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Faculty Senate Executive Committee Agenda, November 21, 2016

Utah State University

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FACULTY SENATE EXECUTIVE COMMITTEE

November 21, 2016

3:00 – 4:30 p.m.

Champ Hall

Agenda

- 3:00 Call to Order** Vince Wickwar
Approval of Minutes October 17, 2016 - [link](#)
- 3:05 University Business**..... Noelle Cockett, Executive Vice President and Provost
- 3:20 Information Items**
1. FSEC Brown Bag Lunch – November 29, 2016..... Vince Wickwar
2. Faculty Forum Discussion Vince Wickwar
- 3:25 Reports**
1. Retention and Student Success - [link](#) Heidi Kesler
2. EPC Items (November) - [link](#)..... Larry Smith
3. USUSA Annual Report – [link](#).....Ashley Waddoups
- 4:00 Unfinished Business**
1. 402.12 Senate Standing Committees (Second Reading) – [link](#)..... Ronda Callister
- 4:15 Adjourn**



FACULTY SENATE EXECUTIVE COMMITTEE MINUTES

October 17, 2016 3:00 P.M.

Champ Hall Conference Room

Present: Ronda Callister (Past President), Kimberly Lott (President-Elect), President Stan Albrecht (Ex-Officio), Provost Noelle Cockett (Ex-Officio), Michele Hillard (Exec. Sec.), Joan Kleinke, Rick Heflebower, Lisa Gabbert, Britt Fagerheim, Scott Henrie, Juan Villalba, Chris Winstead, David Brown, Leslie Brott, Jeanette Norton, Dennis Garner

Absent: Vince Wickwar (Chair), Mark McLellan

Guests: Larry Smith, Ed Heath, Alexi Lamm

Ronda Callister called the meeting to order at 3:00 p.m.

Approval of Minutes

Approval of Minutes September 19, 2016

Minutes approved.

University Business - President Albrecht & Provost Cockett

An email, to all employees, was sent from the President regarding the sexual assault issue. An appeal made by Salt Lake Tribune was won by USU. This appeal was regarding the FERPA law and protecting the confidentiality of all students. Mica McKinney attended a meeting with the Tribune to discuss the suit. Tribune reporters may attend the upcoming Board of Trustees meeting.

Old Main Society will be held on Friday, October 21. There will be approximately 70 donors inducted into the society. Current amount of giving to be inducted is \$25,000. Agriculture and Applied Sciences will have a building naming on Friday as well.

October 27 naming event at the USU Innovation campus. The calibration building will become the Robert F. Bennett building.

Information Items

Faculty Forum Executive Meeting – October 17, 2016 – Ronda Callister

Faculty Forum – November 14, 2016

FSEC Brown Bag Lunch – October 24, 2016

USU's Sustainability Infrastructure and Programs - Alexi Lamm

Briefed the FSEC on Greenhouse Gas Inventory. Two thirds of the green gases are heating and cooling on the campuses. The Goal is to become carbon neutral. Seventeen faculty members attended a one-day workshop and discussed USU sustainability resources. If the 17 faculty members update their syllabi and include sustainability in their courses approximately 2,000 students will be impacted by this knowledge and commitment. Buildings on campus are helping to support the sustainability initiative. Housing is participating in energy wars and they are competing to reduce energy. The Aggie commuter club works with transportation and provides benefits to those willing to bus or bike to campus. This initiative also includes a ride share program. Over 5000 individuals on campus have registered. Drive electric in northern Utah is collaborating with Weber State University on this program. Ratings are submitted every 3 years. USU came in with a silver rating. Additional information regarding sustainability can be found at: www.sustainability.usu.edu.

Motion to move to Faculty Senate as an information item made by Chris Winstead. Seconded by Leslie Brott. Moved to Faculty Senate.

Reports

EPC Items (October) & Annual Report – Larry Smith

Annual report - each year committee is required to compile all actions taking place in EPC for the prior year. Every item in that report went through the Faculty Senate Exec and Faculty Senate. This serves as an archival function. Monthly report - all R401 proposals, except one, were small or abbreviated changes and were approved to move forward. There is one full template. Five of the proposals were for name changes. *Motion to move to Faculty Senate as a report made by Kimberly Lott. Seconded by Jeanette Norton. Moved to Faculty Senate.*

Athletic Council – Ed Heath

USU is leading in how well student athletes do academically. One out of two on the USU track team has come from high school with a 4.0 GPA. USU comes in second to Air Force regarding academics and student athletes. *Motion to move to Faculty Senate as a report made by Leslie Brott. Seconded by Chris Winstead. Moved to Faculty Senate.*

Faculty Evaluation Committee – Raymond Veon

Reviewed report.

