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Faculty Senate Agenda, April 26, 2021

Utah State University

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FACULTY SENATE AGENDA

April 26, 2021
3:00 – 4:30 p.m.
[Zoom Meeting](#)

Agenda

- 3:00 Call to Order** Timothy Taylor
[Approval of Minutes](#) – March 29, 2021
- 3:05 University Business**..... Noelle Cockett, President | Frank Galey, Provost
- 3:20 Information**
[EPC Monthly Report](#) – April 1, 2021 Paul Barr
- 3:25 Reports**
[Committee on Committees](#) Annual Report..... Joe Koebbe | Jan Thornton
[Calendar Committee](#) Annual Report Renee Galliher
[Recruitment and Retention](#) Annual Report Heidi Kesler | Katie Jo North | Janet Anderson
- 3:45 Old Business**
Review Code Status | Faculty Code Rewrite Timothy Taylor
- 3:55 New Business**
[Faculty Development, Diversity and Equity Resolution](#) Scott Hammond
Faculty Senate President Elect Timothy Taylor
- 4:05 Concluding Remarks, Passing of the Gavel**..... Timothy Taylor
- 4:15 College Caucus to Elect FSEC Members** – Two-year terms are standard. Senators must have served one year in the Senate to be eligible. Colleges needing a new FSEC member are:

College of Humanities and Social Sciences
University Libraries

Adjourn: 4:30 pm



FACULTY SENATE MINUTES

March 29, 2021

3:00 – 4:30 pm

Zoom Meeting

Call to Order - Timothy Taylor

[Approval of Minutes](#) – March 1, 2021

Motion to approve the March 1, 2021 minutes made by John Ferguson. Seconded by Joel Ellsworth. Minutes approved as distributed.

University Business - Noelle Cockett, President | Frank Galey, Provost

The provost's office is currently wrapping up two dean searches, one for the College of Science and one for the College of Education and Human Services. All three College of Education and Human Services' candidates have had their virtual on-campus interviews. Survey data has been collected and the provost's office is working on the next steps. Two of the College of Science candidates have been interviewed and the other two will be interviewed this week. Wanting a quick turnaround so that we don't lose candidates waiting for input. Working on faculty communication focusing on things coming up this spring. A week from this Friday is our second Spring day off – April 9. Faculty will be teaching Friday courses on Thursday, April 8. The question was raised as to how long will the provost's office be honoring requests on tenure extensions during COVID. The deadline will be June 30, 2021. Certainly, exceptional accounts will be addressed as needed. Start-up funding will also be considered through June 30, 2021.

The president will be doing a State of the University address on Wednesday from 9:00 – 10:00 am. It will include updates on items occurring during this last year's legislative session including funding that was secured for the university. Sent out faculty-staff email today and a similar email to the students regarding repopulating the university and what fall semester will look like. Molly Cannon organized a meeting with the Budget and Faculty Welfare Committee (BFW) and it was strongly recommended to move forward with salary compensation being split 50-50. Performance base will be 1.5% and the flex will be 1.5%. Improved clarity in implementing these increases. Salary based on performance is for individuals who have a positive annual review. It would not be for staff who have a negative review or are currently working on a performance development plan. The flex pool can be used for merit but also for equity and salary compression. If money is being awarded for merit please use the last two years of performance reviews. This year SEA wanted a 2% and 1% split. This fall it is likely that the CDC will shrink the social distancing from six feet to three feet. Registration has been moved out so that the university can look at classroom capacity. Faculty should contact Academic and Instructional Services (AIS) to see what size of classrooms are available for fall. The state legislature gave USU a goal of having at least 75% of students attend in person classes. The university does not anticipate any problem because it is an in-class component. Associate Deans can work with Robert Wagner and AIS to set these classes up. The State of Utah is lifting the mask mandate on April 10. USU will still be requiring masks into the fall. Students have expressed a desire to move to in person classes and will be happy to wear their masks. New recommendations regarding COVID testing – will be doing random testing on Tuesday and will also be testing approximately 250 students every week. Currently USU has only had two COVID positive individuals come in. Random testing is giving individuals confidence and wastewater testing is also supporting those lower numbers. The state is likely looking at getting rid of the randomized testing in the near future. USU will keep the east stadium testing going through fall semester. At that facility the institution is averaging about 150 coming through for testing. It has come to the attention of the university administration that there was a big party held in Hyrum this weekend with students from Utah State University, Brigham Young University, University of Utah and Weber State

University. There is a concern of a spike on COVID positives due to this party. The president would like to hear back from faculty if they want students to wear masks in their classrooms because USU has the ability to require something different than what the state is doing. Testing, masks and social distancing has made the institution very successful in keeping the positive infection rates down. The COVID action committee continues to meet and there may be a survey mid-summer to see how faculty and staff feel about masks.

Information

[EPC Monthly Report](#) – March 4, 2021 - Paul Barr

General Education returned one designation for clarification. A proposal for the new communications sequence rubrics were presented, discussed and approved. The goal is a commitment to teach oral and written communication throughout the sequence, and that each sequence intentionally builds on each other. The committee also wanted to emphasize that teaching doesn't stop at CL2 but continues through the sequence including CI courses. This information was not included on the EPC agenda so it will be brought back next month.

Academic Standards Subcommittee – not meeting.

Curriculum Subcommittee - approved 24 course requests and two R401 proposals. Course descriptions for dissertation and continuing grad advisement have been updated in the catalog. There are now course descriptions for all courses. All descriptions were approved by the Curriculum Subcommittee. Electronic vote passed unanimously. Curriculumog has been shut down and will reopen the first week of July. A small working group has been put together to look at updating the Curriculum/EPC handbook.

Reports

[Budget and Faculty Welfare Committee](#) Annual Report - Jennifer Duncan

Met with the President and Provost to discuss the upcoming salary increases. Also discussing childcare resources and paid maternity/paternity leave. These items will continue to be looked at in the upcoming year. Worked with Boyd Edwards on the development of Faculty Promotion and Tenure. Also working on Mental Health Parity exemption.

Motion to approve the Budget and Faculty Welfare Committee Annual Report made by Don Busenbark. Seconded by John Ferguson. Report approved.

