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FACULTY SENATE EXECUTIVE COMMITTEE
November 18, 2013
3:00 – 4:30 p.m.
Champ Hall

Agenda

- 3:00 Call to Order**.....Yanghee Kim
Approval of Minutes October 21, 2013
- 3:05 Announcement**.....Yanghee Kim
Brown Bag Lunches with the President, no more in Fall choice of one in the spring on one of following dates: March 20, 21, 24, 25, or 26; please choose one.
- 3:10 University Business**.....Stan Albrecht, President
Noelle Cockett, Provost
- 3:30 Information Items**
1. ASUSU Report.....Doug Fiebia
2. Retention and Student Success Report.....John Mortensen
- 4:00 New Business**
1. EPC Items for November.....Larry Smith
2. Word change in 402.4.3..... Stephen Bialkowski
3. Word change in 405.6.....Noelle Cockett
- 4:30 Adjournment**



FACULTY SENATE EXECUTIVE COMMITTEE MINUTES

October 21, 2013 3:00 P.M.

Champ Hall Conference Room

Present: Yanghee Kim (Chair), Dale Barnard, Amy Brown, Richard Clement, Jennifer Duncan, Lyle Holgram, Steven Mansfield, Glenn McEvoy, Jason Olsen, Robert Schmidt, Vincent Wickwar, Doug Jackson-Smith (President Elect), Renee Galliher (Past President), President Stan Albrecht (Ex-Officio), Provost Noelle Cockett (Ex-Officio), Joan Kleinke (Exec. Sec.), Marilyn Atkinson (Assistant) **Guests:** Karen Mock, Ken White, Ed Reeve, Stephen Bialkowski

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

Approval of Minutes

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

Announcements

The Brown Bag Lunch with the President will be reduced to once or twice a semester.

University Business - President Albrecht and Provost Cockett.

Last spring a 1% cost of living adjustment (COLA) was approved along with a 2nd COLA increase to cover the health insurance increase. As the budget was not impacted as dramatically as expected by the change in missionary age, there are limited funds available. The administration is considering 3 options. Option 1; distribute the funds to the units. Option 2; hold the funds for future needs. Option 3; distribute the funds across the board in early December. The sense of the Deans Council was to distribute the funds across the board, as this will have the greatest impact on the lower wage staff.

A senator questioned what impact USTAR report will have. President Albrecht mentioned two concerns; first, that the audit will provide fodder for skeptics and second that in a media frenzy the truth doesn't matter. This should not affect other endeavors and the hope is that USTAR will not be defunded.

Information Items

FEC Annual Report – Karen Mock. The FEC committee is meeting more frequently. They have spent a lot of time discussing the new IDEA evaluation tool, but decided it was still a little too early to conduct a faculty survey. Michael Torrens has been very helpful with their data mining questions. It was found that there was no real difference in a benchmarking study with other land grant universities than the institutions that are rated as our peers in the IDEA data base. They are creating a Canvas course where faculty can post teaching parts of their portfolios.

Glenn McEvoy moved to place the report on the December consent agenda, Vince Wickwar seconded and the motion passed unanimously.

Athletic Council Annual Report – Ken White. The Executive Summary provides an overview of changes during the 12-13 academic year. The grades for 2012-13 were not available when the report was published, so the grades reflected are for the previous year. The budget for FY13 is fairly volatile. Overall there is a net deficit of \$300,000. The Mountain West Conference fee is \$2M spread over 4 years.

Robert Schmidt moved to place the report on the consent agenda, Dale Barnard seconded and the motion passed unanimously.

New Business

EPC Items – Ed Reeve for Larry Smith. The EPC approved 80 requests this month. They are working with IT and the Provosts office to do approvals electronically. There are still R401 revisions coming in from the Graduate School Review.

A motion to place the EPC monthly report on the consent agenda was made by Renee Galliher and seconded by Doug Jackson-Smith. The motion passed unanimously.

Committee on Committees Item – Robert Schmidt. Robert nominated Charles Waugh to the Graduate Council. Jennifer Duncan seconded and the motion passed unanimously.

Wording Change to Code 402.4.3 – Yanghee Kim. Yanghee proposed a change to the wording of the agendas for Faculty Senate meetings. The question was raised if the policy was patterned after the Board of Trustees meetings and how items would be handled. The business of the meeting would not change, but language would be made simpler and easier to understand.

Doug Jackson-Smith made a motion to send the issue to PRPC for review and have them present a report to FSEC in November. Dale Barnard seconded and the motion passed unanimously.

Old Business

405.12 Post Tenure Review Task Force updated proposal – Renee Galliher. The task force has taken into consideration all the feedback gathered last spring and prepared a proposal. There was a lengthy discussion on how to reduce the senior faculty members' burden of post tenure reviews, the difficulty of "neighbor vs. neighbor" conflicts in the evaluation process and if other sections of the code are in conflict with the proposal.

Dale Barnard motioned that PRPC and the task force resolve the issue of the two sections of code that are in conflict with the proposal. No second was received.

Doug Jackson-Smith moved to recommend to the Faculty Forum committee to put the issue on the agenda for Forum with clear expectations for a broader discussion. Jennifer Duncan seconded and the motion passed unanimously.

402.12.7 PRPC wording on what follows "decide university awards" for Second Reading – Stephen Bialkowski. The correct name for the awards is the Eldon J. Gardener Teacher of the Year Award and the Undergraduate Faculty Advisor of the year award.

Robert Schmidt moved to place the item on the agenda as Old Business, Renee Galliher seconded and the motion passed unanimously.

Adjournment

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



**Office of the Student Body
President**

Douglas Fiefia | (435) 797-1723
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December 2, 2013

USU/SA Report – Faculty Senate

ASUSU Name Change

-The ASUSU Executive Council voted to change the name of Associated Students of Utah State University to the Utah State University Student Association. The change passed Executive Council and a special election was called for October 22 and 23 for the student body. Students approved the changes. Reasoning behind the change includes: having “Utah State University” in the beginning of the organization name, explaining to students that they are a member of the student association, and following a state/national trend.

myVoice Project

-An online platform now exists for students to voice their concerns or suggestions about any aspect of the University as part of the new myUSU web portal at my.usu.edu. Responses will be filtered and sorted by USU/SA and sent to the appropriate University entity for review. The goal of the project, spearheaded by Doug Fiefia, is to give students an easy avenue to provide input on how to improve the University. A media campaign took place on November 4-8 to introduce the project to students.

President’s Award

-Doug Fiefia has implemented a new student recognition program called President’s Award to recognize students who go above and beyond in the areas of involvement, leadership, and service at USU and in the community. Students who receive the award will be recognized throughout the year at USU/SA Executive Council meetings and will be invited to a banquet with other recipients near the end of the school year and have the opportunity to apply for a scholarship.

HURD Campout

-An unprecedented 2,200 students attended a campout on the Quad the night before the USU v. BYU football game. Students who attended the campout were given a wristband to get in to the game early.

The HOWL

-USU/SA’s largest event, the HOWL, was held on October 26 in the Taggart Student Center and drew a sell-out crowd of 6,000 people. The event drew thousands of USU students and many non-USU students from around the state. Shiny Toy Guns was the featured band.

University Retention Report to Faculty Senate, November 2013

Prepared by the Division of Student Services

Abstract

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

Administrative Oversight for Retention and Student Success

John Mortensen serves as Assistant Vice President for Student Services over Enrollment Services and Retention. Donna Crow serves as Executive Director for Student Success. Matt Sanders, faculty member in Communication Studies, chairs the Faculty Engagement in Student Retention Subcommittee. Jason Thomas, Assistant Director of Student-Athlete Services, chairs the Provisional Admission Subcommittee, and Whitney Milligan, Director of Residence Life, chairs the Student Engagement Subcommittee. The Retention Leadership Team has been charged with the mission of comprehensively approaching the processes of student transition, integration, and persistence through programs, initiatives, and research. In addition, the following units report to the Assistant Vice President:

- Academic Resource Center
- Admissions
- Career Services
- Financial Aid
- Registration
- Student Orientation and Transition Services
- Student Support Services
- University Advising

Beyond the scope of these programs, the Retention Leadership Team collaborates extensively with departments, offices, and individuals from across the University to identify and implement programs and initiatives designed to contribute to student success and mitigate student attrition.

Cohort Enrollment Numbers

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

All Degree-Seeking (1-year, 2-year, and 4-year)	2009	2010	2011	2012	2013
First-Time, Full-Time, Degree-Seeking Students, Logan Campus (Initial Cohort)	2,639	2,914	2,937	2,846	2,743
First-Time, Full-Time, Degree-Seeking Students, Total USU	2,796	3,069	3,455 ^I	3,384	3,564

4-Year Degree-Seeking Only	2011	2012	2013
First-Time, Full-Time, Degree-Seeking Students, Logan Campus (Initial Cohort)	2,931	2,845	2,634 ^{II}
First-Time, Full-Time, Degree-Seeking Students, Total USU	3,081	3,023	2,935

Program Participation Figures

(provided by Student Orientation and Transition Services)

	2009	2010	2011	2012	2013
Number of Students Enrolled in Traditional, Pre-Semester Connections	1,557	1,694	1,672	1,596	1,739
Number of Students Enrolled in All Sections of Connections	1,710	1,811	1,781	1,690	1,865
Number of Students Participating in SOAR	3,084	3,318	3,334	3,295	3,214
Number of Parents Attending Orientation on Campus	1,345	1,607	1,655	1,581	1,796

Student Retention Performance and Future Goals

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

Cohort Year	Logan Campus Plus Regional Campuses	Official Retention Rate (one year later)
2007	2,744	72.8%
2008	2,665	73.6%
2009	2,796	71.5%
2010	3,069	71.6%
2011	3,081 ^{III}	71.9%
2012	3,023	Not yet available ^{IV}

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

First-to-Second-Year Retention Goals

	2013	2014	2015	2016	2017
Students in 4-Year Programs	71.0%	75.0%	75.5%	76.0%	76.5%

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

Six-Year Graduation Performance and Future Goals

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

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

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

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

	2013	2014	2015	2016	2017
Students in 4-Year Programs	52.0%	53.0%	54.0%	55.0%	55.5%

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

Retention and graduation goals will be met through the following initiatives.

New and Ongoing Retention and Graduation Initiatives

1. Enrollment Confirmation and Early Registration Requests

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

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

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

3. University Connections Course (USU 1010)

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

4. Strategies for Academic Success (PSY 1730)

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

5. Career Exploration (PSY 1220)

This course assists students in identifying their interests, strengths, and weaknesses and is especially helpful to students in assisting them in deciding on a major.

6. Weekly E-mail to Students

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

7. Retention Committee and Subcommittees

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

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

8. Registration Reminders and Assistance

E-mails are sent to currently enrolled students to inform them of priority registration for an upcoming semester. In addition, a follow-up e-mail is sent to students and offers assistance to those who did not take advantage of preregistration.

9. Access to Student Progress and Retention Data

A range of reports have now been created and are both available and customizable through the USU Reporting Warehouse. Departments can now access specific report templates and track aggregate and individual student data longitudinally using varied sets of criteria. Access to this information gives these offices and departments the capability to better monitor the students they serve and determine appropriate courses of action on the basis of this analysis.

10. Leave of Absence Program

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

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

A new readmission process was initiated in 2004. Of the students who were readmitted and enrolled, a high percentage of students have attained good standing and many have graduated, or are on track to graduate.

12. DegreeWorks

The University has had DegreeWorks for a few years, and it has just recently been implemented for every undergraduate program. DegreeWorks automates a lot of the course planning and “what-if” scenarios, giving students instant access to this information without the assistance of an advisor.

13. Passport Program

In an effort to help students become more engaged in their experience at USU, this program was created. New freshmen students receive a passport and there are many activities on campus designated as “passport” activities, where students get their passport stamped. In addition to the benefit of becoming more engaged, students receive other tangible awards for participation. Students who receive ten stamps are invited to dinner with President and Mrs. Albrecht in their home.

14. Summer School Calendar, Offerings, and Bell Times

In Summer 2012, the summer school calendar, offerings, and bell times were modified to better meet students' needs. The calendar is more attractive to students and faculty, the offerings are more closely based on student demand, and the bell times are more conducive to assembling a full-time schedule. It is anticipated that summer school will help alleviate some of the current bottlenecks associated with fall and spring semesters.

15. Student Tracker

Student Tracker is a free service available to USU through the National Student Clearinghouse. This service is beneficial in identifying and students who transfer and/or graduate from other colleges or universities.

16. University Participation in Utah College Completion Academy

Representatives from USU participated in the first ever Utah College Completion Academy. Participation in this group will be ongoing. Preliminary discussions focused on measures that could be taken to help students be more successful in mathematics and gateway courses.

17. Retention Reports by Subpopulations

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

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

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

19. D, F, W, I Grade Reports

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

20. New Leave of Absence Coordinator Position

A new full-time employee position was created and was filled beginning October 2013. This individual is responsible for working directly with students, and parents of students, who take a leave of absence for missionary or other reasons. The main goal of this position is to assist students in their transition to and from the University, and to try to retain as many students as possible.

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

Beginning Fall 2013, students who remained on waiting lists for ENGL 1010 and ENGL 2010 were invited to request preregistration into those classes for the next term.

22. Intentional Follow-up Campaign with Students Who Do Not Register for the Next Semester

Students who do not take advantage of preregistration for the next semester will be contacted by email, and later by personal phone calls. The purpose of the communication is to assess the circumstances of each student and, where possible, encourage them to register. Students who have other plans will be encouraged to visit the Leave of Absence website.

23. Retention Workshops

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

24. Student Portal

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

Future Retention and Graduation Initiatives

The first five initiatives below are a result of meetings of the Complete College Utah Academy.

1. 15-to-Finish Campaign

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

2. Plateau Tuition Starting at 12 Credits

USU currently has a plateau tuition that begins with 13 credits. The Vice President for Business and Finance is reviewing this proposal.

3. Graduation Maps for Each Major

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

4. Implement Strategies to Improve Success in Developmental Math

A committee is already meeting regularly to develop strategies for this gateway course. The strategies include creating a new hybrid class that covers intermediate algebra and introduction to statistics in a combined class. In addition, greater efforts are being made to encourage students to take the math placement exam prior to their attendance at new student orientation.

5. Reverse Transfer/Stackable Credential Policy

Students who leave a two-year institution shy of completing an associate's degree may have credits completed at a four-year institution transferred back so that an associate's degree may be awarded. A policy is nearly finalized with Salt Lake Community College, which will be followed up with a proposed agreement with Snow College.

6. Retention Scholarships

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

7. Advisor Assignments in Banner

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

8. Improved Early Alert System

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

9. Best Practices

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

10. Collaboration with Regional Campuses and Distance Education (RCDE)

Collaboration efforts with RCDE are already underway to determine how to best provide services and meet the needs of RCDE students.

11. Awarding of Associate Degrees

An associate's degree was not previously available on the Logan Campus. Efforts are underway to identify students who left USU without a bachelor's degree who may qualify for an associate's degree. In addition, students who left USU and were within one semester of completing an associate's degree will be recruited to come back and finish.

A Concluding Note on Faculty and Collaboration

According to Kinzie and Kuh (2004), "Sharing responsibility for educational quality and student success is woven into the tapestry of educationally effective institutions." A review of the student success and retention-focused accomplishments noted in this report reveals the significance of effective and efficient collaboration among faculty, staff, and administrators in developing effectual initiatives and engendering positive outcomes for students and the institution. While each of the aforementioned initiatives certainly demand the contributions of multiple constituents, it is important to note the central role played by faculty members not only in these initiatives taken individually, but perhaps most critically, in the comprehensive

effort to provide for student success and retain students at this institution. The proximity between faculty members and students on a daily basis in teaching, research, and advising capacities allows for members of the faculty to have unparalleled influence on the lives of students, an influence that Richard Light (2001) claims many faculty members often underestimate. Faculty members' efforts, both in their individual work with students on a daily basis, and their participation in centrally-sponsored programs and initiatives such as those outlined in this report, are fundamentally critical to the Utah State University's student retention endeavors and accomplishments, and should be emphatically noted as the basis for the accomplishments listed in this report, and the foundation for the successes to be achieved in the future.

References

Kinzie, J., & Kuh, G.D. (2004). Going DEEP: Learning from Campuses that Share Responsibility for Student Success. *About Campus*, 9(5), 2-8.

Light, R. (2001). *Making the Most of College: Students Speak Their Minds*. Cambridge, Massachusetts: Harvard University Press, 104.

ⁱ Beginning in 2011, numbers include students from USU Eastern.

ⁱⁱ Beginning in 2013, provisional students were admitted into a two-year general studies program.

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

^{iv} All adjusted cohort totals and corresponding first- to second- year retention figures are prepared each spring by Analysis, Assessment, and Accreditation for the previous academic year's cohort of entering students. Correspondingly, the retention rate for the official 2012 entering cohort will be available from AAA in spring 2014.

^v All adjusted cohort totals and corresponding six-year graduation figures are prepared each spring by Analysis, Assessment, and Accreditation. Correspondingly, the six-year graduation rate for the official 2007 entering cohort will be available from AAA in spring 2014.

Report from the Educational Policies Committee November 13, 2013

The Educational Policies Committee met on November 7, 2013. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page¹ and are available for review by the members of the Faculty Senate and other interested parties.

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

1. Approval of the report from the Curriculum Subcommittee meeting of November 7, 2013 which included the following notable actions:
 - The Curriculum Subcommittee approved 79 requests for course actions.
 - The request from the Department of Physics to discontinue the Plan C in the M.S. Degree in Physics was approved.
2. Approval of the report from the Academics Standards Subcommittee meeting of October 14, 2013. Action items were:
 - Approval of revisions to the General Catalog Language regarding English Language Proficiency Requirement for Undergraduate International Students

Rationale for amending the requirement:

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

USU allows credit toward the Communications Literacy 1 (CL1) general education requirement for any student that provides Advanced Placement scores of 3 through 5 on the English Language Composition exam or the English Literature and Composition exam. Similarly, credit is granted toward the CL1 requirement for students who provide score results of 4 through 7 on either the Standard Level or Higher Level International Baccalaureate English A1 exam. Additionally, completion of the International Baccalaureate Diploma allows an international student to receive up to 30 credit hours and a waiver of many general education requirements including the

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

CL1 requirement. Allowing an international student to receive a waiver of the rigorous CL1 requirement while simultaneously requiring “proof” of English proficiency in the form of the TOEFL, the IELTS, or the IELI placement exam creates a contradictory policy.

Applicants to the School of Graduate Studies at Utah State University are currently allowed to submit the Pearson Test of English as proof of English proficiency. Additionally, though the Eiken is administered almost exclusively in Japan, it is accepted as proof of English proficiency at approximately 350 colleges and universities in the United States and Canada. Accepting the Eiken as an option to prove English proficiency would enable International Admissions to recruit Japanese students more effectively and potentially increase enrollment.

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

Present Catalog Language:

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

Approved Revised Catalog Language:

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

- *TOEFL internet-based exam score of 71 or paper-based exam score of 525*
- *IELTS score of 6.0 overall band score with a minimum of 5.0 on each subscale*
- *SAT Critical Reading score of 500*
- *ACT English score of 18*
- *Pearson Test of English overall score of 53*
- *Eiken Test in Practical English Proficiency Grade Pre-1*
- *English Language and Composition Advanced Placement exam or English Literature and Composition Advanced Placement exam score of 3, 4, or 5*
 - *Standard Level or Higher Level International Baccalaureate English A1 exam score of 4, 5, 6, or 7*

- *Completion of the International Baccalaureate Diploma at an accredited high school or secondary school*
- *USU's Intensive English Language Institute's placement exam score of 146**
- *Attendance at an accredited U.S. high school for 3 or more years and enrollment in mainstream non-ESL English/Language Arts classes all three years*
- *Receive a grade of "C" or better in a college-level English Composition course (equivalent to USU's English 1010 – Introduction to Writing: Academic Prose or English 2010 – Intermediate Writing: Research Writing in a Persuasive Mode) at a regionally-accredited U.S. college or university. Equivalency will be determined by the Registrar's Office at Utah State University.*

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

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

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

Present Catalog Language:

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

Approved Revised Catalog Language:

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

3. Approval of the report from the General Education Subcommittee meeting of October 22, 2013. Of note:

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

- The following General Education courses and syllabi were approved:

CHEM 5720 (CI)
HIST 3560 (DHA)
PHIL 3820 (DHA)
RELS 3820(CI)
WGS 3010(CI)
THEA 2110 (Remove DHA Designation)
USU 1320(BHU) Ravi Gupta
USU 1320(BHU) Robert McPherson
USU 6900 Russ Price

Word Change in Faculty Code Section 402.4.3.

Impetus:

1. FS meeting or not easily understandable to new comers.
2. Inconsistency between the current 402.4.3 and 402.5:

402.4.3 Order of Business

Except as otherwise provided by the Senate, its order of business shall be: call to order (quorum), approval of minutes, announcements, university business, information items, consent agenda, key issues and action items, new business, and old business.

402.5 PARLIAMENTARY PROCEDURE

All actions of the Senate shall be in accordance with the most recent edition of Robert's Rules of Order.

Goals:

1. To make the meeting order easily understandable to all.
2. To resolve the inconsistency.
3. To clarify the order of business and better reflect what we actually do.

Proposed word change:

Except as otherwise provided by the Senate, its order of business shall be: [call to order \(quorum\)](#), [approval of minutes](#), [university business](#), [information items](#), [reports](#), [special orders \(only if needed\)](#), [unfinished business](#), and [new business](#).

405. 6 TENURE, PROMOTION AND REVIEW: GENERAL PROCEDURES

6.1 Role Statement and Role Assignment

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

First, the faculty member can gauge his or her expenditure of time and energy relative to the various roles the faculty member is asked to perform in the university. Second, role statements provide the medium by which the assigned duties of the faculty member are described, **including the campus or center location**, and by which administrators and evaluation committees can judge and counsel a faculty member with regard to his or her allocation of effort. During the search process, the department head or supervisor will discuss with each candidate his or her prospective role in the academic unit as defined by the role statement.

The role statement shall be reviewed, signed and dated annually by the faculty member and department head or supervisor and academic dean, or, where appropriate, the vice president for extension, chancellor, or regional campus dean and revised as needed. Any subsequent revision may be initiated by either the faculty member or the department head or supervisor. Any revision of the role statement, **including the campus or center location**, should be mutually agreed to by the faculty member and department head or supervisor and approved by the academic dean or vice president for extension, and, where applicable, the chancellor or regional campus dean. If agreement cannot be reached, individual department, college, and/or University appeal or hearing procedures should be used to resolve disagreements before transmitting revised role statements to promotion advisory committee and tenure committees. At the time of the appointment a copy of the role statement, and any later revisions, will be provided to the faculty member, the department head or supervisor, the academic dean or vice president for extension and the provost, and, where applicable, the chancellor or regional campus dean, and the members of the tenure and/or promotion advisory committee.