Motion to move to Faculty Senate as a report made by Leslie Brott. Seconded by Kimberly Lott. Moved to Faculty Senate

New Business

Election of Honorary Degree and Awards Committee Member - Leslie Brott

There are 15 individuals who are willing to serve. Per code there should be a vote of at least seven individuals on the ballot. Top three names are provided to the President's office and they will select one of the three to serve on the committee. Will note which individuals "want" to serve on the ballot. Will link the ballot on the Faculty Senate agenda.

Motion to submit ballot and request voting made by Leslie Brott. Seconded by Lisa Gabbert. Voting and ballot moved to Faculty Senate.

Adjournment

The meeting adjourned at 3:31 p.m.

Minutes Submitted by: Michele Hillard, Faculty Senate Executive Secretary, 797-0121

Overview

Last year's report to the Faculty Senate called for greater collective attention to issues related to student retention, persistence, and success. The report stated: "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." It suggested that our retention efforts be led by the following five guiding principles:

1. Reasonable – allowing attrition to be acceptable when it is in the best interest of students and/or the institution.
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.

USU has taken significant steps to implement retention initiatives and programs that meet each of these guidelines. This report will highlight the many new collaborations and retention efforts that have been initiated and/or enhanced during the past year. The report will also include a list of the ongoing programs and efforts with an impact on student retention. In the addendum, I will include USU's current Retention and Graduation Data as well as some research findings regarding the mindset of incoming USU students.

New Initiatives for the 2016-17 Academic Year

- USU 1010 (Connections) early alert and intervention interviews: all student who receive a C or lower in USU 1010 are invited to meet with the Director of Student Retention to discuss strategies for success as they move forward in their other classes.
- Early Alert Survey: faculty and advisors are invited to complete a survey to notify the Director of Student Retention of students in jeopardy of academic failure. Those students are then invited to meet and discuss strategies for success.
- Aggies 4 Aggies is a pilot mentor program that matches first generation and minority students with peer mentors and staff advocates. It is a four-year program with the mentorship switching to a faculty mentor by the end of the second year.
- College Welcome events during the week of Connections.
- Reverse Processional and Luminary experience as the culmination of Connections week.
- Sophomore Dinner Symposium Series by Residential Life.
- ETE Faculty Workshop on faculty best practices regarding student success and engagement.
- Resilience Workshops through Counseling and Psychological Services (CAPS).
- Inclusion of resilience and persistence themes in workshops offered by the Academic Success Center (ASC).
- Faculty mentor is assigned to every student in the Quinney College of Natural Resources (QCNR).
- QCNR weekly Coffee Social for students, faculty, and staff.
- A focus on "intentional advising" as led by the Director of University Advising.
- Scholarship campaign for Regional Campus students.

Data Collection Efforts for the 2016-17 Academic Year

Report respectfully submitted by Heidi Beck Kesler, Director of Student Retention and Completion, Division of Student Affairs: Utah State University on November 9, 2016.

- Assessment of SOAR and Connections by Drs. Kristina Scharp and Elizabeth Dorrance Hall – see Addendum 2 (funded by a USHE Completion Grant)
- Data collection of students who received an Associates degree and did not enroll further at USU by Launa Julander within University Advising.
- Exit interviews of students completing the Leave of Absence (other than for missionary service) and those who are in good standing but not enrolled by Heidi Kesler, Dr. Matt Sanders, and Dr. Kristina Scharp (funded by a USHE Completion Grant).
- Data collection of Exploratory student retention by Niki Weight within Exploratory Advising.
- Implementation of CIVITAS products: Illume and Inspire.
- Tracking recipients of Access and Diversity scholarships to determine the need for interventions and contracts.
- Data collection for Regional Campus student retention trends (funded by USHE Completion Grant).
- Focus groups of Regional Campus students (funded by USHE Completion Grant).

Retention Funding for 2016-17 Academic Year

- \$75,000 USHE Completion Grant awarded to Heidi Kesler, Director of Student Retention and Completion.
- \$75,000 USHE Completion Grant awarded to Taylor Adams, Senior Project Coordinator for Regional Campuses (\$40,500 earmarked for student scholarships).
- \$92,000 awarded in Student Affairs Retention Scholarships.

Continuing Initiative for the 2016-17 Academic Year

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

- Director of Student Retention and Completion
 - 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.
 - 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

USU Faculty Senate Report on Retention, Persistence, and Success

2016-17 Academic Year

- Scholarship Categories
 - LOA Type
 - Collegiate Readiness: Admissions Index, HS GPA, ACT Scores, etc.
 - 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 Director of Student Retention is available to present to faculty and university leadership regarding the retention vision and goals of the university.
 - 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.
 - 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 Director of Student Retention 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.
 - 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.