Old Business

[New Faculty Startup Policies](#) - Lisa Berreau

The Office of Research promotes transparency and has offered to provide the operating expenses to those who are interested. Start-up money has become available due to the loss of a building bond. Most new faculty starts up request summer salary and that increases the numbers. Looking at how to recruit but still stay within the designated budget. Remaining funds are about 1% that roll over into the next year. Department Heads need to fill out the New Faculty Research Start Up form if requesting money. Colleges and the departments cover costs and then the Office of Research matches those dollars. (Office of Research pays up to 50% of the costs.) If the faculty role statement has a lower percentage of research the percentage of funds is recalculated. Budget issue is something that needs to be kept in mind since we are stretching to cover what is needed. If we need to stretch further other areas would need to be cut in to. The concern was not about the amount of money but the number of things that were limited like undergraduate research, professional development, etc. Some of these hinder the faculty and there is still room for discussion. Can go back and talk with Department Heads and Deans to look at other ways to accommodate this. The funds need to be used to support research and research activities. In the past some have tried to divert the funds for other needs/activities. The Office of Research wants to make sure that the funds are being used for research. The welcome opportunity to meet and discuss categories and changes. This summer would be a good time to discuss these issues since that is the end of the budget cycle. Will look at July or August for setting up a meeting.

[USU Faculty Promotion and Tenure Survey](#): Report and Recommendations - Boyd Edwards

Executive summary regarding the work and survey. The survey and data analysis team pulled together

the information from the survey. There are things that are being done well but there are some that need to be worked on. The task force has come up with twelve recommendations beginning on page 5. Need to improve Ombudsperson training. Collaborate on clarifications on faculty code regarding standards of excellence and standards of effectiveness. All faculty members holding one of the highest two ranks in the appointment types. Deans shall maintain lists of ombudspersons in their colleges and shall prioritize diversity in the selection of the ombudsperson. Deans and Department Heads need to complete the training. Notify the dean's office of ombudsperson negligence and prioritize diversity. The report is now public and anyone can share it. It was recommended to send this out to the all-faculty list or we can make it available on a website. Hopefully these changes will help reduce the load on all ombudspersons.

New Business

[Faculty Senate Calendar AY 2021-2022](#) - Timothy Taylor

Motion to approve the Faculty Senate Calendar for the 2021-2022 Academic Year made by David Feldon. Seconded by John Ferguson. Calendar approved.

Faculty Senate Elections - Timothy Taylor

Should be seeing elections within your colleges for Faculty Senate members. Calling for colleges to vote on Faculty Senate Executive Committee members. Committee on Committees will work on filling the vacant positions. Opening for calls for Faculty Senate president-elect for next year.

Motion to nominate John Ferguson as Faculty Senate President-Elect made by Patrick Belmont.

Seconded by John Ferguson.

Motion to approve John Ferguson as the Faculty Senate President-Elect made by Doug Ramsey.

Seconded by Denis Stewardson. John Ferguson approved as Faculty Senate President-Elect.

Stewardson

Adjourn: 4:30 pm

Report from the Educational Policies Committee April 1, 2021

The Educational Policies Committee (EPC) met on April 1, 2021. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page (www.usu.edu/epc).

During the April 1, 2021 meeting of the EPC, the following actions were taken:

1. **General Education Subcommittee**

- One General Education course designation was approved
 - ENVS 4550 - QI
- There was a discussion regarding the training of instructors for the CL outcomes (ENGL 1010 and 2010). Class sizes range from as low as 25 to as high as 400 students. The classes with high student-to-faculty ratios will need instructional support in order to deliver a high-quality course.

2. **Academic Standards Subcommittee**

- A discussion was had regarding amending the valedictorian selection criteria verbiage in the Utah State General Catalog. The subcommittee discussed the role of internships in the selection criteria and determined that this varies among colleges in addition to the role of the overall GPA versus the USU GPA in selecting a valedictorian. The subcommittee favored seeking the approval of the Executive VP of USUSA (the subcommittee's student representative) as a means to obtain student feedback.
- The committee discussed amendments to the current university repeat policy. The Registrar's Office mentioned there is currently no evidence to support the 10-repeat threshold. A proposal was presented to insert language that would give the academic departments more autonomy in helping students who repeat courses multiple times.
- A proposal to create a university-initiated withdrawal policy was discussed. Recent changes in the Office of Civil Rights (OCR) allows the implementation of such a policy. There was a discussion regarding the university's liability in situations concerning suicide and suicide attempts, as well as the disruption for surrounding students. Input was received and the language will be forwarded to the committee for an electronic vote.

3. **Curriculum Subcommittee**

- Approval of 45 course requests.
- Request from the Academic Instructional Services to **create a Student Money Management Center**.
- Request from the Department of Applied Economics in the College of Agriculture and Applied Sciences to **create a Community Development Economics Minor**.

- Request from the Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences to **change the CIP Code for the BS Aviation Technology-Professional Pilot degree from 49.0102 to 49.0101.**
- Request from the Department of Computer Science in the College of Science to **discontinue the Computer Science MS Plan C degree program.**
- Elected Matt Sanders as the new Curriculum Subcommittee chair for the 2012-2022 AY.

4. **Other Business**

- Curriculum has been shut down and will reopen the first week of July. Any R401 proposal changes should be started in July or August so they can be approved for the following fall semester.
- A small working group has been put together to look at updating the Curriculum/EPC handbook. How to make the handbook in the most useful form was discussed. The feedback will be implemented this summer.

Committee on Committees – 2020-2021 Annual Report
Faculty Senate
Utah State University

Members: Maureen Hearn, Joe Koebe (chair), Crissa Levin (chair elect)

12.2 Committee on Committees

The responsibility of the Committee on Committees is to:

- (1) apportion Senate elective positions annually,
- (2) coordinate and supervise the election of members to the Senate,
- (3) prepare eligibility slates and supervise nominations and elections within the Senate,
- (4) recommend to the Senate the appointed members of all Senate committees and the members of university committees that include Senate representatives.

