470.3.20).*

### **Quantitative Intensive**

*Courses used to satisfy University Studies Quantitative Intensive [QI] requirements should build on material from MATH 1030 (Quantitative Reasoning), STAT 1040 (Introduction to Statistics), STAT 1045 (Introduction to Statistics with Elements of Statistics) MATH 1050 (College Algebra) or other approved courses. QI courses must have a substantial quantitative component, which, in some form, furthers the quantitative literacy goals of University Studies, improving their fluency in the use of quantitative methods*

*They should expect students to demonstrate ability to use:*

1. *Mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.*
2. *Quantitative information symbolically, visually numerically and/or verbally.*

*3. Arithmetical, and/or algebraic and/or geometric, and/or statistical methods to solve problems.*

*4. Estimates to check answers to quantitative problems in order to determine reasonableness, identify alternatives, and select optimal results.*

*And*

*5. QI courses should address the limits of mathematical and statistical methods.*

### **C. Actions originating from the Academic Standards Subcommittee:**

From the October 14, 2013 Meeting:

#### **1. Approval of revisions to the General Catalog Language regarding English Language Proficiency Requirement for Undergraduate International Students**

##### **Rationale for amending the requirement:**

The current policy is restrictive and does not allow an exemption for native English speakers. The SAT, ACT, and U.S. high school attendance and enrollment in mainstream English classes as proof of English proficiency are currently used by a wide variety of state supported institutions of higher education, including the University of Utah. Currently, domestic applicants to USU are required to achieve a total ACT score of 18 or a total SAT score of 860, which theoretically allows a domestic applicant to achieve significantly less than 18 or 500 on the English portion of the ACT or critical reading portion of the SAT and still be admitted to USU.

USU allows credit toward the Communications Literacy 1 (CL1) general education requirement for any student that provides Advanced Placement scores of 3 through 5 on the English Language Composition exam or the English Literature and Composition exam. Similarly, credit is granted toward the CL1 requirement for students who provide score results of 4 through 7 on either the Standard Level or Higher Level International Baccalaureate English A1 exam. Additionally, completion of the International Baccalaureate Diploma allows an international student to receive up to 30 credit hours and a waiver of many general education requirements including the CL1 requirement. Allowing an international student to receive a waiver of the rigorous CL1 requirement while simultaneously requiring “proof” of English proficiency in the form of the TOEFL, the IELTS, or the IELI placement exam creates a contradictory policy.

Applicants to the School of Graduate Studies at Utah State University are currently allowed to submit the Pearson Test of English as proof of English proficiency. Additionally, though the Eiken is administered almost exclusively in Japan, it is accepted as proof of English proficiency at approximately 350 colleges and universities in the United States and Canada. Accepting the

Eiken as an option to prove English proficiency would enable International Admissions to recruit Japanese students more effectively and potentially increase enrollment.

Allowing the proposed revisions to the English language proficiency requirement would regularize the current undergraduate international application process with the processes in place at other state-supported institutions of higher education in the United States. The amendment would also create a more equitable set of standards between international, domestic and graduate admissions at USU and eliminate contradictory practices currently in place.

**Present Catalog Language:**

*International students must be proficient in the use of English. Proficiency is determined for undergraduates by a minimum TOEFL score of 525 on the manual (paper/pencil) test, 71 on the iBT (Internet-based TOEFL), a minimum IELTS score of 6.0 (with a minimum of 5.0 on each subscale) or by passing level 4 (advanced level) of the Intensive English program at Utah State University. Qualified students in level 4 (advanced level) of Intensive English may take one or more academic courses if approved by the Intensive English faculty and their academic advisor.*

**Approved Revised Catalog Language:**

*All undergraduate international applicants whose native language is not English must prove University level English proficiency. The English language proficiency requirement may be satisfied in a variety of ways:*

- *TOEFL internet-based exam score of 71 or paper-based exam score of 525*
- *IELTS score of 6.0 overall band score with a minimum of 5.0 on each subscale*
- *SAT Critical Reading score of 500*
- *ACT English score of 18*
- *Pearson Test of English overall score of 53*
- *Eiken Test in Practical English Proficiency Grade Pre-1*
- *English Language and Composition Advanced Placement exam or English Literature and Composition Advanced Placement exam score of 3, 4, or 5*
- *Standard Level or Higher Level International Baccalaureate English A1 exam score of 4, 5, 6, or 7*
- *Completion of the International Baccalaureate Diploma at an accredited high school or secondary school*
- *USU's Intensive English Language Institute's placement exam score of 146\**
- *Attendance at an accredited U.S. high school for 3 or more years and enrollment in mainstream non-ESL English/Language Arts classes all three years*
- *Receive a grade of "C" or better in a college-level English Composition course (equivalent to USU's English 1010 – Introduction to Writing: Academic Prose or English 2010 – Intermediate Writing: Research Writing in a Persuasive Mode) at a regionally-accredited U.S. college or university. Equivalency will be determined by the Registrar's Office at Utah State University.*

*Any equivalency determination made by the Registrar's Office will be final.*

*If you are not sure if you qualify for an exemption as a native English speaker, please contact International Admissions to request a review of your circumstances. Utah State University reserves the right to require proof of English proficiency from any applicant, if deemed necessary by a university official. \*IELT's placement exam may be taken upon arrival at USU. For further information, please review the conditional admission parameters below. Applicants who are unable to provide proof of English proficiency as outlined above, may request conditional admission to the university pending the completion of Utah State University's Intensive English Language program. Conditionally admitted students will be eligible to enroll in their chosen academic program at USU after they have passed level 4 (advanced level) of the Intensive English program at Utah State University or achieved a 146 on the Intensive English Language Institute's placement exam. Qualified students in level 4 (advanced level) of Intensive English may take one or more academic courses concurrent with their Intensive English courses, if approved by the Intensive English Language Institute faculty and their academic advisor.*

**2. Semester Credit Limit. Approved revision to General Catalog language as follows:**

**Present Catalog Language:**

*"Credit Limit: Students registering for more than 18 credits must present their advisor's signed authorization to the Registrar's Office."*

**Approved Revised Catalog Language:**

*"Semester Credit Limit: Students must have authorization from their academic major advisor to enroll in more than 18 credits in a semester."*

From the Academics Standards Subcommittee meeting of November 11, 2013.

**1. Proposed changes to the USU General Catalogue language of the following (changes in red):**

**1. Credit transfer policy vote**

Utah State University awards transfer credit for academic work completed at other academic institutions. Transfer and articulation is not based solely on the accreditation status of the transfer institution. **Evaluations for the specific acceptance of credit being equivalent to a Utah State University course are at the discretion of each department's faculty or faculty designee. Acceptance of credit should not be confused with its application.** Transfer credit may or may not apply to the graduation requirements of Utah State University, regardless of the number of credits transferred.

**2. Associate of Science and Associate of Arts**

The Associate of Science (AS) **or Associate of Arts** degree in general studies is offered. ~~Some degrees are offered online and are delivered to several international locations.~~ These degrees

are offered through USU's Logan Main Campus, Regional Campuses and Distance Education, and USU Eastern. Requirements include: (1) completion of current USU General Education requirements; (2) USU cumulative GPA of 2.0 or higher **and a cumulative GPA of 2.0 or higher**; (3) completion of at least 60 credits; and (4) at least 20 credits in residency (USU credits) at USU's Logan Campus, USU Eastern, or through courses offered by USU Regional Campuses and Distance Education.

The Associate of Science **and Associate of Arts** degrees ~~is~~ **are** available without a concentration. USU-Eastern also offers an Associate of Science in Business (AB) and an Associate of Science in Criminal Justice (AC).

### **3. Transcript evaluation**

Once the Admissions Office has completed your admissions application, your transcript will be sent to the Registrar's Office to be posted by the Articulation Staff. Transfer courses that are not **currently articulated** will be sent to an Articulation Representative **designated by the department** for evaluation, which will then determine how the course will transfer.

### **4. College Level Examination Program (CLEP)**

The CLEP examinations were designed for **undergraduate** students who wish to utilize previous knowledge and experience in lieu of required coursework. CLEP is a national program of credit-by-examination, allowing students to obtain recognition for college-level achievement. This privilege is intended to measure information and training gained from practical experience that may be considered the equivalent of the experience and training received by students in an organized course given at the University.

**Undergraduate** credits may be acquired through the CLEP examinations. These credits may be used to fill General Education Requirements and may also be accepted as equivalent to specific courses. Students interested in taking a CLEP exam should contact the University Testing Services Office, University Inn 115.

### **5. Credit by department examination**

**Undergraduate**, matriculated students may challenge a course for credit by taking a departmental examination. Departments will determine if a course is appropriate for challenge; students should contact the instructor and/or department. If a challenge exam is available, the instructor should advise the student as to whether he or she has a reasonable chance of passing. The examination will survey knowledge of the course content and may include papers, projects, portfolios, etc.

Students challenging a course for which they are registered must do so within the first two weeks of the course. Students not registered will be required to pay a course-specific

examination fee. Students who take a departmental examination will receive the exam grade posted to their transcript for that course. Credits earned through departmental examination can be used to meet the minimum ~~USU~~ course requirement.

## **6. Dual majors**

Students ~~can earn~~ ~~receive a single~~ ~~multiple~~ degrees and ~~majors diploma~~, ~~but have two different majors~~, either within the same college or from two different colleges. ~~They will then receive a diploma for each major.~~

## **7. Second Bachelors Degree**

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

Students may apply for a second bachelor's degree only if the major is different from the major in the first bachelor's degree.

Candidates for a second bachelor's degree who did not satisfy the ~~Communications Literacy, Quantitative Literacy, and~~ American Institutions requirements in the first bachelor's degree, must satisfy ~~any deficiencies in these~~ ~~this~~ requirements before receiving the second bachelor's degree.

**Note:** The first bachelor's degree must have been awarded by a regionally-accredited college or university. Students who earn a degree from an international college or university may be considered for a second bachelor's degree if the first degree was earned from an institution listed in a database approved by the ~~Office of International Students and Scholars~~ Office of Global Engagement.

## **8. Letter of Completion**

On occasion, there may be circumstances in which a student has completed most of the General Education requirements at Utah State University, transferred to another institution where he or she has completed the last of the courses needed to complete the USU General Education requirements, and then requested a Letter of Completion from USU. Since the coursework was not completed at USU, USU may not submit a Letter of Completion, unless the coursework is posted to a USU transcript. To have this coursework posted to a USU transcript, a student should submit his or her transcript ~~and a \$15 posting fee~~ to the Registrar's Office, 1600 Old

Main Hill, Logan, UT 84322-1600. The Registrar's Office will then *evaluate and post* the credit. If all requirements have been satisfied, the Letter of Completion will be generated.

From the Academics Standards Subcommittee of February 13, 2014:

### **1. 60% Policy – Last day to Withdrawal with W, and last day for Pass/Fail**

There was a discussion of how the deadline for "last day to withdrawal with W, P/F" was calculated. USU has been using instruction days; in contrast, calendar days are used for federal guidelines. A proposal to use to the federal guidelines for calculating last day to withdrawal with W, P/F was approved. Specifically, the motion was to calculate 60% of the term based on calendar days for the purposes of withdrawal with a W and pass/fail. This will only shift the "last day" a few days and will align with the schedule of federal financial aid, significantly benefiting students.

### **2. Complete Withdrawal Policy**

A motion to revise policy on early semester, mid-semester, late-semester withdrawal, and attendance to reflect actual practice was approved. The revised General Catalog language is (changes are in red):

#### **STUDENTS MAY BE DROPPED FOR NONATTENDANCE**

*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 be considered for other courses. Requests must be made during the first 20 percent of the course 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.*

#### **DROPPING COURSES**

*Students may drop a course without notation on the permanent record through the first 20 percent of the class. (Check the Registration Calendar for exact dates.) **A student may not drop all of his or her classes without applying for a Semester Withdrawal.***

#### **WITHDRAWING FROM COURSES**

*If a student drops a course following the first 20 percent of the class, **it is considered a withdrawal and** a W grade will permanently be affixed to the student's record. Under normal circumstances, a student may not withdraw from a course after 60 percent of the ~~class is completed~~ **term as defined by federal financial aid guidelines** (Check the Registration Calendar for exact dates.) **A student may not withdraw from all of his or her classes without applying for a Semester Withdrawal.***

### **LATE COURSE WITHDRAWAL**

*In extenuating circumstances in which a **semester** withdrawal or an incomplete grade is not deemed the best action to take, a student may petition for a Late Withdrawal up through the last day of classes. The term “extenuating circumstances” includes: (1) incapacitating illness that 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 as deemed appropriate by the instructor. Students requesting a late withdraw must submit a Petition for Late Withdrawal to the Registrar’s Office. The student must attach a typed appeal stating an explanation and justification for the desired withdrawal(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.*

*Students with extenuating circumstances should refer to the **Semester** Withdrawal policy and the Incomplete (I) Grade policy.*

### **SEMESTER WITHDRAWAL**

*For most undergraduate students, a **semester** withdrawal is initiated at a website for change of enrollment: <http://www.usu.edu/loa>. Undergraduate international students must file a **semester** withdrawal offline, in person by going to International Education in the Office of Global Engagement, Military Science 115. Matriculated graduate students who wish to withdraw completely must present their case to the School of Graduate Studies Office, Main 164. The date of the official withdrawal is the date the withdrawal form letter is received.*

**Early Semester Withdrawal.** *Students who withdraw from a semester before 20 percent of the semester is completed (check the Registration Calendar for exact dates) do not need to reapply for admission when they return, as long as they re-enroll within a year. Students’ transcripts will not show any indication of participation during the semester and they may be eligible for a tuition refund.*

**Mid-Semester Withdrawal.** *Students who withdraw from a semester between 20 percent and 60 percent of the semester is completed (check the Registration Calendar for exact dates), do not need to reapply for admission when they return, as long as they re-enroll within a year. A W grade will permanently be affixed to the student’s record for each of the course withdrawals. These students do not qualify for a tuition refund.*

**Late Semester Withdrawal.** *Students who withdraw from a semester after 60 percent of the semester is completed (check the Registration Calendar for exact dates) will have W grades permanently affixed to their record for each of the course withdrawals. These students also do not qualify for a tuition refund. These students will be processed as follows:*



- ***Students on academic probation or students who have previously been suspended***, will be suspended from the University. Not counting the semester for which students are withdrawing, students who have been suspended once may apply for readmission after an additional one-semester layout at USU Eastern or a two-semester layout at USU. Students who have been suspended two times may apply for readmission to the University following a layout of one full calendar year.
- ***All other students*** who have a late semester withdrawal do not need to reapply for admission when they return, as long as they reenroll within a year.
- During their academic career, students may have a late semester withdrawal a maximum of two times.

## **Report from the Educational Policies Committee September 15, 2014**

The Educational Policies Committee met on September 4, 2014. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page<sup>1</sup> and are available for review by the members of the Faculty Senate and other interested parties.

During the September meeting of the Educational Policies Committee, the following discussions actions were taken.