Report respectfully submitted by Heidi Beck Kesler, Director of Student Retention and Completion, Division of Student Affairs: Utah State University on November 9, 2016.

- 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.
- 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.
 - 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.
 - Early Intervention Data
 - D, F, W, I Grade Reports
 - Repeat Reports
 - Semester GPA Warning
- Student Portal
- Curriculum & Enrollment Management
 - Preregistration for Students Enrolled in MATH 0990 and MATH 1010
 - Preregistration for Students Remaining on Wait Lists for ENGL 1010 and ENGL 2010
 - Strategies to Fast-Track QL Completion
 - Continued identification and resolution of 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) and Career Fairs
 - Testing Center
 - Student Employment and Resume and Cover Letter Assistance
- Financial Aid
 - Loan and Financial Counseling

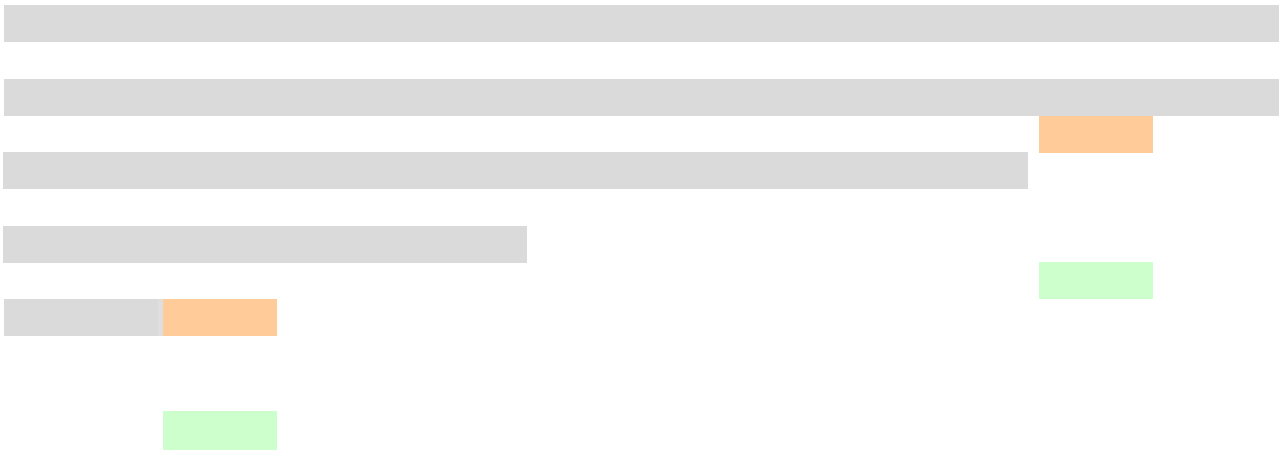
USU Faculty Senate Report on Retention, Persistence, and Success