The committee conducted business primarily through email and Zoom meetings with no face-to-face meetings held due to Covid-19 concerns. No formal meeting minutes were maintained. The committee entered the academic year with no overlap with members serving previously in the Committee on Committees; all members started as new members in the Fall with no previous experience on the Committee.

During the academic year, the Committee on Committees filled out committee membership by contacting individual senators from appropriate units (e.g, Library, colleges...). The membership list provided was not up-to-date, likely due to the pandemic crisis at the end of the previous semester. This led to difficulty obtaining accurate membership including determination of current chairs of individual committees. In our first attempts, we contacted the membership list of an individual committee via email to see if the members could identify the chair of the committee. Few responses were received, and some informed us of outdated membership information (including that individuals were no longer senators). With several unsuccessful email strategies, we shifted tactics to requesting zoom meetings when chair determinations were needed in the immediate. This has proved effective thus far; during the one requested meeting, a chair was chosen and subsequently a chair elect has been chosen for the coming year.

Currently, elections and appointments to the Faculty Senate are underway, as Michele Hilliard has contacted the various colleges and units represented by senators. As soon as this process is complete the Committee on Committees will fill out committees and determine the chairs for the committees.

The Senate committee service interest survey will be distributed in April. The Committee on Committees Chair, Chair-elect, and the Faculty Senate Executive Secretary will confirm appointments and fill vacancies that reflect the newly revised committee membership numbers.

Looking forward to the 2021-2022 academic year the Committee on Committee would like to start discussions about several aspects of the committee selection process. These are itemized below.

1. To avoid a vacuum in terms of experience stagger the appointments to the Committee on Committees. This may mean asking one member to stay on longer than the 3-year term, or electing a fourth member to join one year early; a suggestion will be determined by the committee over the next year.
2. Establish one list with the names of all current senators and the committees to which they have been appointed. Attempt to ensure there is communication among all parties of administration such that only the one list is being actively used and updated (such that anyone who retires from faculty senate would be removed from the one list, and there would be no conflicting lists).
3. Communicate with each committee (via meeting if there is not adequate response in the first email) to determine current membership, chair, and chair elect.
4. Communication:
 - a. Communicate the values of shared governance with senators when attempting to fill slots or nominate chairs, in an attempt to increase engagement.
 - b. Communicate default decisions when possible to offset momentum of non-response, and dates by which responses would be needed to avoid the default listed.
 - c. Communicate membership on committees to Deans and Directors of the various units on campus. This will allow administrators to identify who their representatives are on the senate and the roles these people play in the senate.
 - d. Communicate membership on committees to Department Heads. This will inform departments who to talk to about issues specifically related to their department.
5. Instead of waiting until the “last meeting of the year” to choose a chair elect, set a specific date by which the chair elect for any committee is selected. For example, all committees must select a chair elect by March 15 each year to aid in the selection of new committee members as elections wrap up.

**CALENDAR COMMITTEE ANNUAL REPORT
to Faculty Senate
April 2021**



Calendar Committee Members 2020-2021

Renee Galliher, Office of the Provost – Chair
Mykel Beorchia, University Advising
LuAnn Bladen, Registrar’s Office
John Mortensen, Academic and Instructional Services
Julie Duersch, Staff Employee’s Association
Molly Cannon, Faculty Senate
Konrad Lee, Faculty Senate
Joan Hevel, Faculty Senate
Jared DeLisle, Faculty Senate
Alex Braeger, Graduate Studies Senator – USUSA
Cooper Karras, Engineering Senator – USUSA
Andi McCabe, Office of the Provost
Nancy Hanks, Office of the President
Michelle Smith, Office of the Provost - Secretary

Charge

The Calendar Committee is charged with the responsibility of reviewing, evaluating, and recommending the University’s academic calendar and employee holidays. The committee represents faculty, staff, students (undergraduate and graduate), Student Affairs, Academic and Instructional Services, the Provost’s Office, and the President’s Office. The actions of this committee are ratified by the Executive Committee after review by the Faculty Senate.

2020-2021 Actions

1. With the realization that the COVID-19 pandemic would impact the university through the 2020-2021 academic year, the 2019-2020 Calendar Committee met June 4, 2020 to revise the academic calendar based on recommendations from USU COVID-19 taskforce (<https://www.usu.edu/covid-19/operations/task-force>).
 - a. The Calendar Committee endorsed the recommendation that courses move to remote delivery following the Thanksgiving holiday through the end of the Fall 2020 semester.
 - b. The Calendar Committee approved a plan to cancel Fall Break on Friday, October 16, 2020.
 - c. An Interim Day was added at the end of the semester prior to finals week on December 11.
2. In August 2020, the 2020-2021 Calendar Committee approved a revised academic calendar for 2020-2021 to reflect recommendations from the USU COVID-19 taskforce. Changes to the calendar included A) moving the start date for the spring 2021 semester from January 11 to occur after the Martin Luther King, Jr. holiday and B) eliminating Spring Break. As a result, the first day of the Spring 2021 semester was Tuesday, January 19, 2021. The last day of the first seven-week session was moved from March 2 to March 9. The first day of the second seven-week session shifted from March 3 to March 10. Each seven-week period

allowed for 34 instruction days and 1 test day. President's Day and Interim Day were still observed as originally planned and the dates for spring semester final examinations did not change.

3. In November 2020, the Calendar Committee approved a second revision to the Spring 2021 calendar as a result of ongoing deliberations by the USU COVID-19 taskforce. There was widespread concern that eliminating Spring Break would negatively impact student well-being. In place of Spring Break, the university added two Fridays of No Class Days to the calendar. March 12 was chosen as the first No Class Day since it corresponded with the original Spring Break. April 9 was chosen as the second No Class day since it corresponded with the end of the K-12 break. To offset the loss of two Friday classes, Thursday, April 8 would follow a Friday class schedule.
4. On December 14, 2020, the Calendar Committee met to discuss a potential calendar for the 2023-2024 academic year. As part of the meeting the committee discussed the feasibility of adding a No Class Day on Juneteenth (June 19) to the regular academic calendar. Committee members deliberated pros and cons to such a move, including the impact on class days during summer term and the first summer seven-week session.