1. Approval of the report from the Curriculum Subcommittee meeting of September 5, 2013 which included the following notable actions:
  - The Curriculum Subcommittee approved 64 requests for course actions.
2. There was no report from the Academics Standards Subcommittee.
3. Approval of the report from the General Education Subcommittee meeting of April 16, 2013. Of note:
  - The following General Education course was approved:  
  
SW 4100 (CI)

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

## **Report from the Educational Policies Committee**

### **October 6, 2014**

The Educational Policies Committee met on October 2, 2014. 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 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 2, 2014 which included the following notable actions:
  - The Curriculum Subcommittee approved 53 requests for course actions.
  - A request from the Department of Computer Science to reduce the number of PhD credits was approved.
  - A request from the Department of Geology to discontinue the current BS degree in Applied Environmental Geoscience and create an emphasis in Applied Environmental Geoscience in the existing BS in Geology was approved.
  - A request from the Department of Mechanical and Aerospace Engineering to offer a PhD in Aerospace Engineering was approved.
2. Approval of the report from the Academics Standards Subcommittee meetings of April 16. Action item:
  - A revision to the Academic Record Adjustment and Request for Refund Policy was approved.

Rationale and revisions: The inclusion of a definition of “immediate family,” which was based on the human resources bereavement policy, was clarified. Specifically, the word “partner” was to be included; this brings the policy in-line with various HR and other campus-wide policies. In addition, the phrase “persons living in the same household” was to be excluded as it could be confusing and less-relevant to students (although it is currently included in HR policies on bereavement).

In addition, language that specified documentation was to come from a “medical doctor, physician’s assistant, or nurse practitioner” was revised to include “licensed caregiver” in order to allow any licensed caregiver to provide necessary evidence for the policy’s intent (to provide a record adjustment and/or refund). It was specifically discussed that mental health issues could be a reasonable use of the policy.

3. Approval of the report from the General Education Subcommittee meeting of September 16, 2014. Of note:

- The following General Education courses and syllabi were approved:

MUSC 3030 (DHA, Cindy Dewey)

HONR 1340 (BSS, Eddy Berry)

NDFS 5230/6230 (CI, Brock Dethier)

**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 page<sup>1</sup> 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)

## **Honors Program Annual Report 2013-2014**

This report covers the time period from July 1, 2013 through June 30, 2014.

**PERSONNEL:** Dr. Nicholas Morrison, Interim Director; Amber Summers-Graham, Coordinator of Programs; Lauren Mealy, Staff Assistant; Sara Mitchell, Staff Assistant; Peer Advisors: Abigail Bentley, Matthew Petersen, and John Kidd. Dr. Kristine Miller began as Director on July 1, 2014.

### **HONORS TEACHING FELLOWS 2013-2014:**

Brandi Jensen Allred  
Sarah Anderson  
Analise Barker  
Sara Callichia  
John Kidd

Dylan Lasson  
Sarah Patterson  
Karen Tew  
Andrea Thomas

**STUDENT STATISTICS:** Honors graduated 38 students in the 2013-2014 academic year. To date, the Honors Program has graduated more than 811 students. Senior theses are available on the Merrill-Cazier Library's Digital Commons:  
[http://digitalcommons.usu.edu/student\\_works.html](http://digitalcommons.usu.edu/student_works.html)

The names of 2013-2014 Honors degree recipients and the titles of their senior Honors theses/projects appear in Appendix A.

In 2013-14, Honors students comprised 3.09% of the undergraduate population at the USU Logan campus. The incoming Honors class had 131 (plus 14 deferred) students, which represents 3.48% of the 2013-2014 incoming class. In 2013-2014, Honors also admitted 24 current/transfer students.

### **Incoming Honors Class Averages**

Admissions index: 130  
High school GPA: 3.91  
ACT: 30

### **Incoming Honors Class Scholarships for Fall 2013**

<b>Scholarship</b>	<b>Honors recipients</b>
Presidential	54
Deans	34
Scholar	20
Lower	23

### **Honors Enrollment and Graduation by College**

<b>College</b>	<b>Fall 2013 Incoming</b>	<b>Total Honors enrollment</b>	<b># graduating within 5 years</b>
AG	10	29	21
BUS	17	84	22
CCA	5	22	15
CEHS	15	52	28
CHaSS	17	66	53
ENGR	24	104	18
NR	7	21	7
SCI	36	69	24
UND	0	6	0

### **STUDENT HIGHLIGHTS:**

- Briana Bowen was the College of Humanities and Social Sciences Valedictorian, Scholar of the Year, Political Science Student of the Year, and CHaSS Undergraduate Teaching Fellow of the Year.
- Brooke Siler was the Jon M. Huntsman School of Business Valedictorian.
- Rachel Rawlings Ward was the 2014 Robins Woman of the Year Award.
- Lindsey McBride received the 2014 Undergraduate Researcher of the Year award for the Jon M. Huntsman School of Business, the 2014 Literary Studies Student of the Year Award and received 1<sup>st</sup> Place in the APEE Undergraduate Research Competition.
- James Gardner presented his senior thesis research at Posters on the Hill in Washington, D.C.
- Nicole Martineau received the 2014 Undergraduate Researcher of the Year award for the Caine College of the Arts.
- Leah Langdon received the 2014 Undergraduate Researcher of the Year award for the College of Engineering.
- Chelsey Funk received the 2014 Undergraduate Researcher of the Year award for the College of Humanities and Social Sciences.
- Ariel Peterson received the 2014 Technical Writing Student of the Year Award.
- Kayla Arrington received the 2014 Communications Studies Student of the Year Award.

- Jorri Falslev received the 2014 Spanish Student of the Year Award.
- Adam Stewart received the 2014 Law and Constitutional Studies Student of the Year Award.
- Braden Clinger, Cambri Spear, and Andrew Izatt received CHaSS Seely-Hinckley Scholarships.
- Nathaniel Decker received the Civil and Environmental Engineering Outstanding Senior Award.
- Sean Bedingfield, Levi Kearl, McKenna Lee, Tyrel Rupp, Carson Sparks, and Ezekiel Villareal were recognized as the College of Engineering's 2014 Anderson Scholars.
- 9 Honors students presented at Utah Research on Capitol Hill.
- 11 Honors students participated in the 2014 National Conference of Undergraduate Research in Lexington, Kentucky.
- 46 Honors students received the prestigious A-Pin.
- 40 Honors students participated in Utah State University's 2014 Student Showcase.
- Valerie Jenkins won the 2014 Student Showcase Poster Award for the Arts and Humanities.
- Grant Holyoak won the 2014 Student Showcase Poster Award for the Social Sciences.
- Emily Frampton won the 2014 Student Showcase Poster Honorable Mention for the Life Sciences.
- Madison Pope won the 2014 Student Showcase Oral Presentation Award for the Arts and Humanities.
- Briana Bowen won the 2014 Student Showcase Oral Presentation Honorable mention for the Arts and Humanities.
- John Maynes won the 2014 Student Showcase Oral Presentation Award for the Social Sciences.



- Molly Van Engelenhoven won the 2014 Student Showcase Oral Presentation Award for the Life Sciences

## DETAILED OUTLINE OF CURRICULAR ACTIVITIES

### A. Five-year Trend – Entering First-year Honors Students

Fall 2013	131
Fall 2012	150
Fall 2011	148
Fall 2010	153
Fall 2009	150

### B. Five-year Trend – Students Doing Honors Coursework

	Fall Classes	Fall Contracts	Spring Classes	Spring Contracts
<b>2013-2014</b>	357	79	131	72
<b>2012-2013</b>	470	89	240	78
<b>2011-2012</b>	478	113	289	116
<b>2010-2011</b>	476	102	294	104
<b>2009-2010</b>	313	70	264	106

### C. Five-year Trend – Number of Compensated Honors Courses Offered

<b>2013-2014</b>	29
<b>2012-2013</b>	36
<b>2011-2012</b>	40
<b>2010-2011</b>	45
<b>2009-2010</b>	38

- *Note on compensation: In 2013-2014, the Honors Program compensated courses listed with the HONR prefix, plus 5 sections of ENGL 2010H, and two Math courses: Math 1220H and Math 2210H. Business, Biology, HPER, and the Student Orientation and Transition Services offices compensate the Honors sections of their courses.*

A list of 2013-2014 Honors courses and enrollment statistics appear in the Appendix B of this report.

#### **D. Honors Degrees Offered**

- Students worked toward one of three Honors degrees. These degrees appear both on the students' transcripts and their diplomas.
- Department Honors: 15 total Honors credits in an approved upper-division Department Honors Plan (including a senior thesis/project).
- University Honors: 27 total Honors credits, comprising lower-division Honors credits from the program's approved course list plus completion of an individually designed upper-division plan (including a senior thesis/project).
- Honors in University Studies with Department Honors: 27 total Honors credits, comprising lower-division Honors credits from the program's approved course list plus completion of an approved upper-division Department Honors Plan (including a senior thesis/project).

#### **E. Faculty Participating in Honors**

USU faculty participate in the Honors Program in a number of ways:

- Teaching lower-division Honors classes;
- Working with Honors students in upper-division classes on a contract basis;
- Serving as Department Honors Advisors – guiding majors through their Departmental Honors Plans;
- Advising students in their Senior Honors Projects/Theses;
- Serving on Rhodes, Goldwater, and Truman campus committees and advising students in the completion of their applications.

Appendix C lists faculty teaching Honors courses and serving as Department Honors Advisors.

### **EXTRACURRICULAR ACTIVITIES, 2013-2014**

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

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

Faculty are invited to nominate exceptional students for these awards and to encourage qualified students to apply. The Truman and Goldwater programs provide

awards for undergraduates nominated in their sophomore or junior years. Other programs are designed for students planning to attend graduate school.

- Rachel Nydegger was selected as a Goldwater Scholar. David Griffin and Austin Spence were both selected as Goldwater Honorable Mentions.
- Lauren Harper represented USU in the Rhodes Scholarship competition.

## **B. Honors Program Scholarships**

Through generous donations, Honors has established several endowed scholarships.

1. *The Helen B. Cannon and Lawrence O. Cannon Awards* carry a monetary stipend of \$500 at the time of the award and \$500 upon the student's graduation.

- Austin Spence – 2014 Lawrence O. Cannon Scholar
- Cambri Spear – 2014 Helen B. Cannon Scholar

2. *The Douglas D. Alder Scholarship* carries a monetary stipend of \$1000 at the time of the award.

- Allison Fife – 2014 Douglas D. Alder Scholar

3. *The Joseph G. and Karen W. Morse Scholarship* carries a monetary stipend of \$500.

- Analise Barker – 2014 Morse Scholar

4. *The Joyce Kinkead Outstanding Honors Scholar Award* carries a monetary stipend of \$200 at the time of the award. This award is meant to recognize a graduating Honors student who has created an Honors thesis of merit.

- Chelsey Funk – 2014 Kinkead Scholar

## **C. Last Lecture**

The 39<sup>th</sup> annual “Last Lecture” was given April 16<sup>th</sup> in the Performance Hall by Dr. Nat B Frazer, Professor of Environment and Society. Dr. Frazer was chosen by a committee of USU Honors students to give his theoretical “last lecture” to students and her faculty peers. His lecture, “Teaching Fast and Slow: What Have We Done for You Lately,” can be viewed by visiting <http://honors.usu.edu>

#### **D. REPORT OF THE HONORS STUDENT COUNCIL:**

The 2013-2014 school year was active for the Honors Student Council (HSC). The HSC participated in two successful service projects this year. In October and November, they held a food drive, donating to the Cache Valley Food Pantry. The HSC also formed an Honors Team for the Utah State University Relay for Life in April and held several fundraising events to support the fight against cancer.

The HSC also sponsored several social activities this year. The September Opening Social attracted over three hundred students. The event included a barbecue and games on the quad. Other popular events included participation in the Homecoming Street Painting activity, a fall Corn Maze activity, a Freshman Scheduling Party, a USU Basketball game with halftime social, and a Harry Potter Party. Each event drew large groups of Honors students and friends who had the opportunity to have fun and get to know each other.

## **A Brief Look forward to 2014-15**

Aiming to create a more centralized University Honors Program and thus to increase Honors student retention and graduation rates, USU hired Dr. Kristine Miller in July 2014 as the program's new director. Our new mission statement identifies specific ways in which the University Honors Program serves USU's land-grant mission: "By fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement." Modeling the kinds of work that all USU students can and should do, the University Honors Program aims to become the centerpiece of USU's educational mission.

The changes to the program include the following:

- A beautiful new web site that makes information easy to access
- A centralized USU calendar of events with listservs delivering weekly notification of campus events to Honors students and USU faculty – new students are required to attend and report in Canvas on three co-curricular campus events per academic year.
- Introductory Honors Seminars that explore global questions, satisfy USU's General Education Breadth requirements, and teach first-year students how to read and write effectively in the college classroom
- Year-long interdisciplinary "Think Tank" seminars that seek practical, creative solutions to real local problems, work directly with legislators and community members, and satisfy both of USU's General Education Depth requirements
- Honors credit for practical applications of academic learning, including internships, study abroad, research, grant writing, prestigious fellowship application, scholarly or creative presentations, and service projects
- Special transcript designations for University Honors, Service-Learning Scholars, Global Engagement Scholars, and Undergraduate Research, options that students may combine
- Capstone or thesis projects that set students apart professionally and give them concrete products to showcase their academic experiences – the program will offer increased support for thesis/capstone planning and writing, research travel, and presentation opportunities.
- Membership in a community of Honors students, faculty, and alumni who are now – or will soon be – leaders in their fields – the program will foster this feeling of community with monthly student-faculty socials, support for research collaboration, and a network of alumni with whom students can work.

## **APPENDICES**

### **Appendix A**

#### **2013-2014 Recipients of Honors Degrees and Titles of Honors Senior Projects**

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

Shalee Killpack	Mycoplasmas & Mycobacteria: Minimalists at Work
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##### **College of Business**

James Allred	A Management Buyout in the Lower Middle Market
Andrew Arveseth	Improving Financial and Personnel Management at Petsfirst! Wellness Center
Andrea Barlow	Cultural Influences on Women in Leadership: An Extension of the Hofstede and Globe Dimensions
Jolynn Carr	Internship at Metalwest as a Market Researcher
Sadelle Crabb	The Larrison Group (TLG) Political Consulting and Fundraising Internship: Lessons Learned
Sean Miller	AGCO Corporation Valuation
Adam Stewart	Business Honors Internship Final Report: U.S. House of Representatives
Kelsey White	China and the Northeast Region: Agricultural Machinery

##### **Caine College of the Arts**

Valerie Jenkins	Meeting the Needs of Refugees in Utah Through Interior Design
Alison Snow	Sicilian Instrumental Music During The Ottocento: A Rediscovery of Forgotten Repertoire For Piano
Trevor Vincent	Music Performance – Senior Thesis

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

Bradford Bentley	Motivation and Achievement in Tennis
Chance Christensen	Dissociation of the Effects of Serotonin Reuptake Inhibitor Fluoxetine in Prelimbic Cortex on Disruption of Timing and Working Memory For Time by Neutral and Negative Emotional Events
James Gardner	Age-Related Changes in Attention During Motor Learning
Kedric Glenn	Regularity of Performance on a Computer Tracking Task is Different Between Concussed and Non-Concussed Individuals
Jeneille Larsen	The Importance of Developmentally Appropriate Practice in Early Childhood Education

### **College of Engineering**

Nathaniel Decker	USU Concrete Canoe, Promontory
Neal Hengge	Designing an Artificial Tendon/Graft Derived from Silkworm Silk and Synthetic Spider Silk with Respect to Structure, Mechanical Properties, Biocompatibility, and Attachment
Andrew Marquette	Design and Construction of an Omni-Directional Soccer Ball Thrower
Jacob Whittle	Personal Vacuum Assisted Climber

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

Kayla Arrington	Impact of Resident Assistants and Community on Student Grades
Kolbie Astle	Educating Wonder Away: Charles Dickens' and Lewis Carroll's Attack on Victorian Education
Briana Bowen	Truman, Kennedy, and Reagan: Assessing the Impact of Assassination Attempts on the Organizational Culture of the U.S. Secret Service
Luz Maria Carreno	Exploring Indicators of Social Incorporation: An Analysis of Volunteering among Hispanics in New and Old Migrant Destinations
Chelsey Funk	Connecting to the community: Service-learning Methods in an ESL Classroom
Taylor Halversen	A Visually Determined Deutschland: Visual Rhetoric Analysis of German Culture
Dallen Hansen	Corporations: Manufacturing Psychopaths?
Benjamin Harman	Treasure in Heaven: Economics and Christian Monasticism in Late Antiquity
Kelsen Kitchen	Exploring the Potential of Video Games as Educational and Story-Telling Tools
Lindsey McBride	Crony Chronicles Website Redesign
Ariel Peterson	Best Practice Recommendations for Publishing A Student Anthology
Hannah Thompson	Sports Literature in the Secondary Classroom

### **College of Natural Resources**

Hesper Kohler	Escherichia Coli: Levels Found in Suva Water and the Implications to Fijians: A Case Study of the Vatuwaqa River
Amy Rohman	Assessing Attitudes Towards Global Climate Change Among Utah State University Faculty
Michaela Stuver	Student-Initiated Campus Sustainability: Strategies For Success

**College of Science**

Brooke Siler

Investigating the Importance of the n-Terminal Negative  
Residues in Human PRMT1

Alysha Waters

An Evaluation of an Auditory Neurophysiological Model



## **Appendix B**

### **2013-2014 Honors Courses**

#### **Fall 2013**

HONR 1300 US Institutions  
HONR 1330 Creative Arts  
HONR 1340 Social Systems and Issues  
HONR 1350 Integrated Life Science  
HONR 1360 BPS: Planet Earth  
HONR 3020 Social Change Gaming/Humanities  
HONR 3900 Preparing for Scholarships  
ECON 1500 (H) Economic Institutions  
ENGL 2010.71H Intermediate Writing  
ENGL 2010.72H Intermediate Writing  
MATH 1220H Calculus II  
SOC 4800H Mental Health and Law  
BIOL 1610H Laboratory  
PSY 1010H Laboratory  
PE 1520H Hiking  
USU 1010 H (Connections)

Kristen Dawson  
David Wall  
Michael Thomas  
Ryan Hill/Charles Hawkins  
James Evans  
Ryan Moeller  
Susan Andersen  
Dwight Israelsen  
Russell Beck  
Dustin Crawford  
Lawrence Cannon  
Kevin Allen  
Greg Podgorski  
Scott Bates & Gretchen Peacock  
Gregory Griffin  
Sarah Gordon  
David Christensen  
Lee Rickords  
Shannon Peterson  
Scott Bates

#### **Spring 2014**

HONR 1300 US Institutions  
HONR 1320 Humanities  
HONR 1330 Creative Arts  
HONR 3900 Thesis Preparation  
ENGL 2010.066H Intermediate Writing  
ENGL 2010.067H Intermediate Writing  
ENGL 2010.068H Intermediate Writing  
MATH 2210H Multivariable Calculus  
BIOL 1620H Laboratory

Michael Lyons  
Norm Jones  
David Wall  
Kacy Lundstrom/Pamela Martin  
Susan Andersen  
John Engler  
Dustin Crawford  
Lawrence Cannon  
James Pitts

**Enrollment Statistics**

Fall 2013	Enrollment	Spring 2014	Enrollment
HONR 1300	19	HONR 1300	9
HONR 1330	25	HONR 1320	12
HONR 1340	12	HONR 1330	26
HONR 1350	25	HONR 3900	3
HONR 1360	24	ENGL 2010.066H	20
HONR 3020	15	ENGL 2010.067H	15
HONR 3900	11	ENGL 2010.068H	20
ECON 1500H	14	MATH 2210H	10
ENGL 2010.071H	23	BIOL 1620H Lab	16
ENGL 2010.072H	22		
MATH 1220H	9		
SOC 4800H	7		
BIOL 1610H Lab	27		
PSY 1010H Lab	6		
PE 1520H	13		
USU 1010H	105		

## **Appendix C**

### **2013-2014 Departmental Honors Advisors**

#### **College of Agriculture**

ADVS	Lee Rickords
ASTE	Michael Pate
Bioveterinary Science	Lee Rickords
Dietetics/Nutrition Food Sciences	Heidi Wengreen
LAEP	Bo Yang
Plants, Soils, and Climate	Jeanette Norton

#### **College of Business**

College-wide Plan	Frank Caliendo
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#### **Caine College of the Arts**

Art	Rachel Middleman
Interior Design	Rachel Middleman
Music	James Bankhead
Theatre Arts	Ken Risch

#### **Emma Eccles Jones College of Education and Human Services**

Communicative Disorders	Sonia Manuel-Dupont
Early Childhood Education and ELED	Scott Hunsaker
Family, Consumer, & Human Development	Yoon Lee
Health Education Specialist and	
Human Movement Science	Eadric Bressel
Parks and Recreation	Eadric Bressel
Psychology	Scott Bates
Special Education & Rehabilitation	Barbara Fiechtl

#### **College of Engineering**

College-wide Plan & Aviation Technology	V. Dean Adams
Computer Science	Myra Cook

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

Anthropology	Bonnie Glass-Coffin
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English /American Studies  
History/Religious Studies  
International Studies  
Journalism & Communication  
Languages  
Law & Constitutional Studies  
Liberal Arts and Sciences  
Philosophy  
Political Science  
Sociology  
Social Work  
Women and Gender Studies

Phebe Jensen  
Susan Shapiro  
Veronica Ward  
Cathy Bullock  
Sarah Gordon  
Veronica Ward  
Susie Parkinson  
Charles Huenemann  
Veronica Ward  
Christy Glass  
Terry Peak  
Jamie Huber

**College of Natural Resources**

Watershed Sciences  
Wildland Resources  
Environment and Society

Wayne Wurtsbaugh & Helga Van Miegroet  
Gene Schupp & Helga Van Miegroet  
Claudia Radel

**College of Science**

Biochemistry  
Biology  
Biology – Uintah Basin Campus  
Chemistry  
Geology  
Mathematics and Statistics  
Physics  
Public Health

Alvan Hengge  
Kim Sullivan  
Lianna Etchberger  
Alvan Hengge  
Jim Evans  
David Brown  
David Peak  
Kim Sullivan

## **Library Advisory Council**

### **FY 13/14 Annual Report**

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

#### **Members:**

Laurie McNeill, Engineering (16)  
Susanne Janecke, Science (17)  
Julie Wolter, Education (17)  
Christopher Scheer, Arts (16)  
Brittany Garbrick, ASUSU GSS  
Bailee Binks, ASUSU

Steve Hanks, Business (17)  
Amanda Christensen, Agriculture/RCDE(17)  
Jeffery Smitten, CHASS (15)  
Joseph Tainter - Natural Resources (16)  
Richard Clement, ExOfficio

#### **Overview:**

The Council met two times during the academic year (November 2013 and April 2014). Much of the discussion focused on Library restructure plan for technology. The Council was also given updates on: (1) Library collections, (2) BorrowItNow, (3) sustaining open access models, and (4) Course Reserves.

#### **2013/14 Action Items:**

1. Reviewed the implementation of a new service BorrowItNow, an unmediated interlibrary loan service.
2. Outlined the changes with the Library's Information Technology structure to address the expanding demand for new technological services and access.
3. Discussed the transition and rationale of moving Course Reserves to the Canvas platform.

#### **2014/15 Agenda Items:**

1. Identify new representatives and chair for the LAC.
2. Review issues about on going funding support for electronic journals and resources.
3. Establish a transition and agenda for new Dean of Libraries.

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

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

The role of the Parking and Transportation Advisory Committee is to formulate recommendations regarding parking policies. All recommendations are subject to adoption by the Administration. The committee membership represents faculty, staff and students. Membership consisted of the following individuals for the 2013-2014 academic year:

#### **CONSTITUENCY REPRESENTED**

#### **MEMBER**

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

Chair	James Nye/Steve Jenson
Faculty Senate	Steve Schwartzman
Faculty Senate	Steve Mansfield
Faculty-at-Large	Sheri Haderlie
Professional Employees Association	Chuck Kimber
Professional Employees Association	Justin Williams
Facilities Master Planning Group	Jordy Guth
Housing Master Planning Group	Whitney Milligan
Classified Employees Association	Taci Watterson

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

Executive Vice President	Emily Esplin
Student Advocate	Daryn Frishknecht
Natural Resources Senator	Cameron Lawrence
Agricultural Science Senator	Ashley Lee
RHSA (Housing)	Matthew Anderson

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

Assistant	Tiffany Allison
USU Police	Steve Mecham
Parking and Transportation Services	Alden Erickson
Parking and Transportation Services	Teresa Johnson
Parking and Transportation Services	Joe Izatt
Parking and Transportation Services	James Nye

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

The Parking and Transportation Advisory Committee approved the following resolutions. This action was agreed upon by the Chair of the Committee and Vice President Dave Cowley.

Appendix A: 14 -01 Permit Rate Increase

Appendix B: 14 -02 Big Blue Terrace 24 hours 5 days a week and Blue Premium hours of operation changes.

### **Section 3. Important Parking Related Issues:**

- James Nye, Director of Parking and Transportation, presented a department report.
  - Completion of the USU Transportation Survey, see the link on our home page <http://parking.usu.edu/> titled USU Transportation Survey Results
  - Education Advisory Board study on Alternative Transportation, including Carpooling, Shuttle Busing, Car Share and programs to market alternative options. See Appendix C.
  - Parking and Transportation Advertising campaign for Transportation Options, see ads in Appendix D.
  - Reconstruction of the Black parking lot, east of the Legacy Fields, 259 stalls.
  - Electric Car Charging Stations will be installed adjacent to the NR building.
  - Emission Inspections policy
  - Five new CNG buses in the Aggie Shuttle Fleet and CNG fuel issues.
  - Introduction of Hertz car share program, the cancellation of the program nationwide. A new contract with Enterprise has been signed.

### **Upcoming Plans for Committee**

The Parking and Transportation Advisory Committee is scheduled to discuss the following issues during the 2014-2015 academic year. Other pertinent issues may come forth as necessary.

- Northwest Campus Master Plan review. The planned Housing complexes will be discussed with how this will impact parking.
- The impact of the Big Blue Terrace going 24 hours in December.
- Parking Permit Rate increases for Faculty, Staff and Students.
- State Vehicle utilization and storage.

## **Appendix A**

### **RESOLUTION 14-01 Utah State University Parking and Transportation Advisory Committee**

**Proposed by: Parking and Transportation Department**

#### **A RESOLUTION PROPOSING INCREASE IN PARKING PERMIT RATES**

**WHEREAS**, The Parking and Transportation Department is a self-supporting enterprise: meaning, cost recovery must be adequate to pay for all related operational expenses, including future needs; and

**WHEREAS**, State funding for capital maintenance of parking lots has been significantly reduced in recent years and at the same time capital maintenance costs continue to increase; and

**WHEREAS**, A parking permit rate increase of 4% annually had been in place since 2006 - 2012, primarily to cover the bond payment on the Aggie Terrace (600 stalls); and

**WHEREAS**, Since 2012, adjustment in parking permits for fiscal years have ranged from no increase in some permits and up to \$9 per year in other permits; and

**WHEREAS**, the current bond payment on the Aggie Terrace and Big Blue Terrace are \$311,500 per year and in 2016 the bond increases to \$449,695, a 31% increase.

**WHEREAS**, The university master plan and many different campus committees working on sustainability, open space, and recreational space view surface parking lots as future recreational or building sites. In an effort to plan for future parking structures and maintain the surface lots we currently use, we propose the permit price increases listed in the table on the second page; and

**WHEREAS**, As we continue to plan long term, the Parking and Transportation Committee will examine options presented by the Parking and Transportation Department on an annual basis to recommend pricing options on topics such as: loss of stalls due to growth on campus and increased maintenance of current or future lots/structures. The attached seven year maintenance schedule may be used as a guide on future maintenance and growth:

**NOW THEREFORE BE IT RESOLVED BY THE PARKING AND TRANSPORTATION ADVISORY COMMITTEE**, That the parking permit rate recommendations be established in order to cover the cost of maintenance, future growth and development of parking lots or structures.

**NOW THEREFORE BE IT ALSO RESOLVED BY THE PARKING AND TRANSPORTATION ADVISORY COMMITTEE**, That an extensive education effort take place to inform the campus community of these changes.



**Faculty/Staff Lots - effective April 1, 2014**

	Current Price	New Price	Annual Increase	Monthly Increase
Aggie Terrace	\$237	\$241	\$4	\$0.33
Big Blue Terrace	\$237	\$241	\$4	\$0.33
Purple	\$160	\$164	\$4	\$0.33
Red	\$182	\$185	\$3	\$0.25
Orange	\$130	\$134	\$4	\$0.33
Brown	\$160	\$164	\$4	\$0.33
Teal	\$130	\$134	\$4	\$0.33
Black	\$130	\$134	\$4	\$0.33
Green	\$110	\$114	\$4	\$0.33
Yellow full Year	\$40	\$43	\$3	\$0.25

**Student Lots - effective July 1, 2014**

	Current Price	New Price	Annual Increase	Monthly Increase
Blue	\$99	\$102	\$3	\$0.25
Blue Semester	\$57	\$60	\$3	\$0.25
Yellow	\$32	\$35	\$3	\$0.33
AT Commuter	\$204	\$207	\$3	\$0.25
AT Semester	\$112	\$115	\$3	\$0.25
Off campus Resident	\$100	\$103	\$3	\$0.33

**Resident Lots - effective July 1, 2014**

	Current Price	New Price	Annual Increase	Monthly Increase
AT Resident	\$183	\$185	\$2	\$0.22
Gray 1 VVT	\$94	\$95	\$1	\$0.11
Gray 2 MVT	\$89	\$90	\$1	\$0.11
Gray 3 Merrill	\$94	\$95	\$1	\$0.11
Gray 4 Highway	\$79	\$80	\$1	\$0.11
Gray 5 -10 lots	\$47	\$48	\$1	\$0.08

Permit price increase will amount to \$36,000 based on current permits sold.

## Appendix B

Reading: 2/10/2014

Action: 2/10/2014

### **RESOLUTION 14-02 Utah State University Parking and Transportation Advisory Committee**

**Proposed by: Parking and Transportation Department**

#### **A RESOLUTION PROPOSING A CHANGE IN THE HOURS OF OPERATION FOR THE BIG BLUE PARKING TERRACE AND BLUE PREMIUM LOT**

**WHEREAS**, The following conditions exist:

1. The Big Blue parking terrace and the Blue Premium parking lot are integral parts of the success of student life functions in the Taggart Student Center (TSC), Field House, HPER, Library, and the proposed Aggie Life and Wellness Center and surrounding areas.
2. Our mission is to serve the entire campus community and most importantly to create positive student outcomes by accommodating all campus events.
3. Our policies should reflect willingness to foster student and community involvement at all events.
4. Our current operations at the Big Blue parking terrace and the Blue Premium lot struggle to meet the demand.
5. The current hours of operation for the Big Blue parking terrace and Blue Premium lot are 7:30 a.m. to 10:00 p.m., Monday – Thursday and 7:30 a.m. to 7:00 p.m. on Fridays.
6. The capacity of the Big Blue parking terrace structure is 317 stalls. Currently, 100 permits are allocated to faculty and staff, and the remaining 217 stalls are available to students, visitors, and guests of the University.
7. The capacity of the Blue Premium lot is 155 stalls; 6 dedicated for service vehicles, 7 dedicated to disabled permit holders, and 142 dedicated to students with a Blue permit.
8. An average, 149 (or 47% of the capacity) vehicles in the Big Blue parking terrace leave after 10:00 p.m., resulting in increased occupancy throughout the day, which greatly decreases the ability to serve all campus patrons.
9. Currently we have over 70 faculty and staff on a waiting list for the Big Blue parking terrace.
10. During the past year the University Inn and Conference Center guests have used the Aggie parking terrace and the Stadium lot for over flow because the Big Blue parking terrace was full.
11. Eighty-one percent of central campuses parking areas open to the public after 5:00 p.m.

**WHEREAS,** By changing the hours of operation, Parking Services will adopt a new business model that embraces accountability and responsiveness to students, faculty, staff, and University guests and will achieve the following outcomes and offer the following proposed options:

1. Provide additional parking to students, faculty, and staff that are anxious to secure parking privileges closer to the core of campus.
2. Implement sustainability initiatives by providing car pool stalls.
3. Provide ample parking space for University guests and University sponsored events to help provide a more welcoming environment to those that visit campus.
4. Provide 66 additional parking stalls for students in the new RED lot that will open to students after 5:00 p.m. The RED lot will provide 15 reserved stalls for faculty and staff working in the evenings. This lot is centrally located, adjacent to the Library, Business, College of Ag and Natural Resources buildings.
5. In a collaborative effort to increase student life participation close to the TSC, Parking Services will provide free parking and advertisement on the Big Blue parking terrace electronic sign for approved USU/SA events in the TSC.
6. Parking Services will provide free parking in the Big Blue parking terrace from 6:00 a.m. to 8:00 a.m. to those using the Field House and HPER buildings.
7. In February of 2015 this parking policy change will be re-evaluated by the Parking & Transportation Advisory Committee. This will allow Parking Services to monitor patron use and the Parking Committee to evaluate the impact of this proposed change.
8. Blue permit holders may park in the Blue Premium lot free of charge when entering after 5:00 p.m. and departing before 11:00 p.m.

**NOW THEREFORE, BE IT RESOLVED BY THE PARKING AND TRANSPORTATION**

**ADVISORY COMMITTEE,** That effective July 1, 2014, the Big Blue parking terrace change in the hours of operation will be 5 days a week, 24-hour operation, with gates closing at 7:30 a.m. on Monday and lifting at 7:00 p.m. on Friday. The Blue Premium lot change in the hours of operation will be 7:30 a.m. to 11:00 p.m.



# Encouraging **Alternative Transportation** for Faculty, Staff, and Students



# Business Affairs Forum

**Alex Severin**

*Research Associate*

**Anna Krenkel**

*Research Manager*

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# 1) Executive Overview

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## Key Observations

### **Include carpooling only as one of a number of alternative transportation options.**

Contact at all profiled institutions report no more than 50 participants in carpooling programs. At the **University of Nebraska at Lincoln**, only one carpool group remains after a peak of four when the program launched approximately ten years ago. Other alternative transportation programs recognize greater success; shuttle bus service at **Towson University** provide more than 500,000 rides per year, and the demand for bike share programs at the **University of Arizona** has increased every year since the program's introduction.

### **Parking and transportation staff increase alternative transportation options to defer the high maintenance and construction costs of new parking structures.**

Contacts at all profiled institutions with parking garages report construction costs up to \$40 million (with a cost per parking spot of between \$20,000 and \$25,000). Administrators note a comprehensive alternative transportation plan that provides students, faculty, and staff with multiple options (e.g., bike share, car share, carpooling, shuttle bus services) can defer the need for new parking garages and save the institution millions of dollars.

**Contacts market programs at events with high attendance, such as student government meetings and freshman move-in day.** Parents are often the most supportive of student participation in alternative transportation programs, as enrollment results in significant savings for them (i.e., removes the cost of providing the student with a car, parking spot, and car insurance). Parking and transportation services staff often set up booths outside of freshman residence halls to hand out brochures with details about on-campus alternative transportation options and answer questions from parents and students.

**Contacts employ license plate verification software and compare carpoolers' schedules to abate abuse and enforce carpooling guidelines.** Enforcement and monitoring of carpooling guidelines induce high costs that often are not worth the limited number of participants; therefore, the majority of institutions undertake no specific monitoring procedures. However, at **Colorado State University**, administrators equip public safety officer vehicles with license plate verification software to ensure that carpool groups park only one car on campus at any time.

## 2) Alternative Transportation Options

### Carpooling Services

#### **Contacts Recognize Limited Support for Carpooling Efforts**

Despite contacts maintaining full-time student populations of over 20,000, no profiled institution serves more than 50 carpoolers. Administrators at the **University of Nebraska-Lincoln** created and marketed the carpooling program ten years ago; however, only one group of three carpoolers currently participates. Contacts note that students, faculty, and staff are resistant to carpooling unless institutions provide incentives (e.g., discounts, preferred parking) or disincentives (e.g., substantially raise the cost of a parking permit).

#### **Main Challenges to Fostering Support for Alternative Transportation Programs**

##### Potential Roadblocks



*Campus Culture:* Contacts at the **Indiana University** acknowledge that single occupancy commuting has always been accepted and encouraged throughout campus.



*Costs of Enforcement:* Contacts at the **University of Nebraska-Lincoln** note that the costs of enforcement (e.g., verification software) are too high with such a limited number of participants.



*Concerns of Convenience:* Faculty at **Towson University** are resistant to carpooling due to concerns that they will be left without a car in cases of emergency.

##### Solutions



Offering guaranteed parking spots close to campus or a significant discount on a parking spot is the best way to increase the number of carpool participants. At **Colorado State University**, carpoolers receive a 50 percent discount on a parking spot.



Contacts ask all potential carpoolers to submit a copy of their schedule to ensure that members have similar schedules. If schedules align, staff issue a parking permit to the carpooling group. If individuals maintain different schedules, parking staff typically reject the application.



Contacts offer a guaranteed ride home to anyone who participates in the carpooling program. If a faculty member or student is left on campus with no car, the parking and transportation office will reimburse that individual up to \$40 to use a taxi cab or rental car.



At **Towson University**, carpool participants can employ this service up to four times a year; however, in the five years since the policy was first implemented, the office has only reimbursed four faculty members. A guaranteed ride home program removes the fear of being left on campus. At Towson University, the program has slightly increased the number of participants in the carpool program since its implementation.



## Carpooling Policy Enforcement

### ***Compare Carpoolers' Schedules as a No-Cost Option to Monitor and Enforce Guidelines***

Administrators at **Towson University** require students and faculty who complete a carpool application to disclose their schedules to the Office of Parking and Transportation Services before receiving a parking permit. This allows transportation staff to review carpoolers schedule to ensure that all members of the group have similar schedules and are not just sharing one parking pass without carpooling.

#### **Calendar Comparison**

Schedule Comparison			
	<i>Individual A</i>	<i>Individual B</i>	<i>Individual C</i>
<b>9:00-10:00</b>	<i>Gerontology</i>		
<b>10:00-11:00</b>		<i>Principles of Botany</i>	<i>Intro to American Politics</i>
<b>11:00-12:00</b>		<i>Intro to Thermodynamics</i>	<i>Introduction to Law</i>
<b>12:00-1:00</b>	<i>Intro to Political Science</i>		
<b>2:00-3:00</b>	<i>Intro to Business Administration</i>		<i>British Literature</i>
<b>4:00-5:00</b>		<i>Medieval Art History</i>	<i>French 201</i>
<b>5:00-6:00</b>	<i>Water Polo Practice</i>		
<b>6:00-7:00</b>			
<b>7:00-8:00</b>	<i>Painting 101</i>		
<b>8:00-9:00</b>			

In this sample scenario, the Office of Parking and Transportation at **Towson University** would likely approve a carpool permit for Individual B and C, as they are both enter and leave campus around the same time. However, Individual A would not be accepted on this carpool permit, as this person starts and ends their day much later than the other two individuals.

## Shuttle Buses

### ***Operate Shuttle Buses from Campus to Areas with the Highest Concentration of Students and Faculty***

Profiled institutions maintain secondary off-campus lots where faculty and students can park their cars and board a shuttle bus to campus. At **Towson University**, the shuttle bus connects the six areas off-campus with the highest concentration of faculty and student residences with the campus. Shuttle buses operate from the early morning (i.e., at approximately 6:30am) to the late evening. The shuttle bus is responsible for approximately 500,000 rides per year, a number that has increased nearly 20 percent over the last three years.

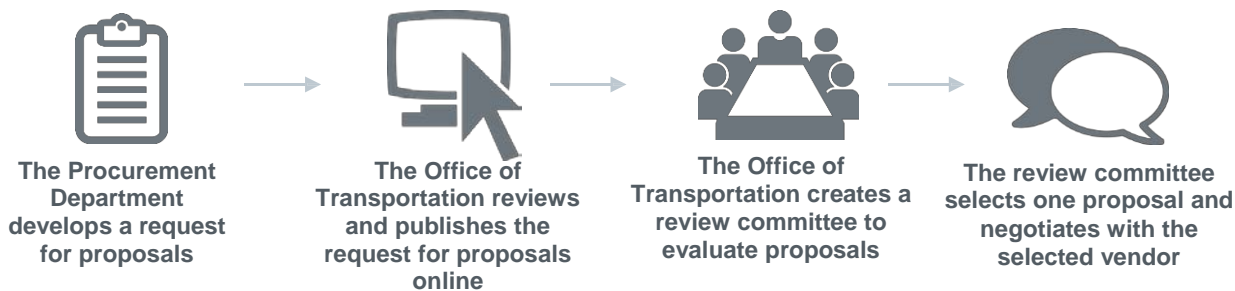
## Car Share Services

### Offer Car Share Options to Increase Alternative Transportation Usage and Provide Greater Option for Students

Car shares provide transportation offices with a little-to-no-cost option to offer alternative transportation programs on-campus. At **Towson University** and the **University of Arizona**, ZipCar manages all student insurance and student payment for vehicle rental. Administrators assist only with marketing the service and provide parking spots for the cars.

#### Car Share Vendor Selection Process

*University of Arizona*



The Procurement Department collects information on what services (e.g., car share) the institution requires and formulates a request for proposal (RFP) that describes what transportation services the campus needs and the requirements to apply.

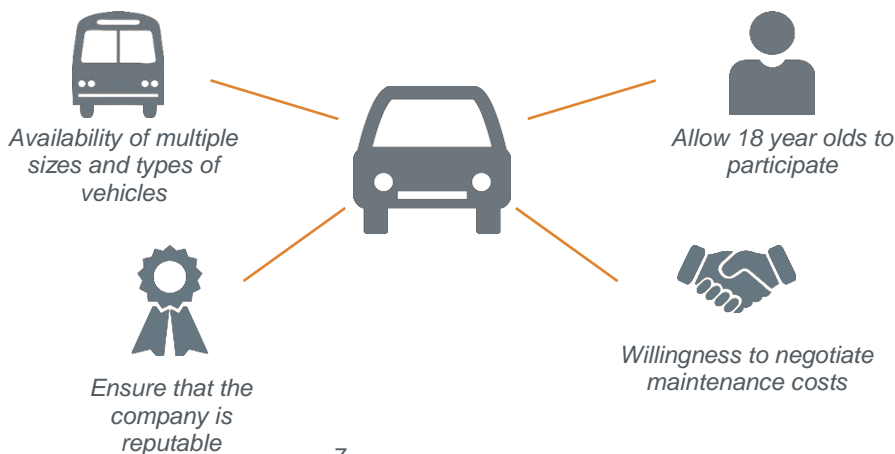
The Procurement Department provides an RFP draft to the Office of Transportation staff, who reviews the RFP. The Office then publishes the RFP in three places in accordance with state law: the institution's website, a state government website, and in a national newspaper.

After vendors submit their proposals to the Procurement Department, the Office of Transportation creates a committee composed of the Director of Parking and Transportation, the Alternative Transportation Manager, and the University Marketing Supervisor to review all applications. Administrators invite the two or three finalists to present their proposals in person and answer questions.

After the on-campus presentations, the committee selects one vendor and negotiates any costs (e.g., which party covers maintenance, the number of vehicles to be provided, the types of vehicles provided). A contract between the institution and the vendor is subsequently written and signed.

*The Procurement Department solicits the opinions of parking and transportation service staff to determine what factors are most important in selecting a car share vendor.*

#### Considerations For Selecting the Ideal Car Share Vendor



#### Car Share Cost

**\$8/hour**

At the **University of Arizona**, students can reserve a vehicle for one hour per weekday and two hours per weekend day for \$8.00 per hour. This price includes the cost of gas and insurance in case of an accident.

### 3) Staff and Resources

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#### Staffing Requirements

##### ***Hire One Staff Member to Plan and Oversee all Alternative Transportation Programs***

At profiled institutions, the parking and transportation services department oversees all carpooling and other alternative transportation programs. Staff sizes vary; however, the majority of profiled institutions maintain full-time staffs of fewer than ten people. Contacts at **Colorado State University** recently hired an alternative transportation manager to oversee all carpooling, car share, and bike rental programs. This manager:

- Negotiates with city officials for discounts on public transportation,
- Hosts luncheons for interested faculty/staff and students to market available programs
- Conducts a “commuter friendliness assessment” (i.e., an evaluation of carpooling parking spots, bike racks, and shuttle stop locations) to increase the ease of commuting for students, faculty, and staff.

#### Budget

##### ***Shuttle Bus Operation and Debt Retirement on Garages Realize the Largest Transportation-Related Expenses***

At profiled institutions, the budget for the office of parking and transportation services is typically between \$2 and \$2.5 million per year. The most costly budget items include personnel costs (e.g., shuttle bus operators, maintenance teams, parking staff), gas for the shuttle buses, and any costs associated with building, updating, or maintaining new or existing garages. Alternative transportation services can defer the need to build new parking garages, which can save institutions more than \$40 million as parking garages cost between \$20 million to \$40 million to build, which can translate to over \$25,000 per new space created. Moreover, at many profiled institutions, flat areas that could be new parking garages are already converted to academic or office buildings.

#### Alternative Transportation Marketing

##### ***Market Alternative Transportation Programs at High Profile Events like Move-in Day***

Parking and transportation staff market alternative transportation opportunities to students through institutional websites, social media (e.g., institution twitter accounts), on-campus flyers, and at high-attendance events such as move-in day, student government meetings, and faculty senate events.



##### **Transportation Staff Find Marketing Programs Most Challenging**

“For every ten students on a college campus, there are nine different ways that they consume information. Communicating new programs is incredibly challenging. At the end of the day, you try to market programs through every available avenue and hope that at least one of them sticks.”

-Forum Interview

## Considerations for Marketing Alternative Transportation Programs



### The Benefits of Alternative Transportation Programs

“Fostering participation in alternative transportation programs is often incremental and difficult. However, with the current costs of building and maintaining a new parking garage, alternative transportation seems to be our only cost-effective option available.”

*-Forum Interview*

## 4) Outcomes and Assessments

### Metrics







#### ***Track the Number of Carpoolers and Shuttle Bus Rides to Evaluate the Success of Alternative Transportation Efforts***

Contacts collect data on how many students participate in all alternative transportation programs on campus, including the:

- Number of people on shuttle buses each day
- Number of faculty and students participating in carpool programs
- Number of people who rent a ZipCar

Tracking these metrics allows institutions to better tailor their alternative transportation efforts to the demands of the campus population.

#### **Strategies to Employ Data to Advance Alternative Transportation Efforts**

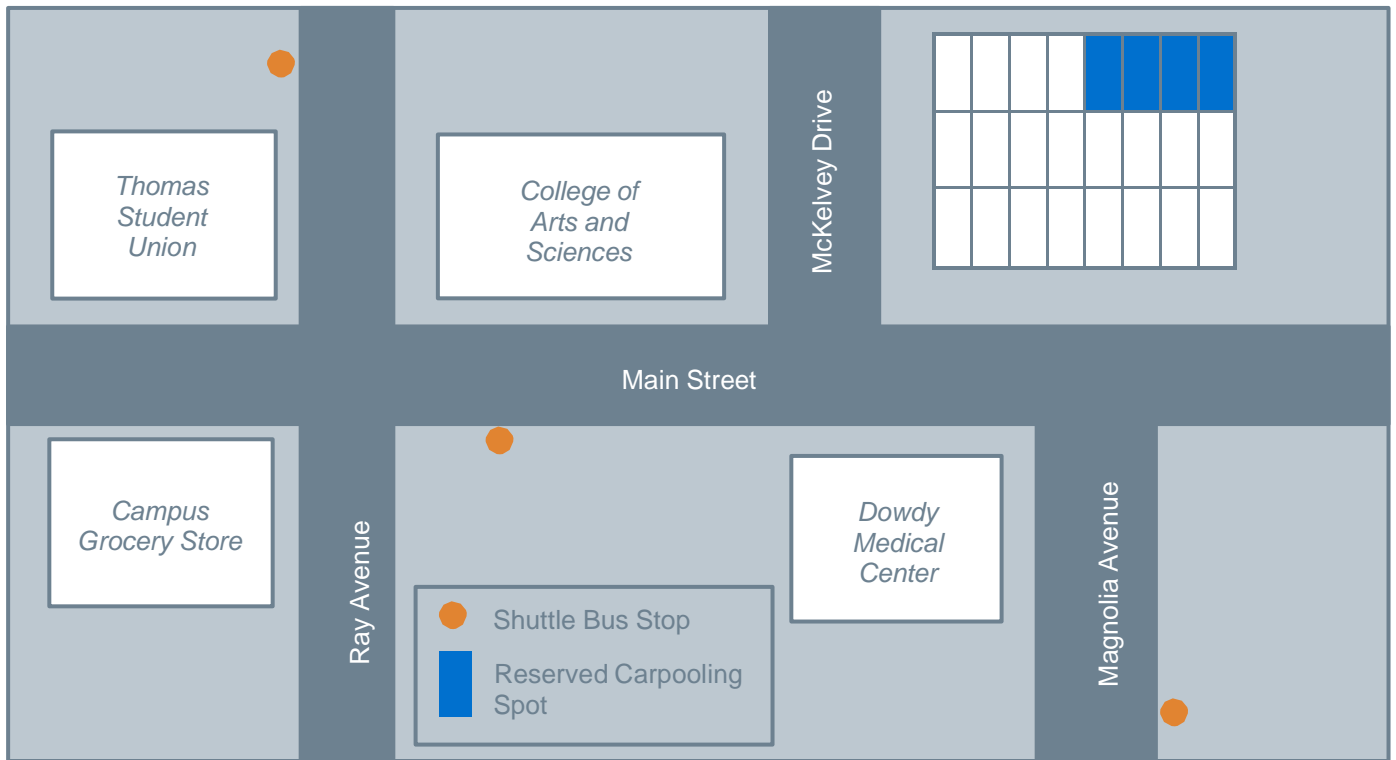
Metric Collected	Metric Application
 Number of people riding the shuttle bus	 If the institution sees a 25 percent increase in the number of riders, they may consider running two extra buses at peak time or operating later into the night.
 Frequency with which ZipCars are checked out	 If ZipCars are consistently checked out by students, the institution can negotiate with the car share vendor to provide more cars to the campus.
 Number of carpoolers	 If demand for carpooling increases, the institution can add reserved parking spaces.

### Alternative Transportation Assessment

#### ***Undertake a Commuter Friendliness Assessment to Re-evaluate the Positioning of Shuttle Bus Stops and Carpool Parking Locations***

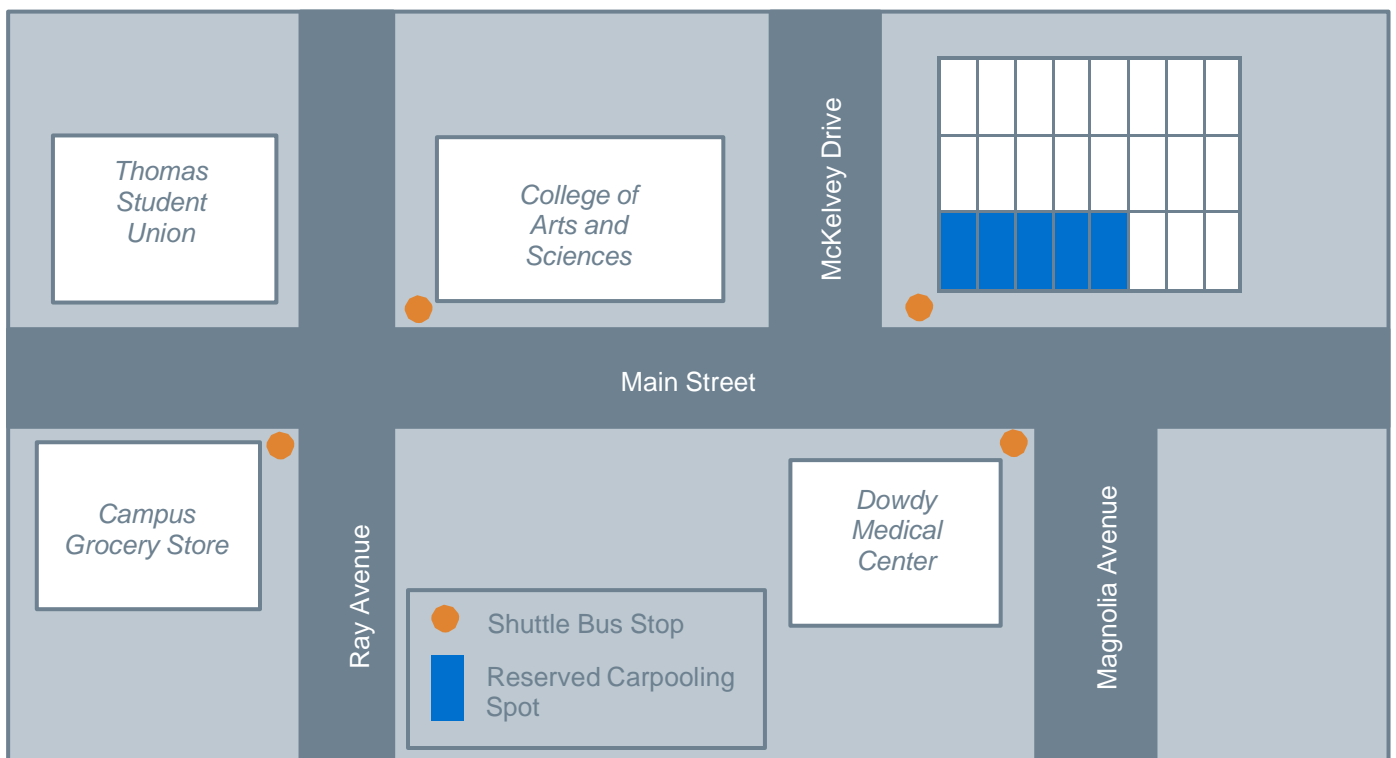
Contacts at **Colorado State University** plan to execute a “commuter friendliness assessment” to determine the effectiveness of alternative transportation efforts. The assessment will take approximately six months to complete. The Alternative Transportation Manager will collect surveys from faculty and students, and conduct face-to-face interviews to determine the best locations and strategies to facilitate greater participation in alternative transportation programs such as carpooling and shuttle bus service.

## Sample Campus Map Prior to Commuter Friendliness Assessment



*Contacts recommend situating shuttle bus stops near high-traffic areas, such as the campus grocery store or the parking lot on the outside edge of campus.*

## Sample Campus Map After Commuter Friendliness Assessment



## 5) Research Methodology

### Project Challenge

Leadership at a member institution approached the Forum with the following questions:

- What policies do contact institutions have in place regarding carpooling for faculty, staff, and students?
- What strategies have contacts found most effective to encourage community support for carpooling policies?
- Do institutions' policies address carpool participants who have emergencies outside of their regular carpool routine (e.g., if the driver of the carpool must leave work to pick up a sick child)?
- How do contacts monitor and enforce carpooling guidelines/rules?
- Which vendors do peer institutions employ to support their carpooling efforts (e.g., Zipcar)?
- What departments oversee carpooling services?
- What benefits (e.g., delayed building of new parking structures) did contacts realize as a result of increased carpooling?
- What metrics do administrators collect to evaluate the effectiveness of their carpooling efforts?

### Project Sources

The Forum consulted the following sources for this report:

- National Center for Education Statistics (NCES) (<http://nces.ed.gov/>)

### Research Parameters

The Forum interviewed directors of parking and transportation services at institutions primarily with full-time student enrollment above 20,000.

#### A Guide to Institutions Profiled in this Brief

Institution	Location	Approximate Institutional Enrollment (Undergraduate/Total)	Classification
The University of Arizona	Mountain West	60,000 / 74,000	Research Universities (very high research activity)
Colorado State University	Midwest	23,000 / 31,000	Research Universities (very high research activity)
Indiana University	Midwest	32,000 / 42,000	Research Universities (very high research activity)
Towson University	Mid-Atlantic	18,000 / 22,000	Master's Colleges and Universities (larger programs)

<b>University of Nebraska-Lincoln</b>	Midwest	19,000 / 24,000	Research Universities (very high research activity)
<b>Vanderbilt University</b>	South	7,000 / 13,000	Research Universities (very high research activity)



# Networking Contacts

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## **Colorado State University**

Aaron Fodge

*Alternative Transportation Manager*

970-491-2823 [aaron.fodge@colostate.edu](mailto:aaron.fodge@colostate.edu)

## **Indiana University**

Doug Porter

*Parking Manager*

812-855-9168

[porterjd@indiana.edu](mailto:porterjd@indiana.edu)

## **Towson University**

Pamela Mooney

*Director, Parking and Transportation Services*

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## **University of Arizona**

David Heinekin

*Director, Parking and Transportation Services*

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[heinekin@email.arizona.edu](mailto:heinekin@email.arizona.edu)

## **University of Nebraska-Lincoln**

Dan Carpenter

*Director, Parking and Transit Services*

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## **Vanderbilt University**

Tiffany Renfro

*Sustainability Outreach Coordinator*

615322-9022

[tiffany.renfro@vanderbilt.edu](mailto:tiffany.renfro@vanderbilt.edu)

# Driving alone to school? Can't find a place to park?



*Becka bikes it*

## There's a better way to do it

Limit vehicle emissions, save money and drop the parking hassle. Find a better way to commute.

Bike it  
share it  
bus it  
walk it



For questions or more information on your options visit  
[www.parking.usu.edu](http://www.parking.usu.edu) or call 435-797-3414

# Driving alone to school?

## There's a better way to do it



*Enjoli buses it*

## Go on a low Carbon Diet

Limit vehicle emissions,  
save money and drop  
the parking hassle.  
Find a better way to  
commute.

BUS it  
share it bike it  
walk it



For questions or more information on your options visit  
[www.parking.usu.edu](http://www.parking.usu.edu) or call 435-797-3414



# Driving alone to school?

## Worried about the effect on our air?



*Christina shares it*

**There's a better way to do it.**

Limit vehicle emissions,  
save money and drop  
the parking hassle.  
Find a better way to  
commute.

Share it  
Bus it bike it  
Walk it

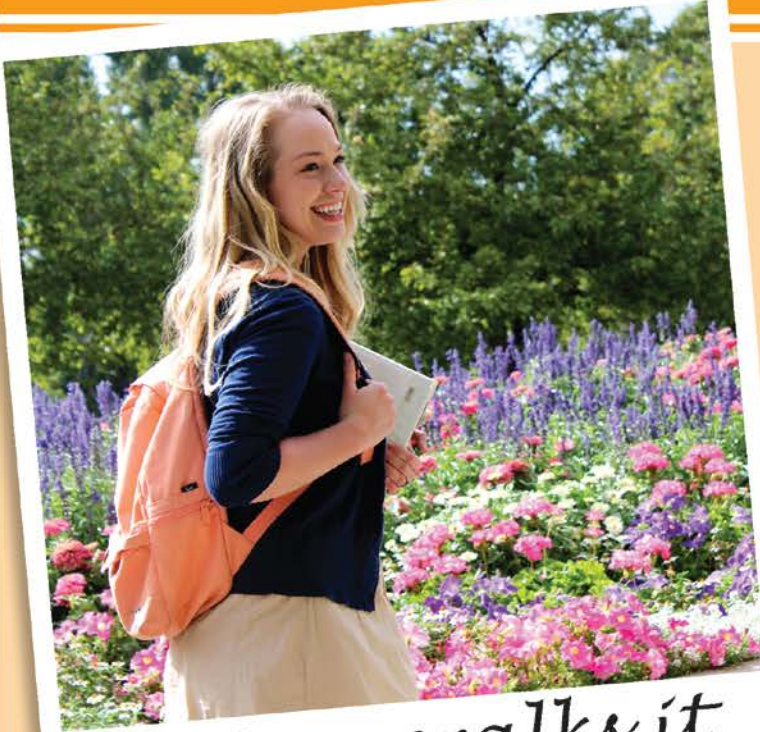


For questions or more information on your options visit  
[www.parking.usu.edu](http://www.parking.usu.edu) or call 435-797-3414



# Driving alone to school?

## There's a better way to do it



*Britney walks it*

### Gas money is now fun money

Limit vehicle emissions, save money and drop the parking hassle. Find a better way to commute.

walk it  
share it bus it  
bike it



For questions or more information on your options visit  
[www.parking.usu.edu](http://www.parking.usu.edu) or call 435-797-3414

# **2014 Annual Report**

## **Faculty Evaluation Committee (FEC)**

### **Report Table of Contents**

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**Prepared by**  
**Oenardi Lawanto, Chair 2014-2015**

## INTRODUCTION

The charge and membership of the FEC is established in the Policy manual 402.12.7 (revised 6 Jan2012) as follows:

### **402.12.7 Faculty Evaluation Committee (FEC)**

#### **(1) Duties.**

*The Faculty Evaluation Committee shall*

- (a) assess methods for evaluating faculty performance;*
- (b) recommend improvements in methods of evaluation; and*
- (c) decide university awards for the Eldon J. Gardner Teacher of the year and Undergraduate Faculty Advisor of the Year.*

#### **(2) Membership.**

*The committee shall consist of one faculty representative from each academic college, Regional Campus and Distance Education, USU Eastern, Extension, and the Library, two student officers from the USUSA and one elected graduate student representative. The faculty representatives are elected to the committee in accordance with policy 402.11.2. The committee will elect a chair annually, preferably at the last meeting of the academic year.*

#### **Committee Members 2013-2014**

	<b>Term ends</b>
Alan Stephens, Business	2015
Anne Mackiewicz, USU Eastern	2014
Arthur Caplan, Agriculture	2015
Jeffrey Banks, Extension	2016
Joan Kleinke, ex-officio	n/a
Kacy Lundstrom, Libraries	2015
Karen Mock, Natural Resources (chair)	2014
Kit Mohr, Education & Human Services	2014
Karen Woolstenhulme, Regional Campuses and Distance Education	2015
Michael Lyons, Humanities and Social Sciences	2014
Oenardi Lawanto, Engineering	2015
Thomas Lachmar, Science	2014
Raymond Veon, Arts	2017
Emily Esplin, ASUSU Academic Senate President	2014
Daryn Frischknecht, ASUSU	2014
Brittney Garbrick, ASUSU Graduate Studies Senator	2014

#### **Meeting Dates 2013-2014\***

September 19, 2014	January 16, 2014
October 15, 2013	February 27, 2014
November 14, 2013	March 20, 2014
	April 22, 2014

\*Agendas and Minutes from each of these meetings included in the final section of this report.

## **SUMMARY OF FEC ACTIVITIES 2013-2014**

The FEC was concerned with five primary issues:

- 1)** Interpretation of results from the IDEA system for teaching evaluation
- 2)** Other means of teaching evaluation (e.g., peer evaluations)
- 3)** Selection of Teachers and Advisors of the Year and modification of future packet guidelines for these awards
- 4)** Recommendations on guidelines for Post-Tenure Review policy
- 5)** Recommendations on guidelines and criteria for the new Service award

A summary of FEC accomplishments this year include:

- 1) Continued discussion of IDEA implementation and the utility of a survey on incentives, data usage, and interpreting results.
- 2) Continued construction of a Canvas course for USU faculty access to teaching portfolios, self-assessment statements, and peer evaluations posted by other USU faculty members,
- 3) Discussed and made recommendations on proposed revisions to Policy section 405.12, per request by the Faculty Senate Executive Committee,
- 4) Selected Teacher of the Year and the Advisor of the Year,
- 5) Finalized revised guidelines for Teacher of the Year and Advisor of the Year nomination packets, and
- 6) Made recommendations to Senate Presidency and the Provost about language and criteria for the Service Award.

## **DISCUSSION OF FEC ACTIVITIES 2013-2014**

### ***1) IDEA teaching evaluation***

#### *Data mining:*

The IDEA instrument was recommended by the FEC in past years, following the evaluation of several other instruments and a detailed pilot study, and was launched in fall 2011. Although implementation rates across USU colleges and campuses were not uniform, the FEC was interested to know how the collective results might be used over time to better understand teaching trends across campus. Working with Michael Torrens in the USU Office of Analysis, Assessment, and Accreditation (AAA), FEC continued to discuss possible 'data mining' questions, but Michael Torrens has taken the lead on analyzing IDEA results. The FEC agreed that this was appropriate.

*Faculty Survey on IDEA:* One of the tasks initiated by FEC in 2011-2012 was a faculty survey about the implementation of IDEA. This year the FEC opted not to pursue this survey until more training had been done and the faculty had more experience with the instrument. Discussion about the need for a survey of faculty and Department Heads regarding the implementation of IDEA, the interpretation of IDEA results, and the use of incentives to



increase response rates is continuing. It is planned that the idea of developing and launching this survey will be carried out by FEC 2014-2015.

*IDEA implementation:* The IDEA instrument, while more statistically powerful and nationally normed (in contrast to the teaching evaluation instrument previously used by USU), is considerably more complex, both in terms of initiation by instructors (e.g., choosing teaching objectives) and interpretation by instructors and administrators. This complexity caused frustration which was expressed at the 2012 Faculty Forum but there was less concern voiced at the 2013 Faculty Forum. This is likely due to a longer experience and more training on the instrument. The FEC will continue to discuss issues related to IDEA and how problems might be mitigated.

## **2) Other means of teaching evaluation**

The FEC continues to discuss the need for faculty to provide evidence of teaching effectiveness/excellence beyond the IDEA results in Tenure and Promotion packets and annual reviews. One type of evidence is peer evaluations, although these are commonly not very substantive, and therefore, not very useful either to the instructor or for evaluating the instructor. Another way to provide evidence of teaching effectiveness/excellence is through a teaching portfolio. USU frequently provides workshops on teaching portfolios, which include helpful information on peer reviews, but there was a sense among FEC members that faculty were not always using these resources.

The FEC has worked to construct a Canvas course, accessible to USU faculty (password-protected), where examples of teaching portfolios, peer evaluation letters, and other elements of promotion materials could be posted as a resource to faculty preparing tenure and promotion documents. The course is entitled “Faculty Evaluation Resources” and documents continue to be posted by College. At present, this course is only available to FEC members, but the course will be made available to faculty in the future, once it is populated with more material. The FEC intends this mechanism to be more efficient than the exchange of hard copies of binders that currently occurs among faculty. The FEC will continue to work on populating this course, which should become simpler since future promotion packets will be required to be in digital format. It is planned that this shared resources will be widely announced to all faculty members across colleges by FEC 2014-2015. The following disclaimer is on the course home page:

*“This Canvas Course is managed by the [Faculty Evaluation Committee](#), a standing committee of the USU [Faculty Senate](#). Our purpose is to provide a resource for USU faculty who are assembling promotion packets (to Associate or Full Professor ranks) and who would be interested to see examples from the packets of other USU faculty who have been promoted. We make no claims about the quality of these materials; they are simply intended as a source of ideas. We encourage faculty to participate in discussions about these materials and to submit additional materials/resources that may be helpful. Please*

*do not disseminate the materials from USU faculty without their explicit permission - the materials are intended as a resource specifically for USU faculty.”*

### **3) Teacher and Advisor of the Year**

The FEC reviewed nomination materials for the Eldon H. Gardner Teacher of the Year and Advisor of the Year annual awards, and selected the following:

Teacher of the Year: Dave Brown, College of Science (Mathematics & Statistics)

Advisor of the Year: Rebecca Lawver, College of Agriculture and Applied Sciences

The FEC found that the revised nomination guidelines worked well; no further revisions recommended at this time.

### **4) Faculty University Service Award**

The FEC was tasked with combining the Shared Governance Award with the Service Award proposed by Provost Cockett. Recommended language for the “Faculty University Service Award” was drafted and provided to the FESC in April 2014. This draft is provided below.

**Utah State University**  
**Final Version Approved by Faculty Senate April 2014**

The Faculty University Service Award will be given each year to recognize and emphasize excellence in service to the operations and governance of the University. Recognized activities will include service at the University, College and/or Department levels and may include Libraries and Extension. Examples include:

- Service on one or more of the standing or ad hoc committees of the Faculty Senate or on other councils, committees, and/or task forces addressing specific university issues and initiatives,
- Service on Department, College, or University-level committees,
- Service on search committees or promotion/tenure committees,
- Other activities performed in service to the University.

The award is not intended to recognize service to the profession or community outside USU.

The University awardee will be selected from the pool of College awardees that are chosen annually by each of the eight academic colleges (including RCDE campuses), Extension, and Libraries. The Faculty Evaluation Committee (FEC) of the Faculty Senate will oversee the selection of the University awardee.

The Faculty Service Award will be announced at the annual Robins Awards Ceremony and recognized at the University Spring Commencement Ceremony. The recipient of the award will be given a prize of \$1,000.

**Criteria**

Nominees must be full-time faculty members (tenure-track, tenured, or term appointments) without administrative role statements. Because so many individuals are potentially deserving of this award, past recipients will not be considered, nor will current, recent (within 3 years of serving) Faculty Senate presidents. The following criteria for selection of the nominees shall apply:

1. Excellence in institutional service over at least three years as supported by letters from peers and other evidence.
2. Evidence of effective leadership while involved in service activities.
3. Evidence of outstanding quality, innovation, and impact in service activities.

**Nomination Materials**

In order to provide greater uniformity in the process, nomination materials from College winners of this award will include:

1. A statement from the nominee summarizing his or her activities in institutional service over at least the last three years (2 pages maximum).
2. A short CV that emphasizes service roles and leadership in University service (3 pages maximum)
3. Letters of support from peers who are familiar with the candidate's institutional service (maximum of five letters of no more than 2 pages each).

## **Agendas and Minutes from Faculty Evaluation Committee meetings 2013-2014**

**September 19, 2014**

**October 15, 2013**

**November 14, 2013**

**January 16, 2014**

**February 27, 2014**

**March 20, 2014**

**April 22, 2014**

**Faculty Evaluation Committee Agenda**  
**Thursday, Sep. 19, 2013, 3:00-4:00pm NR204**

**1) Membership**

Alan Stephens	Business
Anne Mackiewicz	Ed & Human Services (Regional Campus; Price)
Arthur Caplan	Agriculture
Jeffrey Banks (Sp	Extension (Nephi)
Karen Mock	Natural Resources
Karen Woolstenhulme	Business (Regional Campus; Roosevelt)
Michael Lyons	CHaSS
Oenardi Lawanto	Engineering
Thomas Lachmar	Science
Kit Mohr	Ed & Human Services
Emily Esplin	ASUSU
Daryn Frischknecht	ASUSU
Brittney Garbrick	ASUSU Graduate Studies Senator
Joan Kleinke	ex officio
TBD	Libraries, Arts

**2) Review committee charge**

From Policy 402.12.7:

***“The Faculty Evaluation Committee shall***

- (1) assess methods for evaluating faculty performance;***
- (2) recommend improvements in methods of evaluation;***
- (4) decide university awards for Professor and Advisor of the Year.***

***The committee shall consist of one faculty representative from each academic college, Regional Campus, USU-CEU, Extension, and the Library, two student officers from the ASUSU and one student officer from the GSS. The faculty representatives are elected to the committee in accordance with policy 402.11.2. The committee will elect a chair annually, preferably at the last meeting of the academic year.”***

**3) Approve minutes from 17Apr13 meeting (17Apr13 FEC minutesDRAFT.docx)**

**4) Review 2012-13 activities & draft annual report for Faculty Executive Committee 21Oct13**

- a. Focal Area #1: IDEA Survey
  - i. Benchmarking study (BenchmarkingStudy\_25Apr13.pdf)
  - ii. Data mining (13Sep13DataMiningQuestions\_MT.doc)
- b. Focal Area #2: Teaching portfolios and Peer evaluations
  - i. Canvas website (“Faculty Evaluation Resources” course)
- c. Focal Area #3: Teacher and Advisor of the Year
  - i. Selection process
  - ii. Criteria modification (Teacher\_Advisor\_Award Criteria 2014.docx)
- d. Focal Area #4: Role statements

**5) Consider other focal areas**

**6) Next meetings:**

**Thurs. Oct. 17 (DE 005)(third Thursday; note different room)**

**Thurs. Nov.14 (DE 005) (second Thursday)**

**Thurs. Dec.5 (DE 005) (first Thursday)**

**Minutes from Faculty Evaluation Committee (FEC)**  
**19September13, 3:00-4:00pm NR 204**

**Present:**

Alan Stephens (Business)  
Arthur Caplan (Agriculture)  
Joan Kleinke (AAA ex officio)  
Kacy Lundstrom (Libraries)  
Oenardi Lawanto (Engineering)  
Thomas Lachmar (Science)  
Karen Mock (Chairperson, Natural Resources)  
Jeffrey Banks (Extension, Nephi)  
Anne Mackiewicz (USU Eastern)

**Absent:**

Karen Woolstenhulme (Business; Roosevelt) (special arrangements for fall 13)  
Michael Lyons (CHaSS)  
Kit Mohr (Education)  
Emily Esplin (ASUSU VP)  
Daryn Frischknecht (ASUSU Student Advocate)  
Brittney Garbrick (ASUSU Grad Studies Senator)  
Representative from Arts

- 1) Approved minutes from April 17, 2013 meeting.
- 2) Updated membership roster
- 3) Reviewed FEC charge as stated in Policy 402.12.7
- 4) Reviewed 2013-13 activities:
  - a. Focal Area #1: IDEA Survey
    - i. Benchmarking study – to be part of 2012-13 report
    - ii. Data mining questions – committee to review and discuss whether we should ask AAA to proceed with this research for FEC or to leave these questions as a recommendation for AAA to pursue
  - b. Focal Area #2: Teaching portfolios and Peer evaluations  
Canvas website (“Faculty Evaluation Resources” course) – committee agreed to increase efforts to population this.
  - c. Focal Area #3: Teacher and Advisor of the Year  
Selection process & criteria – language changes being incorporated by Provost’s office (Andi McCabe)
  - d. Focal Area #4: Role statements  
Awaiting update from BFW
- 5) Discussion about role of FEC in assessing the use of IDEA by faculty and Department Heads – decided to devote October 2013 FEC meeting to discussing this further with Michael Torrens.
- 6) Next meetings:

<b>Tuesday, Oct. 15, 2013</b>	<b>3-4pm (DE005)</b>
<b>Thursday, Nov. 14, 2013</b>	<b>3-4pm (DE 005)</b>
<b>Thursday, Dec. 5, 2013</b>	<b>3-4pm (DE 005)</b>

**Faculty Evaluation Committee Agenda**  
**Thursday, Oct. 15, 2013, 3:00-4:00pm DE005**

- 7) Approve minutes from 19Sep13 meeting (19Sep13 FEC minutesDRAFT.docx)**
- 8) Review content of Annual Report to the Faculty Executive Committee (2012-13 activities & draft annual report for Faculty Executive Committee 21Oct13)**
  - a. Benchmarking Study:** summarize findings, with input from Michael Torrens (AAA)
  - b. IDEA Data mining:** decide whether to ask Michael Torrens to proceed with this research or whether to make these questions a recommendation for AAA to pursue
  - c. Teaching Evaluation Beyond IDEA:** assembly of Canvas website for posting teaching sections of T&P binders, with emphasis on Peer Evaluations
  - d. Modification of requirements for Teacher and Advisor of the Year awards:** language changed to make materials more comparable among candidates
- 9) Discussion with Michael Torrens about assessment of how IDEA results and other forms of teaching assessment are being used by faculty and Department Heads:**
  - a. Proposed survey of faculty: purpose, possible questions and outcomes?**
  - b. Proposed survey of Department Heads: purpose, possible questions and outcomes?**
- 10) Next meetings:**
  - Thurs. Nov.14 (DE 005) (second Thursday)
  - Thurs. Dec.5 (DE 005) (first Thursday)



**Minutes from Faculty Evaluation Committee (FEC)**  
**15October13, 3:00-4:00pm DE 204**

**Present:**

Alan Stephens (Business)  
Arthur Caplan (Agriculture)  
Daryn Frischknecht (ASUSU Student Advocate)  
Brittney Garbrick (ASUSU Grad Studies Senator)  
Joan Kleinke (AAA ex officio)  
Oenardi Lawanto (Engineering)  
Karen Mock (Chairperson, Natural Resources)  
Kit Mohr (Education)  
Anne Mackiewicz (USU Eastern)  
Sandra Weingart (Libraries)  
Karen Woolstenhulme (Business; Roosevelt) (special arrangements for fall 13)  
Michael Torrens (AAA, by invitation)

**Absent:**

Jeffrey Banks (Extension, Nephi)  
Michael Lyons (CHaSS)  
Emily Esplin (ASUSU VP)  
Thomas Lachmar (Science)  
Representative from Arts

- 1) Approved minutes from September 19, 2013 meeting.
- 2) Briefly discussed Annual Report to the Faculty Executive Committee (2012-13 activities & draft annual report for Faculty Executive Committee 21Oct13), which had been submitted the previous week.
- 3) Discussion with Michael Torrens about assessment of how IDEA results and other forms of teaching assessment are being used by faculty and Department Heads:
  - a. Review of history of IDEA adoption
  - b. Student representatives commented that the ability to give feedback about courses was important
  - c. Discussion of ideas on how to increase participation and value of IDEA evaluations
  - d. MT reiterated that his concern is getting good data and that AAA is primarily about logistics, not how the survey results are used.
- 4) Discussion about possible questions to include in a survey of faculty & Dept. Heads:
  - a. Do instructors review objectives with students?
  - b. Do instructors use incentives to increase participation (what kinds)?
  - c. Do instructors find IDEA results useful (how, specifically)?
  - d. Do instructors add custom questions to IDEA survey?
  - e. Do instructors use pre-evaluations
  - f. For faculty on P&T committees – how much are IDEA scores weighted relative to other aspects of teaching documentation (list specifically)?
  - g. For Department Heads – how much are IDEA scores weighted relative to other aspects of teaching documentation (list specifically)?
  - h. Which AAA resources do faculty find particularly valuable with respect to IDEA (list)?
- 5) Next meetings:

Thurs. Nov.14 (DE 005) (second Thursday)  
Thurs. Dec.5 (DE 005) (first Thursday)

**Faculty Evaluation Committee Agenda**  
**Thursday, Nov. 14, 2013, 3:00-4:00pm DE005**

- 1) Approve minutes from 15Oct13 meeting (15Oct13 FEC minutesDRAFT.docx)
- 2) Discuss results of data mining questions from summer 2013
- 3) Discuss Department Head views of IDEA results via AAA site
- 4) Discuss changes to nomination materials required for Teacher and Advisor of the Year
  - a. Packets will be received by the Provost's office by Feb. 14, 2014 this year.
  - b. Criteria changes for packet size and contents are still underway.
- 5) Discuss population and structure of Canvas Course
  - a. Need an FEC member to help with this!
- 6) Discuss questions for faculty survey
  - a. starting with list from 15Oct13 minutes
  - b. for each question, clarify purpose
- 7) Next meeting (3-4pm):
  - Thurs. Dec.5 (DE 005) (first Thursday)

**Minutes from Faculty Evaluation Committee (FEC)**  
**14November13, 3:00-4:00pm DE 005**

**Present:**

Arthur Caplan (Agriculture)  
Daryn Frischknecht (ASUSU Student Advocate)  
Oenardi Lawanto (Engineering)  
Karen Mock (Chairperson, Natural Resources)  
Kit Mohr (Education)  
Anne Mackiewicz (USU Eastern)  
Karen Woolstenhulme (Business; Roosevelt)  
Jeffrey Banks (Extension, Nephi)  
Michael Lyons (CHaSS)  
Thomas Lachmar (Science)

**Absent:**

Emily Esplin (ASUSU VP)  
Alan Stephens (Business)  
Sandra Weingart (Libraries)  
Brittney Garbrick (ASUSU Grad Studies Senator)  
Joan Kleinke (AAA ex officio)  
Representative from Arts

**1) Approved minutes from October 15, 2013 meeting**

**2) Results of data mining questions from Summer 2013**

There was confusion about the way the data was presented. Specifically there were questions about the impact of data normalization, and questions about which differences were statistically significant. KM will discuss these issues with Michael Torrens.

**3) Department Head views of IDEA results via AAA site**

There was a consensus that FEC did not need to address any aspects of this data summary mechanism. There was recognition that most Department Heads are likely to use this approach just for identifying faculty and courses that are outliers.

**4) Teacher and Advisor of the Year nomination materials**

KM informed the committee that these changes would be posted on the Provost's website soon, and that they would be in effect for the upcoming awards selection.

**5) Canvas course**

No volunteers for assembling materials for the Canvas course.

**6) Faculty survey**

Questions from October meeting discussed. Agreed to continue discussion at the next meeting.

**7) Next meeting**

Thurs. Dec.5 3-4pm (DE 005)

**Faculty Evaluation Committee Agenda**  
**Thursday, Jan. 16, 2014, 3:00-4:00pm NR204**

- 1) Approve minutes from 14Nov13 meeting** (14Nov13 FEC minutesDRAFT.docx)
- 2) Spring 2014 meeting times (NR 204):**
  - Thursday Jan. 16<sup>th</sup> 3-4pm
  - Wednesday Feb. 19<sup>th</sup> 3-4pm
  - Thursday Mar. 20<sup>th</sup> 3-4pm
  - Tuesday Apr.15<sup>th</sup> 2-3pm
- 3) Calendar for review of Teacher and Advisor of the Year:**
  - Materials due to Provost's office Feb.14<sup>th</sup>
  - Materials posted to Canvas course
  - FEC meeting Wed. Feb. 19<sup>th</sup> 3pm to make decisions
- 4) Discuss proposed revisions to Policy section 405.12, per request by Faculty Senate Executive Committee**
  - Comments to be presented to Faculty Senate Executive Committee Jan.21

**Minutes from Faculty Evaluation Committee (FEC)**  
**16 January 14, 3:00-4:00pm NR204**

Present:

Alan Stephens (Business)  
Anne Mackiewicz (USU Eastern)  
Jeffrey Banks (Extension, Nephi)  
Joan Kleinke (ex officio)  
Sandra Weingart (Libraries)  
Karen Mock (Chairperson, Natural Resources)  
Karen Woolstenhulme (Business; Roosevelt)  
Michael Lyons (CHaSS)  
Oenardi Lawanto (Engineering)  
Thomas Lachmar (Science)  
Kit Mohr (Education)  
Emily Esplin (ASUSU VP)  
Brittney Garbrick (ASUSU Grad Studies)

Absent:

Arthur Caplan (Agriculture)  
Raymond Veon (Arts)  
Daryn Frischknecht (ASUSU student advocate)

- 1) **Approved minutes from November 14, 2013 meeting**
- 2) **Reviewed Spring 2014 calendar**
- 3) **Discussed proposed revisions to Policy section 405.12, per request by Faculty Senate Executive Committee**

There was much discussion of the revised Policy section 405.12 Review of Faculty section of the Policy Manual, which was provided to us for comment by the Faculty Senate Executive Committee. A.S. provided a history of the revision and the Task Force. There was recognition that tenure is a foundation of shared governance, and also acknowledgement that faculty review processes should be rigorous, clearly described in policy, and evenly applied across colleges. There was particularly extensive discussion about proposed linkage between annual reviews and more comprehensive reviews and also about the composition of the faculty committee conducting comprehensive reviews.

**The committee recommended retention of the current language in the Code rather than adoption of the proposed changes.** The committee recognized that minor changes to the language in this section of the Policy Manual were probably necessary, and could be addressed by appropriate Faculty Senate committees, but that wholesale process changes were not warranted. The committee felt that the current policy of annual reviews by department heads and a separate 5-year review process was a **sound process** but that it was **unevenly applied** across colleges and departments. The current policy allows annual reviews to be used as information by the review committee, but does not create a “trigger” for a comprehensive review. This appropriately limits the influence of department heads in decisions about sanctions, but should allow department head authority in decisions about merit pay. The committee felt that if annual reviews were triggers for more comprehensive reviews, then the comprehensive reviews could become both punitive and rare. The committee also felt that the existing requirements for the membership of the faculty

review committee (with respect to both departmental representation and rank) were appropriate. There was concern that if only full professors could serve on these committees (as proposed), then there would be a paucity of eligible members within departments.

The committee did suggest a change to the current language of the committee composition; namely that this committee should be primarily made up of faculty from the same department as the faculty member under review (e.g. 2/3). The committee felt that faculty within the same department would be best able to judge the performance of the faculty member under review, although minority representation outside the academic unit was also valuable.

**Faculty Evaluation Committee Agenda**  
**Thursday, Feb. 27, 2014, 3:00-4:00pm NR204**

- 1) Approve minutes from 16January 2014 meeting** (16Nov14 FEC minutesDRAFT.docx)
- 2) Remaining Spring 2014 meeting times (NR 204):**
  - Thursday Mar. 20<sup>th</sup> NR204 3-4pm
  - Tuesday Apr.15<sup>th</sup> NR204 2-3pm
- 3) Decisions for Teacher and Advisor of the Year**

**Minutes from Faculty Evaluation Committee (FEC)**  
**27 February 2014**  
**3:00-4:00pm NR204**

**Present:**

Alan Stephens (Business)  
Karen Mock (Chairperson, Natural Resources)  
Thomas Lachmar (Science)  
Kit Mohr (Education)  
Raymond Veon (Arts)  
Brittney Garbrick (ASUSU Grad Studies)  
Jacob Gunther (Engineering, substituting for Oenardi Lawanto)

**Absent:**

Arthur Caplan (Agriculture)  
Emily Esplin (ASUSU VP)  
Oenardi Lawanto (Engineering)  
Sandra Weingart (Libraries)  
Michael Lyons (CHaSS)  
Joan Kleinke (ex officio)  
Daryn Frischknecht (ASUSU student advocate)

**Could not connect remotely due to absence of facilitator:**

Anne Mackiewicz (USU Eastern)  
Jeffrey Banks (Extension, Nephi)  
Karen Woolstenhulme (Business; Roosevelt)

- 1) Approved minutes from 16 January 2014 meeting**
- 2) Reviewed remaining Spring 2014 calendar**
- 3) Made decisions for Teacher and Advisor of the Year**



**Faculty Evaluation Committee Agenda**  
**Thursday, March 20, 2014, 3:00-4:00pm NR204**

- 1) Approve minutes from 27February 2014 meeting**
- 2) Remaining Spring 2014 meeting times (NR 204):**  
Tuesday Apr.15<sup>th</sup> NR204 2-3pm (need to select new FEC Chair)
- 3) Service Award (Provost Cockett)**
- 4) Unfinished Business:**
  - a. Discuss Canvas course: need for assistance!**
  - b. Discuss Faculty Survey: Review content and purpose of each question**
    - i. Do instructors review objectives with students?
    - ii. Do instructors use incentives to increase participation (what kinds)?
    - iii. What parts of the IDEA reports do instructors use (list)?
    - iv. Do instructors add custom questions to IDEA survey?
    - v. Do instructors use pre-evaluations?
    - vi. For faculty on P&T committees – how much are IDEA scores weighted relative to other aspects of teaching documentation (list specifically)?
    - vii. For Department Heads – how much are IDEA scores weighted relative to other aspects of teaching documentation (list specifically)?
    - viii. Which AAA resources do faculty find particularly valuable with respect to IDEA (list)?
    - ix. <http://iasystem.org/fag/best-practices/> Good source of information?

**Minutes from Faculty Evaluation Committee (FEC)**  
**20 March 2014**  
**3:00-4:00pm NR204**

**Present:**

Alan Stephens (Business)  
Karen Mock (Chairperson, Natural Resources)  
Kit Mohr (Education)  
Oenardi Lawanto (Engineering)  
Daryn Frischknecht (ASUSU student advocate)  
Sandra Weingart (Libraries)  
Karen Woolstenhulme (Business; Roosevelt)  
Joan Kleinke (ex officio)  
Provost Noelle Cockett (guest)

**Absent:**

Thomas Lachmar (Science)  
Raymond Veon (Arts)  
Brittney Garbrick (ASUSU Grad Studies)  
Arthur Caplan (Agriculture)  
Emily Esplin (ASUSU VP)  
Michael Lyons (CHaSS)  
Anne Mackiewicz (USU Eastern)  
Jeffrey Banks (Extension, Nephi)

**1) Approved minutes from 27Feb2014 meeting**

**2) Reviewed remaining Spring 2014 calendar:**

Tuesday Apr.15<sup>th</sup> NR204 2-3pm  
Need to select new FEC Chair  
Need to revisit unfinished business from year

**3) Discussed Service Award**

Opted to combine Shared Governance Award with Service Award  
Opted to have the process of selection mirror that for the Teacher and Advisor of the Year  
Opted to include much of the Shared Governance Award language into the combined award  
KM volunteered to write first draft of combined award & distribute by email for revision by FEC  
Draft criteria should include examples of qualifying institutional service, language about impact of service, language clarifying that the service award excludes professional service  
Recommended award language will be forwarded from FEC to Senate Presidency & Noelle Cockett

**Faculty Evaluation Committee Agenda**  
**Tuesday April 22, 2014, 2:00-3:00pm NR204**

- 1) Approve minutes from 20 March 2014 meeting**
- 2) Select new FEC chair**
- 3) Service Award**
- 4) Unfinished Business:**
  - a. Discuss Canvas course: need for assistance!**
  - b. Discuss Faculty Survey: Review content and purpose of each question**
    - i. Do instructors review objectives with students?
    - ii. Do instructors use incentives to increase participation (what kinds)?
    - iii. What parts of the IDEA reports do instructors use (list)?
    - iv. Do instructors add custom questions to IDEA survey?
    - v. Do instructors use pre-evaluations?
    - vi. For faculty on P&T committees – how much are IDEA scores weighted relative to other aspects of teaching documentation (list specifically)?
    - vii. For Department Heads – how much are IDEA scores weighted relative to other aspects of teaching documentation (list specifically)?
    - viii. Which AAA resources do faculty find particularly valuable with respect to IDEA (list)?
    - ix. <http://iasystem.org/fag/best-practices/> Good source of information?

## **Minutes from Faculty Evaluation Committee (FEC)**

**22 April 2014**

**2:00-3:00pm NR204**

### **Present:**

Alan Stephens (Business)  
Karen Mock (Chairperson, Natural Resources)  
Kit Mohr (Education)  
Oenardi Lawanto (Engineering)  
Sandra Weingart (Libraries)  
Karen Woolstenhulme (Business; Roosevelt)  
Joan Kleinke (ex officio)  
Thomas Lachmar (Science)  
Raymond Veon (Arts)  
Arthur Caplan (Agriculture)  
Jeffrey Banks (Extension, Nephi)  
Michael Lyons (CHaSS)  
Daryn Frischknecht (ASUSU student advocate)

### **Absent:**

Brittney Garbrick (ASUSU Grad Studies)  
Emily Esplin (ASUSU VP)  
Anne Mackiewicz (USU Eastern)

### **1) Approved minutes from 20Mar2014 meeting**

### **2) Selected new FEC chair for 2014-15**

Oenardi Lawanto (Engineering) was chosen unanimously

### **3) Discussed Service Award**

Final language provided to Yanghee Kim and Doug Jackson-Smith (for FESC)

### **4) Reviewed ongoing topics for next year**

- i. Do instructors review objectives with students?
- ii. Do instructors use incentives to increase participation (what kinds)?
- iii. What parts of the IDEA reports do instructors use (list)?
- iv. Do instructors add custom questions to IDEA survey?
- v. Do instructors use pre-evaluations?
- vi. For faculty on P&T committees – how much are IDEA scores weighted relative to other aspects of teaching documentation (list specifically)?
- vii. For Department Heads – how much are IDEA scores weighted relative to other aspects of teaching documentation (list specifically)?
- viii. Which AAA resources do faculty find particularly valuable with respect to IDEA (list)?
- ix. <http://iasystem.org/fag/best-practices/> Good source of information?

# **Utah State University**

## **Athletic Council Report**

For Period of  
**July 1, 2013 to June 30, 2014**

Submitted to the  
Utah State University  
Faculty Senate

By USU Athletic Council

Kenneth L. White Chair, (2013-2014), Faculty Athletics Representative  
Marie Walsh, Vice Chair (2013-2014)

### **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. The major issue of importance to Athletics at Utah State University (USU) during the 2013-14 academic year was the entry into competition within the Mountain West Conference. The Aggies did very well as they collected the Mountain Division title and competed in the first ever Mountain West Championship in football and placed Third in Women's Volleyball and Men's Outdoor Track and Field. Facility improvements were also a major accomplishment in FY14 with ribbon cutting for the new Aggie Strength and Conditioning Center, and the completion of the Wayne Estes Center. The latest (2012) Utah State University student athlete federal graduation rate is 68% (2006 cohort; compared to 50% for the general USU student Body), with a four-year average of 61% (53% for all students). A total of 160 student-athletes received academic all-conference (Mountain West – 2nd in the conference). There were 200 recipients of the Joe E. Whitesides Scholar-Athlete awards (3.2 or better GPA). The Athletics department continued to grow funding through increased ticket sales, Big Blue contributions, sponsorship opportunities, media contracts, and strong development efforts. Through these efforts there were substantial gifts, which resulted in the completion of the Wayne Estes Complex (for basketball and volleyball) and leading to development of plans to potentially renovate Romney Stadium moving forward. Overall, the Athletics programs at Utah State University are healthy and continue to support the institutional mission of Utah State University.

## **Faculty Senate Report Athletics Council**

### *Introduction:*

*Committee Members:* Kenneth White, Chair; Marie Walsh, Vice-Chair, Alyssa Everett, Andy Walker, Brian Evans, Christian Thrapp, Cree Taylor, Dave Cowley, Dennis Dolny, James Morales, Jana Doggett, Jennifer Duncan, Karson Kalian, Rob Behunin, Todd Crawl, Michael Okonkwo, Noelle Cockett, Rob Rusnack, Sandra Weingart, Larry Smith, Doug Fiefia, Scott Barnes, Stan Albrecht, Sven Poslusny, 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 2013-14 academic terms the Council held five meetings. All agendas and minutes of 2013-1 Athletic Council meetings are distributed to all members of the Council and available to others upon request.

### **I. Significant Athletic Council Issues/Actions during 2013-14 academic year (highlights briefly described below):**

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

- Academic performance of student-athletes for each of the USU teams was reviewed during each semester.
  - APR and GSR rates reviewed for each team (refer to Academic Performance data listed below).
- 

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

- The Council discussed specific pending NCAA legislation during the 2013-14 legislative cycle and provided input on institutional positions for those with potential academic impact.

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

- The Council reviewed and accepted 2012-13 final budget numbers and proposed budget for 2013-14.
- The Council received updates on the ongoing Athletics budget and impacts of the move to the Mountain West Conference.

### **II. Miscellaneous Athletics-Related Events/Changes during 2013-14:**

1. Athletics Conference Realignment:

- USU begins competition in the Mountain West Conference (MWC) in all sports except gymnastics.
- USU will have full equity membership in the MWC in FY17.

## 2. Athletic Facilities Updates:

- USU adds permanent chair-back seating in south end zone of Romney Stadium.
- USU opens Aggies Strength & Conditioning Center.
- USU completes renovation of office space for softball, soccer and men's and women's tennis, and locker rooms for its women's sports.
- USU completes the construction of the new Wayne Estes Center for basketball and volleyball.

## 3. Academic Performance of Student Athletes 2011-12 (latest published rates):

- Graduation rates
- The 06-07 cohort rate is 68%, with a four year average of 61%;
  - The 05-06 cohort rate is 62%, with a four year average of 61%;
  - The 04-05 cohort rate is 64%, with a four year average of 62%;
  - The 03-04 cohort rate is 48%, with a four year average of 57%;
  - 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 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 2003-2006 is **84% (compared to last year's 83%)**.

## 4. Academics/Awards

- Composite 3.169 Student-Athlete GPA
- 160 Academic All-Conference Selections (2<sup>nd</sup> **most in the Mountain West Conference**) 2013-14.
- 84% NCAA Graduation Success Rate (2<sup>nd</sup> highest in the Mountain West **Conference**)
- 200 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 sixth-straight year. The men had **3.46** GPA while the Aggie women posted a **3.35**

- USU's soccer team received the NSCAA/Adidas College Women Team Academic Award for the 11<sup>th</sup>-straight year, posting a **3.29** team GPA. Utah State's football team ranked ninth nationally for academic performance of the teams appearing in the final 25 in the BCS standings.
- The Utah State golf team earned the Golf Coaches Association of America Academic Award with an overall team GPA of **3.265**. They were one of eleven Division I teams to earn President's Special Recognition status.
- Track athletes Nicholas Bowens, Kyle McKenna and Eric Shellhorn earned Capital One Academic All-District First Team.
- Kyle McKenna, men's track & field and cross country, named CoSida Capital One Academic All-America.
- Jennifer Schlott, women's basketball, named Capital One Academic All-America All District First Team.

5. Athletics Accomplishments of Department (2013-14):

- Football finished the 2013 season with a 9-5 record, tying the 1960 and 1961 teams for the second most win in school history. USU also played in back-to-back bowl games and won consecutive bowl games for the first time in school history. USU finished its first in the Mountain West with a 7-1 league record, winning the Mountain Division and played in the inaugural Mountain West Championship game.
- Football player **Tyler Larsen** was named a Second-Team All-American by USA Today Sports, while **Nevin Lawson** was named a Third-Team All-American by College Sports Madness and **Kyler Fackrell** was named a Sophomore Honorable Mention All-American by College Football News.
- Football coach **Matt Wells** was named the Mountain West Coach of the Year.
- Women's basketball player **Jennifer Schlott** was named the Mountain West Player of the Year and an Associated Press Honorable Mention All-American, a first for USU in both categories.
- Track and field athletes **Chari Hawkins** (pentathlon/heptathlon) earned Second-Team All-American honors at the 2014 NCAA Indoor Finals in the pentathlon and again at the 2014 NCAA Outdoor Finals in the heptathlon. Hawkins was also named the Mountain West Indoor Track & Field Athlete of the Year and the 2014 Mountain West Indoor Performer of the Year.
- Track and field athlete **Nic Bowens** was named the 2014 Mountain West Indoor Performer of the Year and the 2014 Mountain West Outdoor Performer of the Year. **Coby Wilson** was named the 2014 Mountain West co-Freshman of the Year in Cross Country.
- Softball player **Victoria Saucedo** was named the Mountain West



Freshman of the Year and a Pacific All-Region Third-Team selection by the National Fastpitch Coaches Association.

- Utah State student-athletes earned 64 various all-Mountain West honors during the 2013-14 academic year.

III. **Budget (FY14):**

	Fiscal Year 2014		VARIANCE	
	Original Budget	Actual	\$	%
<b><u>Unrestricted Revenues</u></b>				
Education & General Funds (State Funds)	4,629,921	4,629,921	0	0%
Institutional Support	3,177,848	3,454,838	276,990	9%
Student Fees	4,122,331	4,023,977	(98,354)	-2%
Football Income	2,556,582	3,534,601	978,019	38%
Men's Basketball Income	897,668	807,984	(89,684)	-10%
Big Blue Scholarship Fund	1,594,850	1,683,877	89,027	6%
Television Rights	300,000	300,000	0	0%
Sponsorships	1,120,000	1,177,180	57,180	5%
MW Revenues	1,250,000	1,250,000	0	0%
NCAA Revenues	982,527	1,033,905	51,378	5%
Athletic Fund	533,895	941,498	407,603	76%
Indirect Facilities & Admin	1,700,000	1,700,000	0	0%
Endowment Earnings	123,600	142,469	18,869	15%
<b>Total Revenues</b>	<b>22,989,222</b>	<b>24,680,249</b>	<b>1,691,027</b>	<b>7%</b>
<b><u>Unrestricted Expenses</u></b>				
<b><u>Salary Expenses</u></b>				
Base Salary	5,301,248	5,473,730	172,482	3%
Other Salary Costs	350,000	705,512	355,512	102%
TOTAL SALARIES	5,651,248	6,179,243	527,995	9%

Fringe Benefits	2,299,681	2,443,367	143,686	6%
TOTAL SALARIES & FRINGE	7,950,929	8,622,609	671,680	8%
<b><u>Operating Budget Expenses</u></b>				
Men's Varsity Sports Programs	5,782,196	6,404,291	622,095	11%
Women's Varsity Sports Programs	3,790,412	3,863,284	72,872	2%
Total Varsity Sports Programs	9,572,608	10,267,575	694,967	7%
Administrative Units	5,948,810	6,250,490	301,680	5%
<b>Total Unrestricted Expenses</b>	<b>23,472,347</b>	<b>25,140,675</b>	<b>1,668,328</b>	<b>7%</b>
<hr/>				
<b>Surplus / (Deficit)</b>	<b><u>(\$483,125)</u></b>	<b><u>(\$460,426)</u></b>	<b><u>\$22,699</u></b>	<b>-5%</b>
<b>Available Operating Balance</b>		<b><u>(\$760,793)</u></b>		

#### Capital Repair & Replacement Fund

Beginning Balance	\$186,530
Additions	\$41,208
Projects Funded	<u>(\$135,188)</u>
ENDING BALANCE	<u>\$92,550</u>



# 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](https://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



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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 1<sup>st</sup> 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](http://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)

<b>All Degree-Seeking (1-year, 2-year, and 4-year Degrees)</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
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 <sup>1</sup>	3,384	3,564	3,696

<b>4-Year Degree-Seeking Only</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
First-Time, Full-Time, Degree-Seeking Students, Logan Campus (Initial Cohort)	2,931 <sup>1</sup>	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 <sup>i</sup>	71.9%
2012	2,935	Yet TBD
2013	2,952	Not yet available <sup>ii</sup>

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 <sup>ii</sup>

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 (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.

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<sup>i</sup> 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.

## **Committee on Committees Section 402 Code Changes**

### *CURRENT CODE*

#### **12.2 Committee on Committees (CoC)**

The responsibility of the Committee on Committees is to: (1) apportion Senate elective positions annually; (2) coordinate and supervise the election of members to the Senate; (3) prepare eligibility slates and supervise nominations and elections within the Senate; and (4) recommend to the Senate the appointed members of all Senate committees and the members of university committees that include Senate representatives.

The Committee on Committees shall consist of three elected faculty senators. They are elected according to the same procedures, at the same time, and with the same eligibility restrictions that govern election of the Senate President-Elect. See policy 402.10.3 and 7.3. Members of the Committee on Committees serve two-year terms. They elect a chair from within their membership.

### *PROPOSED CODE*

#### **12.2 Committee on Committees (CoC)**

##### **(1) Duties.**

The responsibility of the Committee on Committees is to: (1) apportion Senate elective positions annually; (2) coordinate and supervise the election of members to the Senate; (3) prepare eligibility slates and supervise nominations and elections within the Senate; and (4) recommend to the Senate the appointed members of all Senate committees and the members of university committees that include Senate representatives.

##### **(2) Membership.**

The Committee on Committees shall consist of three elected faculty senators serving staggered three-year terms. No later than the last day of the Spring semester and before the terms of the newly elected members begin, the Committee shall elect from among its members a new chair to serve a one-year term beginning July 1. Any member who has at least one year remaining in a committee term or who has been re-elected to an additional, successive term is eligible to serve as chair.

One faculty senator is elected to the committee each year. They are elected according to the same procedures and at the same time as the Senate President-Elect (see Policies 402.10.3 and 7.4). Nominations for the new member shall occur from the floor during the April Senate meeting and elections shall be by secret ballot completed prior to the May meeting.

Senators who have completed at least one year of their Senate term are eligible to serve on the Committee on Committees unless they are at the end of their Senate service and have not been re-elected. If a Senate term extension is necessary to complete the Committee on Committees service, then the individual will become a supernumerary member of the Senate and the regular schedule of elections to the Senate from that individual's college or unit will be unaffected.