2016-17 Academic Year

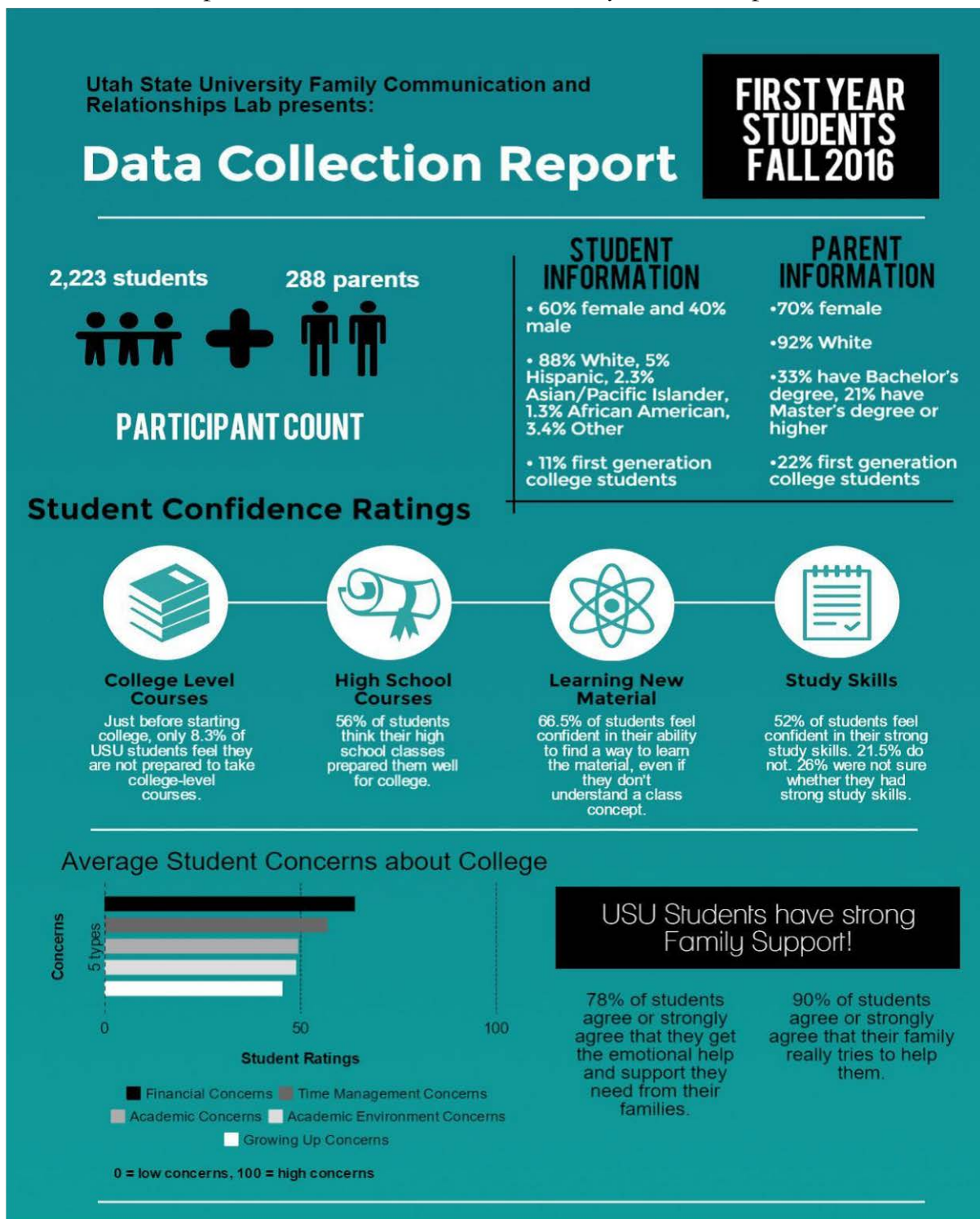
- Outreach to provide students and their parents with accurate information about the resources to pay for college.
 - Parent SOAR: the Financial Aid office speaks to parents at SOAR to inform them of the financial resources available and to answer questions about FAFSA, loans, etc.
- Student Involvement
 - Student Government
 - Service Learning
 - Clubs & Organizations
- Recreation and Wellness
 - Campus Recreation Programs
 - 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

Addendum 1: Official Retention/Graduation Data (from AAA)

UTAH STATE UNIVERSITY
RETENTION/GRADUATION REPORT
Full-Time, First-Time, Degree-Seeking Freshmen Cohorts, 2005-2015 NOTES 1 & 2



Addendum 2: Report of Data Collected at SOAR by Drs. Scharp & Dorrance Hall



Report from the Educational Policies Committee November 10, 2016

The Educational Policies Committee met on November 3, 2016. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page.

During the November 3, 2016 meeting of the Educational Policies Committee, the following actions were taken.

1. Approval of the report from the Curriculum Subcommittee meeting of November 3, 2016 which included the following actions:
 - The Curriculum Subcommittee approved 124 requests for course actions.
 - A request from the Departments of Nutrition, Dietetics and Food Science, Kinesiology and Health Science, Animal, Dairy and Veterinary Sciences and Mathematics and Statistics in the Colleges of Agriculture and Applied Sciences, Education and Human Services and Science to offer a Master of Public Health was approved.
 - A request from the Department of Nursing and Health Professions in the Emma Eccles Jones College of Education and Human Services to offer a Bachelor of Science in Nursing was approved.
 - A request from the Department of English in the College of Humanities and Social Sciences to change the name of the PhD in Theory and Practice of Professional Communication to Technical Communication and Rhetoric was approved.
 - A request from the Department of Environment and Society in the S.J. & Jessie E. Quinney College of Natural Resources to make changes in the Geography Bachelor of Science program was approved.
 - A request from the Departments of Applied Economics, Plants, Soils and Climate, Biology, Civil and Environmental Engineering, Environment and Society, Mathematics and Statistics, Sociology, Social Work and Anthropology, Wildland Resources and Watershed Sciences in the Colleges of Agriculture and Applied Sciences, Science, Engineering, Natural Resources, and Humanities and Social Sciences to create a Climate Adaptation Science specialization within eleven Master of Science and nine PhD degrees was approved.
2. There was no October report from the General Education Subcommittee.
3. Approval of the report from the Academics Standards Subcommittee meeting of October 13 which included the following action:

- **Transfer Credit Policy.** A motion to accept revised catalog language related to transfer credit policy to bring policy into practice was approved. The revised language is (deletions in red, additions in green and blue):

Transfer Credit

- ~~Credit~~ [Transfer Credit Policy](#)
- [Associate Degrees & Bachelor Degrees](#)
- [Articulation Agreements](#)
- [Guidelines for Transferrable Credit](#)
- [Transfer Website](#)

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

~~In order to transfer credit to Utah State University, official transcripts of credit must be submitted to the Admissions Office. Submitted transcripts become the property of Utah State University, and will not be returned. Transcripts from **all** institutions previously attended are required.~~

~~Credit~~ **Transfer Credit Policy**

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~~In order to transfer credit to Utah State University, official transcripts of credit must be submitted to the Admissions Office. Submitted transcripts become the property of Utah State University, and will not be returned. Transcripts from **all** institutions previously attended are required.~~

~~Students who would like to have their transfer work from outside the United States evaluated for possible transfer to their Utah State University transcript should contact International Admissions in the Office of Global Engagement.~~

~~At its discretion, the University may accept transfer credit from accredited and nonaccredited institutions and miscellaneous sources. These may include:~~

(1) accredited institutions, (2) foreign universities, (3) U.S. military credit for approved job and educational experiences, (4) credit by examination, and (5) miscellaneous sources, such as internships and nontraditional learning experiences. Further details about these sources are shown below.

The following evaluation criteria for acceptance will be used:

(1) accreditation status of the institution, (2) recognized national standards published by the American Association of Collegiate Registrars and by the American Council on Education, (3) guidelines given by the State Board of Regents (including guidelines for CLEP and AP credit), and (4) recommendations given by various University units having appropriate academic competence, including the Faculty Senate, as well as college and departmental curriculum committees.

~~Acceptance of credit should not be confused with its application. Transfer credit may or may not apply to the graduation requirements of Utah State University, regardless of the number of credits transferred.~~

Credit other than that intended wholly to meet the General Education requirements of the receiving institution will be applied on the basis of the appropriateness of credit to a particular institution's specific degree program requirements as determined by the receiving institution. At Utah State University, coursework acceptability will be determined by the student's major department.

Credit for quarter courses numbered 100 or above, or for semester courses numbered 1000 or above, earned in the Utah System of Higher Education (USHE) is transferable within the System and will be carried on the student's transcript by the receiving institution.

~~In order to transfer credit to Utah State University, official transcripts of credit must be submitted to the Admissions Office. Submitted transcripts become the property of Utah State University, and will not be returned. Transcripts from all institutions previously attended are required.~~

Associate Degrees

Students who transfer to USU and have an Associate of Arts or an Associate of Science degree (or have completed the General Education requirements) from a regionally-accredited institution may be deemed as having satisfied the General Education portion of the University Studies requirements. A registrar's certification, stating that the student has completed the General Education requirements of the transfer institution, may also be acceptable. However, Utah State University will require students to satisfy the Breadth American Institutions requirement (BAI), if an equivalent course has not been completed. In addition, students must satisfy any deficiencies in Communications Literacy (CL1 and CL2) and Quantitative Literacy (QL). In order to graduate with a bachelor's degree, the [Depth Education requirements](#) must still be completed.

When a student transfers without an Associate of Arts or Associate of Science degree **and** meets the General Education requirements of an institution not offering the Associate of Arts or Associate of Science degree by earning a 60 to 63 semester credit hour diploma, a registrar's certification that the transferring student has completed baccalaureate-level General Education requirements at the sending institution will be accepted

by the receiving USHE institution in lieu of the AA/AS degree. The registrar at the sending institution will forward to the receiving institution an up-to-date description of the General Education requirements.

Students who transfer to Utah State University with less than an Associate Degree (and have not completed General Education requirements) or with an Associate of Applied Science Degree will have their General Education courses evaluated on a course-by-course basis and may be required to take any additional courses necessary to satisfy the [General Education Requirements](#) at Utah State University. However, if these students have taken equivalent General Education courses at the sending institution, these courses will be accepted toward satisfying General Education requirements at Utah State University.

Courses approved as fulfilling General Education requirements at a USHE institution will be acceptable to Utah State University as satisfying comparable General Education requirements. Acceptability of General Education coursework from other institutions will be determined by the student's major department at Utah State University.

Bachelor Degrees

Students who transfer to USU and have a Bachelor of Arts or a Bachelor of Science degree from a regionally-accredited institution may be deemed as having satisfied the General Education portion of the University Studies requirements toward their second degree. A registrar's certification, stating that the student has completed the General Education requirements of the transfer institution, may also be acceptable. However, Utah State University will require students to satisfy the Breadth American Institutions requirement (BAI), if an equivalent course has not been completed.

Utah State University does not articulate coursework from a first bachelor's degree towards a second bachelor's degree. Students should contact their advisor regarding questions or advisement on how courses from a first bachelor's degree can be applied to a second bachelor's degree.

Articulation Agreements

Utah State University maintains annual course-by-course articulation agreements with the following institutions:

*Boise State University
Brigham Young University
Brigham Young University (Hawaii)
Brigham Young University (Idaho)
College of Southern Idaho
Dixie State College
Idaho State University
LDS Business College
Northwest College
Salt Lake Community College
Snow College
Southern Utah University
University of Utah*

USU-Eastern
Utah Valley University
Weber State University
Western Wyoming Community College
Westminster College

These course-by-course agreements show how courses taken at these institutions will be accepted and applied at Utah State University.

In addition to the course-by-course articulations, Utah State maintains general education articulation agreements with the same institutions as listed above. These agreements show how individual courses taken at these institutions will meet Utah State's University Studies requirements.

These articulation agreements, as well as additional information about transferring to Utah State University, can be found at the Transfer website: www.usu.edu/registrar/hm/transfer

Guidelines for Transferable Credit

Transfer credit earned at institutions that are accredited by one of the six regional accrediting associations will be accepted if the work is parallel in nature to programs offered at Utah State University.

The six regional accrediting associations are: (1) Middle States Association of Colleges and Schools, Commission on Higher Education (MSA); (2) Northwest Commission on Colleges and Universities (NWCCU); (3) North Central Association of Colleges and Schools, Higher Learning Commission (NCA); (4) New England Association of Schools and Colleges, Inc., Commission on Institutions of Higher Education (NEASC-CIHE); (5) Southern Association of Colleges and Schools, Commission on Colleges (SACS); and (6) Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities (WASC-ACSCU).

Utah State University may award credit for academic work completed at institutions that are not regionally accredited if the courses:

- 1. articulate to University Studies or General Education requirements at USU,*
- 2. correspond to recognized standards published by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the American Council on Education (ACE), or*
- 3. are approved by the department and college in which the subject matter is taught at Utah State University.*

Utah State University does not accept transfer credit from nonregional-accredited institutions in those cases where USU lacks an academic unit to evaluate such transfer credit.

Subcollege-level courses which are developmental, remedial, or preparatory are not transferable.

Vocational-technical courses are generally not transferable. Exceptions may be made by individual departments if the coursework is pertinent to the student's major.

Religion courses are generally not transferable. These courses will be evaluated based on the particular orientation of the course. In order to be considered, courses in religion must be listed on an official transcript from a regionally accredited institution.

Credit may be transferred from recognized international universities. Transcripts or documented evidence (translated into English) must be presented, indicating successful completion of coursework. Courses must be consistent in level, duration, and content with courses offered at American universities. For further information about the transferability of international credit, contact the Office of International Students and Scholars, Military Science 115, (435) 797-1124.

Subject to evaluation by Utah State University, to ensure credit is granted in accordance with USU policies, credit may be earned through the [College-Level Examination Program \(CLEP\)](#), [DANTES Subject Standardized Tests \(DSST\)](#), and [International Baccalaureate Organization \(IBO\)](#) examinations or by taking [Advanced Placement \(AP\)](#) examinations while a student is in high school.

Students who have served in the armed forces may be able to receive [Military Credit](#).

Transfer Website

www.usu.edu/registrar/hm/transfer

Course	by	Course
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Click [here](#) to find course-by-course articulation agreements for all undergraduate courses offered at other Utah institutions, Boise State University, BYU- Hawaii, BYU- Idaho, College of Southern Idaho, Idaho State University, Northwest College, and Western Wyoming Community College.

[Transferring General Education Course Work](#)

Students who transfer to USU from another Utah institution, Boise State University, BYU- Hawaii, BYU- Idaho, College of Southern Idaho, Idaho State University, Northwest College, or Western Wyoming Community College, and who have not completed General Education requirements at their previous institution, should select http://www.usu.edu/registrar/hm/transfer/general_education to see how individual classes will fit into USU's General Education program.



Office of the Student Body President
Ashley Waddoups | (435) 705-4221
president.ususa@usu.edu

November 21, 2016

Faculty Senate Report

Week of Welcome

Aug. 29 --Sept. 3

Thousands of students turned out for Week of Welcome, which featured many high-energy events, including a carnival, Day on the Quad, a pep rally and a sound victory against Weber State with a score of 45-6. The USU Student Events Office — formerly the Programming Office — partnered with the Student Alumni Association on several events throughout the week. We also held our Big Agg Show in partnership with Aggie Radio, USU's student-run radio station which recently obtained an FM signal (92.3).

Mental Health Initiative

Tuesday, Aug. 6

Our officers voted unanimously to declare a mental health crisis on our campus as the first step to achieving more funding for our Counseling & Psychological Services. Our resources are not meeting the need for the students, who have to wait 4-6 weeks to receive professional treatment.

A committee of officers is also working with local high schools to raise awareness of mental health. Preparations are already being made for our Mental Health Week next semester.

CAAS Week

Sept. 24 --Sept. 30

The College of Agriculture and Applied Science celebrated its 128th year, as the founding college of this university, during CAAS Week. It included swing dancing at an airport hanger, the annual tractor parade, and a hunger banquet to benefit those dealing with food insecurity in Utah.

Business Week

Oct. 3 --Oct. 7

This year's Business Week featured a scavenger hunt, a service project, a skydiver on the quad, and Waltz on Wall Street. The real highlight, though, was a lecture from a Walt Disney executive.



Sexual Assault Prevention Initiative

Wednesday, Oct. 12

As part of an ongoing initiative to prevent sexual assault, USUSA partnered with athletics and the provost's office to bring speaker and activist Elaine Pasqua to USU. She presented to an audience of student-athletes, student leaders, and regular students wanting to learn about consent and healthy dating.

President's Cabinet Annual Dodgeball Tournament

Saturday, Nov. 5

As has been done the last few years, the USUSA President's Cabinet put on the annual dodgeball tournament. However, unlike past tournaments, all the proceeds (\$781) went to the scholarship fund of the late Frank De Leon. USUSA considered this event to be a great success because it allowed students to have some more closure about the loss of Frank, while doing what Frank would want—enjoy being involved at USU. At this event, there was also notebook for students to sign with their memories of Frank. This book will be hand delivered to Frank's parents in the Dominican Republic by Miss USU Francia Solis Gil this December.

President's Cabinet "De-Stress Fest" Wellness Fair

Tuesday, Nov. 15

In order to help destigmatize mental health, the USUSA President's Cabinet put on a wellness fair called the "De-Stress Fest." At this "fest" students were able to enjoy free cotton candy, visit with therapy dogs from Intermountain Healthcare, make "kindness kits" for their fellow students and more. This event was able to draw in many students that otherwise wouldn't have taken the time to learn more about the mental health resources that UUS offers, and was considered a great success.





POLICY MANUAL

FACULTY

Number 402

Subject: The Faculty Senate and Its Committees

Date of Last Revision: May 6, 2016

402.12 SENATE STANDING COMMITTEES

12.3 Academic Freedom and Tenure Committee (AFT)

.....

(2) Membership.

The Academic Freedom and Tenure Committee consists of the following members:

(a) three faculty members appointed from the elected faculty senators by the Committee on Committees each representing different colleges, and (b) one faculty member elected by and from the faculty in each of the remaining academic colleges, Regional Campuses, USU Eastern, Extension, and the Library; for a total of 12 members on this committee. and (b) three faculty members appointed from the elected faculty senators by the Committee on Committees

(3) Election and appointment of members; terms.

Committee members elected from the faculty shall be elected and will serve terms in accordance with policy 402.11.2. Committee members appointed from the Senate shall be selected in accordance with policy 402.12.2(4) and will serve three year terms (see also policy 402.11.2).

(4) Officers.

(a) Eligibility; election; term. No later than the last day of the Spring semester (before the terms of the newly elected members begin), the Committee shall elect from among its members a new chair and vice chair, each to serve a one-year term beginning July 1. Any member who has at least one year remaining in a committee term or who has been re-elected to an additional, successive term is eligible to serve as chair or vice chair.

(b) Responsibilities of the chair and vice chair. The chair shall set the agenda for and preside at Academic Freedom and Tenure Committee meetings, and appoint hearing panels as required. In

Section 402, Page 13

the absence of the chair, the vice chair shall assume these duties. The vice chair shall be responsible for the recording of the minutes.

(5) Supplemental appointments.

If necessary in order to hear grievances in a timely manner, supplemental members of the Academic Freedom and Tenure Committee may be appointed by the Committee on Committees from the elected members of the Senate. This appointment process shall be initiated by the chair of the Academic Freedom and Tenure Committee. The term of these appointees shall expire June 30 following appointment.

(6) Hearing panels.

Hearing panels shall be appointed as necessary to hear grievances. Four members shall be appointed by the chair of the Academic Freedom and Tenure Committee from the Academic Freedom and Tenure Committee, and the remaining member shall be an administrator who holds a faculty appointment appointed by the president of the university. Faculty members of hearing panels shall be selected by the chair of the Academic Freedom and Tenure Committee on a rotating basis. All five panel members have a vote. Even if their Academic Freedom and Tenure Committee terms expire, hearing panel members shall serve until the recommendation of the hearing panel has been submitted to the Academic Freedom and Tenure Committee and to the president of the university.

12.4 Budget and Faculty Welfare Committee (BFW)

(1) Duties.

The duties of the Budget and Faculty Welfare Committee are to (a) participate in the university budget preparation process; (b) periodically evaluate and report to the Senate on matters relating to faculty salaries, insurance programs, retirement benefits, sabbatical leaves, consulting policies, and other faculty benefits; (c) review the financial and budgetary implications of proposals for changes in academic degrees and programs, and report to the Senate prior to Senate action relating to such proposals; (d) report to the Senate significant fiscal and budgetary trends which may affect the academic programs of the university; and (e) provide faculty representatives for the Benefits Advisory Committee (BAC).

(2) Membership.

The membership, election, and appointment of members; term of members; officers; and meetings and quorum of the Budget and Faculty Welfare Committee shall be parallel to those of the Academic Freedom and Tenure Committee, as stated in policy 402.12.3(2) through 12.3(54).

12.5 Professional Responsibilities and Procedures Committee (PRPC)

(1) Duties.

The Professional Responsibilities and Procedures Committee shall advise the Faculty Senate regarding composition, interpretation, and revision of Section 400 in University Policies and Procedures. Recommended revisions shall be submitted to the Senate for its consideration. The procedures for code amendments are specified in Section 202 of the USU Policy Manual.

(2) Membership.

The membership of this committee will consist of seven Faculty Senate members appointed by the Committee on Committees. These members should each come from different units across Utah State University (including Colleges, Libraries, Extension, Regional Campuses or USU Eastern), election, and appointment of members; Term of members; officers; and meetings and quorum of the Professional Responsibilities and Procedures Committee shall be parallel to those of the Academic Freedom and Tenure Committee, as stated in policy 402.12.3(2) through 12.3(54).

12.6 Educational Policies Committee (EPC)

(1) Duties.

The major function of this committee shall be to serve as the Senate committee on educational policy, including program discontinuance for academic reasons (policy 406.2). In addition to conducting studies and making recommendations as specifically instructed by the Senate, the committee itself may initiate such activities. Routine actions taken under established policy, such as approval for specific course changes, additions, or deletions, shall be submitted to the Senate as information items. All policy recommendations and major actions shall be referred to the Senate for approval or disapproval. Specific duties of the Educational Policies Committee shall include consideration of standards and requirements for university designated honors such as cum laude, magna cum laude, and summa cum laude.

(2) Membership.

The Educational Policies Committee consists of the executive vice president and provost or designee; one faculty representative from each academic college, Regional Campuses, USU Eastern, Extension, and the Library; one faculty representative from the Graduate Council; the chairs of the EPC Curriculum Subcommittee, General Education Subcommittee, Academic Standards Subcommittee, two student officers from the elected USUSA student government and one elected graduate student representative. The faculty representatives are elected to the committee in accordance with policy 402.11.2.

(3) Term of members.

The term of office for faculty members on the Educational Policies Committee shall be in accordance with policy 402.11.2. The term of office for student members shall be one year.

12.7 Faculty Evaluation Committee (FEC)

(1) Duties.

The Faculty Evaluation Committee shall (a) assess methods for evaluating faculty performance; (b) recommend improvements in methods of evaluation; and (c) decide university awards for Eldon J. Gardner Teacher of the Year, Undergraduate Faculty Advisor of the Year, and Faculty University Service Award.

(2) Membership.

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

12.8 Faculty Diversity, Development, and Equity Committee (FDDE)

(1) Duties.

The duties of the Faculty Diversity, Development, and Equity Committee are to: (1) collect data and identify and promote best practices for faculty development, mentoring, and work environment to facilitate the success of diverse faculty at all career levels; (2) provide feedback and advocate processes for faculty recruitment, promotion, and retention that promote diversity, fair pay standards, and work/life balance for the faculty; (3) report on the status of faculty development, mentoring, diversity, and equity; and (4) make recommendations for implementation of proposals related to faculty diversity, development, and equity.

(2) Membership.

The membership, election, and appointment of members; term of members; officers; and meetings and quorum of the Diversity, Development, and Equity Committee shall be parallel to those of the Academic Freedom and Tenure Committee, as stated in policy 402.12.3(2) through 12.3(54).



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