No decision was made, but Renee Galliher was tasked with reaching out to the Diversity and Inclusion Task Force on how this might fit their initiatives for the university and with creating a white paper or talking point to bring back to the committee. Other committee members were to reach out to faculty, staff, and students for feedback. The 2023-2024 academic and employee calendars were tabled for the following year's Calendar Committee agenda.

Status

This report resulted from deliberations of the Calendar Committee via an online meeting on June 4, 2020, an electronic vote in July and October, and an online meeting on December 14, 2020.

Supporting Materials – See Following Pages

- 1a. June 2020 Revised Academic Calendar Chart
- 1b. June 2020 Revised Academic Calendar
- 2a. August 2020 Revised Academic Calendar Chart
- 2b. August 2020 Revised Academic Calendar
- 3a. November 2020 Revised Academic Calendar Chart
- 3b. November 2020 Revised Academic Calendar

Proposed Revised Academic Calendar 2020-2021 (Summer, Fall, Spring)

Summer Semester 2020	
7-week Session #1	May 4 - June 19 (M-F; 33 instr. days, 1 test day)
7-week Session #2	June 22 - August 7 (M-F; 32 instr. days, 1 test day)
14-week Session	May 4 - August 7 (M-F; 66 instr. days, 1 test day)
Summer Session Holidays	May 25 Memorial Day (M); July 3 Independence Day observed (F); July 24 Pioneer Day (F)
Fall Semester 2020 (70 instruction days, 5 test days)	
First Day of Classes	August 31 (M)
First 7-Week Session	August 31 - October 19 (34 instruction days, 1 test day)
Labor Day	September 7 (M)
Fall Break	October 16 (F)
Second 7-Week Session	October 20 - December 10 (34 instruction days, 1 test day)
Classes Delivered Remotely	November 23 – December 10
Thanksgiving Holiday	November 25 - 27 (W - F)
No-Test Week	December 7 - 10 (M - R)
Last Day of Classes	December 10 (R)
Interim Day	December 11 (F)
Final Examinations (Remote Delivery)	December 14 - 18 (M - F)
Spring Semester 2021 (70 instruction days, 5 test days)	
First Day of Classes	January 11 (M)
First 7-Week Session	January 11 - March 2 (34 instruction days, 1 test day)
Martin Luther King, Jr. Day	January 18 (M)
Presidents' Day	February 15 (M)
Second 7-Week Session	March 3 - April 27 (34 instruction days, 1 test day)
Spring Break	March 8 - 12 (M - F)
No-Test Week	April 21 - 27 (W - T)
Last Day of Classes	April 27 (T)
Interim Day	April 28 (W)
Final Examinations	April 29 - May 5 (R - W)
Commencement	May 6 - 7 (R - F)

Utah State University

2020-2021

Proposed Revised Academic Calendar

June 2020 Revised Academic Calendar 1b

Notes

May 20

Su	M	Tu	W	Th	F	Sa
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July 20

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November 20

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December 20

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January 21

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February 21

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March 21

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April 21

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May 21

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Cancel Fall Break on Friday, October 16, 2020. That day becomes a regular instruction day. Last day of first 7-Week Session moves up to October 19, First day of second 7-Week Session moves up to October 20.

Move Fall 2020 classes to remote delivery only after Friday, November 20, 2020.

No-Test Week changed to December 7 through 10 and December 11, 2020 becomes an Interim Day.

Summer 2020						
14-Week Session (66 instr. days, 1 test day)						
May 4, First Day of Classes						
August 7, Last Day of Classes						
1st 7-Week Session (33 instr. days, 1 test day)						
May 4, First Day of Classes						
June 19, Last Day of Classes						
2nd 7-Week Session (32 instr. days, 1 test day)						
June 22, First Day of Classes						
August 7, Last Day of Classes						
Summer Holidays						
May 25 - Memorial Day						
July 3 - Independence Day (Observed)						
July 24 - Pioneer Day						
Fall 2020 (70 instruction days, 5 test days)						
August 31, First Day of Classes (Full Semester & 1st 7-Week Session)						
September 7, Labor Day						
October 16, Fall Break - CANCELED						
October 19, Last Day of 1st 7-Week Session						
October 20, First Day of 2nd 7-Week Session						
November 23 - December 10 Classes Delivered Remotely						
November 25-27, Thanksgiving Break						
December 7-10, No-Test Week						
December 10, Last Day of Classes (Full Semester & 2nd 7-Week Session)						
December 11, Interim Day						
December 14-18, Final Examinations						
Spring 2021 (70 instruction days, 5 test days)						
January 11, First Day of Classes (Full Semester & 1st 7-Week Session)						
January 18, Martin Luther King, Jr. Day						
February 15, Presidents' Day						
March 2, Last Day of 1st 7-Week Session						
March 3, First Day of 2nd 7-Week Session						
March 8-12, Spring Break						
April 21-27, No-Test Week						
April 27, Last Day of Classes (Full Semester & 2nd 7-Week Session)						
April 28, Interim Day						
April 29 - May 5, Final Examinations						
May 6-7, Commencement						

Approved by the Calendar Committee

Proposed Revised Academic Calendar 2020-2021 (Summer, Fall, Spring)

Summer Semester 2020	
7-week Session #1	May 4 - June 19 (M-F; 33 instr. days, 1 test day)
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Interim Day	April 28 (W)
Final Examinations	April 29 - May 5 (R - W)
Commencement	May 6 - 7 (R - F)

2020-2021

Proposed Revised Academic Calendar

Notes

May 20						
Su	M	Tu	W	Th	F	Sa
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June 20						
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First Day of Classes for Spring 2021 changed from January 11 to January 19.

Cancel Spring Break on March 8-12, 2021.

Last day of first 7-Week Session moves to March 9, First day of second 7-Week Session moves to March 10.

Summer 2020

14-Week Session (66 instr. days, 1 test day)

May 4, First Day of Classes

August 7, Last Day of Classes

1st 7-Week Session (33 instr. days, 1 test day)

May 4, First Day of Classes

June 19, Last Day of Classes

2nd 7-Week Session (32 instr. days, 1 test day)

June 22, First Day of Classes

August 7, Last Day of Classes

Summer Holidays

May 25 - Memorial Day

July 3 - Independence Day (Observed)

July 24 - Pioneer Day

Fall 2020 (70 instruction days, 5 test days)

August 31, First Day of Classes (Full Semester & 1st 7-Week Session)

September 7, Labor Day

October 19, Last Day of 1st 7-Week Session

October 20, First Day of 2nd 7-Week Session

November 23 - December 10 Classes Delivered Remotely

November 25-27, Thanksgiving Break

December 7-10, No-Test Week

December 10, Last Day of Classes (Full Semester & 2nd 7-Week Session)

December 11, Interim Day

December 14-18, Final Examinations

Spring 2021 (70 instruction days, 5 test days)

January 19, First Day of Classes (Full Semester & 1st 7-Week Session)

January 18, Martin Luther King, Jr. Day

February 15, Presidents' Day

March 9, Last Day of 1st 7-Week Session

March 10, First Day of 2nd 7-Week Session

March 8-12, Spring Break (CANCELED)

April 21-27, No-Test Week

April 27, Last Day of Classes (Full Semester & 2nd 7-Week Session)

April 28, Interim Day

April 29 - May 5, Final Examinations

May 6-7, Commencement

Approved Revised Academic Calendar 2020-2021 (Summer, Fall, Spring)

Summer Semester 2020	
7-week Session #1	May 4 - June 19 (M-F; 33 instr. days, 1 test day)
7-week Session #2	June 22 - August 7 (M-F; 32 instr. days, 1 test day)
14-week Session	May 4 - August 7 (M-F; 66 instr. days, 1 test day)
Summer Session Holidays	May 25 Memorial Day (M); July 3 Independence Day observed (F); July 24 Pioneer Day (F)
Fall Semester 2020 (70 instruction days, 5 test days)	
First Day of Classes	August 31 (M)
First 7-Week Session	August 31 - October 19 (34 instruction days, 1 test day)
Labor Day	September 7 (M)
Second 7-Week Session	October 20 - December 10 (34 instruction days, 1 test day)
Classes Delivered Remotely	November 23 – December 10
Thanksgiving Holiday	November 25 - 27 (W - F)
No-Test Week	December 7 - 10 (M - R)
Last Day of Classes	December 10 (R)
Interim Day	December 11 (F)
Final Examinations (Remote Delivery)	December 14 - 18 (M - F)
Spring Semester 2021 (70 68 instruction days, 5 test days)	
First Day of Classes	January 19 (T)
First 7-Week Session	January 19 - March 9 (34 instruction days, 1 test day)
Presidents' Day	February 15 (M)
Second 7-Week Session	March 10 - April 27 (34 <u>32</u> instruction days, 1 test day)
No Class Day	March 12 (F)
Friday Class Schedule	April 8 (R)
No Class Day	April 9 (F)
No-Test Week	April 21 - 27 (W - T)
Last Day of Classes	April 27 (T)
Interim Day	April 28 (W)
Final Examinations	April 29 - May 5 (R - W)
Commencement	May 6 - 7 (R - F)

Approved by Calendar Committee 11/6/2020

Approved by Faculty Senate 11/30/2020

Approved by Executive Committee 12/4/2020

2020-2021

Approved Revised Academic Calendar

Notes

May 20						
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Approved changes to previously approved calendar.
 No Class Days of March 12 and April 9.
 Friday classes held on Thursday, April 8.

Summer 2020	
14-Week Session (66 instr. days, 1 test day)	
May 4, First Day of Classes	
August 7, Last Day of Classes	
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May 4, First Day of Classes	
June 19, Last Day of Classes	
2nd 7-Week Session (32 instr. days, 1 test day)	
June 22, First Day of Classes	
August 7, Last Day of Classes	
Summer Holidays	
May 25 - Memorial Day	
July 3 - Independence Day (Observed)	
July 24 - Pioneer Day	
Fall 2020 (70 instruction days, 5 test days)	
August 31, First Day of Classes (Full Semester & 1st 7-Week Session)	
September 7, Labor Day	
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November 23 - December 10 Classes Delivered Remotely	
November 25-27, Thanksgiving Break	
December 7-10, No-Test Week	
December 10, Last Day of Classes (Full Semester & 2nd 7-Week Session)	
December 11, Interim Day	
December 14-18, Final Examinations	
Spring 2021 (68 instruction days, 5 test days)	
January 19, First Day of Classes (Full Semester & 1st 7-Week Session)	
February 15, Presidents' Day	
March 9, Last Day of 1st 7-Week Session	
March 10, First Day of 2nd 7-Week Session	
March 12 - No Class Day	
April 8 - Friday Classes	
April 9 - No Class Day	
April 21-27, No-Test Week	
April 27, Last Day of Classes (Full Semester & 2nd 7-Week Session)	
April 28, Interim Day	
April 29 - May 5, Final Examinations	
May 6-7, Commencement	

CALENDAR SUBJECT TO CHANGE
 Approved by Calendar Committee on 11/6/2020
 Informed Faculty Senate on 11/30/2020
 Informed Executive Committee on 12/4/2020

Faculty Senate- Fall 2021 Recruitment & Yield Efforts

Due to COVID travel and event restrictions, Admissions had to cancel or change many events to a virtual format. However, many events were able to be held in person with approved safety protocols. Covid-19 Task Forces were initiated for Logan, Eastern, Blanding and Statewide to help mitigate enrollment decline. Below are the efforts initiated to help recruit and yield students for Fall 2021.

Test-Optional Admissions & Scholarships

- Admissions: USU is “Test Optional” for Spring, Summer and Fall 2021. ACT and SAT scores are not required for admission purposes.
 - 2.9 gpa+= Admitted in good standing
 - 2.5-2.89 gpa= considered for Prep Academy (provisional admissions)
 - 2.49 gpa and below= Earned Admission or USU Eastern Option
 - Earned Admission
 - Students that are denied are given our Earned Admission option, and can take 3 self-paced classes through an outside company, Straiterline. Once they complete those classes they can be admitted to USU in good standing.
- Scholarships: USU implemented a Comprehensive Scholarship Review process for students that have not taken the ACT/SAT or had a limited number of opportunities to take the tests due to COVID.
 - Awarding will be based on HS GPA and Rigor score (AP, CE, IB and Honors classes)
 - 2,143 student transcripts reviewed / 864 students awarded scholarships
 - USU Placement Task Force is looking at options moving forward for Admissions and Scholarships.

Recruitment Events

- Open Houses
 - In Person Open Houses
 - 9 total- Uintah Basin, Tooele, Logan, Layton (2), Sandy, Idaho Falls, Lehi and USU Eastern
 - 1,470 students / 2,576 total / 1,036 scholarships
 - Cancelled: St George, Provo and Blanding, and 9 out-of-state open houses
 - Virtual Open Houses
 - 11 Virtual Open Houses
 - 475 students / 215 scholarships
- Fall Recruitment Events
 - Academic Day- USU Eastern (In Person) - 19 students
 - Student Life Day (In Person) - 77 students
 - Transfer Day (In Person) - 15 students / 25 total
 - Out-of-State Day (In Person) - 19 students / 35 total
 - Sr. Preview Day- USU Eastern (In Person) - 19 students
 - Leadership Day (In Person) - 80 students (2nd cancelled, 131 registered)
 - Diversity Day (Virtual) - 28 students (moved to virtual, 160 registered)
 - Academic Day (Virtual) - 46 students/ 75 total (moved to virtual, 200 registered)
- Spring Recruitment/Yield Events
 - Utah Higher Ed Days (Virtual)
 - Jan- March, 2021- All USHE institutions present to juniors at each high school in UT
 - UHED Days- 2,949 students, UHED College Nights- 103 students
 - Calling Blitz
 - Phone calling to 11,000 Logan admitted students to see preliminary enrollment plans
 - 35.6 % coming, 13.5% not coming, 10.2% deferring, 40.7% undecided)
 - USU Eastern campaign to take place in April

- True Blue Day: Diversity - USU Eastern (In Person) - 18 students
- Transfer Open Houses- (Virtual)- 196 registered / 135 attended / 46 scholarships
- Transfer Day (In Person) - 24 students / 39 total
- Out-of-State Days (In Person) - 44 students / 38 guests / 82 total
- Jr Preview Day- USU Eastern (In Person) - 62 students
- Concurrent Enrolment Visits (In Person)- 20 school visits between 7 schools (Box Elder, Bear River, Mountain Crest, Ridgeline, Logan, Green Canyon, Sky View) / 2,700 students
- Admitted Student Day (In Person)
 - March 18, 19, 25 & 26- 4 groups rotating per day
 - 437 students / 364 parents / 801 total
- What's Next Wednesdays Events (Virtual)
 - 30 min live sessions on admissions, scholarships, orientation, housing, etc
 - March 10- April 28
- USULC- USU Leadership Conference (In Person)
 - June 7-10, June 14-17
 - 1,100 students registered over the two weeks
- Campus Tours
 - Campus Tours (In Person)- 1,559 students / 2,394 total
 - Campus Tours on hold from November to January
 - Currently running campus tours with a limited number.
 - Tours are expanded to 3 per day, limiting one student and one parent.

Marketing

- Automated Emails (Suspect, Prospect, Applicant, Admit)
 - System, Logan, Blanding, Eastern, Statewide and Parents (CampusESP platform)
 - Emails- 907.37K to prospective and admitted students. These include weekly recruitment emails, event invitations and reminders to students in our prospect and admit pools. (Averaging about 12,000 / day)
 - Text Messages (automated and one-time sends)
 - Admission congrats, scholarship deadline, not enrolled, orientation modules, incomplete app
 - Open House, event invitations, and general texts – 62,237 to prospective students.
 - Texting campaign to State's names with auto reponses between 12/21 and 1/10 - 67,452 messages
- Digital Efforts
 - Search, Geofencing and Retargeting: Open Houses, Scholarship Deadlines, Apply, Orientation Modules, Class Registration (begins late April)
 - Social Media: targeting for Prospects and Admits- sent YouTube How-to Videos, apply, orientation module reminders
 - Digital Viewbooks (interactive) – Logan, Blanding, USU Eastern and Transfer Guide
- Mailers
 - Mailers Sent- 307,144 direct mails for events, open houses, senior piece, scholarship deadline, and legacy. Not including admissions letters, new student guides, or scholarship letters.
 - Juniors/Underage – Prepare for College
 - Admits – Admissions Letter & New Student Guide, What's Next Steps (with handwritten message from current student), What to Expect – Fall 2021, Paying for College + Sticker, Virtual Events, Alumni & Outcomes, College-specific mailer
- Web
 - Live chat feature located on the admissions website
 - "Calendly" scheduling appointments added to each recruiter. Recruiters have averaged 3-4 visits per day with prospective students
 - Virtual Tours – Students can choose Spanish or English, tour Logan or Eastern.
- Name Purchases- 96,000 names purchased by specific demographics- location, major, academic criteria.

Student Achievement Collaborative – Faculty Senate Retention Report – Spring 2021

The Student Achievement Collaborative is a joint effort by the Office of the Executive Vice President & Provost and Academic & Instructional Services to focus on the success of all students at Utah State University. Through a combination of organizational and shared resources the Collaborative develops and administers innovative strategies designed to meet **institutional retention and completion goals** while emphasizing the University's commitment to access and student achievement.

Student Achievement Collaborative Leadership

- Robert Wagner, Vice President: Academic and Instructional Services
- Janet Anderson, Vice Provost & Associate Vice President: Academic and Instructional Services
- Taylor Adams, Assistant Vice President: Statewide Campuses
- Mykel Beorchia, Director: University Advising
- Heidi Kesler, Director: Student Retention & Completion
- Andrea Olding, Director: Advising & Student Success for Statewide Campuses
- Lisa Simmons, Director: Student Orientation & Transition Services
- Kristi Swainston, Data Analyst/Programmer: Registrar's Office
- Linda Zimmerman, Director: Student Involvement and Leadership Center

USUReady Campaign

In response to feedback from students after the conclusion of spring 2020, the Provost's Office, UMAC, and AIS created a website: <https://www.usu.edu/ready/> which includes support for both faculty and students throughout the USU system:

- | | |
|-----------------------------------|---------------------|
| • Faculty | • Students |
| ○ Safety Protocols and Procedures | ○ Academic Support |
| ○ Technical Support | ○ Safety Protocols |
| ○ Teaching Tips | ○ Technical Support |

The Student Academic Support section includes contributions from faculty and students to assist with:

- | | |
|--|-----------------------|
| • Time Management | • Test Preparation |
| • Study Space and Technology Preparation | • Communication |
| • In-Class Learning | • Conflict Resolution |
| • Overall Learning | • Stress Management |
| • Assignments | |

The USUReady campaign continued with USUReady 2021 (see: <https://www.usu.edu/ready/2021>) with an emphasis on Academics, Wellness, and Involvement.

Front and Center Newsletter and Speaker Series

Front & Center, created and supported by the Student Achievement Collaborative, brings together student success content to support our student-facing teams on all campuses. In addition to the monthly newsletter, campus partners will share insights to enhance your work with students in any arena. Join your colleagues virtually, for now, to develop your skills as an excellent student success professional.

Student Communication Coordination

Representatives from UMAC, USU Online, Student Retention & Completion, Statewide Campuses, and Student Affairs meet twice a month to coordinate all student communications. The goal is to streamline and reduce the emails and texts that go out to students. It is also to coordinate social media messaging to students.

Student Academic Achievement Alerts – Case Management

- Fall 2020 – Utilizing NASNTI (Blanding), Inspire (Civitas), and Qualtrics 216 Logan campus students were referred to SR&C for Case Management
- Spring 2021 – Launch of Student Academic Achievement Alert Form (Maxient):
This new form has a robust case management and workflow component. It is in the same database as Student of Concern, Conduct, and Sexual Assault reports. This allows simplified cross-referencing and referrals. Creation of two positions to serve as Case Managers (for a total of 55 hours per week).
- We are working with Statewide Campuses to implement these protocols throughout the USU system.

Faculty Mentors

- Beginning in fall 2020, faculty teaching USU 1010, University Connections, have also served as a faculty mentor to each student in their class. They have continued to work with students and provide outreach to students throughout the academic year. Every two weeks they send an email to all students in their course. Additionally, they have worked with the Office of Student Retention and Completion to send targeted outreach to students whose persistence propensity score in Civitas has dropped 5% or more in a week's time. Beginning fall 2021, Blanding and Eastern campuses will be offering USU 1010 and adopting the Connections Faculty Mentor model.
- Utah State University (USU) Statewide Campuses invites all undergraduate students to participate in the Faculty-to-Student Mentoring Program. The goals of this program are to help students:
 - Successfully adjust to university life.
 - Feel like they are valued members of the university.
 - Have a clear sense of purpose.
 - Achieve their educational goals
- Success Coordinating on all Statewide Campuses: a success coordinator is a central point of contact for any student questions or concerns. They help students understand campus resources as well as help them with localized tutoring or campus events, the financial aid office, wellness psychologists, and connecting with academic advisors.

Academic Advising

Academic advising had to pivot during the past academic year but has continue serving students through Zoom, phone, and email. Advisors throughout the USU system have gained skills to develop rapport with students even while working virtually. Advisors have utilized data and analytics to implement proactive efforts to invite students to appointments rather than waiting for students to schedule. USU advisors, system-wide, served students at nearly the same rate we did in Fall 2019 (98%: 46,796 in 2019 and 45,716 in 2020). In post appointment assessments students describe their advisors as helpful, knowledgeable, kind, friendly, supportive, and understanding.

USU Prep Academy

In fall 2020 the first cohort of new students entered the Prep Academy, a program for selected students who do not meet the university's requirements to be admitted into a bachelor's degree program. These students are admitted to an Associate Degree program in General Studies and follow a prescribed schedule of courses during their first semesters. The program has been intentionally designed based on student success data and established best practices. Its purpose is to provide opportunities, experiences, skills, and education that will assist students to earn an Associate Degree in General Studies and qualify for eventual full admission into a USU bachelor's degree program. Students are required to earn a 2.0 term GPA to continue from semester to semester. Their prescribed courses include Connections, Strategies for Academic Success, English 1010 and 2010, and Career Exploration. Most students took a customized version of remedial math designed to not only shore up basic math skills, but also help students understand the "why" behind studying math and developing quantitative literacy skills.

The first cohort of students in fall 2020 consisted of 125 students in Logan and 19 students on statewide campuses. Eighty percent received the required 2.0 term GPA to continue at USU and will be eligible to declare a four-year program after their second semester, if they continue to meet program requirements and also meet the admission requirements for their chosen major.

Parent Programs

In early 2020 Student Orientation and Transition Services launched a new platform, the [Aggie Parent and Family Network](#), designed to deliver announcements and newsletter content to parents of current and prospective USU students. The software, called CampusESP, delivers information that is broadly applicable to parents of all current or prospective USU students. The new network is part of the university's efforts to inform parents and guardians about campus dates and deadlines, news, resources, and announcements. Several offices on campus have already provided timely, brief articles related to their program, and the content library continues to grow.

Network subscribers have grown to over 7,500 parents of current students on the Logan campus, nearly 500 parents of students on the Blanding campus, and nearly 27,000 parents of prospective students. The content and continuing efforts are directed by a parent communication committee, with representation from around the state. In addition to the newsletter, parents can find support through online and in-person Parent Orientation programs, Parent and Family Weekend, the Aggie Parent and Family Podcast, and individual appointments with the Parent and Family coordinator, Isaiah Jones.

Notification of Leave

The Academic Standard Sub-committee (and then the Faculty Senate) approved a change to the policy dictating how long a student's matriculation stays open without active registrations. The policy now keeps the matriculation open for three years (meaning the student does not have to reapply to the institution if they return within three years of their most recent active registration. Because of this change the following adaptations have also occurred:

- Retired the Leave of Absence process which was governed by the Registrar's Office.
- Instituted the Notification of Leave process which allows students to notify the university of their intentions and reasons for leaving the university. This no longer includes the university dropping courses for the student or changing matriculations. This is governed by the Office of Student Retention & Completion.

These changes allow more resources to be focused on student outreach and assisting student to return to the university.

Re-enrollment Campaign/Ivory Foundation Completion Scholarship

The Ivory Foundation has donated over \$80,000 to be used to scholarship former USU students who have had a gap in their education for at least 5 years but who are within 30 credits of completion. They must plan on enrolling in a minimum of 9 credits each semester and complete their degree within 18 months. Students may complete in any program USU offers; however, many students may find the Integrated Studies program to be a particularly good fit. The academic advisors for Integrated Studies will be a point of contact for these students. A small pilot group of 9 students received this scholarship for 2020-21AY. A re-enrollment task force has been formed to identify students to participate in this opportunity moving forward. The Ivory Foundation Completion Scholarship has been made available through a generous grant from the Clark and Christine Ivory Foundations.

Student Outreach Campaigns

- Phone calls and texts to AWOL (unregistered) students – made by peer mentors, peer advisors, and Success Coordinators.
- For Logan campus students, a basic script with answer logic was created in Qualtrics. This serves to guide the students providing outreach as well as to collect data on responses.

- Statewide campuses piloted the SignalVine texting service and sent text messages, complete with response logic to students. Their leadership in this area has been extremely valuable as SignalVine will soon be adopted system-wide.
- Spring 2021 (Logan Campus)
 - Phase 1 (Freshmen/Sophomores). Timing: Registration Week to Finals
 - 988 phone calls
 - 321 individual emails
 - Phase 2 (All Students). Timing: After Finals to Start of Spring (excluding holidays)
 - 813 phone calls
 - 314 individual emails

Students Planning on Registering for Spring
Reasons for Delay:

Academic	46%
Overwhelmed	25%
Financial	16%
COVID	6%
Undisclosed	5%
Emotional/Mental Health	2%

Students Not Planning on Registering for Spring
Reasons for Attrition:

Other Plans (mission)	25%
Remote Learning too Hard	18%
Transferring for Academics	16%
Transferring Closer to Home	12%
Other Plans (mission)	11%
Employment	10%
Finances	8%

Student Retention & Completion Programming

- Supplemental Instruction - Acknowledging USU's mission that academics come first and incorporating the goals of general education, participants of SI will be able to relate, apply, implement, and demonstrate strategies and competencies:
 - Within the context of their specific **breadth education** courses
 - To other **coursework and beyond**
 - **Collaboratively** with peers
 - **Proactively**, prior to academic difficulties
- Remote since March 13, 2020
- Supports 25 courses in Spring 2021
- Recent feedback from an SI Leader: *"I just got out of one of my sessions. At the end I had a couple of students stay to just chat with me, and two of them were all aglow with praise for SI. They haven't had SI courses in their other courses (at least that they were ever aware of) and felt they were immensely helpful to them. One went so far as to say, 'I wish I had one for my Criminal Justice class!' So, it seems the program is doing good and there is some student desire for it to expand."*
- Aggie First Scholars – Curriculum and Involvement for First-Generation Students (FGS)
Approximately 20% of USU students identify as being first-generation college students. Aggie First Scholars is a unique program that combines curriculum, involvement opportunities, and scholarships to assist these students to thrive while at USU and beyond. The AFS Faculty Steering Committee maintains governance for the curriculum and significantly informs all other programming. The committee includes faculty from across the USU system and plans to extend AFS to all residential campuses in the coming year.
 - Involvement:
 - 152 freshmen are actively participating in AFS.
 - 803 freshmen are FGS – ongoing outreach to include more in AFS.
 - 49 sophomores, juniors, and seniors are serving as voluntary mentors.

- Networking Meals – these informal opportunities to get a “free” meal and meet with a student mentor had to be substantially adapted under COVID19 SOPs. The pivot has been toward virtual escape rooms where freshmen and their mentors (along with FGS faculty and administrators) network while solving the virtual mystery or problem. This has been positively received.
 - Curriculum:
 - USU 1050 Habits of Mind: First Scholars Seminar
 - USU 2160 Student Applied Leadership Training (AFS)
 - Speaker Series; AFS Pathways; Summer Prep Course
 - Publishing a collection of essays written by Aggie First Scholars (edited by Ashley Wells, English Department)
 - Scholarship Funding Campaign
 - Raised \$17,020 in fall 2020. This is in addition to \$41,000 in donor sponsored AFS scholarships also secured in fall 2020.
 - Awarded over 20 scholarships to AFS students for the 2021-22AY.
- Student Support Services (TRIO) - a federally funded TRIO program designed to provide academic services and support for 196 bachelor’s degree students on the Logan campus. These students are in need of academic support and meet at least one, or more, of the following criteria: 1) low income, 2) first generation, and/or 3) experience a documented disability. Services provided are based on federal TRIO guidelines specified in the Higher Education Act and administered by the US Department of Education. USU Student Support Services is 72% federally funded, at \$348,000 annually.
 - Awarded the federal grant for another 5 years.
 - Reached in-take and enrollment benchmarks (see: <https://www.usu.edu/ss/assessment>)

Habits of Mind Courses

Six new courses were first offered fall 2020 to better utilize the expertise of the university’s Learning Specialists (now administratively located in the Provost’s Office). The following courses are 1-credit offerings to help the university meet the students where they are and help them be prepared for success while at USU and beyond:

- USU 1020 Habits of Mind: Planning for College Success
- USU 1030 Habits of Mind: Resilience
- USU 1040 Habits of Mind: Learning for College Success
- USU 1050 Habits of Mind: First Scholars Seminar (for first-generation college students)
- USU 1060 Habits of Mind: Reading for College Success
- USU 1070 Habits of Mind: Success in STEM

Student Retention & Completion Scholarships

Dispersed \$354,950 in Retention and Completion Scholarships

University & Statewide Commencements

After creatively pivoting to a well-received graduation celebration box that was mailed to all 2020 graduates, we are excited to be holding somewhat more traditional commencements and college convocations in 2021. This includes various commencements and celebrations throughout at our Statewide Campuses. On May 5, USU will broadcast a virtual Commencement Program including the conferring of degrees by President Cockett, honorary doctorates awarded to Linda S. