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## Faculty Senate Executive Committee Agenda, December 8, 2014

Utah State University

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## **FACULTY SENATE EXECUTIVE COMMITTEE**

December 8, 2014

3:00 – 4:30 p.m.

Champ Hall Conference Room

### **Agenda**

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- 3:00 Call to Order**.....Doug Jackson-Smith
- Approval of Minutes November 17, 2014
- 3:05 Announcements**.....Doug Jackson-Smith
- Faculty Senate Meeting scheduled for January 12, 2015
  - Extra Service Compensation policy and procedures update
- 3:10 University Business**.....Stan Albrecht, President  
Noelle Cockett, Provost
- 3:20 Information Items**
- Update on Electronic P&T Binders .....Larry Smith
- 3:30 Reports**
1. EPC Items for December.....Larry Smith
  2. Council on Teacher Education.....Francine Johnson
  3. Scholarship Advisory Board.....Taya Flores
- 3:45 Unfinished Business**
1. Code Change 402.12.3 Committee on Committees Term  
(Second reading).....Stephan Bialkowski
  2. PTR Working Group Recommendations.....Doug Jackson-Smith
- 4:15 New Business**
1. AFT code change proposals (send to PRPC?) .....John Stevens
- 4:30 Adjournment**



## **FACULTY SENATE EXECUTIVE COMMITTEE MINUTES**

**November 17, 2014 3:00 P.M.**

**Champ Hall Conference Room**

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**Present:** Doug Jackson-Smith (Chair) (excused), Dan Davis, Jake Gunther, Mark McLellan, Dan Murphy (excused), Jeanette Norton, Jason Olsen (excused), Michael Pace, Robert Schmidt, Charles Waugh, Vincent Wickwar, Ronda Callister (President Elect), Yanghee Kim (Past President), President Stan Albrecht (Ex-Officio), Provost Noelle Cockett (Ex-Officio), Joan Kleinke (Exec. Sec.) (excused), Marilyn Atkinson (Assistant) **Guests:** Larry Smith, Doug Fiefia, John Mortensen.

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Yanghee Kim called the meeting to order at 3:00 p.m.

### **Approval of Minutes**

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

### **Announcements**

The Brown Bag Lunch with the President in November was cancelled due to low expected attendance.

### **University Business - President Albrecht and Provost Cockett.**

President Albrecht encouraged FSEC members to send any recommendations for honorary degree recipients and commencement speakers to his office as soon as possible. The SLC Chamber of Commerce will present "Prosperity through Education" next week to the legislature. This is a multi-year plan to invest in higher education. Information can be found at <http://educationfirstutah.org/> and <http://slchamber.com/blog/utah-business-leaders-reveal-a-collaborative-five-year-plan-to-make-utah-a-top-ten-state-in-education-10009001.htm>.

The President and several faculty members attended a meeting with Senator Urquhart to learn more about his performance based funding initiative for higher education. President Albrecht indicated that he expects an increased emphasis given to this funding model over time, but that USU would do well in that model.

### **Information Items**

**Faculty Forum Follow-up – Yanghee Kim.** Ronda Callister moved to place the report on the December agenda as an information item, Vince Wickwar seconded and the motion passed unanimously.

**Review FS Presidency Visit to USU-Eastern – Yanghee Kim.** The FS President, Past President, and President Elect visited the USU Eastern campus in October to meet face to face with faculty and Faculty Senate representatives there.

**Proposed FS President Compensation Policy – Yanghee Kim.** Doug Jackson-Smith is working with the Provost's office to codify the compensation policy for the FS presidents' time commitment as it is now merely an informal practice, and seeking to initiate some summer salary support for the position as well.

**Progress of PTR Working Committee – Yanghee Kim.** The Committee has had 2 meetings, each about 1.5 hours long and they feel they are reaching a consensus view of the issue, agreeing on many of the decision points. They will be meeting again November 24<sup>th</sup>, to finalize their presentation for the December or possibly January FS meeting.

### **New Business**

**EPC Items - Larry Smith.** For the November report of the EPC, there was no Academic Standards Committee business, they only meet on an as-needed basis. The General Education Committee conducted routine business in November, reviewing 6 R401 short forms.

A motion to place the EPC monthly report on the report agenda was made by Mark McClellan and seconded by Robert Schmidt. The motion passed unanimously.

**USU Student Association Report – Doug Fiefia.** Doug highlighted the creation of the MyVoice interface for students which brings in comments and questions to student government leadership who then work with faculty and staff to handle the issues. There has been very good feedback about this program. Other initiatives also of note include the USUSA Sexual Assault Prevention Campaign and the online textbook exchange. USUSA has raised \$29,000 to go towards scholarships and initiatives for students.

Jake Gunther moved to place this item on the report agenda. The motion was seconded by Charles Waugh and passed unanimously.

**Retention and Student Success Report – John Mortensen.** USU has employed effective enrollment strategies to compensate for the reduced enrollment following the change in LDS missionary age two years ago. We are expecting major enrollment growth for Fall 2016 as these missionaries begin to return. USU has a web site dedicated to determining a freshman students' first schedule of classes without meeting with an advisor. The site is available thru SOAR and incorporates advisors advice into a series of classes that will match the students selected major; the student then selects courses from those suggested. This access allows for earlier enrollment, and in turn provides time to add additional sections of high demand classes when necessary. Freshman also have a new web site to help them determine if they need to take the Math Placement Exam, and priority registration for Math 1010 courses is extended to students in the remedial Math sections. The Registrars' Office is working on a system to better track students who leave without a taking a formal leave of absence.

A motion to place this item on the reports agenda was made by Mark McClellan and seconded by Ronda Callister. The motion passed unanimously.

## **New Business**

**405 Code Change Proposals – Ronda Callister & Larry Smith.** This proposal was initiated by the Provost and amended by AFT. The first item clarifies that role statements are initially approved by the Provosts office, but a signature is not required after the job offer is accepted. Change two adds the words "some academic units such as Extension and USUE may find it useful to have a work plan". Change three adds the word "not" added to clarify that the annual P&T letter is not to be used as the annual review, as the standards are different. A concern was raised about approving this section until the PTR discussion is completed. Larry Smith clarified that this only applies to tenure eligible faculty, not post tenured faculty. Yanghee reminded us that this is still a draft and PRPC will need to draft the code language and present it to FS twice and to FSEC at least one more time. All that is required at this meeting is a vote to send it to PRPC to begin the process. The fourth change allows the academic deans and VP for Extension to combine their letters if they so choose to do so.

Mark McClellan moved to place this on the agenda as an Information Item, Ronda Callister seconded and the motion passed unanimously.

**USU Policy 376 – Mark McLellan.** This is a revision to the extra service compensation policy and has been approved by the research council. The revision now meets new federal rules and regulations that take effect December 26<sup>th</sup> of this year. Remember that this is a 300 level code change and as such comes to the Faculty Senate for feedback.

A motion to place the item on the agenda as an Information Item was made by Vince Wickwar and seconded by Jake Gunther. The motion passed unanimously.

A motion to send this item to BFW for feedback was made by Robert Schmidt and seconded by Ronda Callister. The motion passed unanimously.

## **Adjournment**

The meeting adjourned at 4:30 p.m.

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

## Report from the Educational Policies Committee December 4, 2014

The Educational Policies Committee met on December 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 December 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 December 4, 2014 which included the following notable actions:
  - The Curriculum Subcommittee approved 90 requests for course actions.
2. Approval of the report from Academics Standards Subcommittee meeting of November 13, 2014. Action items from that meeting included the following:
  - I. **Records Hold Policy.** The committee approved new language in this section the General Catalog that would bring the current “records hold” policy to align with current practice (new language in blue).

*A “Records Hold” is placed on a student’s record for an outstanding financial obligation or unresolved disciplinary action.*

*When a “hold” is placed on a record, the following results may occur: (1) An official and/or unofficial transcript may not be issued; (2) a diploma and/or certificate may not be issued; (3) registration privileges may be suspended; (4) other student services may be revoked. The “hold” will remain effective until removed by the initiating office. It is the student’s responsibility to clear the conditions causing the “hold.”*

- II. **Grading Policy.** New language was approved to clarify when final term grades must be submitted. (new language in blue).

*Grading is the main symbolic method of recording the evaluation of a student’s academic performance. This academic evaluation is both the responsibility and the prerogative of the individual instructor. Where appropriate, the instructor may delegate authority but not responsibility in this matter. The instructor is the ultimate arbiter of grades in the course. All grades must be submitted within 120 hours after the conclusion of the final exams for the semester.*

*The instructor of record of a course has the responsibility for any grade reported. Once a grade has been reported to the Office of the Registrar, it may be changed upon the signed authorization of the instructor of record who issued the original grade or a request sent via the instructor’s USU email account. In case the instructor is not available, the department head or associate dean has authority to change the grade. This applies also to the grade of Incomplete*

*(I). A change of grade after more than one year also requires the signature of the academic dean of the college in which the course is offered.*

*The establishment of grading policy devolves on the Faculty Senate as the representative of the individual instructor. The Faculty Senate Committee charged with the establishment and review of grading policy is the Academic Standards Subcommittee of the Educational Policies Committee, which has student representatives, since students are directly affected by changes in grading policy. All matters regarding grading policy throughout the University shall, therefore, be referred to this subcommittee.*

**III. Academic Standing Policy.** The committee approved edits in sections “Semester GPA Warning”, “Academic Warning”, and “Academic Probation” regarding posting of a student’s academic standing (edits in color).

#### **New Academic Standards Policy**

*Continued enrollment at Utah State University is dependent upon an undergraduate student maintaining satisfactory academic progress toward attaining a degree. To assist students in maintaining satisfactory progress, Utah State University has adopted academic standards designed to provide early identification of students who are experiencing academic difficulty, and to provide timely intervention through academic advising and academic support programs.*

*Academic standing at Utah State University is dependent upon the total number of credits a student has attempted, the student's semester grade point average (GPA), and the student's cumulative USU GPA.*

*Undergraduate students are placed on semester GPA warning, academic warning, or academic probation as a warning that their academic progress is not satisfactory, and that they should take steps to improve their academic performance to avoid suspension from the University. Students who are placed on semester GPA warning, academic warning or academic probation should immediately seek assistance in academic improvement from such sources as academic advisors, instructors, and the Academic Resource Center.*

#### **Good Standing**

*An undergraduate student is considered by the University to be in good standing when his or her semester GPA is 2.00 or higher and the USU cumulative GPA is 2.00 or higher. At the end of a semester, one of the following actions will be taken for students who began the term in good standing:*

- Students will continue in good standing if they earn at least a 2.00 semester GPA and the USU cumulative GPA is higher than 2.00, **or***
- Students who have a semester GPA below 2.00, but maintain a USU cumulative GPA that is 2.00 or higher, will be placed on semester GPA warning, which will appear as a blank on the transcript, **or***
- Students will be placed on academic warning if the USU cumulative GPA falls below 2.00 and the cumulative attempted hours are less than 36 credits, **or***
- Students will be placed on academic probation if the USU cumulative GPA falls below 2.00 and the cumulative attempted hours are 36 credits or more.*

**Concurrent Enrollment Credit**

Students who are taking courses through USU concurrent enrollment will not have academic standing noted on their transcripts until they have attempted 9 or more credits.

**Semester GPA Warning**

An undergraduate student with a term GPA less than 2.00, but whose USU cumulative GPA is or higher, will be placed on semester GPA warning. Students *who are* on semester GPA warning, *but were in good standing the previous semester*, will NOT have this status designated on the transcript, but the academic standing will appear blank, rather than indicating good standing.

At the end of a semester, one of the following actions will be taken for students who began the term on semester GPA warning:

- Students will be placed in good standing if they earn at least a 2.00 semester GPA and the USU cumulative GPA is higher than 2.00, **or**
- Students will remain on semester GPA warning status if the semester GPA is below 2.00 and the USU cumulative GPA is 2.00 or higher, **or**
- Students will be placed on academic warning status if the semester GPA is below 2.00, the USU cumulative GPA falls below 2.00, and the cumulative attempted hours are less than 36 credits.
- Students will be placed on academic probation if their semester GPA is below 2.00, the USU cumulative GPA falls below 2.00 and the cumulative attempted hours are 36 credits or more.

**Consequences of Semester GPA Warning**

The academic unit associated with the student's major has the authority to determine the consequences of semester GPA warning. These consequences may include one or more of the following, but are not limited to: placing a registration hold on a student's record, requiring a meeting with an academic advisor, and requiring the student to sign a contract. A contract may require specific actions to be taken by the student, and an expected level of performance in the classroom, in order for the student to continue in his or her current degree program. A contract may include, but is not limited to, things such as: meeting with an advisor in the Academic Resource Center, participating in a workshop, attending tutoring sessions, participating in supplemental instruction, taking specific courses and achieving a specified minimum grade, and meeting regularly with an advisor. Failure to fulfill the contract may lead to dismissal from a program of study.

The consequences outlined here are also applicable to students placed on academic warning or academic probation.

**Academic Warning**

An undergraduate student with less than 36 attempted hours and with a USU cumulative GPA of less than 2.00 is placed on academic warning. An undergraduate student on semester GPA warning who has another consecutive semester with a semester GPA below 2.00, while retaining a USU cumulative GPA of 2.00 or higher, will be placed on academic warning, regardless of the number of credits attempted. Students on academic warning who complete all graduation requirements (which includes a cumulative GPA of 2.00 or higher) will have the

standing in the last term changed from academic warning to semester GPA warning, which appears as a blank on the transcript. Academic warning serves as a reminder that future semesters with a GPA below 2.00 could result in more serious consequences.

At the end of the next semester of enrollment, one of the following actions will be taken for students who began the term on academic warning status:

- Students will be removed from academic warning status and placed in good standing if they earn at least a 2.00 semester GPA and the USU cumulative GPA is higher than 2.0, **or**
- Students will be placed on semester GPA warning status if the semester GPA is below 2.00 and the USU cumulative GPA is 2.00 or higher, **or**
- Students will remain on academic warning status if they earn at least a 2.00 semester GPA, but the USU cumulative GPA remains below 2.00, and the cumulative attempted hours are less than 36 credits, **or**
- Students will remain on academic warning status if they earn less than a 2.00 semester GPA, but the USU cumulative GPA rises above 2.00, **or**
- Students will be placed on academic probation if the USU cumulative GPA remains below 2.00 and the cumulative attempted hours are 36 credits or more, **or**
- Students will be placed on academic probation if they earn less than a 2.00 semester GPA, and the USU cumulative GPA remains below 2.0.

#### **Academic Probation**

An undergraduate student with 36 or more attempted hours with a USU cumulative GPA of less than 2.00 is placed on academic probation. A student who is on academic warning and has a semester GPA of less than 2.00 is also placed on academic probation. Academic probation serves as a warning to students that their academic progress is not satisfactory, and that they should take steps to improve their academic performance to avoid suspension from the University. Academic probation is an indication of very serious academic difficulty, which may result in suspension from the University. Undergraduate students may be placed on academic probation as a result of either semester GPA, cumulative GPA, or both.

At the end of the next semester of enrollment, one of the following actions will be taken for students who began the term on academic probation status:

- Students will be removed from academic probation status and placed in good standing if they earn at least a 2.00 semester GPA and the USU cumulative GPA is higher than 2.00, **or**
- Students will be placed on semester GPA warning status if the semester GPA is below 2.00 and the USU cumulative GPA is 2.00 or higher. **or**
- Students will remain on academic probation status if they earn at least a 2.00 semester GPA, but the USU cumulative GPA remains below 2.00, **or**
- Students will be placed on academic suspension if they earn less than a 2.00 semester GPA, and the USU cumulative GPA remains below 2.0.

A student who is on academic probation and receives an incomplete grade in one or more classes may register for classes in the subsequent semester, provided the grades received from his or her other classes are high enough to prevent the student from being placed on academic suspension. A student in this situation, prior to making up the incomplete grade, may enroll in only one subsequent semester. A Registrar's Office hold will then be placed on the student's



*record, preventing him or her from registering for a second additional semester. Additional registration holds may be placed on a student's record by an academic advisor. The Registrar's Office hold will not be removed until the incomplete grade is changed to a letter grade. If the resulting grade does not cause the student to be placed on academic suspension, the Registrar's Office hold will be removed. Other registration holds, such as an advisor hold, will need to be removed by the office placing the hold.*

*Exceptions to the one subsequent semester limitation may be made (1) if receiving the grade that accompanies the incomplete grade (e.g., a student who receives an IF grade would receive an F if no additional work was completed) would not cause the student to be placed on academic suspension for the semester in which the incomplete grade was originally received, or (2) by memo of justification from the course instructor who submitted the incomplete grade. ons must be requested through the Registrar's Office.*

3. Approval of the report from the General Education Subcommittee meeting of November 18, 2014. Of note:

- The following General Education courses and syllabi were approved:

- HIST 4650 (DHA)
- WILD 5700 (CI)
- CMST 1330 (BSS, Jason Gilmore)
- HIST 3670 (CI, James Sanders)
- MUSC 1110 (BCA, Tim Chenette)
- THEA 1033 (BCA, Jason Spelbring)
- THEA 1513 (BCA, Matthew Stowe)
- THEA 1713 (BHU, Richie Call)
- USU 1300 (BAI, Jeff Bateman)

Annual Report to the Faculty Senate

From The

University Council on Teacher Education

(One Page Summary)

Academic Year  
September 1, 2013 - August 31, 2014

College of Education and Human Services

Utah State University

## ***Activities of the Council***

### **New Programs**

The Council approved the following new programs:

- \* Business Education Degree
- \* Literacy Teaching Minor/Endorsement

### **Program Changes**

The Council approved the following program changes:

- \* Elementary Education - MATH 2020 will be a pre-requisite for admission effective Fall 2015
- \* Biology Composite Teaching Major - additional chemistry courses required (meets Chemistry Minor requirements; additional Geology courses have been added
- \* English Teaching Majors may take either ENGL 4220 OR SCED 4200, not both
- \* Secondary Student Teaching Seminars - approved to assign a letter grade OR pass/fail grade; programs must submit proposals to TEAL and the Council
  - \* LING 5500 - approved to assign letter grade

### **Policy Changes**

- \* Elementary Education - minimum grade requirements of B- for all Elementary Education level courses effective Fall 2015
- \* Secondary Teacher Education Program (STEP) - adjusted minimum number of credits required for admission to a range of 30-60 credits
- \* Utah State Office of Education policy changes
  - \* USOE approved graduates have up to five years from their graduation to complete their licensing requirements. The Council approved USU students will have a two-year window from graduation to license
  - \* USOE Admission Requirements (R277-502-3)
    - \* Minimum 3.0 GPA using college (USU ) GPA
    - \* ACT/SAT minimum requirements
      - \* ACT - Composite 21; Verbal 20; Math 19
      - \* SAT - Passing 1000; Math and Verbal 450 (minimum)
      - \* Regardless of waiver provision, background checks will never be waived
  - \* USU Waiver policy
    - \* Non-traditional students - at least 25 years of age or if under 25 having sole caregiver responsibility for a family member or a legally designated custodial responsibility for another individual
    - \* Secondary Education Students - Flexibility will be provided in the generalized knowledge requirement when it falls outside the teaching content major/minor.
    - \* Under represented population students - Member of a population demographic not well represented in the teaching ranks for a specific field
- \* Student teaching GPA requirement remains 2.75
- \* Special Education - ELED 3000 no longer required. MATH 2020 and ELED 3100 now required; this provides additional content knowledge required to teach the Common Core Curriculum.
- \* Art Education K-12 - Secondary Education Art students can opt to complete a K-12 teaching license by completing FCHD 1500 OR PSY 1100; ART 3700; PSY 3660

## ***Student Profile***

There was a decrease of 8.7% in total number of students admitted into initial Teacher Education programs and a 19.3% increase in post graduate licensing and endorsement programs in 2013-2014. The mean ACT scores (26.07) of new admissions is above the University's average for mean ACT scores (23.2) for entering freshmen. There was a 4.2% increase in the number of graduates recommended for educator licensure this year. The pass rate for the Praxis content tests was 74%. The pass rate for the Praxis Principles of Learning and Testing test which is needed for advancement to the Level II teaching license was 95%. The placement rate for those seeking a teaching position was 94%.

Annual Report to the Faculty Senate  
from The  
University Council on Teacher Education

Academic Year  
September 1, 2013 - August 31, 2014

Emma Eccles Jones  
College of Education and Human Services  
Utah State University

## **INTRODUCTION**

During the past year, September 2013 - August 2014, the University Council on Teacher Education has continued to exercise its responsibility for the coordination and regulation of the Teacher Education Program at Utah State University. Operating within the framework of the Utah State University Code of Policies and Procedures, the Council has concerned itself with the:

1. development of teacher education curricula.
2. approval of all teacher education curricula.
3. admission and counseling procedures for students desiring to enter teacher education programs.
4. graduation requirements and the recommendation of graduates for professional licensure.

## **MEMBERSHIP**

The University Council on Teacher Education is composed of 23 voting members consisting of the Dean of the Emma Eccles Jones College of Education and Human Services, who serves as Chairperson, the Vice Provost for Undergraduate Studies and Research, representatives from the departments within the Emma Eccles Jones College of Education and Human Services involved in the preparation of teachers, and representatives of the colleges offering teaching majors and minors. These members are nominated by the respective deans, in consultation with their staffs, and appointed by the Senate. The term of office is for three years with staggered appointments. The faculty member from the Emma Eccles Jones College of Education and Human Services selected to serve on the University Educational Policies Committee (EPC) is appointed by the Dean of the Emma Eccles Jones College of Education and Human Services to serve on the Council.

Inasmuch as all curriculum matters relating to any teacher licensure program should receive consideration by the Council prior to submission to the EPC, this appointment provides the necessary correlation and communication between the two bodies. In addition, the State Department of Public Instruction, the Utah Education Association, and the Society of Superintendents are represented on the Council by one voting member from each respective organization. Students at the University are represented by the Senator from the Emma Eccles Jones College of Education and Human Services who has the privilege of one vote. An alternate student is designated to attend in the absence of the College's Senator. The membership of the Council for the 2013-2014 academic year is identified on page 12 of the report.

The Council meets regularly on the third Monday of each month. Attendance at the meetings is indicative of the involvement of Council members in the affairs of the Council. During the past year, approximately 65 percent of the membership was in attendance at all meetings.

### **ACTIVITIES OF THE COUNCIL**

#### **Action Items**

##### ***New Programs:***

The Council approved the following licensing programs:

1. Business Education Degree - developed by the School of Applied Sciences, Technology and Education in conjunction with Regional Campus and Distance Education. This program will be offered at USU's regional campus sites and Logan campus students beginning Fall 2014.

2. Math for America - a federally funded graduate program to improve math education in the public schools. This program provides financial aid to students committed to math education.
3. Literacy Teaching Minor or Endorsement - a new on-line minor/endorsement for secondary education teaching majors or licensed secondary teachers.

***Program Changes:***

The Council approved the following program changes:

1. Elementary Education  
Math 2020, Math for Elementary School Teachers, will be a pre-requisite to the program effective Fall 2015
2. Biology Composite Teaching Major
  - \* Additional chemistry courses are now required. Students can now complete a chemistry minor (17 credits) within this major.
  - \* Additional geology courses have been added.
3. English Teaching Majors may now take ENGL 4220, Teaching Literacy in the Diverse Classroom, OR SCED 4200, Language, Literacy, and Learning in the Content Areas.  
Because both courses cover the same material, only one is required.
4. Secondary Student Teaching Seminars were approved to assign a letter grade rather than a pass/fail grade. Individual departments may elect to offer their student teaching seminar as a letter graded course. Departments must submit a proposal to the School of Teacher

Education and Leadership if they choose to provide a letter grade. Course approvals and a syllabus will need to be reviewed and approved by the Council.

- \* LING 5500, Student Teaching Seminar, was approved to be a letter graded course

### ***Policy Changes***

The Council approved the following policy changes:

1. Minimum Program Course Grade Requirement will now be a B- for all Elementary Education level courses (effective Fall 2015).
2. Secondary Teacher Education Program (STEP) has adjusted the number of credits required at admission to a range of 30-60 completed credits. This will allow students to complete some of their professional education course work currently with some of their content course work.
3. The Utah Office of Education passed new policies impacting teacher education
  - \* USOE policy states that students have up to five years from their graduation to complete their licensing application. The Council approved that USU students will be given a two-year window from the date of their graduation to license.
  - \* New USOE Admission Requirements (R277-502-3) - The Council approved:
    - \* Require a minimum GPA 3.0 using college GPA (USU GPA)
    - \* Use ACT or SAT rather than a Board approved basic skills test
    - \* Implement USOE ACT/SAT minimum requirements
      - \* ACT - Composite 21; Verbal 20; Math 19
      - \* SAT - Passing 1000; Math and Verbal 450 (minimum)



- \* Regardless of waiver provision, background check will never be waived as an admission requirement
  - \* Implement Waiver program for the following populations
    - \* Non-traditional Students - at least 25 years of age or if under 25 having sole caregiver responsibility for a family member or a legally designated custodial responsibility for another individual
    - \* Secondary Education Students - requirements for the needed content expertise of the teaching major can be met without the generalize knowledge represented by a minimum GPA or test scores. Flexibility will be provided in the generalized knowledge requirement when it falls outside the teaching content major/minor.
    - \* Under-represented population students - Member of a population demographic that is not well represented in the teaching ranks for a specific field
4. Student teaching GPA requirement remains at 2.75 in light of the new admission GPA requirement of 3.0.
  5. Special Education - ELED 3000, Foundation Studies/Practicum (4 credits), will no longer be required. MATH 2020, Mathematics for Elementary Teachers, and ELED 3100, Classroom Reading Instruction, will now be required. This provides Special Education Majors with additional content knowledge required to teach the Common Core Curriculum.

6. Art Education K-12 - Secondary Education Art students can opt to complete a K-12 teaching license in Art. Courses required for this additional elementary education license include:
  - \* FCHD 1500, Human Development Across the Life Span, OR PSY 1100, Life Span Development
  - \* ART 3700, Elementary Art
  - \* PSY 3660, Educational Psychology for Teachers

### ***Information Items***

1. USU's Teacher Preparation programs received national accreditation from the Teacher Education Accreditation Council (TEAC) July 2012. TEAC and NCATE have since been consolidated under an umbrella organization called the Council for the Accreditation of Educator Preparation (CAEP). USU's Teacher Preparation programs will be reviewed by CAEP in 2019. CAEP requires that program reviews be completed three years prior to the unit review so USU's individual teacher education programs will complete program reviews in 2016.
2. ETS will discontinue paper delivery of the Praxis II exams beginning September 1, 2014.
3. The Utah State Office of Education will begin requiring Annual Teacher Education Reports from all institutions beginning July 2014. This annual report also requires content reviews for each content teaching major and/or minor offered by the university.
4. The Interstate Compact Agreement across states for educator licensing is diminishing because of federal requirements. Each state must submit a proposal to the US Office of Education indicating how they meet federal requirements. Each state's requirements are

now changing. USU students are being advised to obtain your Utah license upon graduation but other states will accept Utah's license as a provisional license and require their additional state requirements. (E.g., Nevada requires the ETS Praxis I test even though our students have completed the ETS Praxis II and PLT tests).

## **STUDENT PROFILE**

***Students in the Teacher Education Program.*** Admission into the Teacher Education Program at Utah State University requires formal application to the Office of the Associate Dean for Graduation, Educator Licensing and Accreditation in the Emma Eccles Jones College of Education and Human Services as well as the department where the major work is being offered. Students are not permitted to enroll in professional courses in education until they have been admitted to the Teacher Education Program. The current admission guidelines require that an applicant have a cumulative 2.75 GPA and a minimum score of 21 in each of three areas (English, Social Sciences, and Natural Sciences) and 25 in Mathematics of the American College Test (ACT). In those areas where the ACT score is below the minimum, the applicant must complete the required General Education course work with a pre-established GPA.

A total of 450 undergraduate students were admitted into the Teacher Education Program during the period September 1, 2013 through August 31, 2014. This total represents a decrease of 8.7 percent from the previous year. Table 1 presents a comparison of the students admitted into the Teacher Education Program by teaching major for the two-year period 2012-2013 and 2013-2014. Tables 2, 3, and 4 provide comparative data related to the criteria upon which students were

admitted into the program and ACT scores of the applicants. Table 5 provides data related to the mean ACT scores, USU GPA, and cumulative GPA.

A review of these data indicate that ACT scores and GPAs of students admitted into the Teacher Education Program continue to compare favorably with the ACT scores and GPAs of their counterparts at the University. Three hundred sixty-nine (369) students admitted into the Teacher Education Program during the 2013-2014 academic year submitted ACT scores. The mean composite ACT score of these 369 students was 26.07. During the same period of time, the mean composite ACT scores of entering freshmen at Utah State University was 23.2. The 450 students admitted into the Teacher Education Program had a mean USU GPA of 3.42 and a mean cumulative GPA of 3.41. The Registrar's Office at the University reported the following mean GPA's for all sophomores at USU for the 2013-2014 academic year.

Fall Semester 2013:	Mean GPA = 3.05
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In addition, there were 161 students admitted to post-bachelors education licensing programs. This represents a 19.3% increase. These programs include: Administrative Supervisory Certificate (AS/C), Alternative Special Education; Communicative Disorders (Speech Language Pathology), Secondary Education Graduate Route to Licensure, and School Counseling.

***Graduates Recommended for Certification.*** There were six hundred one (601) students recommended for educator licensing and endorsements. This total is an increase of 4.2 percent in 2014 as compared to 2013 (see Table 6). Four hundred fifty-seven (457) students were recommended for initial licensing in 2014. This total is a decrease of 2.8 percent in the number of initial licenses granted.

**Praxis Content Testing.** Table 7 shows that there were 1860 tests attempted in the ETS Praxis II Content test in the student's major area. One thousand three hundred seventy three (1373) or 74% passed and will receive NCLB "highly qualified status" when they receive their Utah Level I teaching license. Pass rates for each content area ranged from 50% to 100%. The following content areas had a 100% pass rate: Biology, Business, Early Childhood, Elementary Education (5014), Geography, Health, Library Media, Marketing, Music, Physical Education, Physics, Reading, School Psychology, Special Education (5354, 5545), Technology Engineering Education, and Theatre.

Although students are not required to take the Praxis Principles of Learning and Teaching Test (PLT) until they apply for their Level 2 teaching license, USU strongly encourages students to take the exam prior to graduation to enhance their marketability with school districts. One hundred seventy-five(175) students attempted the PLT and 166 passed the exam, resulting in a 95% pass rate.

**Placement of Program Graduates.** The job placement rate of program graduates continues to be of interest to the Council. In 2014 a total of 601 graduates were recommended to the Utah State Office of Education for initial licensing or additional endorsement areas. Three hundred eighty (63%) responded to our placement survey. Of these, 313 (82%) were employed in Utah and 24 (6.3%) accepted teaching contracts out-of-state. These percentages represent a 94 percent placement rate for those seeking teaching positions (see Table 8). The 2014 placement rate is higher than the rate achieved in 2013, which was 89 percent. Some teaching majors have a much higher placement rate than others, and students seeking admission into the pre-service

teacher preparation program are informed that the probability for employment in some majors may not be as favorable as in other teaching areas. Placement rates for each major ranged from 41% to 100%. The following majors had placement rates less than 75% : Agriculture, Art, Biological Science, Chemistry, Early Childhood, Elementary (K-6), Geography, History, Math, Physical Science, Physics, Psychology, School Psychology, Spanish, and Speech/Theatre. Additional statistics are as follows: twelve (3.2%) were still seeking a teaching position; twenty (5.3%) were not seeking a teaching position; seventeen (4.5%) had secured other employment, and three (.08%) were continuing their education.

## **SUMMARY**

This report provides the Faculty Senate with an account of the activities of the University Council on Teacher Education and the status of the Teacher Education Program for the 2013-2014 academic year. The Council's primary activities during this period have been directed at maintaining a quality program.

The membership of the Council is cognizant of the need for improving the quality of education offered by our public, private, and charter schools. This need, as a minimum, requires the preparation of highly motivated, well-trained professionally competent teachers. In response to this challenge, the University Council on Teacher Education will continue with its efforts to provide leadership, service, and control for the Teacher Education Program at Utah State University. The intent is to maintain a high quality pre-service teacher preparation program that will attract the "best and brightest" potential teachers. The information in this report provides evidence that the academic performance of students in the pre-service teacher education program compares

favorably with and, in some instances, exceeds the performance of their peers in other academic programs.

**UTAH STATE UNIVERSITY  
COUNCIL ON TEACHER EDUCATION MEMBERSHIP  
2013-2014 through 2015-2016**

College and Number	Department or Area	2013-13	2014-15	2015-16
Dean, CEHS (1)	Chairman			Beth Foley
Associate Dean, CEHS (1)				Francine Johnson
Administration (1)	Vice Provost			<b>PENDING</b>
Agriculture (2)	Ag. Education, Family, Consumer Sci		Brian Warnick	Julie Wheeler
	Engineering (TEE)			Kurt Becker
Education (6)	Teacher Education and Leadership			Martha Dever
	Inst Tech			Sheri Haderlie
	Com Dis & Deaf Education		Debbie Golos Schmidt	
	Special Education & Rehabilitation			Ben Lignugaris/Kraft
	HPER			Dennis Dolny
	Psychology	Carrie Madden*		
Humanities and Social Sciences (2)	English			Sonia Manuel Dupont
	History		Daniel McInerney	
Caine College of Arts (2)	Fine Arts			
	Theater Arts			Matt Omasta
Natural Resources (1)	Geography			<b>PENDING</b>
Science (2)	Mathematics	Jim Cangelosi*		
	Biology	Richard Mueller*		
State Department of Public Instruction (1)	Teacher Personnel			Linda Alder
University (1)	Educ. Policy Com.			<b>PENDING</b>
UEA (1)	Public Schools	Tom Nedreberg*		
Society of Supts. (1)	Superintendents			Steve Norton
USUSA (1)	USUSA	Matthew Ditto		

\* Terms expire May 30



TABLE 1

**A COMPARISON OF STUDENTS ACCEPTED INTO THE TEACHER EDUCATION  
PROGRAM, 2012-13 AND 2013-2014, BY PROGRAMS**

MAJOR	2012-13	2013-14	DIFFERENCE
Early Childhood	32	26	-6
Elementary Education (1-8)	149	125	-24
Elementary Education (K-6)	21	20	-1
Composite, Elem Educ & Deaf	7	5	-2
Composite, Elem Educ & Spec Educ	30	17	-13
Composite, Spec Educ & Early Child	9	4	-5
Special Education	90	28	-19
<b>Secondary Education Majors</b>			
Chemistry	1	0	-1
English	21	38	17
French	0	0	0
Geography	0	3	3
German	0	0	0
Health Education	4	8	-4
History	11	16	5
Mathematics	8	10	2
P.E.	7	12	5
Physics	1	0	-1
Spanish	4	2	-2

**TABLE 1 (cont.)**

MAJOR	2012-13	2013-14	DIFFERENCE
<b>Composite Majors</b>			
Agricultural Education	11	18	7
Art Education	6	9	3
Biological Science	6	18	12
Earth Science	0	1	1
Family & Consumer Sciences Education	21	18	-3
Mathematics/Statistics	10	18	8
Music	15	13	-2
Physical Science	3	3	0
Social Studies	20	22	2
Technology Engineering Educ (TEE, ETE, TIED)	5	11	6
Theatre Arts	1	5	4
<b>Teacher Education-Majors TOTAL</b>	493	450	-43
<b>Secondary Education Minors *</b> (Numbers not included in Total Admits)			
American Sign Language	n/a	0	0
Chemistry	n/a	15	15
Chinese	n/a	0	0
English	n/a	9	9
Geography	n/a	1	1
Health Education	n/a	0	0
History	n/a	10	10

**TABLE 1 (cont.)**

MAJOR	2012-13	2013-14	DIFFERENCE
Latin	n/a	1	1
Math	n/a	1	1
P.E./Coaching	n/a	8	8
Physics	n/a	0	0
Political Science	n/a	6	6
Psychology	n/a	21	21
School Library Media	n/a	5	5
Spanish	n/a	6	6
Sociology	n/a	5	5
Speech Communication	n/a	2	2
Theatre Arts	n/a	1	1
<b>Post Bachelors Licensing Program-4</b>			
Administrative Supervisory Certificate	56	52	-4
Communicative Disorders (SLP)	24	17	-7
Alternative Special Education	25	37	12
Graduate Route Licensing SCED	4	8	4
School Counseling	26	47	21
<b>Post BS TOTAL</b>	<b>135</b>	<b>161</b>	<b>26</b>
<b>Grand TOTAL</b>	<b>628</b>	<b>611</b>	<b>-17</b>

**STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM CATEGORIZED BY ADMISSION CRITERIA  
2013-2014**

CATEGORY	NUMBER OF STUDENTS ADMITTED			
	2012-2013	% of Total	2013-2014	% of Total
ACT Scores $\geq$ 21 in <u>ALL</u> four areas	226	46%	261	58%
ACT Scores $\geq$ 21 in at least one area	114	23%	116	26%
ACT Scores < 21 in <u>ALL</u> four areas	7	14%	3	.7%
2 <sup>nd</sup> BS Degree (GPA of $\geq$ 2.75 on last 45 credits)	13	2.6%	11	2%
No ACT Score available	133	27%	70	16%
<b>TOTAL</b>	493		450	

**TABLE 3**

**ACT SCORES OF STUDENTS ADMITTED TO TEACHER EDUCATION  
BY TEST AREA  
2012- 2013 AND 2013-2014**

ACT TEST AREA	NUMBER OF STUDENTS ADMITTED			
	2012-2013		2013-2014	
	ACT $\geq$ 21	ACT <21	ACT $\geq$ 21	ACT <21
English	306 (88%)	36 (10%)	332 (87%)	44 (12%)
Mathematics	274 (79%)	70 (20%)	323 (61%)	54 (14%)
Social Sciences	309 (89%)	31 (9%)	340 (90%)	34 (.09%)
Natural Sciences	296 (85%)	44 (13%)	329 (87%)	45 (12%)
	N=347		N=380	

**TABLE 4**

**STUDENTS ADMITTED INTO THE TEACHER EDUCATION PROGRAM CATEGORIZED BY ADMISSION CRITERIA,  
BY PROGRAM  
SEPTEMBER 1, 2013 - AUGUST 31, 2014**

<b>Program</b>	<b>Total # of Students Admitted</b>	<b># students with ACT scores <math>\geq</math> 21 in at least one area</b>	<b># of students with ACT scores &lt; 21 in all areas</b>	<b># students with B.S. degree</b>	<b># of students with no ACT scores</b>
Agricultural Education	18	13	0	0	5
Art Education	9	6	0	0	3
Biological Science	18	12	0	0	6
Chemistry	0	0	0	0	0
Composite, EI Ed & Deaf Educ	5	5	0	0	0
Composite, EI Ed & Spec Educ	17	15	0	0	2
Composite, Spec Ed & Early Child	4	1	0	0	3
Early Childhood	26	8	0	0	18
Earth Science	1	1	0	0	0
Elem Education (1-8)	125	116	1	3	8
Elem Education (K-6)	20	19	0	0	1
English	38	21	0	2	17
FCSE	18	11	0	1	7
French	0	0	0	0	0
Geography	3	0	0	0	3
German	0	0	0	0	0
Health Education	8	4	0	0	4
History	16	4	2	0	10
Math	10	6	0	1	4
Math/Stat	18	11	0	1	7

<b>Program</b>	<b>Total # of Students Admitted</b>	<b># students with ACT scores <math>\geq</math> 21 in at least one area</b>	<b># of students with ACT scores &lt; 21 in all areas</b>	<b># students with B.S. degree</b>	<b># of students with no ACT scores</b>
Music	13	8	0	0	5
Physical Education	12	1	0	0	11
Physical Science	3	1	0	0	2
Physics	0	0	0	0	0
Social Studies	22	10	0	2	12
Spanish	2	1	0	0	1
Special Education	28	24	0	0	4
Technology Engineering Educ	11	5	0	0	6
Theatre Arts	5	4	0	0	1
<b>TOTAL</b>	<b>450</b>	<b>307</b>	<b>3</b>	<b>10</b>	<b>140</b>

**TABLE 5**

**STUDENTS' MEAN COMPOSITE ACT SCORES, USU GPA,  
CUMULATIVE GPA BY PROGRAM, AT THE TIME OF ADMISSION INTO THE TEACHER EDUCATION PROGRAM  
SEPTEMBER 2013 THROUGH AUGUST 2014**

<b>Program</b>	<b>No. of Students Admitted</b>	<b>Students with ACT Scores</b>	<b>Students w/o ACT Scores</b>	<b>No. of Students with BS</b>	<b>Mean ACT Score</b>	<b>Mean USU GPA</b>	<b>Mean Cum GPA</b>
Agricultural Education	18	13	5	0	21.25	3.27	3.31
Art Education	9	6	3	0	25.25	3.53	3.49
Biological Science	18	12	6	0	27.50	3.45	3.53
Chemistry	0	0	0	0	n/a	n/a	n/a
Composite, EI Ed & Deaf Ed	5	5	0	0	22.5	3.60	3.58
Composite, EI Ed & Spec Ed	17	15	2	0	24.5	3.51	3.51
Composite, Spec Educ & EC	4	1	3	0	24.25	3.12	3.19
Early Childhood Education	26	8	18	0	22.75	3.62	3.56
Earth Science	1	1	0	0	27	3.30	3.30
Elem Education (1-8)	125	117	8	3	32.5	3.55	3.52
Elem Education (K-6)	20	19	1	0	26	3.57	3.54
English	38	21	17	2	19.5	3.39	3.38
FCSE	18	11	7	1	27	3.50	3.51
French	0	0	0	0	n/a	n/a	n/a
Geography	3	0	3	0	n/a	3.12	3.31
German	0	0	0	0	n/a	n/a	n/a
Health Education	8	4	4	0	21.75	3.46	3.26
History	16	6	10	0	23	3.27	3.18
Math	10	6	4	1	26.5	3.32	3.40



Program	No. of Students Admitted	Students with ACT Scores	Students w/o ACT Scores	No. of Students with BS	Mean ACT Score	Mean USU GPA	Mean Cum GPA
Math/Stat	18	11	7	1	23.5	3.58	3.60
Music	13	8	5	0	30.25	3.53	3.55
Physical Education	12	1	11	0	27.25	3.13	3.24
Physical Science	3	1	2	0	33.25	3.69	3.65
Physics	0	0	0	0	n/a	n/a	n/a
Social Studies	22	10	12	2	23.5	3.28	3.34
Spanish	2	1	1	0	29.5	3.29	3.43
Special Education	28	24	4	0	23	3.41	3.42
Tech Engineering Ed (TEE)	11	5	6	0	24.75	3.31	3.29
Theatre Arts	5	4	1	0	27.75	3.64	3.65
<b>TOTAL</b>	450	309	140	10	24.56	3.42	3.43

**TABLE 6**  
**TEACHER EDUCATION PROGRAM GRADUATES**  
**RECOMMENDED FOR TEACHER LICENSING**  
**2007-2014**

	2007	2008	2009	2010	2011	2012	2013	2014
<b>Composite</b>	34	44	44	31	29	8	8	29
<b>Early Childhood</b>	5	6	0	4	4	17	17	19
<b>Elementary</b>	172	156	149	112	123	109	139	138
<b>Elementary K-6</b>	n/a	n/a	n/a	8	7	17	15	11
<b>Secondary</b>	111	143	113	105	167	113	117	127
<b>Endorsements</b>	127	131	57	46	79	85	107	120
<b>Art</b>	6	3	3	2	8	5	7	5
<b>ComD</b>	16	26	23	13	20	13	28	21
<b>HPER</b>	8	22	16	20	17	27	16	17
<b>Lib Media</b>	6	22	11	15	1	4	4	2
<b>Music</b>	11	9	9	10	10	8	9	15
<b>School Counseling</b>	19	53	18	34	19	52	26	47
<b>School Psychology</b>	4	5	2	1	2	3	5	3
<b>Special Education</b>	123	113	120	94	89	75	79	82
<b>TOTAL</b>	642 (475)	733 (548)	565 (466)	495 (425)	558 (416)	536 (407)	577 (470)	601 (457)

\*Numbers in parenthesis indicate the number of **initial** certificates for that year.

**Table 7**

**PRAXIS RESULTS OF TEACHER EDUCATION PROGRAM GRADUATES  
RECOMMENDED FOR LICENSING  
2010-2014**

Program	Praxis Test Number and Name	Passing Score	2010		2011		2012		2013		2014	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Administrative/ Supervisory Certificate	0411/5411-Educational Leadership & Supervision	151	25	25 (96%)	44	43 (98%)	60	55 (91%)	43	39 (91%)	54	49 (91%)
Ag Education	0700-Agriculture	520	22	20 (91%)	8	8 (100%)	7	6 (88%)	12	10 (83%)	14	13 (93%)
Art Education	0134/5134- Art: Content Knowledge	158 #	18	17 (94%)	7	7 (100%)	5	5 (100%)	4	3 (75%)	11	10 (91%)
Biology	0235/5235- Biology: Content Knowledge	149	8	8 (100%)	17	17 (100%)	8	8 (100%)	6	6 (100%)	10	10 (100%)
Business	5101-Business Education: Content Knowledge	154	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	2 (100%)
Chemistry	0245/5245-Chemistry: Content Knowledge	151	0	0	9	7 (78%)	3	2 (67%)	5	3 (60%)	8	4 (50%)
Chinese	5665-Chinese-Mandarin World Language	164#	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	0
Earth Science	0571/5571- Earth Sci: Content Knowledge	153	0	0	0	0	0	0	0	0	3	0
Early Childhood	0022/5022 Early Childhood	160	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4	4 (100%)
Elementary Education	0014/5014–Elementary Educ: Content Knowledge	150	130	125 (96%)	78	74 (95%)	89	79 (89%)	19	17 (89%)	2	2 (100%)
Elementary Education Early Childhood Early Childhood/Deaf Ed Early Childhood/Elem Ed Elem/Deaf Education Elem/Special Education Special Education	5032-Elementary Ed Reading/Language	165	n/a	n/a	n/a	n/a	n/a	n/a	275	227 (83%)	307	247 (80%)
	5033-Elementary Ed Mathematics	165	n/a	n/a	n/a	n/a	n/a	n/a	308	180 (58%)	384	234 (61%)
	5034-Elementary Ed Social Studies	155	n/a	n/a	n/a	n/a	n/a	n/a	289	196 (68%)	340	245 (72%)
	5035-Elementary Ed Science	159	n/a	n/a	n/a	n/a	n/a	n/a	290	218 (75%)	312	249 (80%)
English	0041/5041-English Lang: Literature & Composition: Content Knowledge	168	44 (86%)	22 (50%)	32	22 (69%)	25	19 (76%)	19	17 (89%)	2	1 (50%)

Program	Praxis Test Number and Name	Passing Score	2010		2011		2012		2013		2014	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
English	5038- English Language Arts-Content Knowledge	162#	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	33	32 (97%)
Family & Consumer Science	0121/5121-Family & Consumer Sciences	159	26	24 (92%)	19	19 (100%)	13	12 (92%)	13	12 (92%)	19	18 (95%)
French	5174-French: Content Knowledge	160 #	0	0	0	0	3	2 (67%)	5	4 (80%)	4	1 (25%)
Geography	0921/0920-: Geography	630	4	4 (100%)	1	1 (100%)	0	0	0	0	1	1 (100%)
German	5183-German: Content Knowledge	160 #	2	2 (100%)	0	0	1	1 (100%)	0	0	0	0
Health Education	5551 Health Educ	670	11	11 (100%)	1	1 (100%)	11	7 (66%)	5	5 (100%)	7	7 (100%)
History	0941/5941- World & US History: Content Knowledge	156	45	23 (51%)	48	29 (60%)	39	20 (51%)	32	20 (63%)	20	10 (50%)
Integrated Science	0435/5435-General Sci: Content Knowledge	166	0	0	0	0	19	11 (58%)	7	4 (57%)	15	11 (73%)
Library Media Endorsement	0311/5311-Library Media Endorsement	141#	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	3 (100%)
Latin	0600-Latin	610	0	0	0	0	2	2 (100%)	2	2 (100%)	0	0
Marketing	0561- Marketing Education	144#	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1	1 (100%)
Math Level II Endorsement	0069/5169-Middle School Mathematics	145	14	13 (93%)	51	50 (98%)	59	55 (93%)	99	85 (86%)	92	48 (52%)
Mathematics/ Math/Stats	0061/5061-Mathematics: Content Knowledge	138	59	48 (81%)	34	26 (76%)	53	43 (81%)	42	38 (90%)	39	25 (64%)
Music	5113-Music Content Knowledge	156	11	11 (100%)	20	19 (95%)	8	6 (75%)	22	18 (82%)	6	6 (100%)
Physical Education/ PE/Coaching	0091/5091- Physical Ed: Content Knowledge	152	7	6 (86%)	7	5 (71%)	0	0	7	7 (100%)	12	12 (100%)
Physical Science	0070-Chemistry, Physics, General Sci	570	4	2 (50%)	0	0	1	1 (100%)	1	1 (100%)	0	0
Physical Science	0481-Physical Sci: Content Knowledge	150	3	3 (100%)	1	1 (100%)	1	1 (100%)	0	0	6	5 (83%)

Program	Praxis Test Number and Name	Passing Score	2010		2011		2012		2013		2014	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Physics	0265/5265- Physics: Content Knowledge	136	1	0	4	2 (50%)	9	6 (69%)	4	4 (10%)	8	8 (100%)
Political Science	0930/5931–Government/ Political Sci	660 #	4	3 (75%)	9	7 (78%)	0	0	2	2 (100%)	2	1 (50%)
Psychology	0390- Psychology	620	2	2 (100%)	4	3 (75%)	3	3 (100%)	0	0	0	0
Reading Endorsement	0204/5204-Teaching Reading	154	n/a	n/a	n/a	n/a	13	12 (92%)	5	4 (80%)	10	10 (100%)
Sch Counseling	0421/5421-Sch Guidance & Counseling	156 #	39	38 (97%)	19	18 (95%)	63	58 (92%)	18	18 (100%)	51	50 (98%)
Sch Psychology	0401/5401- School Psychologist	165	1	1 (100%)	7	7 (100%)	5	5 (100%)	4	4 (100%)	1	1 (100%)
Social Studies	0081/5081-Social Studies: Content Knowledge	159	11	6 (55%)	22	17 (77%)	2	2 (100%)	24	13 (54%)	26	22 (85%)
Sociology	0950-Sociology	550 #	0	0	0	0	0	0	0	0	0	0
Speech	0220/5221-Speech Communication	144 #	0	0	0	0	0	0	0	0	0	0
Spanish	0191-Spanish: Content Knowledge	165 #	21	17 (81%)	3	3 (100%)	0	0	9	7 (78%)	n/a	n/a
Spanish	5195 Spanish World Language	168	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3	2 (67%)
Special Education	0354/5354-Educ of Exceptional Students: Core Content Knowledge	151 #	17	17 (100%)	0	0	1	1 (100%)	6	6 (100%)	6	6 (100%)
Special Education	0543/5543-Special Education Core Knowledge Mild Moderate	158#	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	6	5 (83%)
Special Education	5545- Special Education Core Knowledge & Severe to profound Applic	158#	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2	2 (100%)
Special Education	5047-Middle School English/Language Arts	155	13	10 (77%)	2	2 (100%)	7	4 (57%)	7	4 (57%)	24	7 (29%)
Technology Engineering Education	0051/5051-Technology Education	159 #	3	3 (100%)	4	4 (100%)	3	3 (100%)	8	8 (100%)	6	6 (100%)

Program	Praxis Test Number and Name	Passing Score	2010		2011		2012		2013		2014	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Theatre	0640/0641-Theatre	630	1	1 (100%)	2	2 (100%)	0	0	1	1 (100%)	3	3 (100%)
		<b>TOTAL</b>	633	530 (84%)	527	443 (84%)	621	526 (85%)	1593	1183 (74%)	1860	1373 (74%)

Praxis Test Test Number	Praxis Test Number and Name	Passing Score	2010		2011		2012		2013		2014	
			Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed	Attempt	Passed
Principles of Teaching & Learning: Early Childhood	0621/5621	160	8	8 (100%)	10	10 (100%)	5	5 (100%)	6	5 (83%)	1	1 (100%)
Principles of Teaching & Learning: Grades K-6	0622/5622	160	130	117 (90%)	75	72 (96%)	70	66 (94%)	81	80 (99%)	93	85 (91%)
Principles of Teaching & Learning: Grades 5-9	0623/5623	160	4	4 (100%)	3	2 (67%)	3	3 (100%)	5	4 (80%)	3	3 (100%)
Principles of Teaching & Learning: Grades 7-12	0624/5624	160	156	144 (92%)	118	113 (96%)	90	84 (93%)	57	52 (91%)	78	77 (99%)
		<b>TOTAL:</b>	298	273 (92%)	206	198 (96%)	168	158 (94%)	149	141 (95%)	175	166 (95%)

# - No Utah cut-off score established

TABLE 8

**PLACEMENT OF TEACHER EDUCATION PROGRAM GRADUATES  
RECOMMENDED FOR INITIAL LICENSING FOR THE PERIOD  
SEPTEMBER 1, 2013 THROUGH AUGUST 31, 2014**

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
Ad/Supervisory	38	17	6	1	6	4	0	0	41%	41%
Ag Ed	8	4	4	0	0	0	0	0	100%	100%
American Sign Lang	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Art Ed	3	1	1	0	0	0	0	0	100%	100%
Biological Science	10	8	8	0	0	0	0	0	100%	100%
Chemistry	9	5	5	0	0	0	0	0	100%	100%
Chinese	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Com Dis	25	7	4	2	1	0	0	0	86%	86%
Composite Majors	30	23	19	0	1	0	2	1	86%	95%
Early Childhood	4	2	1	0	0	0	1	0	50%	100%
Earth Science	1	0	0	0	0	0	0	0	n/a	n/a
Elem Educ (1-8)	132	102	88	3	2	1	7	1	89%	97%
Elem Edu (K-6)	9	6	6	0	0	0	0	0	100%	100%
English	29	19	16	1	1	1	0	0	89%	89%
FCSE	22	16	14	0	0	2	0	0	88%	88%
French	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Geography	2	1	1	0	0	0	0	0	100%	100%
German	1	0	0	0	0	0	0	0	n/a	n/a
Health Education	7	1	0	0	0	0	1	0	n/a	n/a

1	2	3	4	5	6	7	8	9	10	11
Teaching Major	Total No. Certified	Total No. Responded	In State	Outside State	Other Employment	Seeking Teaching Position	Not Seeking Teaching Position	Continuing Formal Education	% Placement in Teaching of Total Responded	% Placement in Teaching of Total Seeking Employment
History	20	13	12	1	0	0	0	0	100%	100%
Math	40	30	27	1	0	0	2	0	93%	100%
Music Ed	17	8	2	2	1	1	1	1	50%	67%
PE	20	12	10	0	0	1	1	0	83%	91%
Physical Science	1	1	1	0	0	0	0	0	100%	100%
Physics	4	4	3	0	0	0	1	0	75%	100%
Political Science	1	1	1	0	0	0	0	0	100%	100%
Psychology	8	5	4	1	0	0	0	0%	100%	100%
Sch Library Media	2	0	0	0	0	0	0	0	n/a	n/a
School Counselor	43	15	11	0	2	1	1	0	73%	79%
Sch Psychology	3	1	1	0	0	0	0	0	100%	100%
Social Studies	13	9	6	1	1	1	0	0	78%	78%
Sociology	1	0	0	0	0	0	0	0	n/a	n/a
Spanish	4	4	4	0	0	0	0	0	100%	100%
Special Education	48	36	31	1	1	0	3	0	89%	97%
Special Education Alternative	40	28	26	1	1	0	0	0	96%	96%
Speech/Theater	4	1	1	0	0	0	0	0	100%	100%
TEE/ETE/ITE/TIED	2	0	0	0	0	0	0	0	n/a	n/a
TOTALS	601	380	313	24	17	12	20	3	89%	94%

NOTES: Percent (Column 10) =  $\frac{\text{Column 4} + \text{Column 5}}{\text{Column 3}}$

Percent (Column 11) =  $\frac{\text{Column 4} + \text{Column 5}}{\text{Column 3} - \text{Column 8} - \text{Column 9}}$

- No data available

\*graduate may be teaching in major or minor content area



# SCHOLARSHIP OFFICE YEAR END REPORT FOR 2013-14

Utah State University's Scholarship Office facilitates off-campus organizations and university departments with application of funding to student accounts. Admission awards scholarships for merit, involvement, need and service. On campus departments award scholarships, waivers and tuition awards for merit, need-based and involvement purposes. Off-campus funding comes in the form of earned merit, need and involvement scholarships.

COLLEGE OF AGRICULTURE AND APPLIED SCIENCES						
Scholarship Type	# of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of recipients	Average GPA	# of recipients	Average GPA
Admissions: Presidential	26	\$ 189,697.03	26	3.75	0	-
Admissions: Dean's	47	\$ 260,186.35	47	3.57	0	-
Admissions: Other	339	\$ 2,111,318.31	339	3.23	0	-
<sup>2</sup> Departmental Scholarships	413	\$ 790,737.31	300	3.59	113	3.47
<sup>3</sup> Other USU Scholarships	299	\$ 725,087.91	210	3.36	89	3.78
Graduate	135	\$ 438,896.89	0	-	135	3.43
Athletics	27	\$ 101,348.64	27	3.27	0	-
Cash from Outside Sources	135	\$ 253,596.00	135	3.24	0	-
<sup>1</sup> Total Unduplicated Recipients*	844	\$ 4,870,868.44	675	3.39	192	3.52

GPA range	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	Grand Total
	FRESHMAN								
Admissions: Presidential	31	30	9	12	8	1	0	2	93
Admissions: Dean's									0
Admissions: Other	13	27	6	8	5	1		2	62
Departmental Scholarships									0
Athletics									0
Other USU Scholarships	16	2	2	1	2				23
Cash from Outside Sources	2	1	1	3	1				8
SOPHOMORE	57	55	32	11	1	0	0	0	156
Admissions: Presidential	3	1	1						5
Admissions: Dean's	12	4							16
Admissions: Other	17	31	15	7	1				71
Departmental Scholarships	5	2	4	2					13
Athletics		3	1						4
Other USU Scholarships	13	9	7	1					30
Cash from Outside Sources	7	5	4	1					17
JUNIOR	60	54	24	2	0	0	0	0	140
Admissions: Presidential	4	2							6
Admissions: Dean's	6	3							9
Admissions: Other	32	26	17						75
Departmental Scholarships	6	12	1	1					20
Athletics									0
Other USU Scholarships	7	7	5	1					20
Cash from Outside Sources	5	4	1						10
SENIOR	172	114	29	5	0	0	0	0	320
Admissions: Presidential	1	1							2
Admissions: Dean's	12	9		1					22
Admissions: Other	47	23	9						79
Departmental Scholarships	87	67	7	1					162
Athletics	2	4	2						8
Other USU Scholarships	18	5	9	1					33
Cash from Outside Sources	5	5	2	2					14
UNDERGRADUATE TOTALS	320	253	94	30	9	1	0	2	709
	45.1%	35.7%	13.3%	4.2%	1.3%	0.1%	0.0%	0.3%	100%

GRADUATE	97	28	5	1	1	0	2	1	135
GRADUATE TOTALS	97	28	5	1	1	0	2	1	135
	71.9%	20.7%	3.7%	0.7%	0.7%	0.0%	1.5%	0.7%	100%

# CAINE COLLEGE OF THE ARTS

Scholarship Type	# of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of recipients	Average GPA	# of recipients	Average GPA
Admissions: Presidential	17	\$ 124,831.31	17	3.86	0	-
Admissions: Dean's	26	\$ 183,566.55	26	3.82	0	-
Admissions: Other	209	\$ 1,142,068.46	209	3.43	0	-
<sup>2</sup> Departmental Scholarships	404	\$ 542,950.84	368	3.49	36	3.56
<sup>3</sup> Other USU Scholarships	98	\$ 245,999.41	95	3.49	3	2.98
Graduate	24	\$ 138,084.35	0	-	24	3.75
Athletics	15	\$ 41,898.31	15	3.68	0	-
Cash from Outside Sources	89	\$ 155,960.00	89	3.55	0	-
<sup>1</sup> Total Unduplicated Recipients*	450	\$ 2,575,359.23	419	3.51	31	3.58

	GPA range	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	Grand Total
	FRESHMAN	12	10	13	3	3	1	0	0	42
Admissions: Presidential										0
Admissions: Dean's		6	2							8
Admissions: Other		3	6	7	2	2	1			21
Departmental Scholarships		1			1					2
Athletics						1				1
Other USU Scholarships		1	1	2						4
Cash from Outside Sources		1	1	4						6
SOPHOMORE		58	31	14	6	2	0	0	0	111
Admissions: Presidential		1								1
Admissions: Dean's		9	1							10
Admissions: Other		28	14	8	2	1				53
Departmental Scholarships		9	8	2	4	1				24
Athletics										0
Other USU Scholarships		3	3	1						7
Cash from Outside Sources		8	5	3						16
JUNIOR		47	29	9	2	0	0	0	0	87
Admissions: Presidential		3	1							4
Admissions: Dean's		4								4
Admissions: Other		21	11	2	1					35
Departmental Scholarships		9	11	4	1					25
Athletics			2							2
Other USU Scholarships		4	3	3						10
Cash from Outside Sources		6	1							7
SENIOR		104	56	25	1	0	0	0	0	186
Admissions: Presidential		3								3
Admissions: Dean's		2	2							4
Admissions: Other		36	15	9	1					61
Departmental Scholarships		46	33	12						91
Athletics		3	1							4
Other USU Scholarships		8	2	2						12
Cash from Outside Sources		6	3	2						11
UNDERGRADUATE TOTALS		221	126	61	12	5	1	0	0	426
		51.9%	29.6%	14.3%	2.8%	1.2%	0.0%	0.0%	0.0%	100%
GRADUATE		18	5	0	0	0	1	0	0	24
GRADUATE TOTALS		18	5	0	0	0	1	0	0	24
		75.0%	20.8%	0.0%	0.0%	0.0%	4.2%	0.0%	0.0%	100%

# EMMA ECCLES JONES COLLEGE OF EDUCATION AND HUMAN SERVICES

Scholarship Type	# of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of recipients	Average GPA	# of recipients	Average GPA
Admissions: Presidential	70	\$ 474,135.54	70	3.86	0	-
Admissions: Dean's	100	\$ 660,502.57	100	3.72	0	-
Admissions: Other	726	\$ 3,938,866.94	726	3.37	0	-
<sup>2</sup> Departmental Scholarships	613	\$ 1,427,805.03	337	3.63	276	3.25
<sup>3</sup> Other USU Scholarships	493	\$ 752,444.88	389	3.43	104	3.63
Graduate	218	\$ 1,100,597.95	0	-	218	3.45
Athletics	321	\$ 1,243,100.08	261	3.06	60	3.48
Cash from Outside Sources	274	\$ 550,745.59	267	3.42	7	2.99
<sup>1</sup> Total Unduplicated Recipients*	1,810	\$ 10,148,198.58	1382	3.44	435	3.49

	GPA range	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	Grand Total
	FRESHMAN	133	79	28	17	5	2	1	2	267
Admissions: Presidential		7	2							9
Admissions: Dean's		2	1							3
Admissions: Other		86	59	18	7	2	2	1		175
Departmental Scholarships		3	1	2	2					8
Athletics				2						2
Other USU Scholarships		22	7	4	5	2			1	41
Cash from Outside Sources		13	9	2	3	1			1	29
SOPHOMORE		166	122	42	7	4	0	0	0	341
Admissions: Presidential		7	1							8
Admissions: Dean's		18	3	2	1					24
Admissions: Other		74	61	21	2	4				162
Departmental Scholarships		6	4	3						13
Athletics		2	2	3	1					8
Other USU Scholarships		32	22	6	2					62
Cash from Outside Sources		27	29	7	1					64
JUNIOR		165	102	41	6	1	0	0	0	315
Admissions: Presidential		6								6
Admissions: Dean's		29	3		1					33
Admissions: Other		82	51	10	2	1				146
Departmental Scholarships		10	8	7						25
Athletics			12	9	1					22
Other USU Scholarships		25	19	8	1					53
Cash from Outside Sources		13	9	7	1					30
SENIOR		392	196	66	14	1	0	0	0	669
Admissions: Presidential		12								12
Admissions: Dean's		36	4							40
Admissions: Other		112	68	20	4	1				205
Departmental Scholarships		148	49	4						201
Athletics		9	24	25	8					66
Other USU Scholarships		58	41	10	1					110
Cash from Outside Sources		17	10	7	1					35
UNDERGRADUATE TOTALS		856	499	177	44	11	2	1	2	1592
		53.8%	31.3%	11.1%	2.8%	0.7%	0.1%	0.1%	0.1%	100%
GRADUATE		124	83	10	1	0	0	0	0	218
GRADUATE TOTALS		124	83	10	1	0	0	0	0	218
		56.9%	38.1%	4.6%	0.5%	0.0%	0.0%	0.0%	0.0%	100%

# COLLEGE OF ENGINEERING

Scholarship Type	# of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of recipients	Average GPA	# of recipients	Average GPA
Admissions: Presidential	166	\$ 1,115,858.12	166	3.69	0	-
Admissions: Dean's	125	\$ 712,504.02	125	3.57	0	-
Admissions: Other	462	\$ 2,651,001.97	462	3.19	0	-
<sup>2</sup> Departmental Scholarships	417	\$ 1,032,661.72	251	3.55	166	3.63
<sup>3</sup> Other USU Scholarships	369	\$ 1,029,994.39	297	3.33	72	2.89
Graduate	338	\$ 1,482,903.85	0	-	338	3.44
Athletics	20	\$ 57,995.06	20	3.31	0	-
Cash from Outside Sources	187	\$ 426,742.42	177	3.33	10	3.50
<sup>1</sup> Total Unduplicated Recipients*	1,244	\$ 8,509,661.55	960	3.42	294	3.38

GPA range	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	Grand Total
	FRESHMAN								
	50	40	12	9	5	5	4	7	132
Admissions: Presidential	1								1
Admissions: Dean's	18	13	1	1					33
Admissions: Other	26	17	9	3	1	3	3	5	67
Departmental Scholarships						1			1
Athletics			1						1
Other USU Scholarships	5	10		3	3	1		2	24
Cash from Outside Sources			1	2	1		1		5
SOPHOMORE	90	55	44	20	3	5	0	0	217
Admissions: Presidential	10	2	1						13
Admissions: Dean's	23	11	1						35
Admissions: Other	27	19	24	10	1	3			84
Departmental Scholarships	8	3	3	4	1	1			20
Athletics									0
Other USU Scholarships	15	12	7	5	1	1			41
Cash from Outside Sources	7	8	8	1					24
JUNIOR	112	55	22	5	2	0	0	0	196
Admissions: Presidential	22	8	1	1					32
Admissions: Dean's	21	6	1						28
Admissions: Other	33	21	11	3	2				70
Departmental Scholarships	17	4	3						24
Athletics									0
Other USU Scholarships	10	9	1	1					21
Cash from Outside Sources	9	7	5						21
SENIOR	204	125	29	3	0	0	0	0	361
Admissions: Presidential	34	3							37
Admissions: Dean's	22	6		1					29
Admissions: Other	32	28	8	2					70
Departmental Scholarships	82	65	4						151
Athletics	2	5	1						8
Other USU Scholarships	23	10	10						43
Cash from Outside Sources	9	8	6						23
UNDERGRADUATE TOTALS	456	275	107	37	10	10	4	7	906
	50.3%	30.4%	11.8%	4.1%	1.1%	1.1%	0.4%	0.8%	100%
GRADUATE	269	66	1	1	1	0	0	0	338
GRADUATE TOTALS	269	66	1	1	1	0	0	0	338
	79.6%	19.5%	0.3%	0.3%	0.3%	0.0%	0.0%	0.0%	100%

# COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Scholarship Type	# of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of recipients	Average GPA	# of recipients	Average GPA
Admissions: Presidential	136	\$ 438,143.46	136	3.85	0	-
Admissions: Dean's	75	\$ 429,167.34	75	3.69	0	-
Admissions: Other	377	\$ 2,121,876.30	377	3.22	0	-
<sup>2</sup> Departmental Scholarships	234	\$ 397,775.09	195	3.62	39	3.66
<sup>3</sup> Other USU Scholarships	402	\$ 898,218.27	356	3.39	46	3.45
Graduate	107	\$ 466,428.58	0	-	107	3.30
Athletics	118	\$ 497,036.18	117	2.96	1	3.52
Cash from Outside Sources	133	\$ 340,042.35	125	3.43	8	2.69
<sup>1</sup> Total Unduplicated Recipients*	954	\$ 5,588,687.57	816	3.40	142	3.41

	GPA range	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	Grand Total
	FRESHMAN	37	27	6	10	4	3	3	0	90
Admissions: Presidential	16	4								20
Admissions: Dean's	10	2			1					13
Admissions: Other	1	8	3	8	1	2				23
Departmental Scholarships	1									1
Athletics		3								3
Other USU Scholarships	6	8	2	2	2	1	2			23
Cash from Outside Sources	3	2	1				1			7
SOPHOMORE	73	48	26	8	1	1	0	0	0	157
Admissions: Presidential	13	3								16
Admissions: Dean's	11	2								13
Admissions: Other	26	29	18	6		1				80
Departmental Scholarships	3	1								4
Athletics		1	2	2						5
Other USU Scholarships	12	7	3		1					23
Cash from Outside Sources	8	5	3							16
JUNIOR	76	60	38	8	1	0	0	0	0	183
Admissions: Presidential	15	3								18
Admissions: Dean's	12	3	1							16
Admissions: Other	21	28	11	6						66
Departmental Scholarships	5	4	2							11
Athletics	3	4	5	1						13
Other USU Scholarships	10	13	16	1	1					41
Cash from Outside Sources	10	5	3							18
SENIOR	202	127	68	19	1	0	0	0	0	417
Admissions: Presidential	12	2								14
Admissions: Dean's	25	8								33
Admissions: Other	60	34	19	5						118
Departmental Scholarships	57	30	10	6						103
Athletics	4	8	13	5						30
Other USU Scholarships	34	38	21	1	1					95
Cash from Outside Sources	10	7	5	2						24
UNDERGRADUATE TOTALS	388	262	138	45	7	4	3	0	0	847
	45.8%	30.9%	16.3%	5.3%	0.8%	0.5%	0.4%	0.0%	0.0%	100%
GRADUATE	79	24	4	0	0	0	0	0	0	107
GRADUATE TOTALS	79	24	4	0	0	0	0	0	0	107
	73.8%	22.4%	3.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100%

**JON M. HUNTSMAN SCHOOL OF BUSINESS**

Scholarship Type			Undergraduate		Graduate	
			# of recipients	Average GPA	# of recipients	Average GPA
Admissions: Presidential	136	\$ 616,083.19	136	3.85	0	-
Admissions: Dean's	75	\$ 526,762.52	75	3.69	0	-
Admissions: Other	377	\$ 2,096,331.47	377	3.22	0	-
<sup>2</sup> Departmental Scholarships	234	\$ 810,567.99	195	3.62	39	3.66
<sup>3</sup> Other USU Scholarships	402	\$ 1,174,595.06	356	3.39	46	3.45
Graduate	107	\$ 490,186.43	0	-	107	3.30
Athletics	118	\$ 324,690.31	117	2.96	1	3.52
Cash from Outside Sources	133	\$ 344,792.22	125	3.43	8	2.69
<sup>1</sup> Total <i>Unduplicated</i> Recipients*	983	\$ 6,384,009.19	816	3.53	142	3.59

GPA range	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	Grand Total
	FRESHMAN	50	31	6	3	4	1	1	1
Admissions: Presidential									0
Admissions: Dean's				1		1			2
Admissions: Other	42	27	2		1		1	1	74
Departmental Scholarships									0
Athletics									0
Other USU Scholarships	8	4	4	2	3				21
Cash from Outside Sources									0
SOPHOMORE	62	37	15	4	1	0	0	0	119
Admissions: Presidential	2								2
Admissions: Dean's	1	2	1						4
Admissions: Other	28	21	10	3	1				63
Departmental Scholarships	12	1	1						14
Athletics		1							1
Other USU Scholarships	13	7	2						22
Cash from Outside Sources	6	5	1	1					13
JUNIOR	117	66	24	0	0	0	0	0	207
Admissions: Presidential	14	12							26
Admissions: Dean's	12	9	2						23
Admissions: Other	47	31	12						90
Departmental Scholarships	6	1	1						8
Athletics	4	1	1						6
Other USU Scholarships	24	7	5						36
Cash from Outside Sources	10	5	3						18
SENIOR	255	158	39	1	0	0	0	0	453
Admissions: Presidential	20	18	2						40
Admissions: Dean's	21	22	2	1					46
Admissions: Other	56	11	7						74
Departmental Scholarships	64	36	6						106
Athletics	4	8	7						19
Other USU Scholarships	78	52	10						140
Cash from Outside Sources	12	11	5						28
UNDERGRADUATE TOTALS	484	292	84	8	5	1	1	1	876
	55.3%	33.3%	9.6%	0.9%	0.6%	0.1%	0.1%	0.1%	100%
GRADUATE	43	58	5	1	0	0	0	0	107
GRADUATE TOTALS	43	58	5	1	0	0	0	0	107
	40.2%	54.2%	4.7%	0.9%	0.0%	0.0%	0.0%	0.0%	100%

# S.J. & JESSIE E. QUINNEY COLLEGE OF NATURAL RESOURCES

Scholarship Type	# of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of recipients	Average GPA	# of recipients	Average GPA
Admissions: Presidential	8	\$ 52,275.55	8	3.74	0	-
Admissions: Dean's	17	\$ 108,487.45	17	3.62	0	-
Admissions: Other	82	\$ 523,695.53	82	3.26	0	-
<sup>2</sup> Departmental Scholarships	139	\$ 276,566.67	72	3.50	67	3.39
<sup>3</sup> Other USU Scholarships	63	\$ 94,598.82	51	3.37	12	3.29
Graduate	95	\$ 425,110.16	0	-	95	2.46
Athletics	3	\$ 7,409.74	3	2.76	0	-
Cash from Outside Sources	34	\$ 61,674.05	32	3.27	2	3.74
<sup>1</sup> Total Unduplicated Recipients*	274	\$ 1,549,817.97	161	3.38	115	3.05

GPA range	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	Grand Total
<b>FRESHMAN</b>	2	2	0	3	2	0	0	0	9
Admissions: Presidential	1								1
Admissions: Dean's		1		1	1				3
Admissions: Other									0
Departmental Scholarships									0
Athletics									0
Other USU Scholarships	1	1		2	1				5
Cash from Outside Sources									0
<b>SOPHOMORE</b>	9	10	4	3	0	1	0	0	27
Admissions: Presidential									0
Admissions: Dean's	2		1						3
Admissions: Other	2	8	1	1		1			13
Departmental Scholarships	2	1	2						5
Athletics									0
Other USU Scholarships	1			1					2
Cash from Outside Sources	2	1		1					4
<b>JUNIOR</b>	26	24	7	1	0	0	0	0	58
Admissions: Presidential	1								1
Admissions: Dean's	4	1							5
Admissions: Other	16	15	6	1					38
Departmental Scholarships	3	2	1						6
Athletics									0
Other USU Scholarships	1	1							2
Cash from Outside Sources	1	5							6
<b>SENIOR</b>	35	30	16	4	0	0	0	0	85
Admissions: Presidential	2								2
Admissions: Dean's	4	2							6
Admissions: Other	8	4	11	2					25
Departmental Scholarships	18	18	4						40
Athletics				1					1
Other USU Scholarships	3	6	1	1					11
Cash from Outside Sources									0
<b>UNDERGRADUATE TOTALS</b>	72	66	27	11	2	1	0	0	179
	40.2%	36.9%	15.1%	6.1%	1.1%	0.6%	0.0%	0.0%	100%
<b>GRADUATE</b>	78	15	1	1	0	0	0	0	95
<b>GRADUATE TOTALS</b>	78	15	1	1	0	0	0	0	95
	82.1%	15.8%	1.1%	1.1%	0.0%	0.0%	0.0%	0.0%	100%

# COLLEGE OF SCIENCE

Scholarship Type	# of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of recipients	Average GPA	# of recipients	Average GPA
Admissions: Presidential	109	\$ 760,306.79	109	3.76	0	-
Admissions: Dean's	64	\$ 465,149.28	64	3.53	0	-
Admissions: Other	311	\$ 1,827,895.02	311	3.22	0	-
<sup>2</sup> Departmental Scholarships	171	\$ 409,397.97	93	3.73	78	3.45
<sup>3</sup> Other USU Scholarships	255	\$ 539,566.26	239	3.39	16	3.51
Graduate	218	\$ 934,802.00	0	-	218	3.02
Athletics	26	\$ 92,481.83	26	3.02	0	-
Cash from Outside Sources	129	\$ 280,621.78	128	3.41	1	4.00
<sup>1</sup> Total Unduplicated Recipients*	775	\$ 5,310,220.93	611	3.45	165	3.25

	GPA range	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	Grand Total
	FRESHMAN	13	12	11	9	4	4	1	1	55
Admissions: Presidential		5								5
Admissions: Dean's		1	3		1					5
Admissions: Other		4	7	7	5	4	2	1		30
Departmental Scholarships					1					1
Athletics										0
Other USU Scholarships		3	2	3	2		1		1	12
Cash from Outside Sources				1			1			2
SOPHOMORE		55	38	35	11	2	0	0	1	142
Admissions: Presidential		11	2							13
Admissions: Dean's		10	3							13
Admissions: Other		17	16	19	9	1			1	63
Departmental Scholarships		1	2	4						7
Athletics		1								1
Other USU Scholarships		9	7	7	1	1				25
Cash from Outside Sources		6	8	5	1					20
JUNIOR		66	34	20	7	0	0	0	0	127
Admissions: Presidential		13	3	1						17
Admissions: Dean's		12	7	1						20
Admissions: Other		17	10	11	6					44
Departmental Scholarships		1	3	1						5
Athletics		2	1	1	1					5
Other USU Scholarships		9	3	5						17
Cash from Outside Sources		12	7							19
SENIOR		156	51	22	4	0	0	0	0	233
Admissions: Presidential		19	1							20
Admissions: Dean's		24	2							26
Admissions: Other		25	14	10	3					52
Departmental Scholarships		48	20	6						74
Athletics		1	3	1	1					6
Other USU Scholarships		30	10	3						43
Cash from Outside Sources		9	1	2						12
UNDERGRADUATE TOTALS		290	135	88	31	6	4	1	2	557
		52.1%	24.2%	15.8%	5.6%	1.1%	0.7%	0.2%	0.4%	100%
GRADUATE		177	35	5	1	0	0	0	0	218
GRADUATE TOTALS		177	35	5	1	0	0	0	0	218
		81.2%	16.1%	2.3%	0.5%	0.0%	0.0%	0.0%	0.0%	100%



# TRANSITION MAJORS\*\*

Scholarship Type	# of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of recipients	Average GPA	# of recipients	Average GPA
Admissions: Presidential	5	\$ 29,008.64	5	3.44	0	-
Admissions: Dean's	22	\$ 120,955.38	22	3.55	0	-
Admissions: Other	493	\$ 2,928,532.34	493	2.78	0	-
<sup>2</sup> Departmental Scholarships	0	\$ -	0	-	0	-
<sup>3</sup> Other USU Scholarships	736	\$ 649,563.45	623	2.96	113	3.36
Graduate	0	\$ -	0	-	0	-
Athletics	191	\$ 710,270.79	189	2.90	2	3.10
Cash from Outside Sources	282	\$ 637,488.84	278	2.75	4	3.62
<sup>1</sup> Total Unduplicated Recipients*	1,292	\$ 5,075,819.44	1214	2.88	83	3.36

GPA range	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	Grand Total
	FRESHMAN	124	121	108	68	69	33	21	21
Admissions: Presidential	8	2							10
Admissions: Dean's	4	4		1					9
Admissions: Other	15	31	39	29	23	18	9	16	180
Departmental Scholarships		1			1		1		3
Athletics	5	7	6	3	1	1			23
Other USU Scholarships	87	70	48	28	35	12	7	2	289
Cash from Outside Sources	5	6	15	7	9	2	4	3	51
SOPHOMORE	96	133	109	70	28	4	0	0	440
Admissions: Presidential	18	15							33
Admissions: Dean's	16	11							27
Admissions: Other	27	59	51	33	16	4			190
Departmental Scholarships		1	3	2	2				8
Athletics		3	5	11	1				20
Other USU Scholarships	28	33	36	19	5				121
Cash from Outside Sources	7	11	14	5	4				41
JUNIOR	32	56	51	16	5	0	0	0	160
Admissions: Presidential	7	12							19
Admissions: Dean's	6	10							16
Admissions: Other	10	18	25	6	1				60
Departmental Scholarships		2	1						3
Athletics		1	5	1					7
Other USU Scholarships	8	11	14	6	4				43
Cash from Outside Sources	1	2	6	3					12
SENIOR	61	38	21	5	1	0	0	1	127
Admissions: Presidential									0
Admissions: Dean's									0
Admissions: Other	22	29	9	1					61
Departmental Scholarships	1		5						6
Athletics	1		1						2
Other USU Scholarships	36	8	5	4	1			1	55
Cash from Outside Sources	1	1	1						3
UNDERGRADUATE TOTALS	217	215	180	89	75	33	21	22	1292
	16.8%	16.6%	13.9%	6.9%	5.8%	2.6%	1.6%	1.7%	66%

\* Indicates the total unique number of students in each college that received an award.

\*\*Transition Majors include Continuing Education and Undeclared Students.

# TOTAL FOR ALL COLLEGES

Scholarship Type	<sup>4</sup> # of Recipients	\$AMOUNT	Undergraduate		Graduate	
			# of recipients	Average GPA	# of recipients	Average GPA
Admissions: Presidential	615	\$ 3,800,339.63	673	3.76	0	-
Admissions: Dean's	558	\$ 3,467,281.46	558	3.64	0	-
Admissions: Other	3421	\$ 19,341,586.34	3421	3.21	0	-
<sup>2</sup> Departmental Scholarships	2820	\$ 5,688,462.62	1811	3.59	894	3.51
<sup>3</sup> Other USU Scholarships	3,073	\$ 6,110,068.45	2616	3.34	520	3.37
Graduate	1,217	\$ 5,477,010.21	0	-	1217	3.27
Athletics	787	\$ 3,076,230.94	538	3.10	249	3.40
Cash from Outside Sources	1,409	\$ 3,051,663.25	1356	3.32	40	3.32
<b>Grand Total<sup>1</sup></b>	<b>8,626</b>	<b>\$ 50,012,642.90</b>	<b>7054</b>	<b>3.37</b>	<b>1599</b>	<b>3.46</b>

## UNDERGRADUATE

	GPA range								Grand Total
	4.0-3.6	3.5-3.1	3.0-2.6	2.5-2.1	2.0-1.6	1.5-1.1	1.0-0.6	0.5-0.0	
Agriculture and Applied Sciences	320	253	94	30	9	1	0	2	709
Caine College of the Arts	221	126	61	12	5	1	0	0	426
Emma Eccles Jones College of Ed. and Hum.	856	499	177	44	11	2	1	2	1592
College of Engineering	456	275	107	37	10	10	4	7	906
College of Humanities and Social Sciences	388	262	138	45	7	4	3	0	847
Jon M. Huntsman School of Business	484	292	84	8	5	1	1	1	876
S.J. & Jessie E. Quinney College of Nat. Res.	72	66	27	11	2	1	0	0	179
College of Science	290	135	88	31	6	4	1	2	557
Transition Majors	217	215	180	89	75	33	21	22	852
<b>UNDERGRADUATE TOTALS</b>	<b>3304</b>	<b>2123</b>	<b>956</b>	<b>307</b>	<b>130</b>	<b>57</b>	<b>31</b>	<b>36</b>	<b>6944</b>
	<b>47.6%</b>	<b>30.6%</b>	<b>13.8%</b>	<b>4.4%</b>	<b>1.9%</b>	<b>0.8%</b>	<b>0.4%</b>	<b>0.5%</b>	<b>100%</b>

## GRADUATE

Agriculture and Applied Sciences	97	28	5	1	1	0	2	1	135
Caine College of the Arts	18	5	0	0	0	1	0	0	24
Emma Eccles Jones College of Ed. and Hum.	124	83	10	1	0	0	0	0	218
College of Engineering	269	66	1	1	1	0	0	0	338
College of Humanities and Social Sciences	79	24	4	0	0	0	0	0	107
Jon M. Huntsman School of Business	43	58	5	1	0	0	0	0	107
S.J. & Jessie E. Quinney College of Nat. Res.	78	15	1	1	0	0	0	0	95
College of Science	177	35	5	1	0	0	0	0	218
<b>GRADUATE TOTALS</b>	<b>885</b>	<b>314</b>	<b>31</b>	<b>6</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1242</b>
	<b>71.3%</b>	<b>25.3%</b>	<b>2.5%</b>	<b>0.5%</b>	<b>0.2%</b>	<b>0.0%</b>	<b>0.2%</b>	<b>0.1%</b>	<b>100%</b>

### LEGEND FOR 2013-14 SCHOLARSHIP REPORT

<sup>1</sup>Indicates the total unduplicated amount of students and total scholarship funding for the 1314 year.

<sup>2</sup>Departmental Scholarship: Funded by endowments, cash or contracts set up by departments.

<sup>3</sup>Other USU Scholarships: Includes Student Support Services, Auxillaries, Special Programs and Categories and other scholarships that are not categorized as Admissions or Departmental.

<sup>4</sup># of Recipients: A student may be listed in more than one category due to multiple awards.

compiled 4/14 by T.Flores

## **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.

## **Faculty Senate Post-Tenure Review (PTR) Working Group Report and Proposal**

December 3, 2014

### **Background:**

At the request of the faculty senate, the FS President (Doug Jackson-Smith) appointed a working group of 11 faculty in October 2014 to discuss remaining issues related to development of a new PTR process at Utah State University. In his appointments, Jackson-Smith sought to include a range of perspectives about previous PTR proposals (based on debates in faculty senate) and representatives from many (though not all) units in the USU system. The working group included the following people:

- Douglas Jackson-Smith – Faculty Senate President
- Yanghee Kim – Faculty Senate Past-President
- Ronda Callister – Faculty Senate President-Elect
- Andy Walker – Emma Eccles Jones College of Education and Human Services
- Scott Bates – Emma Eccles Jones College of Education and Human Services
- Charles Waugh – College of Humanities and Social Sciences
- Chris Skousen – Jon M. Huntsman School of Business
- Paul Barr – College of Engineering
- Jeanette Norton – College of Agriculture and Applied Sciences
- Tony Lowry – College of Science
- Robert Mueller – Regional Campus System (Tooele campus)

### **Summary of Activities:**

The working group met three times (10/27/14; 11/10/14; and 11/24/14).

Before they met, each member of the working group reviewed existing documents (current sections of code related to PTR, annual reviews and professional development plans; previous PTR code change proposals; and records of past faculty senate advisory votes).

At our first meeting, the working group identified the following tasks:

- To review and build on the previous advisory votes taken in faculty senate
- To clarify the remaining ‘decision-points’ surrounding a proposed alternative PTR system on which the faculty senate can give advice

At the outset – we each discussed our own views on the current & proposed PTR systems at USU and tried to identify the characteristics we would want to see in an ‘ideal’ PTR policy. We found that ALL of us wanted a system that is:

- Fair
- Rigorous & Credible
- Based on the judgment of faculty peers
- Efficient (in terms of time commitments required of faculty)
- Protective of the interests of faculty from potentially abusive department heads & administrators

Over the course of our meetings, we first revisited the logic and arguments pro and con for earlier faculty senate votes and reaffirmed that they can serve as a good basis for a future proposal for a new PTR system. These include:

1. **Having the PTR peer review committee be formed by ‘mutual agreement’ of the faculty member and department head** (in place of current code which only requires consultation with the faculty member)
  - The working group also recommends that the new policy outline an appeals procedure to follow in the event that the faculty member and DH cannot agree.
2. **Having a multi-year annual review (MYAR) serve as the core of a post-tenure review system** (e.g., provide feedback on performance on an annual basis, but looking at a multi-year window)
3. **Having the full peer review committee engage in a post tenure review only when ‘triggered’** (rather than automatically occur every 5 years)
4. **Having a formal negative MYAR be the ‘trigger’ for forming a Peer Review Committee.** The criteria for a formal negative MYAR would be defined by language currently in 405.12.2:
  - “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 as specified in the role statement.”

We then discussed a set of remaining issues, including:

5. **Whether a 3-year window is appropriate for the MYAR**
  - We unanimously decided to ask the senate to reconsider if a 3-year or 5-year window is best for the MYAR (previous FS votes supported 3-year; but our working group voted 9-1 in favor of recommending a 5-year window)
6. **Whether to use the MYAR as a replacement for the current annual review for post-tenure faculty**
  - We unanimously recommend that we should not have two separate AR letters (one based on a single year for merit pay, and another based on a multi-year window for PTR purposes). The MYAR should serve the role that annual review letters currently play (both to provide feedback on performance but also as the basis for merit pay decisions).
7. **How soon (post-tenure) will the MYAR be used?**
  - We unanimously recommend starting using a multi-year window for annual reviews in the year following the tenure or post-tenure promotion decision.
8. **How soon can a negative MYAR decision be issued and the Peer Review Committee invoked?**
  - We unanimously recommend that a negative MYAR decision and creation of a PRC not take place until 5 years following the date when tenure or post-tenure promotion are awarded.
  - Most of us recommend that a Peer Review Process could only be initiated once every 5 years (e.g., if the PRC does not concur with the negative departmental evaluation, there must be a waiting period before another formal negative MYAR could trigger the PTR process).

**9. What kind of warning might be required before a formal negative MYAR can be issued?**

- We recommend that no formal warning be required, but rather assume that annual MYARs will highlight areas of concern and signal that a formally negative review could be coming
- An alternative might be to require at least one formal ‘warning letter’ before a negative MYAR can trigger a PRC to do the full post-tenure review

**10. Under what circumstances can an individual faculty member request formation of a Peer Review Committee (outside of the ‘triggered’ MYAR process)?** In other words, if you want a PTR review, can you request one?

- We unanimously recommend allowing a faculty member to request a Peer Review Committee to be formed & a full peer review of performance to be completed once every five years
- An alternative would be to not allow this option

**11. What does the Peer Review Committee do after it is invoked?**

- We unanimously recommend that the PRC make an independent review of the performance of the faculty member using a 5-year window.
- We unanimously further recommend that the PRC review produce a decision about whether the faculty member meets the basic standard for PTR outlined above.
- We unanimously recommend that the PRC review provide substantive justification for their decision.

**12. What materials can the PRC review?**

- We unanimously recommend the PRC receive the materials submitted for the department’s MYAR process
- We unanimously recommend that the PRC receive a letter from the department outlining the reasons behind the formally negative MYAR decision (which triggered the review).
- We unanimously recommend that the faculty member be able to write a response to the department’s letter for consideration by the PRC.

**13. What process can trigger the development of a Professional Development Plan (as outlined in code section 405.12.3)?**

- We unanimously recommend that a negative finding by the Peer Review Committee be the only mechanism by which a formal Professional Development Plan (PDP) be initiated. This means a department head would not be able to request a PDP unless he or she determined from a MYAR that the faculty member was not discharging their duties conscientiously or with professional competence. The PRC would review that determination before the PDP would be initiated.
- We further recommend that the PRC be involved (with the faculty member and department head) in the development and approval of a PDP
- We also unanimously agreed that the MYAR process should serve as an important (though less formal) mechanism to provide post-tenure faculty with advice, mentoring, and feedback regarding areas of strength and weakness and strategies to improve performance.

Two other important issues came up in the course of conversations that might be important for the senate to discuss (but which are not exclusively tied to the PTR issue):

**14. Ensuring that peer review committees (for P&T and PTR) are qualified and capable of evaluating teaching-centered portfolios**

**15. Reminding departments that they are responsible (according to our code) for developing their own process for implementing the annual reviews** in their unit (and may want to explore ways to bring more peers into the reviews and decisions)

### Consistency with Regents' Policy

In addition to the mechanics of an alternative PTR process, we discussed what constraints might be imposed on our options that are associated with Board of Regents or Accreditation Organization policies. Specifically, a number of faculty had questioned whether we could initiate a policy that did not include a formal peer committee review of each post-tenure faculty member at least every 5 years.

Our committee reviewed published policies, and consulted with the USU Provost's office and Office of Analysis, Assessment and Accreditation. Key sections of the Board of Regent's policy and Northwest Commission on Colleges and University (NWCCU) standards are reproduced on the next page. Based our evaluation and discussion, **we believe that a policy that involves rigorous annual (multi-year window) departmental reviews of post-tenure faculty combined with a triggered intensive peer review committee process meets the basic requirements of both Board of Regents and Northwest Commission on Colleges and Universities (NWCCU).**

Specifically, our reading of these policies suggests the following conclusions:

- The Regents' policies are fairly open, and only ask that each institution develop policies and processes for:
  - Doing an annual review of faculty competence
  - Administering a review of the work of each tenured faculty member in a manner and frequency consistent with accreditation standards
- The NWCCU policies require:
  - Regular evaluation of each faculty member (in general)
  - All faculty need to be evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service.

None of these policies require a peer evaluation (like the quinquennial committee or proposed Peer Review Committee) every 5 years – just a regular, systematic, substantive evaluation done in a collegial manner. It is our view that the proposed policies would rely on the multi-year annual review to serve as the foundation for both annual and post-tenure reviews, and that the triggered Peer Review Committee would provide a check and balance for addressing situations where the MYAR identified potentially serious issues with faculty performance. These views are shared by our current Provost and the director of USU's AAA office. In particular, it has been their experience that the Board of Regents provides considerable latitude to institutions to develop appropriate policies and procedures.

Bottom line – the working group feels that there is a reasonable expectation that the proposed changes are consistent with Regent’s and NWCCU policies, and the faculty can focus their attention on what type of PTR system they want (the status quo or some alternative).

**Utah Board of Regents Policies** <http://higher.utah.org/wp-content/uploads/2013/08/R481.pdf>

**3.14. Annual Review as Part of Assessing Faculty Competence and, if Funding Permits, Merit Pay Award:** Each tenure-track and tenured faculty member, along with all other faculty members, shall be reviewed each year in conjunction with institutional policies on faculty competence. When funding permits, a faculty member may be awarded merit pay consistent with institutional policies and process.

**3.15. In-Depth Post-Tenure Review.**

**3.15.1. Intent of Post-Tenure Review:** The review shall assess the tenured faculty member's performance with the intent of:

**3.15.1.1.** recognizing performance in the discipline's endeavors which demonstrates growth and development;

**3.15.1.2.** communicating to the faculty member specific areas in need of improvement related to performance in scholarship, teaching, and service, and

**3.15.1.3.** enhancing each individual's future productivity.

**3.15.2 Procedures.** The institution shall **establish procedures to administer a review of the work of each tenured faculty member in a manner and frequency consistent with accreditation standards.** The criteria for such review shall include multiple indices, and be discipline- and role-specific, as appropriate, to evaluate:

**3.15.2.1.** teaching, through student, collegial, and administrative assessment.

**3.15.2.2.** the quality of scholarly and creative performance and/or research productivity.

**3.15.2.3.** service to the profession, school and community.

**NWCCU Policies**

Eligibility Requirements #10. FACULTY: Consistent with its mission and core themes, **the institution employs and regularly evaluates the performance of appropriately qualified faculty** sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

Accreditation standards:

- 2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.
- 2.B.6 **All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service.** The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member’s roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.



## WORKING GROUP PROPOSAL:

Using the results of previous faculty senate advisory votes and our own group discussions, **the Faculty PTR Working Group would like to put forward a major revision of the USU PTR process for consideration by the full faculty senate at their January meeting.**

The key elements of this proposal (and contrast with current process) are listed below, with more details on the next page:

## HIGHLIGHTS OF PROPOSAL:

Current Process	Proposed Process
PTR Peer Review Committee <u>formed automatically</u> @ 5 years	PTR Peer Review Committee <u>formed only when triggered</u> by <ul style="list-style-type: none"><li>• Decision by department that faculty member not meeting PTR standard, or</li><li>• Request of faculty member once @ 5 yrs</li></ul>
PTR peer committee formed by Dept Head <u>in consultation with</u> faculty candidate	PTR peer committee formed by <u>mutual agreement</u> of DH & Candidate
Departmental annual review process not tied to PTR process	Dept annual review process becomes <u>main vehicle</u> for most faculty's Post-Tenure Review feedback
Annual review 'window' left to dept.	Annual review always based on <u>rolling multi-year window</u> after tenure
Professional Development Plan (PDP) <u>initiated by department head</u> through annual review process	PDP process <u>initiated by Peer Review Committee</u> after negative 'multiyear window' annual review triggers formation of committee, and committee agrees with department's assessment

The figures and tables on the next few pages illustrate the key differences between the current and proposed/alternative procedure. They also highlight specific areas where faculty senate members might want to propose altering some component of the 'alternative' proposal.

## PROCESS SUGGESTION:

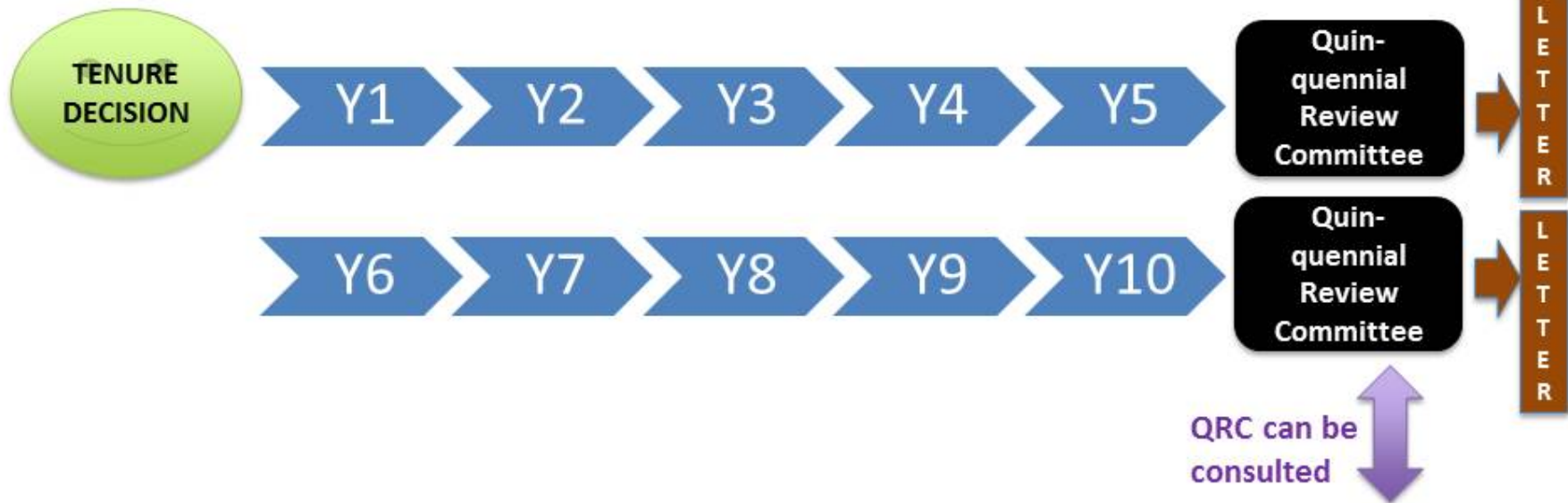
We would like to suggest that the faculty senate:

- First discuss the elements of this overall alternative proposal
- Make any changes that they want to see to specific items/options in the package
- Then vote 'up or down' whether to send this (or any) proposal to PRPC for formal drafting of new code language.

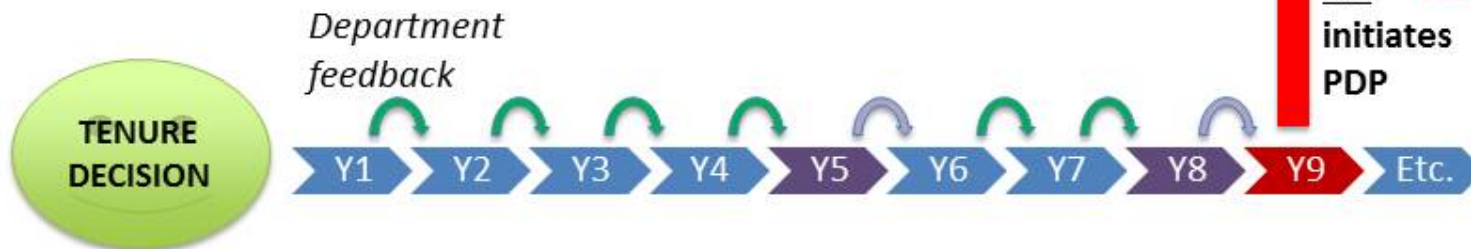
CURRENT PROCESS	PROPOSED ALTERNATIVE	Options that could be revived
<b>Post-Tenure Review</b>		
A. <u>Initiated automatically</u> every 5 years	A. <u>Triggered</u> by negative annual review with multi-year window (no earlier than 5 years past tenure/promotion decisions)	Remove trigger (keep regular 5 year PTR) → decide what other reforms are still adopted
	A1. Could be requested by faculty once every 5 years (post-tenure or promotion decision)	May not be requested by faculty unless triggered
	A2. No warning letter required	Require warning letter
B. Peer Committee formed by DH <u>in consultation with</u> candidate	B. Peer Committee formed by <u>mutual agreement</u> of DH and candidate	
C. Assesses 5 year performance	C. Assesses 5 year performance	
D. Results in letter	D. Results in letter; if negative – initiates Professional Development Plan (PDP)	Remove link to PDP
<b>Annual Review Process</b>		
E. Done by department	E. Done by department	
F. Typically single year, can be multi-year review	F. Post-tenure, always a <u>multi-window to each annual review</u>	Leave annual review ‘window’ to departments to decide
	F1. Based on 5-year rolling window	Based on 3-yr rolling window
G. Used for annual feedback	G. Used for annual feedback	Use separate annual review for this
H. Used for merit pay	H. Used for merit pay	Use separate annual review for this
I. <u>Used to trigger Professional Devt Plan</u>  PDP initiated at discretion of Dept. Head	I. Negative MYAR used to <u>trigger Peer Review Committee</u>  (if department determines basic performance standard not met)	Remove MYAR trigger for Peer Review Committee
<b>Professional Development Plans (PDPs)</b>		
J. Regular feedback through annual review process (less formal than PDP)	J. Regular feedback through annual review process (less formal than PDP)	
K. <u>PDP initiated by Department Head</u> (without any peer review process)	K. <u>PDP only initiated by Peer Review Committee confirmation of negative MYAR</u>  Dept role = trigger Peer Review Committee (not PDP directly)	Peer Review Committee only asked to get involved in PDP if faculty member wants them to confirm need for PDP

# STATUS QUO

## Post-Tenure Review Process: Performance Feedback



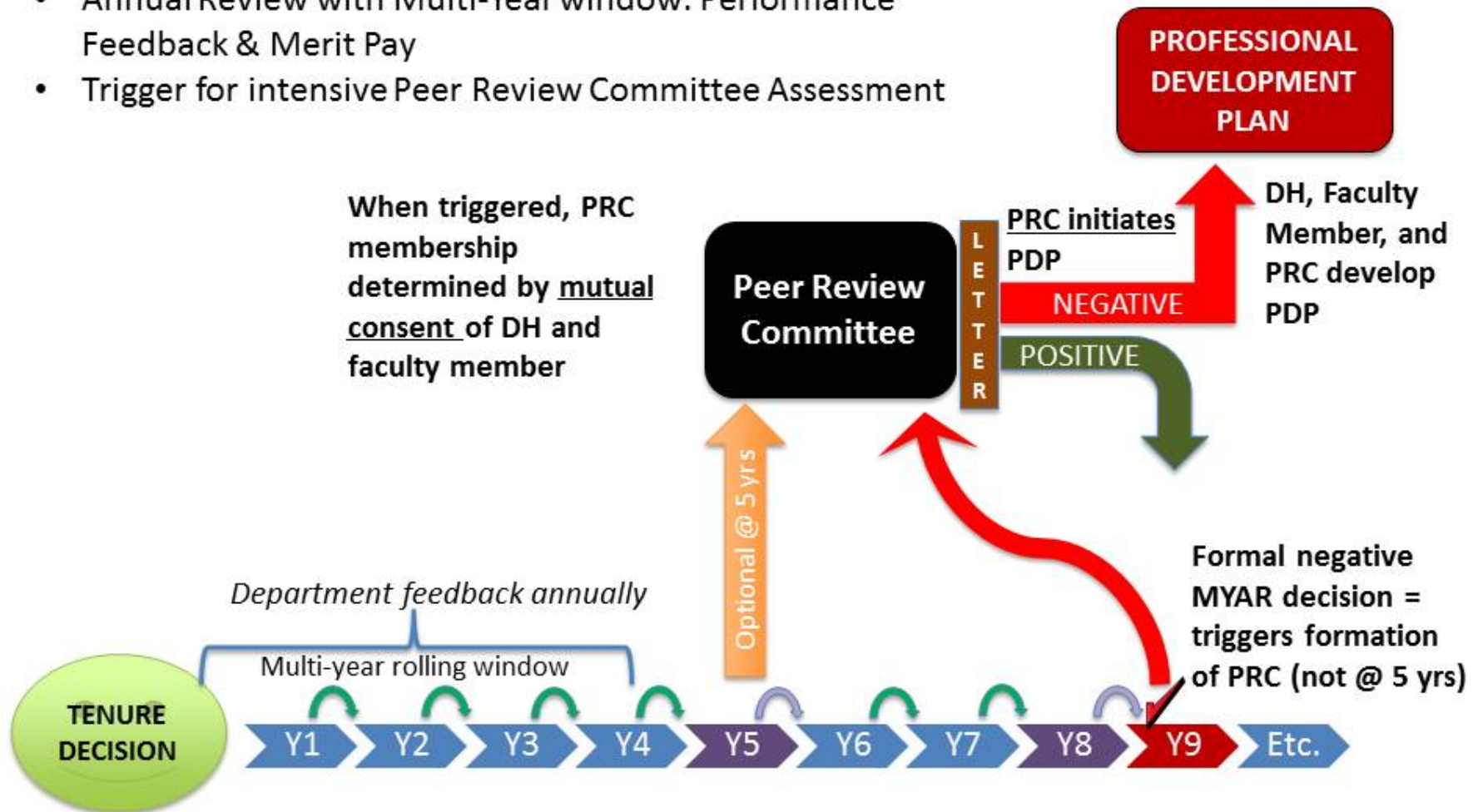
## Annual Review Process: Performance Feedback & Merit Pay



# PROPOSAL

## Integrated Annual Review & Post-Tenure Review:

- Annual Review with Multi-Year window: Performance Feedback & Merit Pay
- Trigger for intensive Peer Review Committee Assessment



**Proposed change #1 to the USU Policy (stemming from AFT committee jurisdiction):**

State that a non-renewal notice must disclose the reason for non-renewal, but elaboration is at the president's discretion.

Reason for change:

There are only three allowable reasons for the non-renewal of tenure-eligible or term appointment faculty (Policy 407.6.2): unsatisfactory performance of assigned role, failure to meet tenure requirements (only applicable in final tenure decision year), and cessation of extramural funding required for salary support. The same Policy section also states that these faculty members may not be non-renewed for reasons that violate their academic freedom. A recent grievant to the AFT committee pointed out that no reason was included in their notice of non-renewal (although previous reviews of the faculty member had indicated concerns). Policy 407.6.4 says that the notice of non-renewal may state the reasons for non-renewal, at the president's discretion. It seems only fair to disclose to a non-renewed faculty member the reason(s) for non-renewal (of the three allowed by code) in the formal written notice. Such disclosure would also strengthen the protection of academic freedom, and non-renewed faculty members would not be left to wonder whether their academic freedom was an issue. This can be achieved without any additional burden on the president (who writes or approves the formal notice of non-renewal), as the proposed change would only require the written notice to identify one (or more) of the three allowable reasons, with the president retaining the option to elaborate. The AFT committee opposes requiring such elaboration, however, as that could be an unnecessary duplication of previous reports or reviews of the faculty member. Stating the reason (of the three allowed) for non-renewal in the written notice is not redundant since that is where the final *decision* (as opposed to *recommendations* from the tenure advisory committee, department head, or dean) is communicated to the faculty member (Policy 407.6.3).

Current USU Policy 407.6.4(1):

"Reasons for non-renewal may be stated in the notice of non-renewal, at the president's discretion."

Proposed USU Policy 407.6.4(1):

"**The reason(s) for non-renewal (of the three specified in 407.6.2) ~~may~~ shall be stated in the notice of non-renewal. At the president's discretion, the notice may elaborate on the reason(s) by referencing previous reports or reviews of the faculty member (405.7, 405.12.1).**"

**Proposed change #2 to the USU Policy (stemming from AFT committee jurisdiction):**

Fix a typographical error.

Reason for change:

Unnecessary word should be removed.

Current USU Policy 407.6.2:

“... Tenure-eligible and term appointment faculty members may not have their appointments non-renewed for reasons which that violate their academic freedom or legal rights.”

Proposed USU Policy 407.6.2:

“... Tenure-eligible and term appointment faculty members may not have their appointments non-renewed for reasons ~~which~~ that violate their academic freedom or legal rights.”

**Proposed change #3 to the USU Policy (stemming from AFT committee jurisdiction):**

Fix a typographical error.

Reason for change:

Policy 407.6.6(8) does not exist, but Policy 407.5.6(8) refers to the scope of the recommendation of the AFT hearing panel.

Current USU Policy 402.12.3(1)(b):

“Hearing panels of the Academic Freedom and Tenure Committee shall, when hearing grievances, determine whether procedural due process was granted the petitioner as provided in this policy and determine whether the grievance is valid or not valid (see policy 407.6.6(8)) The recommendation of the hearing panel shall be binding on the general membership of the Academic Freedom and Tenure Committee.”

Proposed USU Policy 402.12.3(1)(b):

“Hearing panels of the Academic Freedom and Tenure Committee shall, when hearing grievances, determine whether procedural due process was granted the petitioner as provided in this policy and determine whether the grievance is valid or not valid (see policy 407.~~65~~.6(8)). The recommendation of the hearing panel shall be binding on the general membership of the Academic Freedom and Tenure Committee.”