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FACULTY SENATE AGENDA

December 7, 2015

3:00 – 4:30 p.m.

Merrill-Cazier Library, Room 154

Agenda

- 3:00 Call to Order**.....Ronda Callister
Approval of Minutes November 2, 2015
- 3:05 University Business**.....Stan Albrecht, President
Noelle Cockett, Provost
- 3:20 Information Items**
1. USU Safety and Health Policy 337.....Mark McLellan
- 3:35 Reports**
1. EPC Items November 2015.....Larry Smith
2. USUSA Report.....Trevor Olsen
3. Retention and Student Success.....Heidi Kesler
4. Athletic Council.....Ed Heath/Dave Cowley
- 3:55 Unfinished Business**
1. 401.4.3(4) and 402.3.1 FS Reapportionment Proposal (Second Reading)...Ronda Callister
- 4:00 New Business**
1. 405.6.2(2) and 405.8.2 Promotion Advisory Committee (PAC) - Improve clarity
and specificity (to be sent to PRPC).....Ronda Callister
- 4:30 Adjournment**



**USU FACULTY SENATE
MINUTES
November 2, 2015
Merrill-Cazier Library, Room 154**

Call to Order

Ronda Callister called the meeting to order at 3:00 pm. The minutes of October 5, 2015 were adopted.

University Business – President Stan Albrecht, Noelle Cockett

President Albrecht asked the senate to forward any recommendations for Honorary Degree Nominations to the committee for their consideration. There was a ribbon cutting for the new facility in Price on Friday, and later this month a ribbon cutting for the Recreation Center is scheduled. Looking forward into the coming months, the new facilities in Brigham City, Tooele, and Huntsman Hall will also be opening. There have been several monetary gifts secured recently for continuing projects. He indicated he feels like we are in good shape going into the legislative session, their priority for appropriations along with the building projects will be compensation.

Information Items

Retirement Policy 361 – Marla Boyer. Marla presented a change to the retirement policy that went into effect October 1, 2015. The change will affect new hires only. All new hires, both exempt and non-exempt will be enrolled into the USU Define Contribution Retirement Plan (TIAA-CREF) instead of the Utah Retirement System Plan.

Reports

EPC Report – Larry Smith. For the month of October there were 6 R-401 proposals, 4 of them in the short format. One of the requests was from Agriculture & Applied Sciences to offer two BA degrees, International Agribusiness and BS Agribusiness in cooperation with the American Campus on the East African island nation of Mauritius.

Faculty Evaluation Committee Annual Report – Tom Lachmar. Tom summarized the activities of the committee last year. They selected the Teacher of the Year, Advisor of the Year and University Faculty Service Award recipients. He also discussed the creation of the Canvas course to aid tenure track faculty with resources to help them with compiling their binders. They also surveyed the faculty regarding the IDEA evaluation system and are currently reviewing the responses for possible recommendations.

A motion to accept the reports was made and seconded. The motion passed.

Unfinished Business

405.8.3(1) Allow for presidential exceptions to external reviewers when teaching is the major role assignment (Second Reading). A sentence was added: "Under exceptional circumstances, a waiver of the external review process may be granted by the president when such a process is operationally not feasible for a specific set of academic titles and ranks". This affects faculty with primary teaching roles when external reviewers cannot be found. The language will be adjusted to be consistent in the promotion, term appointments, and tenure

sections of the code. This will not be the standard for evaluations, but only for situations where there is not a sufficient peer group with the ability to adequately review the faculty's teaching. A motion to approve was made and seconded. The motion passed with one vote opposed and one abstention.

401.4.3(4) and 402.3.1 FS Reapportionment Proposal (First Reading) – Jerry Goodspeed. Term appointment faculty have been serving on Faculty Senate, but not counted for the apportionment table. The language has been changed to allow them to be included in the count and to create a minimum of two senators for each unit.

New Business

405.12.1 Review of Faculty Annual Review Procedures – Charles Waugh. Charles proposes some clarification to the code revision passed last year since discussions around the issue were often contentious and left some faculty feeling that the department heads had too much power in the process. He proposes that where it indicates in code that “each department shall establish procedures” that we clarify it is faculty in the department establishing them. Every department would also review their process every 3 years.

A question was raised as to whether or not now would be the time to make some additional changes and clarifications. Discussion led to the decision to handle the issues separately.

A motion to send the proposal to PRPC was made by Robert Schmidt and seconded by Doug Jackson-Smith. The motion passed.

405.13 College Faculty Appeals Committee (CFAC) – Ronda Callister. A subcommittee of 10 people representing as many units as possible was formed to address this issue. The committee met on September 17 to discuss decision points in the formation of a CFAC. Their recommendations are the size of the CFAC be 5 members with their terms being staggered over 3 years. Three members would serve on any appeal. The purpose of the CFAC is only to decide who is going to serve on the review committee, not to evaluate the process. All members of the CFAC must be tenured. Robert Schmidt suggested that PRPC include a note as to whether the decision on the committee is binding or not. Doug Jackson-Smith suggested that the procedures for the initial formation of the committee do not need to be included in the code. A senator also suggested that rank be specified. Ronda will suggest that PRPC put in language allowing for tenured faculty only, and then the senate can amend that language when they discuss the actual code changes.

A motion to send the proposal to PRPC was made and seconded. The motion passed.

Adjournment

Ronda reminded the senators about the Faculty Forum, November 9, 2015 at 3:00 pm in Merrill-Cazier Library, Room 154. The meeting then adjourned at 4:15 pm.



POLICY MANUAL

GENERAL

Number 337

Subject: Safety and Health

Covered Individuals: All University Employees Date of Origin: January 24, 1997

Date of Revision: Month Day, Year

337.1 POLICY

Utah State University is committed to creating a safe environment and a culture of institutional safety, and develops and implements safety and health programs consistent with the best practices for activities and institutions of this type. The University takes safety extremely seriously and will work diligently to provide the necessary safeguards required to ensure the safety and health of employees, students, and the public, as well as facilities, equipment, and other property.

These programs strive to continuously reduce worker risk and improve the prevention of illnesses and injuries in all work environments including but not limited to offices, laboratories, farms and field sites, and driving for work. To accomplish these tasks, all employees (faculty, benefited staff and wage/hourly) are required to fully cooperate with University safety guidelines and to fully follow all procedures relating to safety rules.

Realization of a safe and healthy work environment requires attention and responsibility at every level, including the President, Provost, Chancellor and Vice Chancellors, Deans and Vice Presidents, Department Heads and Directors, lab supervisors, unit supervisors, and all employees. If investigation shows that an employee has failed to follow this policy, appropriate action will be taken (USU policy #311, 407).

It is not the intent of this policy or the University to give employees any rights or protections in addition to those described by the Americans with Disabilities Act as amended.

337.2 PROVISIONS

2.1 University Programs

The University subscribes to recognized standards for health, safety, and fire protection. Such standards are published by the Environmental Protection Agency, the Occupational Safety and Health Administration, the National Institutes of Health, the American Conference of Governmental Industrial Hygienist, the Nuclear Regulatory Commission, the National Fire Protection Association, the Uniform Building Code, the American National Standards Institute, and other recognized safety standard-making bodies. **In accordance with these rules and USU institutional policies,** it is the responsibility of employees, supervisors, administrators, and all other persons in authority to provide for safety in the environment and operations under their control.

The University reserves the right to require examinations, testing, and training of employees under certain federal and state rules, laws, and regulations for purposes **of this and other institutional policies.**

2.2 USU Safety Committees.

2.2.1 The USU University Safety Committee. This committee is named by the President, and consists of the following representatives: 1) the Directors, or their designees, of USU's Environmental Health and Safety Division (EHS); 2) the chairs from the University Safety Committee, USU Biohazards Committee, Institutional Biosafety Committee, Chemical Hygiene Committee, and Radiological Safety Committee, who are appointed by the Vice President for Research; 3) the chair of the Risk Control Committee, who is appointed by the Vice President for Business and Finance; 4) each of the eight academic College Safety Committees; 5) the USU Police Chief; and 6) representatives from regional campuses and other appropriate university units that participate in an ad hoc capacity as necessary. The Vice President for Business and Finance shall appoint individuals to represent USU's auxiliary services as appropriate.

The University Safety Committee meets at least two times each year and has responsibility to review and approve institutional procedures that relate to radiation, biohazards, chemical safety, recombinant DNA, risk control and occupational safety at the university, and make recommendations for new policy as needed. Additionally, the committee oversees activities of the USU's Biohazards Committee, Chemical Hygiene Committee, Institutional Biosafety Committee, Radiation Safety Committee and the Risk Control Committee.

2.2.2 **College/Unit Safety Committees.** These committees are established by deans or campus unit administrators and are comprised of Departmental or Campus Unit Safety Representatives. The chair serves as a member of USU's University Safety Committee and serves as liaison between the

University Safety Committee and his/her campus unit. The committee meets at least once each quarter, and has responsibility to review accident reports and make appropriate recommendations to the dean/unit administrator regarding proposed changes in safety procedures. It also provides regular updates on safety-related issues to college dean/unit administrator.

- 2.2.3 Departmental Safety Representative.** This individual is identified by the department head, and serves on the College Safety Committee. The departmental safety representative acts as a liaison between the College Safety Committee, EHS, and his/her campus unit. He or she has responsibility to: 1) report all safety incidents to EHS; 2) review accident reports and makes appropriate recommendations, in conjunction with EHS, regarding proposed changes in the laboratory procedures; 3) work with the department head to ensure identified deficiencies and recommended corrective actions are addressed; and 4) provide regular updates on safety-related issues to department head and faculty.

2.3 Specific Requirements

Certain departments may have specific job safety requirements, for example health providers must have certain inoculations, and food service workers must have a food handler's permit. These requirements are included in job descriptions.

The Environmental Health and Safety Division (EHS) has the authority and responsibility to promote compliance with all University, state, and federal health and safety regulations by interpreting standards and promulgating procedures and policies to ensure University compliance. EHS employees are responsible for monitoring compliance, evaluating potential health hazards, and investigating accidents and injuries.

EHS employees partner with administrators, faculty, and researchers to support a strong, positive safety culture. They offer collaboration and support in meeting the responsibilities of this policy.

USU Risk Management is responsible for filing and managing all Workers Compensation claims and assisting employees in returning to work after an injury. Risk Management offers collaboration and support to all campus employees in implementing USU's Return to Work program.

- 2.3.1** In the event of a condition immediately dangerous to life or health, or otherwise determined to present an unacceptable safety risk, EHS has authority to immediately mitigate the unsafe condition. EHS must notify the University Safety Committee any time such action is taken.

2.3.2 In a more enduring safety concern, EHS will engage university leadership to review and ameliorate the unsafe condition.

2.3.3 If faculty or administrators believe actions taken by EHS to ameliorate safety are unwarranted, they may appeal to the Vice President for Research.

2.4 Hazardous Areas

All employees working in areas exposing them to substances or conditions that could be hazardous to health, as determined by state and federal laws, are required to participate in the University's health monitoring and health surveillance program. Any questions regarding substances or conditions that are questionable should be addressed to EHS. Any questions or concerns regarding employees traveling to hazardous areas in the states or world should be addressed to the University's Risk Management office.

2.5 Workplace Violence

Refer to Policy #342, Violence in the Workplace.

337.3 RESPONSIBILITY

Realization of a safe workplace and a culture of safety requires attention and responsibility at every level of the organization. Core responsibilities include, but are not limited to:

University President

- Establishes a safety policy (USU policy 337) that supports the administration's commitment to faculty, staff, and student safety.
- Assigns responsibility for implementation and oversight of the safety policy and the institution's safety program to the Vice President for Research and other senior administrators as indicated by the safety policy.
- Provides resources and financial support for the institution's safety program, according to the recommendations of the Vice President for Research and other senior administrators who are responsible for oversight of the program.
- Communicates to the entire institution the importance of safety and expectations to establish and maintain a strong safety program that continually improves and protects all faculty, staff, students, and guests.
- Ensures rapid and effective response is taken to remediate any serious safety issues/incidents on the campus.
- Supports Return to Work programs throughout the University.

Provost, Vice Presidents, Chancellor, or Vice Chancellors

- Allocates necessary resources for implementation of the institution's safety policy, programs, and committees (e.g., University Safety Committee and related sub-committees for Biohazards, Chemical

Hygiene, Radiation Safety, Recombinant DNA, Risk Control, and Dual Use Research).

- Communicates responsibilities to deans and other administrators for safety programs within their areas of oversight.
- Supports safety training within the institution.
- Ensures effective systems are established to identify and address institutional safety concerns.
- Ensures the President is notified if there are serious safety issues/incidents on the campus.
- Supports Return to Work programs throughout the University

Deans and other Campus Unit Administrators, i.e. Executive Directors

- Allocates necessary resources for implementation and maintenance of safety programs for each department or unit within their area of responsibility.
- Communicates to department heads the responsibility for incorporation of risk management and safety into the curriculum for each department or unit with their area of responsibility.
- Deans establish a College Safety Committee comprised of Departmental Safety Representatives.
- Supports safety training for managers and supervisors within their unit that emphasizes health and safety leadership responsibilities.
- Deans review reports from the College Safety Committee, Environmental Health and Safety Office (EHS), department heads or other unit directors about the status of safety programs in each department or unit within their area of responsibility.
 - Ensures that identified deficiencies and recommended corrective actions are addressed.
- Ensures the Provost, Vice President, Chancellor, or Vice Chancellor is notified if there are serious safety issues/incidents within their area of responsibility.
- Supports Return to Work programs within their units.

Department Head/Directors

- Allocates necessary resources for implementation and maintenance of departmental safety programs
- Ensures faculty and staff members understand and implement responsibilities as listed and assumes responsibility for work and laboratory space, including safe operations.
- Identifies a Departmental Safety Representative.
- When applicable, establishes curricular goals for safety education of students.
- Ensures the development and implementation of safety practices, safety protocols, and safety rules for undergraduate and graduate teaching laboratories and work space, as well as affiliated shops, storerooms, stockrooms, and corridors within their purview.

- Reviews EHS-documented safety training for faculty and staff to ensure it is complete and up to date.
- Ensures all safety practices, protocols, and safety rules are fully and regularly discussed by faculty and staff.
- Includes **discussion of** safety training and goals in regular annual reviews of faculty and staff.
- Works with EHS to respond to regular inspections of both teaching and research laboratories.
 - After receipt of the laboratory/**work space** inspection report meets with faculty members to discuss cited violations and to ensure timely actions to protect personnel and facilities and ensure that the department remains in compliance with all applicable federal, state, university, local, and departmental codes and regulations.
- Ensures the health and safety of the departmental personnel, **authorized** visitors, and students any time there is a change in use of departmental space.
- **Develops and maintains a list of Return to Work options within their department or unit with the assistance of faculty members, principal investigators, and supervisors as appropriate.**

Faculty Member/Principal Investigator

- **Allocates necessary resources for implementation and maintenance of laboratory or field safety needs.**
- Ensures supervisors and lab personnel understand and implement responsibilities as listed and assumes responsibility for **workplace and/or** laboratory space, including safe operations.
- Participates in appropriate safety training.
- Implements the curricular goals for safety education of students.
- Ensures principle-based safety education and specific safety training relating to their areas of research is provided to students, lab personnel, and staff within their **workplace and/or** laboratories.
- Reviews EHS-documented safety training of **workplace and/or** laboratory members to ensure it is complete and up to date.
- Ensures safety is regularly discussed during research group meetings.
- Develops a Chemical Hygiene Plan that is specific to the activities occurring in the laboratory or work area.
- Serves as safety advisor and mentor for students, staff, and laboratory personnel who work and study under their supervision, and encourages group discussion of “near misses”.
- Sets clear expectations that laboratory personnel, students, and staff under his or her direction must understand and follow safety practices and protocols.
 - Sets an example by following all pertinent safety rules when working in the laboratory **or work area**.
 - Always wears personal protective equipment (PPE) that is compatible to the degree of hazard.

- Promotes good housekeeping practices in the laboratory or work area.
 - Safety needs will vary according to the activities, materials and equipment present in the work area. The faculty member/PI develops specific standard operating procedures (SOPs) for activities, materials and equipment that present particular hazards, and incorporates the SOPs into the chemical hygiene plan or other safety plan for the program
- Enforces all health and safety practices, protocols, and rules within his or her laboratory space. Institutes disciplinary measures for students, staff, and laboratory personnel who repeatedly violates these rules.
 - Ensures the appropriate personal protective equipment is available and used by all personnel in the laboratory.
 - Responsible to conduct periodic hazard analysis of all program activities to identify potential risks or areas in need of additional safety measures or training.
 - Conducts periodic formal safety, chemical hygiene, and housekeeping inspections, including review of the Chemical Hygiene Plan and SOPs, for laboratories and work areas under their purview.
 - Ensures all approved visitors (including vendors and contractors) follow the safety rules.
 - Ensures all laboratory incidents are rapidly and properly reported. Any incidents that involve medical attention, property damage, or have a high probability of becoming a liability claim should be reported immediately to USU Risk Management and EHS, and other safety-related accidents must be reported to EHS as quickly as possible.
 - Reports promptly any facility problem or improperly functioning equipment to the appropriate office or individual.
 - Reports all safety-related incidents to the Departmental Safety Representative.
 - Develops and maintains a list of Return to Work options within their areas of responsibility with the assistance of the workplace supervisor.

Laboratory/Workplace Supervisor or Foreman

- Receives appropriate safety training.
- Reads, understands, and follow all safety rules and regulations that apply to their work area.
- Develops safe practices, safety protocols, and safety rules for areas under their purview.
- Sets clear expectations that students, staff, and other personnel under his or her direction must understand and follow safety practices and protocols.
 - Sets an example by following all pertinent safety rules when working in the laboratory or work area.

- Always wears personal protective equipment (PPE) that is compatible to the degree of hazard.
- Promotes good housekeeping practices in the laboratory or work area.
- Works with their immediate supervisor (faculty member, department head or director) to rapidly address unresolved, unsafe practices, hazardous conditions, and safety equipment malfunctions.
- Immediately responds to all safety-related incidents (call 911 in emergency). Any incidents that involve medical attention, property damage, or have a high probability of becoming a liability claim should be reported immediately to USU Risk Management and EHS, and other safety-related accidents must be reported to EHS as quickly as possible.
- Directly participates in the investigations for all incidents and near-misses.
- Ensures new safety measures are implemented within the lab and/or workplace safety program.
- Works with their immediate supervisor to conduct periodic hazard analysis of lab and/or workplace practices to identify areas in need of additional safety measures or training.
- Develops and maintains a list of Return to Work options within their area of responsibility. Works directly with injured employees to get them working again within the employee's medical restrictions.

Employees/Laboratory workers (laboratory personnel and staff)

- Receive appropriate safety training.
- Read, understands, and follows all safety rules and regulations that apply to the work area.
- Conduct each operation in accordance with the laboratory specific chemical hygiene procedures and implements new safety measures as appropriate.
 - Develops good personal lab safety habits, including use of PPE as appropriate for each procedure that involves hazardous chemicals and promoting good housekeeping practices in the laboratory or work area.
- Report all safety incidents to managing supervisor and faculty member.
 - Immediately reports any job-related illness or injury or property damage to the supervisor and faculty member.
- Report unresolved, unsafe practices or hazardous conditions to the laboratory supervisor and faculty member.
- Participate in periodic safety inspections of laboratories.
- Participates in Return to Work program.

Student safety expectations are outlined in SECTION V-3. University Standards of Student Conduct.

Report from the Educational Policies Committee November 11, 2015

The Educational Policies Committee met on November 5, 2015. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page.

During the November 5, 2015 meeting of the Educational Policies Committee, the following actions were taken.

1. Approval of the report from the Curriculum Subcommittee meeting of November 5, 2015 which included the following notable actions:
 - The Curriculum Subcommittee approved 178 requests for course actions.
 - A request from the School of Accountancy in the Jon M. Huntsman School of Business to offer an executive-level Master of Accounting (EMAcc) program was approved.
 - A request from the Department of Management in the Jon M. Huntsman School of Business to offer a Technical Sales Management Minor was approved.
 - A request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to offer a Digital Design Certificate of Proficiency was approved.
 - A request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to add a Technology and Engineering Education Minor was approved.
 - A request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to change the name of the existing Certificate of Completion in Accounting Information Systems to Professional Bookkeeping was approved.
 - A request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to offer a Web Business Certificate of Proficiency was approved.
 - A request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to offer a Professional Bookkeeping Certificate of Proficiency was approved.
2. There was no October meeting of the Academics Standards Subcommittee.

3. Approval of the report from the General Education Subcommittee meeting of October 20, 2015. Of note:

- Correction to April 21, 2015 General Education meeting minutes. The following courses or syllabi were approved:

ARTH-4310

ARTH-4410

MUSC-3785

PHYS-2210

THEA-1000

4. Other Business:

- Graduation Credits for Intensive English Courses

<https://usu.box.com/s/qmojrso8l7v8zduebszh2xclfqvkn8r3>

A motion to change graduation credits in Intensive English courses was approved.

Trevor Olsen | (435) 757-5847
president.ususa@usu.edu

USUSA Faculty Senate Report

November 2015

Aggie Blue Leadership Conference

On August 24 and 25, one week before fall semester began, USUSA hosted its annual leadership conference for incoming freshmen and transfer students. The conference was a huge success and approximately 40 more participants attended than last year. There have been follow-up sessions for the students to attend in order to get class credit. All but two of the registered students are on track to finish the class with high grades.

Week of Welcome

Aggiefest 2015 hosted a variety of new events as well as the traditional first week of school activities that students love. Some of the new events included the Aggiefest Fair and non-traditional student movie showing and a pep rally. The 80s Dance was canceled on September 4 due to weather conditions, but was rescheduled for September 24 which had a higher attendance than the regular dance during the first week of school. Programming Vice President Sawyer Hemsley successfully implemented a new volunteer structure during this week.

College of Agriculture and Applied Sciences Week

Senator Calee Lott's CAAS Week was held September 21-26. Sheep herding, the Tractor Parade, and Recycled Fashion Show were just a few of the highlights from the week. On the 26th, we remembered the 10 year anniversary of the van accident which killed eight agriculture students and their instructor.

Homecoming

Events for Homecoming this year were planned and executed by Traditions Director Alexander Aburto. The Big Agg concert was co-sponsored by USUSA and Logan City and the Hurd cheered on the Aggies as they beat Colorado State. Athletics Vice President Thomas Rogers also competed in Mr. USU on Monday night as Mr. Involvement and took home the crown.

GRC Voter Registration

The Government Relations Council is currently conducting a Voter Registration Drive. While it started as a competition between GRC, College Democrats, and College Republicans, it became a friendly campaign as all three groups combined their efforts and held a successful voter registration drive.

Business Week

The Huntsman School of Business held their college week from Oct. 19-24. The main event was the Questival, held over Friday and Saturday of the week. Other successful events included the Monday kick-off event and Taco Tuesday.

The Howl

There's No Turning Back Haunted Forest took over the Taggart Student Center on Oct. 24. Tickets were sold out on Thursday before the event for the first time in Howl history. Plans are being made to make sure next year runs more smoothly and safely.

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President's Cabinet Shoe Drive

A shoe drive is currently underway that will provide shoes to developing countries. The USUSA President's Cabinet has placed collection boxes in the TSC, Library, HPER, and Business Building. Their hope is to collect 10,000 pairs of shoes. If that goal is reached, they will receive \$4,500. A portion will be used to help students at Utah State, the other portion will go to support service projects in Cache Valley.

Science Week

The College of Science held their Science Week November 2-7. They had a very successful week with many successful events, complete with funny yard signs promoting the college. The two most successful events were a science experiment demonstration on Thursday night and High Stakes Elemental Bingo on Friday night.

Diversity Week

Diversity Week was held October 26-30. This was the most successful Diversity Week in years. There were many events that highlighted the different cultures that USU students are a part of. This was done through food, music, art, and activities. The most notable activities were the International Dessert Night on Monday and the Reggae Concert with artist Pati on Wednesday.

No Test Week Policy Revision

The USUSA Academic Senate is putting a lot of effort into reviewing the No Test Week Policy, also known as Dead Week. The Senate is currently creating surveys to be sent to students and faculty to find the main concerns for both groups. Once that is created, they will be working to create the best policy for students and faculty moving forward.

Mental Health Action Campaign

President Olsen has organized a USU Mental Health Working Group with departments from academics and student services that will be planning events and info sessions that will encourage students to act and make the world a better place for those suffering with mental health illnesses. These events will be a part of the bigger Mental Health campaign which will run the first week of February. The USUSA President's Cabinet will be working on planning small events that to raise awareness about the campaign before it is launched.

Overview

Universities typically speak about and report on retention and graduation rates. At USU, we'd like to change the discussion to center around retention, persistence, and success. The university retains students. Students persist in their educational goals. When students graduate, both the student and university have found a measure of success. It is the goal of USU to empower and expect students to become persistent rather than just retained. The efforts of the university therefore focus on the training of students to define, refine, and live their aspirations. The experience of a university education is extremely valuable and both the university and the students are responsible for that experience.

The retention, persistence, and success of USU students are dependent upon a variety of influences and factors. Nearly every policy and program at the university has some impact on student success. With a move to performance-based funding, it is imperative for USU to improve its persistence and timely graduation rates. Furthermore, there is practical as well as ethical responsibility to support students in their journey to succeed. At the national and state level, there are many theories and “best practices” regarding retention and timely graduation. Individual decision-makers must focus on specific areas of influence, rather than attempting to implement every theory and recommendation available.

It is also important to recognize that each of USU's eight colleges has a unique culture influenced by the characteristics of its students as well as the demands of its pedagogy. To attempt to force every college to adopt a uniform retention plan would undermine the efforts of each college to understand and then meet the unique needs of its particular students. In keeping with other USU models, such as advising, retention efforts must be coordinated centrally while implemented both centrally and at the college level.

Therefore, all USU retention efforts should embrace an integrated design with the following **five guiding principles**:

1. Reasonable – i.e., some attrition is in the best interest of all parties.
2. Intentional – based on data and adapted to the needs and culture of each college.
3. Coordinated – centralized programs and localized efforts must work together.
4. Supported – leadership and funding is required at the university and college levels.
5. Assessed – programs and initiatives must be reviewed for cost, impact, and benefit.

There are many theories and anecdotes about why students leave USU without a degree. During the last year, a closer look at USU data has revealed that the top five reasons for permanent attrition* at USU are in alignment with national data. These reasons are:

- Financial Difficulties
- Transferring to Another Institution
- Unclear Academic and Career Goals
- Poor Academic Performance and a Lack of Collegiate Readiness
- Lack of Engagement in Both Co- and Extracurricular Activities

*Students leaving to serve an LDS Mission is actually the top reason for attrition at USU, but these students are removed from the cohort and added back in upon graduation. This attrition is not considered permanent.

2015-16 Academic Year

Retention and student success is ultimately a combined effort between Student Services, the Provost's Office, and each individual college. In order to coordinate these efforts, the following has been established:

Working Groups made up of faculty and staff were formed to address each of the top five reasons for attrition. These groups meet at least once a month. The person listed first is the group leader.

- **Financial/Transfers:** Heidi Kesler, Leslie Buxton, Bryan Olsen, Matt Sanders*, Patti Kohler, Craig Whyte
- **Academic/Career Goals:** Stephanie Hamblin, Vina Adakai, Harrison Kleiner*, Kaylee Roholt, Donna Crow
- **Collegiate Readiness:** Mitch Colver, Dennis Kohler, Dean Adams*, Chris Corcoran*, Camille Odell*, Katie Jo Nielsen, Maria Varriale
- **Engagement:** Lisa Hancock, Linda Zimmerman, Fran Titchener*, Scott Bates*, Chase Ellis, Whitney Milligan

*indicates faculty members

Advisory Groups

- **Steering Committee:** Associate Deans – meets monthly.
- **Coordinating Committee:** Heidi Kesler, Mykel Beorchia, and Taylor Adams – meets monthly.
- **Assessment:** Kevin Reeve, Michael Torrens, Dallin Crump, Heidi Kesler, and Kristi Swainston.

Provost's Office and Student Services Tools for Persistence

Following is a list of centralized efforts through the Provost's Office and Student Services with an impact on the persistence and success of USU students:

- Retention Specialist
 - Retention Data
 - AWOL (left the University without completing a Leave of Absence) Reports for 2014 Cohort forward: these reports are given to the Colleges so that they can follow up with their students. The report is broken down into two groups: AWOL: GS (in good standing) and AWOL: AA (not in good standing). It likely makes the most sense for the colleges to try to retain students in good standing and to view those who have left with academic action as reasonable attrition.
 - LOA (Leave of Absence) Reports/Analysis for 2014 Cohort forward. This report gives us so much useful information. It allows us to see why students leave and to try to retain students who are leaving for financial reasons or other reasons that could be ameliorated with appropriate support. It also allows us to track those who leave and plan to return, such as missionaries, humanitarian trips, etc.

2015-16 Academic Year

- Student Tracker – all Cohorts. This is a service of the National Student Clearinghouse. It allows USU to track students who began at USU but then transferred. We can see where they transferred and whether they are successful.
- Tableau Visualizations
- Retention Data by College Delivered to Associate Deans
- Retention Data by Subpopulations
 - Gender
 - Ethnicity
 - Scholarship Categories
 - LOA Type
 - Collegiate Readiness: Admissions Index, HS GPA, ACT Scores, etc.
- Early Alert
 - D, F, W, I Grade Reports
 - Repeat Reports
 - Semester GPA Warning
 - Benchmarks for Success: we are working with University Advising to create benchmarks for success. These will ultimately be part of the Predictive Analytics Software (aka: Early Alert). We believe this will allow us to identify students who are not persisting long before attrition occurs.
 - Predictive Analytics Software (RFP will be issued Fall 2015)
- Retention Scholarships: students are nominated for these by their advisors. The students are then asked to submit an application including a statement of academic aspirations and a budget worksheet. The retention scholarship committee reviews all applications and makes awards based on the criteria set forth.
 - Perkins Scholars (Merit/Sophomore)
 - Watkins Scholars (Needs Based)
 - University Retention Fund (Needs Based)
- Retention Retreat in the Spring (being changed to Retention Conference in 2016)
- Retention Working Groups (see above)
- Retention Coordinating Committee (see above)
- Retention Faculty Workshops. The Retention Specialist is available to present to faculty and university leadership regarding the retention vision and goals of the university.
- Outreach to Students Ordering Transcripts in order to Transfer. Students are contacted and asked to respond to some basic questions about why they plan to transfer. In cases where the intent to transfer is a result of financial problems, students have received retention scholarships and been able to stay at USU.
- USU's Co-chair to Complete College America: Utah
- Parent SOAR: the Retention Specialist speaks to parents at SOAR to inform them of financial and other benefits of completing a four-year degree. Parents are also encouraged to see the college experience as a four-year experience complete with a four-year financial plan, rather than planning from year to year.
- Admissions
 - Constituent Relationship Management (CRM) Software
 - Ambassadors
 - Scholarships/Waivers: Enrollment Services is looking at the standards and practices for awarding scholarships and waivers. There is some data to suggest that USU loses students after the first year because USU has very few renewable scholarships and yet they can qualify for a transfer scholarship elsewhere.

2015-16 Academic Year

- Review of Admissions Index. Enrollment Services is reviewing admission standards in order to only admit students who are truly prepared to succeed at USU.
- Student Orientation and Transition Services
 - SOAR (Student Orientation and Registration)
 - Connections (USU 1010)
 - LOA/Deferment Process
 - Visits to Missionary Prep Classes at LDS Institute
 - Communication Plan for Deferment and LOA
 - Peer Advisors/Weekly Email to Students during the first year.
 - Passport Program: this is a program that helps students get engaged and learn about a variety of social and academic supports and opportunities across campus.
 - Math Placement Exam: Enrollment Services and the Math department are reviewing the process for identifying students who must take the MPE. Data shows that students who are not math ready are much less likely to persist and succeed.
- Academic Advising
 - Awarding of Associate's Degrees in order to help students gain a taste of success and to encourage them to persist toward success in a four-year degree.
 - Exploratory Advising: the undeclared advising office has been changed to exploratory advising.
 - Appointment Manager allows students greater access to make appointments with advisors.
 - Advisor Assessment: the students asked for an advisor assessment mechanism. The Provost's Office has led the efforts to bring this about. The assessment tool has been given to the colleges to implement and adjust as makes sense for their unique students and advising structure.
 - New Director of University Advising. A new position was created by the Provost's Office to coordinate advising.
 - New Advising Websites: Four new advising websites were created by the Provost's Office.
- Registrar's Office
 - Registration Reminders and Assistance
 - DegreeWorks is the university degree audit program. During the past year it has been upgraded. Although the software and program management resides in the Registrar's Office, it depends heavily on the input and partnership of the individual colleges and departments.
 - Four-Year Degree Maps in the University Catalog. This was an initiative from USHE. The four-year degree maps outline an "ideal" progression for success for each program. The colleges and departments were instrumental in making this happen.
 - 15-to-Finish Campaign placing an emphasis on completing programs in four years by taking 15 credits each fall and spring semesters.
 - Stackable Credits: Roland Squire works with a state-wide group to help students stack credits from two-year programs into four-year programs.
- Student Portal
- Curriculum & Enrollment Management
 - Early Registration Requests for Incoming Freshmen (Clusters)
 - Preregistration for Students Enrolled in MATH 0990 and MATH 1010
 - Preregistration for Students Remaining on Wait Lists for ENGL 1010 and ENGL 2010

2015-16 Academic Year

- Strategies to Fast-Track QL Completion
 - Enrollment Management Taskforce to identify and resolve bottleneck courses
- Academic Service Center
 - Strategies for Academic Success (USU 1730)
 - Math/Stats Tutoring Center
 - Supplemental Instruction
 - Study Skills *Quickshops*
 - Student Support Services (TRIO)
- Career Services
 - Career Exploration Course (USU 1220)
 - Career Fairs
 - Testing Center
 - Student Employment
 - Resume & Cover Letter Assistance
- Financial Aid
 - Loan Counseling
 - Financial Counseling
 - Outreach to provide students and their parents with accurate information about the resources to pay for college.
 - Parent SOAR: the Financial Aid office speaks to parents at SOAR to inform them of the financial resources available and to answer questions about FAFSA, student loans, etc.
- Student Involvement
 - Student Government
 - Service Learning
 - Clubs & Organizations
- Recreation and Wellness
 - Aggie Recreation Center
 - Campus Recreation Program
 - Student Health and Wellness Center
 - Psychiatric Services
 - Affordable Medical Services
- Counseling and Psychological Services
 - One Time Consultations for Students in Distress
 - Individual & Couples Counseling
 - Group Therapy
 - Psychological Assessment
 - Online Self Care Resources

USU Faculty Senate Report on Retention, Persistence, and Success

2015-16 Academic Year

Official Retention/Graduation Data (from AAA)

UTAH STATE UNIVERSITY RETENTION/GRADUATION REPORT Full-Time, First-Time, Degree-Seeking Freshmen Cohorts, 2004-2014 ^{Notes 1 & 2}

Table 1. ALL STUDENTS

Year	Initial Cohort	Retention Rates			Cumulative Graduation and Retention Rates					
		Continued To 2nd Yr.	Continued To 3rd Yr.	Continued To 4th Yr.	Graduated In 4 Yrs.	Continued To 5th Yr.	Graduated In 5 Yrs.	Continued To 6th Yr.	Graduated In 6 Yrs.	Continued To 7th Yr.
2004 ¹	2,158	70.1%	57.0%	47.8%	28.7%	23.3%	42.9%	10.3%	52.1%	5.0%
2005 ¹	1,984	71.4%	62.4%	52.0%	28.7%	26.3%	44.3%	11.9%	53.1%	6.0%
2006 ¹	2,508	73.3%	58.6%	48.2%	27.6%	23.8%	42.5%	9.8%	50.3%	5.2%
2007 ¹	2,744	72.9%	59.1%	50.3%	27.4%	26.2%	42.0%	11.4%	50.7%	5.4%
2008 ¹	2,665	73.8%	61.3%	52.0%	24.8%	27.4%	40.3%	11.4%	49.4%	5.4%
2009 ¹	2,796	72.3%	59.5%	50.5%	24.8%	26.8%	40.0%	10.4%		
2010 ¹	3,069	72.4%	60.1%	49.2%	24.2%	25.2%				
2011 ²	3,082	72.0%	54.7%	45.4%						
2012 ²	3,023	67.0%	53.2%							
2013 ²	2,935	71.4%								
2014 ²	2,952									

Avg. Six-Year Graduation Rate
2005-2008 (last 4 graduating cohorts) 50.9%

Avg. First-Year Retention Rate
2010-2013 (last four entering cohorts) 70.7%

Most recent Graduation Rate

Most recent Retention Rate

Note 1: 2004-2010 Initial Cohort included all degree-seeking students at Logan Campus and RCDE who completed a bachelor degree.

Note 2: Starting with 2011, Initial Cohort includes only bachelor level degree-seeking students at Logan Campus, RCDE and USU Eastern who complete a bachelor degree.

Graduation and retention rates are calculated from adjusted cohorts. Initial cohorts are adjusted for students who are identified as: 1) deceased or totally disabled; 2) serving in the armed forces; 3) serving with a foreign aid service of the Fed. Govt.; 4) serving on an official church mission.

Analysis Office / KJH / 6/17/2015 / 8:58 AM

Projections for 2015-16 Academic Year

The projections below are based on live Banner data and will not necessarily match the AAA data made available at the end of the academic year but are a good indicator of possible trends.

Cohort Year	Initial Cohort	Continued to 2 nd Year	Continued to 3 rd Year	Continued to 4 th Year	Graduated in 4 Years	Continued to 5 th Year
2011	3082	72%	54.7%	45.4%	13.3%	39.2%
2012	3023	67%	53.2%	52.7%	n/a	n/a
2013	2935	71.4%	61.4%	n/a	n/a	n/a
2014	2952	70.6%	n/a	n/a	n/a	n/a

USU Faculty Senate Report on Retention, Persistence, and Success

2015-16 Academic Year

Unofficial Data for 2014 FF4 Cohort (from Banner)

Collecting and tracking persistence and attrition provides USU with insight into the choices and behaviors of its students. The tables that follow are based on live Banner data.

Definitions:

FF4 = First-time, Full-time, 4-yr Degree Seeking

201440 - Fall 2014

201540 - Fall 2015

REG - Registered

LOA - Leave of Absence

EX - Exempt (missions/military)

NE - Non-exempt (all others)

AWOL - Absent WithOut Leave

GS - Good Standing

AA - Academic Action

Adj Cohort - Cohort without the LOA EX

Please note, these numbers are NOT official and come out of live Banner data. Official numbers will be made available through AAA spring 2016.

Current 1-Yr Retention Data for the 2014 First-time, Full-time, 4-year-degree-seeking (FF4) Cohort.

2014 FF4 Cohort 2nd Year Retention	Cohort Currently in Each College	Not Reg 201540	Reg 201540	LOA EX 201540	Adj Cohort	Retention Rate	LOA NE (see below for detail)
AG	295	68	185	42	253	73%	54
AR	183	41	99	43	140	71%	15
BU	217	38	143	36	181	79%	14
ED	648	132	397	119	529	75%	76
EN	355	79	210	66	289	73%	37
HS	308	70	177	61	247	72%	50
NR	58	9	43	6	52	83%	6
SC	234	52	139	43	191	73%	27
UN	654	217	298	139	515	58%	101
ALL	2952	706	1691	555	2397	71%	380

2014 FF4 Cohort - Top Leave Types	TRANS-FERRED	% of Adj Cohort	FINANCIAL ISSUES	% of Adj Cohort	AWOL GS	% of Adj Cohort	AWOL AA
AG	22	9%	13	5%	2	1%	11
AR	7	5%	4	3%	18	13%	8
BU	4	2%	3	2%	8	4%	2
ED	32	6%	10	2%	32	6%	24
EN	10	3%	8	3%	12	4%	28
HS	22	9%	10	4%	7	3%	12
NR	1	2%	2	4%	1	2%	1
SC	9	5%	6	3%	10	5%	13
UN	33	6%	28	5%	67	13%	46
ALL	140	6%	84	4%	157	7%	145

USU Faculty Senate Report on Retention, Persistence, and Success

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Based on the previous table, colleges are currently reviewing causes of attrition and determining specific retention goals and action plans for persistence and success. The highest potential yield is likely those who leave for financial issues and also those who are AWOL GS. Colleges may determine that those who are AWOL AA represent reasonable attrition. They may still choose to reach out to those students to help them create a reentry and success plan but in many cases they are simply not adequately prepared (academically, emotionally, socially) to succeed at USU at this time. Colleges may choose to contact students who have transferred to find out the reasons for the transfer. If the transfer is for a program USU does not have, it is considered reasonable attrition and we can track their success through Student Tracker. If, however, the student transfers due to financial or student engagement issues, the college may try to retain that student through retention scholarships, financial guidance, and student involvement.

Projections for 2015 FF4 Cohort

The projections below are based on the current 2015 FF4 population (unofficial) with the 2014 percentages of LOA EX (missionaries/military) removed to create a projected adjusted cohort. This year's one-year retention percentages were then applied and increased to reflect a 3% increase and a 2% increase. Please note that each college is currently setting 1-year retention goals and plans. There may be some colleges who determine it is reasonable to have a goal of 1% increase or even a goal to maintain current retention rates. Those goals will be available as an addendum to this report by December 1, 2015.

2015 FF4 Cohort Projections	Projected Full Cohort	Projected LOA EX % (201640) - based on 201540 data	Projected LOA EX (201640)	Projected Adj Cohort (201640)	Cont. to 2nd Yr. Goal 3% Increase	Retained to 2nd Yr. Goal 3% Increase	Cont. to 2nd Yr. Goal 2% Increase	Retained to 2nd Yr. Goal 2% Increase
AG	279	14%	40	239	76%	182	75%	180
AR	215	24%	51	164	74%	122	73%	120
BU	291	17%	48	243	83%	202	82%	199
ED	688	18%	124	564	78%	440	77%	434
EN	529	19%	101	428	76%	326	75%	321
HS	310	20%	62	248	75%	186	74%	184
NR	51	10%	5	46	86%	39	85%	39
SC	324	18%	58	266	76%	202	75%	199
UN	895	21%	188	707	61%	431	60%	424
ALL	3582	19%	673	2909	74%	2152	73%	2123

USU Faculty Senate Report on Retention, Persistence, and Success

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Persistence and Success of 2014 FF4 Cohort by Gender

With an increase in females choosing to serve LDS missions, there has been some concern about the impact to female retention. It is too soon to know the impact to success, but the impact to persistence appears negligible:

Admission Index

The entering class indicates that the average admission index for females is higher than that of males (full cohort).

Admit Index ..	Gender	
	F	M
Null-89	2.33%	5.10%
090-99	10.37%	17.65%
100-109	20.38%	24.90%
110-119	35.37%	27.24%
120-129	24.38%	17.86%
130-139	7.16%	7.24%

:

Persistence to Second Year

While it is still too early to pull data on the long-term impact, it appears that females are persisting to the 2nd year at higher rates than males (adjusted cohort).

Registered?	Gender	
	F	M
N	27.80%	32.40%
Y	72.20%	67.60%

(based on adjusted cohort)

Academic Standing After One Year

During their first year, females have a higher success rate than males as seen by academic standing data shown below (full cohort).

Standing Desc	Gender	
	F	M
Good Standing	83.23%	72.00%
Semester Warning	5.66%	6.45%
Warning	5.45%	10.13%
Probation	5.50%	10.53%
Suspension	0.15%	0.89%

Fall 2015 Status

The table below shows that female students are leaving for missions at a higher rate (21% compared to 15%) than males. This is because more males are deferring and serving missions prior to their first semester at USU. In every other category, the attrition of males is higher than that of females (full cohort).

Status	Gender	
	F	M
Registered	57.00%	57.35%
LOA EX	21.21%	14.90%
LOA NE	12.86%	13.47%
AWOL GS	5.29%	5.51%
AWOL AA	3.48%	7.96%
Suspended	0.16%	0.82%

USU Faculty Senate Report on Retention, Persistence, and Success

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LOA Reason (Percentage):

Leave Type	Gender	
	F	M
Religious Mission	62.23%	50.90%
Transfer	16.51%	11.55%
Financial	6.57%	14.80%
Other	4.43%	5.42%
Academic Difficulties	2.45%	5.78%
Medical	1.83%	1.81%
Work/Employment	1.53%	2.17%
Marriage	1.38%	1.08%
Travel	1.07%	1.44%
Family Responsibilities	1.07%	2.17%
Study Abroad	0.46%	
Educational	0.31%	0.36%
Military Service	0.15%	1.81%
Humanitarian Service	0.15%	
Personal		1.08%

LOA Reason (Actual #s)

Leave Type	Gender	
	F	M
Religious Mission	407	141
Transfer	108	32
Financial	43	41
Other	29	15
Academic Difficulties	16	16
Medical	12	5
Work/Employment	10	6
Marriage	9	3
Travel	7	4
Family Responsibilities	7	6
Study Abroad	3	
Educational	2	1
Military Service	1	5
Humanitarian Service	1	
Personal		3

LOA Reasons

Students self-select the reason for their leave from a list of reasons. Students report a leave even if they do not intend to return to USU (as in the case of transfers). Anecdotal evidence tells us that often students take a leave for a variety of reasons, e.g. they may be having academic difficulties which are exacerbated by family responsibilities or they may be transferring to a school closer to home because of financial difficulties. Currently our system only allows the student to select on reason.

Progress Toward Graduation

This indicates that females are making better progress toward 120 credits than males. 62% of females from the 2014 cohort have 31 or more credits while 53% of males from the same cohort are on track to graduate in 4 years. Please note: this data is quantified but not qualified. There is not a way at this time to show whether the credits taken are the required credits for each student's program. This only shows progress toward 120 credits.

Class (EHRS)	Gender	
	F	M
Freshman (0-30)	37.52%	47.21%
Sophomore (31-60)	52.77%	43.37%
Junior (61-90)	8.27%	7.56%
Senior (91-120)	1.43%	1.86%

(LOA-EX removed)

USU Faculty Senate Report on Retention, Persistence, and Success

2015-16 Academic Year

Persistence to 2nd Year (2014 FF4 Cohort) Based on Admissions Index

These tables show students with a higher index are retained at a higher rate. The one notable exception is in those admitted to a four-year program but who are below the admissions standards (this is different than Aggie Prep who are only admitted to a two-year program). These are students admitted as an exception (non-traditional students, some student athletes) and often have access to greater academic and social support.

Admit Index ..	Registered?		Grand T..
	N	Y	
Null-89	37.96%	62.04%	100.00%
090-99	42.73%	57.27%	100.00%
100-109	33.81%	66.19%	100.00%
110-119	27.56%	72.44%	100.00%
120-129	20.66%	79.34%	100.00%
130-139	11.89%	88.11%	100.00%
Grand Total	29.45%	70.55%	100.00%

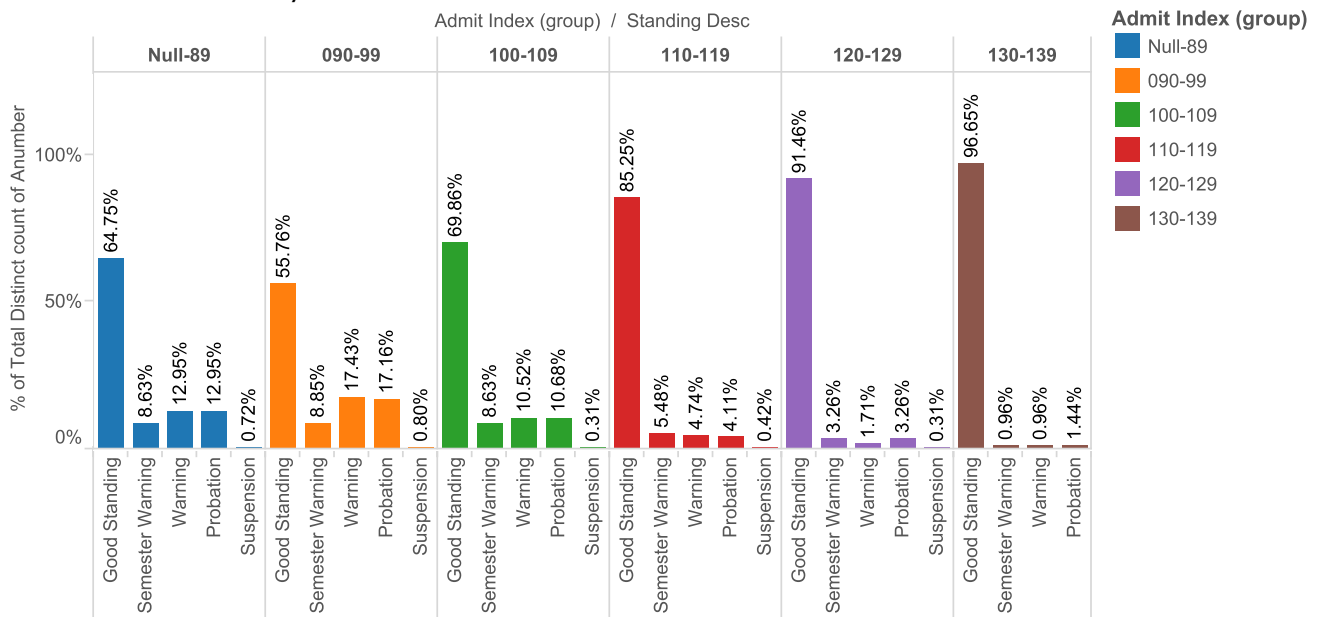
LOA EX have been excluded

Admit Index ..	Registered?		Grand T..
	N	Y	
Null-89	52	85	137
090-99	147	197	344
100-109	188	368	556
110-119	202	531	733
120-129	100	384	484
130-139	17	126	143
Grand Total	706	1,691	2,397

LOA EX have been exclude

The visualization below shows Academic Standing (2014 Full Cohort) after one year. It indicates further that those with the highest Index at admission appear to be better prepared for academic success at USU.

Academic Action by Admissions Index:



% of Total Distinct count of Anumber for each Standing Desc broken down by Admit Index (group). Color shows details about Admit Index (group). The view is filtered on Standing Desc, which keeps Semester Warning, Probation, Suspension, Warning and Good Standing. Percents are based on each pane of the table.

Conclusion

USU has a great reputation for providing quality student support and transition services. The partnerships between various units within Student Services, the Provost's Office, and the Academic Colleges are vital to the success of USU's students. These efforts are paramount in our retention efforts. In addition to these practices and programs, we are now proactively tracking student behavior and success markers. By gathering this data, we are preparing ourselves to make intentional goals for student persistence and success. We are not looking to make immediate, one-time impact, but rather to make lasting decisions that will impact the overall persistence, success, and quality of education for USU students.

Report respectfully submitted by Heidi Beck Kesler, Retention Specialist, Division of Student Services: Utah State University on November 2, 2015.

Utah State University

Athletic Council Report for

July 1, 2014 to June 30, 2015

Submitted to the
Utah State University Faculty Senate
by USU Athletic Council

Kenneth L. White, Athletic Council Chair (2014-2015), Edward M. Heath, Faculty Athletics
Representative (2014-2015)

Faculty Senate Report Athletic Council

Introduction:

Council Members: Stan Albrecht, Scott Barnes, Paul Barr, Robert Behunin, Scott Bernhardt, Nic Bowens, Noelle Cockett, Dave Cowley, Jana Doggett, Dennis Dolny, Jennifer Duncan, Brian Evans, Douglas Fiefia, Ed Heath, Dallin Laird, Sarah Landes, Caroline Lavoie, James Morales, Michael Okonkwo, Whitney Pugh, Laurens H. Smith, Andy Walker, Sandra Weingart, Ken White, and Jodi Williams

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

I. Athletic Council Issues/Actions during 2014-15 academic year (highlights briefly described below from the four AC meetings – September 25, 2014; November 21, 2014; January 28, 2015; and April 10, 2015 as well as each of the subcommittee's meetings that met twice during the academic year)

1. Student Academic and Athletics Eligibility and Intercollegiate Sports

- Academic performance of student-athletes for each of the USU teams was reviewed during each semester.
- APR and GSR rates reviewed for each team (refer to Academic Performance data listed below).
- a. Academic Performance of Student Athletes 2013-14 (latest published rates).
 - i. Graduation rates
 - The 07-08 cohort rate is 75%, with a 4-year average of 68%
 - The 06-07 cohort rate is 68%, with a 4-year average of 61%
 - The 05-06 cohort rate is 62%, with a 4-year average of 61%
 - The 04-05 cohort rate is 64%, with a 4-year average of 62%
 - The 03-04 cohort rate is 48%, with a 4-year average of 57%
 - The 02-03 cohort rate is 73%, with a 4-year average of 60%

- The 01-02 cohort rate is 65%, with a 4-year average of 58%
- The 00-01 cohort rate is 41%, with a 4-year average of 55%
- The 99-00 cohort rate is 61%, with a 4-year average of 64%
- The 98-99 cohort rate is 64%, with a 4-year average of 62%

The NCAA released the first Graduation Success Rate (GSR) for all teams of all NCAA Division I Member Institutions in December, 2005. This rate, a 4-year average that can be directly compared to the Federal Rates' 4-year average mentioned above, is a more accurate snapshot of how scholarship student-athletes graduate. Students who transfer to USU that fall into one of the cohorts are counted in this rate (they are not counted in the federal rate) when they graduate; students who transfer from USU and are academically eligible at the time of transfer do not count against USU graduation rates (as they do with the federal rate). The overall USU GSR for the 4-year cohorts encompassing 2004-2007 is 86%.

b. Academics/Awards.

- Composite 3.157 Student-Athlete GPA
- 153 Academic All-Conference Selections (2nd most in the Mountain West Conference) 2014-15.
- 84% NCAA Graduation Success Rate (2nd highest in the Mountain West Conference)
- 185 Whiteside Scholar-Athletes (3.2 or better GPA)
- Utah State Men's and Women's Cross Country teams received the U.S. Track and Field and Cross Country Coaches Association (USTFCCCA) Academic Award for the 7th-straight year. The men had 3.08 GPA while the Aggie women posted a 3.52 GPA
- Utah State's soccer team received the NSCAA/Adidas College Women Team Academic Award for the 12th-straight year, posting a 3.51 team GPA. Additionally, five soccer student-athletes earned All-Region Academic Honors with senior Taryn Rose named to the all-West 2nd team; senior Lexi Morgan named to the 3rd team; and senior Brooke Larsen-Leavitt, Junior Jeannie Woller and Junior Lexi Henrie named to the Honorable Mention team. Woller and Rose also earned Capital One Academic All-District Honors.
- Utah State's football team earned AFCA honorable mention as one of 65 teams to graduate 75% or more of its student-athletes.
- Utah State's volleyball team earned the AVCA Team Academic Award for posting above a 3.30 team GPA for the 2014-15 Academic Year.
- Utah State's Softball team earned NFCA Academic Honors by posting a team GPA of 3.12. Sophomore Kendsey Hill, Seniors Samantha Larsen, Allison Lenzora, and Annie Thomas all earned All-America Scholar Athlete by posting better than 3.5 GPAs.

2. **Athletics Relations**

- The Council discussed specific pending NCAA legislation during the 2014-15 legislative cycle and provided input on institutional positions for those with potential academic impact.

3. **Budget and Administration**

- The Council reviewed and recommended updates on the ongoing Athletics' budget and potential impacts throughout the academic year (see attached 2014-2015 Budget and Actuals on page 6).

4. **Gender and Minority Issues**

- The Council discussed the Student-Athlete Exit survey and addressed changes.

II. Miscellaneous Athletics-Related Events/Changes during 2014-15.

1. Athletic Facilities Updates.

- New naming partner announced for Football Stadium.

2. Athletics Accomplishments of Department (2014-15).

- Football concluded the 2014 season with a 10-4 record, marking just the 2nd time in school history the Aggies have won double-digit games, trailing only the 2012 team that finished with an 11-2 record. USU also played in its 4th-straight bowl game for the first time in school history and won three-straight bowl games for the first time in school history.
- Football player Zach Vigil was named the 2014 Mountain West Defensive Player of the Year. Vigil was also named a 2nd-team All-American by USA Today Sports, a 3rd-team All-American by Phil Steele, a 4th-team All-American by Athlon Sports, and an honor-able mention All-American by SI.com. Cornerback Jalen Davis was named a True Freshman All-American by 247Sports. As for Mountain West honors, USU had 15 players earn various all-conference accolades.
- Utah State track and field was represented by 16 student-athletes at the 1st round of the 2015 NCAA Outdoor Championships, while senior Chari Hawkins (heptathlon) and junior Cole Lambourne (400 m) both qualified for the NCAA Finals. Hawkins earned 2nd-team All-American honors for the 3rd-straight season with her 14th-place finish in the heptathlon. Hawkins broke her own school record in the event with 5,750 points. Lambourne also earned second-team All-American honors as he finished 15th in the 400 m.
- Hawkins, who earned 2nd-team All-American honors at the 2015 NCAA Indoor Finals in the pentathlon, was also named the Outstanding Performer at both the Mountain West Indoor and Outdoor Championships, as well as being named the Mountain West Indoor Track & Field Athlete of the Year. At the Mountain West Indoor Championships, Hawkins set the school and conference record with 4,194 points in the pentathlon. Hawkins was also the Women's Outdoor Track & Field Student-Athlete of the Year and the Mountain Region Women's Indoor/Outdoor Track & Field Athlete of the Year.

- Junior Parker Bluth was tabbed the Outstanding Performer of the Meet at the Mountain West Outdoor Championships after claiming three titles.
- Track and field athlete Nic Bowens earned 2nd-team All-America honors at the 2015 NCAA Indoor Finals in the 200 m. Bowens was also named the 2015 Mountain West Indoor Performer of the Year as he set the school and conference record in the 200 m with a time of 20.80 seconds.
- Senior cross country athlete Eric Shellhorn placed 15th at the Mountain West Championships to pace the men, while sophomore Tori Parkinson placed 22nd at the conference meet to lead the women. Shellhorn then placed 20th at the Mountain Region Meet to earn all-region honors and qualified for the NCAA Championships, where he placed 97th.
- Women's basketball player Funda Nakkasoglu was named the 2015 Mountain West Freshman of the Year, becoming the first Aggie women's basketball player to earn Freshman of the Year honors. Along with the Freshman of the Year accolade, Nakkasoglu earned honorable mention all-Mountain West honors, as well as being named to the all-freshman team.
- Soccer player Taryn Rose was named the Mountain West Defensive Player of the Year, as well as a member of the first-team, while Lexie Morgan was named to the 2nd-team.
- Senior middle blocker Kaitlyn VanHoff became the second Aggie volleyball player to earn all-Mountain West Conference honors.
- Utah State student-athletes earned 50 various all-Mountain West honors during the 2014-15 academic year.
- Utah State men's basketball had three players named to various all-Mountain West teams, including sophomore wing Jalen Moore (2nd team), redshirt freshman forward David Collette (3rd team) and junior guard Chris Smith (honorable mention).
- For the first time since 2001-02, Utah State gymnastics competed in NCAA Regionals in back-to-back years. USU had three student-athletes earn all-conference honors as senior Sarah Landes earned 2nd-team honors in the all-around, junior McKinzey Martinez earned 2nd-team honors in the all-around and junior Miranda Kerr earned 2nd-team honors on the vault.
- Four Utah State softball players earned all-Mountain West honors, marking the most all-conference accolades for the Aggies since 1993. Senior outfielder/first baseman Hailey Froton and junior pitcher/designated player Noelle Johnson were named to the all-Mountain West 1st-team, while sophomore designated player Alleyah Armendariz and junior outfielder Sarah Chow picked up 2nd-team honors.

- Utah State women's tennis earned its highest ranking in school history, earning a No. 62 ranking in the middle of the season and finished the year with a school record 14 dual wins. USU also recorded its first post-season win since 2005 with a 4-3 victory against UNLV in the 2015 Mountain West Women's Tennis Tournament.
 - Senior McKenzie Davis led Utah State with 28 singles wins on the season, including 19 during the spring season to set a school record. Davis and freshman Maggie O'Meara also led Utah State with 16 wins as a double team. Davis ended the season ranked 2nd in the final Mountain Region singles rankings, while the duo of Davis and O'Meara ranked 7th in the Mountain Region. Nini Guensler finished the season ranked 16th in the Mountain Region singles.
 - Davis also won the ITA Mountain Region Singles Championship during the fall season and became the first Aggie in school history to compete in the USTA/ITA National Indoor Championships. Davis received all-Mountain West accolades in singles, while Davis and O'Meara earned all-MW honors for doubles.
 - Davis finished her career with 168 total wins, 91 singles wins and 77 doubles wins, all of which are school records.
 - Utah State men's tennis finished with an 18-9 overall record, finishing in 2nd-place in the final Mountain West standings with a 5-2 record. The 18 dual match wins are a school record, surpassing the 16 wins recorded by the 1970 team. USU also received its highest national ranking in school history, ranking No. 62 in the nation near the end of the season. The Aggies were ranked during 6 weeks of the season.
 - Sophomores Dennis Baumgartner and Karan Salwan both earned all-Mountain West honors in singles. It was the first all-conference honor for both.
 - Freshman Jaime Barajas led USU with a school-record 25 singles wins in 2015. Sophomore Sebastian Schneider led USU with 17 dual-match wins. For the first time in school history, USU had multiple players with 20+ total singles wins, as Barajas (25), Schneider (22), sophomore Dennis Baumgartner (20) and sophomore Karan Salwan (20) all passed the benchmark.
3. Department of Athletics Policy Changes.
- Formalizing the policy regarding contact between athletics staff and academic staff/faculty members – this policy had its genesis in 2014-15 and was completed in 2015-2016 (see attached policy on pages 7-8).

UTAH STATE UNIVERSITY
Department of Intercollegiate Athletics

Revenues	BUDGET FY15	Actual FY15
E&G	4,768,819	5,055,239
Inst. Support	1,282,680	2,163,201
- Tuition Waivers	1,500,000	1,520,222
Inst. Support (MW Fees)	500,000	1,000,000
Student Fees	4,249,697	4,177,555
Football Home Games	1,473,819	1,124,452
Football Guarantees	1,700,000	1,700,000
Football Bowl Revenues		538,708
Football Conference Championship		90,798
TV Rights		600,000
MWC Revenues	1,500,000	1,624,140
Merlin Olsen Fund	500,000	476,255
Men's Basketball	868,180	771,679
BBSF Donations	1,691,938	1,464,156
BBSF Events & Auction	127,308	186,146
ASP - Sponsorship	645,000	709,738
Pepsi Pouring Rights	250,000	287,931
Marketing - Trade	250,000	334,321
Nike - Sponsorship	200,000	200,000
NCAA Revenues	1,012,002	975,581
Endowment Earnings	127,309	151,891
Other Athletic Revenues	584,119	888,863
Indirect Facilities & Admin	1,700,000	1,972,942
TOTAL REVENUE	24,930,870	28,013,818
Unrestricted Expenses		
<u>Salary Expenses</u>		
Salaries & Wages	5,743,266	6,064,537
Paid by sponsors (no benefits)	375,000	527,304
Fringe Benefits	2,412,171	2,704,295
TOTAL COMPENSATION	8,530,437	9,296,136
<u>Operating Budget Expenses</u>		
Men's Varsity Sports Programs	6,002,227	7,188,049
Women's Varsity Sports Programs	3,913,727	4,078,766
Total Varsity Sports Programs	9,915,954	11,266,815
Sport Specific Development Account Expenditures		192,383
Administrative Units	6,454,968	8,122,500
TOTAL EXPENSE	24,901,359	28,877,834
Surplus/(Deficit)	29,511	-864,015



POLICY REGARDING CONTACT BETWEEN ATHLETICS STAFF MEMBERS AND UNIVERSITY ACADEMIC STAFF/FACULTY MEMBERS

The Department of Intercollegiate Athletics is an integral part of the university and its mission at large. The Department's mission, in part, is to embrace the pursuit of the intellectual inquiry, educational discovery and the academic success of its student-athletes. In this regard, the Department encourages involvement of its administrative and coaching staff members in the lives of the university's student-athletes. This is vital to the development of the student-athletes as productive members of society. Such involvement may include taking an interest in a student-athlete's academic pursuits at the university. In doing so staff members must respect the individual rights of the student and the integrity of the system. To assist its staff members, the Department has implemented this policy regarding Department staff members' involvement in certain aspects of student-athletes' academic pursuits.

Within the context of assisting student-athletes with their academic affairs, staff members must strictly abide by the Department's policy. In areas that are not specifically addressed in the policy, staff members must make prudent judgments regarding their level of involvement in a student-athlete's academic life so as to avoid even the appearance of impropriety. Staff members must realize that even the most innocent contact with an academic official may be perceived as pressure to make a concession for a student-athlete (simply because the individual is an athlete). Any such perceived pressure compromises the integrity of the Department and the university and further hinders the student-athlete's success at the university and in life.

In keeping with the Department's general policy regarding involvement of the Department's staff members in the academic pursuits of student-athletes, the following specific actions and similar actions are strictly prohibited:

- Coach-initiated contact of any type (e.g., oral, written, etc.) is not permitted between any member of the coaching staff and any Utah State University faculty member or associated instructional staff (teaching assistant, part time lecturer, etc.) with respect to any student-athlete. Coaching staff members may however, contact the Student-Athletes Academic Services staff in this regard.
- Coach-initiated contact of any type is not permitted between any member of the coaching staff and any Utah State University staff member (e.g., Dean's office, registrar, academic department secretary, etc.) as it relates to the academic standing of any student-athlete in a particular course or in general.

In addition:

- Only student-athletes shall turn in their assignments (e.g., term papers, take-home exams, homework, etc.) to their professors or instructors. Under no circumstances shall any staff member (including student managers, graduate assistants, directors of operations, volunteer coaches, etc.) hand in an assignment on behalf of a student-athlete.

- All contact with faculty members or instructional staff, if necessary, should be handled by the Student-Athlete Academic Services Staff. Please note that contact (telephone, e-mail, etc.) initiated by a professor, instructor, assistant dean, etc. to a coaching staff member or administrator is permitted. If this contact includes discussion of a student-athlete's performance in a course, performance on a particular assignment (including quizzes, tests and exams) or a student-athlete's grade in a course, such contact must be referred to the team's academic sport counselor immediately.
- All contact with the admissions staff regarding specific student-athletes and their admission status is strictly prohibited under this policy. Any contact with admissions about a specific student-athlete must be made by the Academic Support Staff.
- This policy does not apply to contact with an instructor, professor, assistant dean, dean, admissions liaison, etc. that is general in nature (i.e., contact that is not specific to a particular student-athlete).

UTAH STATE UNIVERSITY
DEPARTMENT OF INTERCOLLEGIATE ATHLETICS

Unrestricted Revenues

Total Revenues

Total Unrestricted Expenses

Surplus / (Deficit)

FY13	FY14	FY15
23,856,580	24,680,249	28,013,818
24,422,765	25,140,675	28,877,833
(\$566,185)	(\$460,426)	(\$864,015)

PRPC Changes For Faculty Senate on October 5, 2015

Changes in Yellow

401.4 THE FACULTY WITH TERM APPOINTMENTS

...4.3 Limitations on Positions: Faculty with Term Appointments

...(4) Limitations on Faculty Participation.

Faculty with term appointments are eligible to be elected to and to vote for members of the Faculty Senate. The participation in faculty affairs of faculty members holding lecturer, clinical, research, federal research, or professional practice ranks is subject to the following limitations: (a) they may participate in the processes of setting policy within their academic units only to the extent determined by their appointing departments, colleges, or other academic units; (b) they may serve as members of appointed faculty committees and may vote on all matters except those relating to appointment, retention, tenure, or promotion of tenured and/or tenure-eligible faculty. ~~; and (c) they may not be counted among the number of tenured and tenure-eligible faculty members for purposes of apportioning Faculty Senate members.~~ Federal cooperator ranks are exempt from the foregoing limitations on faculty participation with the following exceptions: they may not serve on committees or vote on matters relating to retention or tenure of tenure-eligible faculty.

AND

402.3 MEMBERSHIP; ALTERNATES; TERM; VACANCIES

3.1 Membership

The Senate shall be composed of the following members: (1) sixty faculty members assigned in proportion to the number of tenured, **and tenure eligible, and term appointed** faculty in the academic colleges, the Regional Campuses and Distance Education, USU Eastern, Extension, and the Library. **Each unit is to be represented by a minimum of two elected senators.** These sixty will be elected by and from faculty members eligible to vote in Senate elections (see policy 401.4.2(c)); (2) the president and the executive vice president and provost of the

university or their designees; (3) eight appointees of the president of the university who shall be a vice president an academic college dean, a regional campus dean, or a chancellor, six of whom must hold faculty appointments and must be designated annually preceding elections to the Senate; (4) the chairs of the Academic Freedom and Tenure Committee, the Budget and Faculty Welfare Committee, the Professional Responsibilities and Procedures Committee, the Faculty Diversity, Development and Equity Committee, and the Faculty Evaluation Committee if they are not one of the faculty members elected to the Senate; and (5) three students, who shall include the Utah State University Student Association (USUSA) President or a designee, the USUSA Academic Senate President or a designee, and the elected graduate student representative or a designee.

PROMOTION ADVISORY COMMITTEE (PAC)

KEY PRINCIPLES FOR REVISIONS

The purpose of revising 405.6.2 (2) and 8.2(all) is to clarify what may be the most confusing sections of code and try to improve compliance.

(FM= Faculty Member, DH= Department Head, PAC= Promotion Advisory Committee)

Key Principles:

- Eliminate confusion
- Edit for clarity and brevity
- Clarify three types of PAC meetings (see chart)
- Assure FMs gets information within 3 years after tenure about promotion process; giving them flexibility to determine timing of promotion. Promotion is not required.

Problems in 405.6.2(2)

Paragraph 2

- The February 15th deadline routinely triggers panic and phone calls to the Provost's office asking what to do when they can't meet the deadline. This stress could be eliminated by changing the required meeting to spring semester.
- There have been complaints that when the committee (PAC) is be formed by the DH in consultation with FM, this is occasionally interpreted as "emailing the candidate the list of their committee members." Ensure the formation and any changes in the PAC include soliciting oral/written input and suggestions from FM.
- The requirement of the PAC being formed and meeting by the third year following tenure is often not met.

Paragraph 3

1. The directions on forming the PAC are repeated in this paragraph with greater detail (probably more detail than necessary). Decide on location rather than repeating.
2. Consider allowing faculty member more input on changes to the composition of the PAC under several different scenarios (by request of candidate or DH; when a member is not able to attend due to sabbatical leave). Again, ensure any changes to PAC include soliciting FM's written/oral input and suggestions.
3. Simplify language on who may serve on the PAC.

Problems in 405.8.2

Paragraph 1

- February 15 deadline is a problem here as well, change for consistency

- Clarify whether or not this is referring to the initial meeting of the PAC or the second meeting where promotion is considered (see chart).

Clarify the writing/language; the whole section of 405.8.2 has been referred to in multiple promotion meetings as the most confusing section of faculty code and is most in need of improvement in clarity because the two of the three types of PAC meetings are not clearly differentiated. (Numbers 1 and 2 on the PAC Chart)

(1) Meetings of the promotion advisory committee PAC

Paragraph 1 (Formation and Initial Meeting)

- Formation of PAC and “In consultation” are referred to again and appear unnecessary here.
- State timing and purpose of initial meeting (within first three years after tenure is awarded): provide guidance to FM regarding expectations for promotion relative to assigned role statement (delete extraneous sentences).

Paragraph 2 (Promotion Advisory meeting)

- When the faculty member is ready to be considered for promotion... shall meet ... February 15th. This date is problematic because the committee finds it very difficult to schedule meetings by this date.
- Promotion Advisory Meeting - (Spring of anticipated promotion). By request of FM in spring semester of promotion decision year: provide FM with input regarding the strength of the portfolio to support a promotion decision. (Promotion is always optional, at the discretion of FM)

(2) Report of the promotion advisory committee (PAC)

The problem with this section of code is that it appears to be written about only the initial PAC Advisory Meeting (which should happen within three years after tenure) without consideration of the second PAC advisory meeting which occurs in the spring prior to going forward for promotion in the fall. This has been creating significant confusion.

- Ideally the title of this section should include plural “Reports” and the body would delete confusing language and clarify purposes of both types of PAC meetings 1. Advisory and 2. Consideration of a promotion request. (The “third” type of meeting the Promotion Evaluation Meeting is described in the subsequent section 405.8.3). (See chart)
- Currently when this section is accessed for information about meeting in the spring prior to promotion – it is very confusing when it states “no evaluation” because the two types of meetings are not clearly delineated.
- This section should also recognize that the PAC may potentially combine the first and second meetings and that the FM may also ask for additional meetings, if desired.
- Last sentence references quinquennial reviews and should be deleted.

- Recommend that FM be strongly encouraged to consult with their DH and Dean about going forward for promotion to ensure guidance is consistent.

405.8.2 (2) Report of the PAC

This section is written only about the initial meeting of the PAC, it specifically states the purpose of this report is not to evaluate the faculty member...

This section should recognize that there may be multiple meetings of the PAC and allow for these different purposes – informing and advising. This section does not cover the final promotion evaluation meeting described in 405.8.3.

Clarify the following:

1. Within 30 days after each PAC meeting the committee chair shall write a letter summarizing the guidance provided.
2. All members of the committee will read and sign the letter.
3. Copies of the letter will be given to the faculty member and the department head.

Purpose: To summarize the guidance given to the Faculty Member.

Suggestion: Delete extraneous material

405.8.2(3) Report of the department head or supervisor

1. Purpose to have the DH review the PAC letter and draft a separate letter to FM **after each meeting of the PAC**.
2. Provide copies of **each letter** following a PAC given to the Faculty member and the Dean (or equivalent).

PROMOTION COMMITTEE

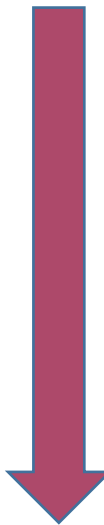
ADVISORY MEETINGS

Tenure



FM may request PAC in writing
any time after tenure decision.
DH must form PAC within 30 days

1. PAC formed & holds Initial Advisory Meeting (within 3 years of tenure)



PAC is formed and meets no later than
spring 3 yrs after tenure
Ensure signed role statement
Mtg purpose-provide guidance to FM
relative to assigned role & promotion
PAC writes report, copies to FM & DH
FM strongly encouraged to consult
with DH & Dean
Promotion is optional, FM decides
FM may request additional PAC
mtgs.
When ready, FM requests a PAC
advisory meeting to consider
promotion

2. PAC Promotion Advisory Meeting (SPRING Promotion Request Year)



PAC reviews file, meets spring
semester, advises & writes report.
DH reviews PAC reports, drafts
separate report, copies FM, PAC &
Dean, may cite improvements needed
FM decides whether to proceed

3. PAC Promotion Evaluation Meeting (FALL Promotion Request Year)

FM – Faculty Member PAC – Promotion Advisory Committee DH – Department head

CURRENT CODE 405.6(2) 405.8.2 all, and 405.8.3

405. 6 TENURE, PROMOTION AND REVIEW: GENERAL PROCEDURES

406.6 (2) Promotion advisory committee (PAC).

When a faculty member without tenure is to be considered for promotion, the tenure advisory committee shall also serve as a promotion advisory committee. The term of this committee shall expire when the faculty member is awarded tenure.

Following tenure, if a faculty member so desires, he or she may request in writing to the department head or supervisor that a promotion advisory committee be formed and meet with the faculty member. This shall be done by the department head **in consultation** with the faculty member and academic dean, or vice president for extension, and, where appropriate, the chancellor or regional campus dean, within 30 days of receipt of the written request. The promotion advisory committee must be formed by **February 15th** of the third year following tenure and it is recommended that the informational meeting outlined in 405.8.2(1) below be held at this time.

Edit for clarity The promotion advisory committee shall be composed of at least five faculty members who have tenure and higher rank than does the faculty member. The department head or supervisor shall appoint a chair other than him or herself. Normally, two academic unit members of higher rank who have served on the candidate's tenure advisory committee shall be appointed to the promotion advisory committee, and at least one member shall be chosen from outside the academic unit. If there are fewer than four faculty members in the academic unit with higher rank than the candidate, then the department head or supervisor shall, **in consultation with** the academic dean or vice president for extension, and, where appropriate, the chancellor or regional campus dean, complete the membership of the committee with faculty of related academic units. Department heads and supervisors of the candidate shall not serve on promotion advisory committees, and no committee member may be a department head or supervisor of any other member of the committee. A department head or supervisor may only be appointed to the promotion advisory committee in unusual circumstances and with the approval of the faculty member under consideration. The appointing authority for each committee shall fill vacancies on the committee as they occur. **In consultation with** the faculty member and academic dean or vice president for extension, and, where appropriate, the chancellor or regional campus dean, the department head or supervisor may replace members of the promotion advisory committee. The candidate may request removal of committee members subject to the approval of the department head or supervisor and the academic dean or vice president for extension, and, where appropriate, the chancellor or regional campus dean.

When a department head or supervisor is being considered for promotion, the appropriate dean, or vice president for extension shall appoint the promotion advisory committee; when a dean, vice president, or chancellor is being considered for promotion, the provost shall appoint the promotion advisory committee.

405.8 PROCEDURES SPECIFIC TO THE PROMOTION PROCESS

8.2 Faculty with Tenure

The promotion advisory committee shall meet upon request of the faculty member, or in no case

later than **February 15** of the third year following tenure, to consider a recommendation for promotion.

The department head or supervisor, academic dean or vice president for extension, and, where appropriate, the chancellor or regional campus dean, provost, or president may propose promotion. Such a proposal shall be referred to the promotion advisory committee for consideration and all procedures of 405.8.3 shall be followed.

(1) Meetings of the promotion advisory committee

When the promotion advisory committee, formed by the department head or supervisor **in consultation** with the faculty member and with the approval of the chancellor or regional campus dean (where applicable) and the academic dean, meets for the first time, the purpose of this meeting, similar to the first tenure meeting, will be to ensure that an appropriate role statement is in place and to provide information to the faculty member about promotion to the rank of professor. **This information could include historical information about the records of the last several department members promoted to professor or information about the committee's understanding of what is necessary for promotion to professor.** All promotion advisory committee members shall participate interactively in all committee meetings, either physically or by electronic conferencing, at the appointed date and time. Ombudspersons must be present in person or by electronic conferencing. Subsequent to this first meeting the faculty member may request additional meetings with the promotion advisory committee if desired.

When the faculty member is ready to be considered for promotion to professor, the promotion advisory committee shall meet, upon request of the faculty member, to consider a recommendation for promotion to professor the following fall. This initial meeting shall take place by **February 15**, approximately six months before the faculty member submits materials for consideration and review.

(2) Report of the promotion advisory committee

After meeting with the faculty member **for the first time**, the promotion advisory committee shall write a letter in which it reports on the guidance given to the faculty member. The primary purpose of this report is **not to evaluate the faculty member** but to inform the department head or supervisor of the information and guidance provided to the faculty member about promotion to professor. Department heads, supervisors, academic deans, the vice president for extension, or, where appropriate, the chancellor or regional campus dean, **may not use this letter as an evaluation of a faculty member's progress towards professor unless the faculty member explicitly requests that the meeting be evaluative and chooses to provide a curriculum vita to the committee.** Copies of the report signed by the committee members shall be provided to the faculty member, the department head or supervisor, the academic dean, or vice president for extension, and, where appropriate, the chancellor or regional campus dean. **If this meeting occurs in the fifth year, the letter should cover both the requirements of post tenure review (see policy 405.12) and the summary of the guidance given to the faculty member as outlined above.**

(3) Report of the department head or supervisor

Subsequently, the department head or supervisor shall submit in writing to the academic dean, vice president for extension, and, where appropriate, the chancellor or regional campus dean, a summary of the information and guidance provided to the faculty member about promotion to

professor. If the faculty member has asked to be considered for promotion to professor, then this letter would also include an evaluation of the candidate's progress towards promotion to professor and identify any areas of improvement in the candidate's performance, as necessary. Copies will be provided to the faculty member and the promotion advisory committee. This letter should be delivered to the faculty member, academic dean or vice president of extension, and, where appropriate, the chancellor or regional campus dean, no later than 30 days following the meeting with the promotion advisory committee.

8.3 Procedures for Promotion (no changes recommended in this section at this time)

(1) External peer reviews.

Prior to September 15, the department head or supervisor will solicit letters from at least four peers of rank equivalent to or higher than that sought by the candidate. If fewer than four letters arrive, additional letters will be solicited only to attain the minimum of four letters. The reviewers must be external to the university and must be held with respect in academe. The candidate will be asked to submit the names of potential reviewers and to state the nature of his or her acquaintance with each of them. The number of names should be at least equal to the number of letters to be solicited. At least one-half of the reviewers must be selected from the candidate's list. The candidate may also submit names of potential reviewers that he or she does not want contacted, although this list is not binding on the department head or supervisor.

The department head or supervisor and the promotion advisory committee shall mutually agree to the peer reviewers from whom letters will be solicited. A summary of the pertinent information in his or her file initially prepared by the candidate and a cover letter initially drafted by the department head or supervisor with final drafts mutually agreed upon by the candidate, the promotion advisory committee, and the department head or supervisor shall be sent to each reviewer by the department head or supervisor. Each external reviewer should be asked to state the nature of his or her acquaintance with the candidate, and to evaluate the performance, record, accomplishments, recognition and standing of the candidate in the major area of emphasis of his or her role statement. If the candidate, department head, and promotion advisory committee all agree, external reviewers may be asked to evaluate the secondary area of emphasis in the role statement as well. Copies of these letters will become supplementary material to the candidate's file.

(2) Evaluation and recommendation by the promotion advisory committee.

The promotion advisory committee shall review and evaluate the candidate for promotion, based on the information in his or her file including external peer reviews. An ombudsperson must be present in person or by electronic conferencing at all meetings of the promotion advisory committee in accordance with policy 405.6.5. The committee members shall make a decision with respect to its promotion recommendation by a majority vote and the names of those for and against shall be recorded. The committee will support this decision with a letter to the department head or supervisor, and shall include in that letter a report of the committee vote by name along with appropriate summaries and interpretations of the documents, and may include both majority and minority views, if any, on which their decision was made. The letter is to be prepared by the chair of the committee, presenting the committee's decision, and is to be signed by the committee, and sent to the department head or supervisor prior to December 1. Minority positions, if any, may be documented in separate letters. A copy of the tenure advisory committee's letter(s) shall be sent to the candidate at the same time that it is sent to the next level

of review and placed in his or her file.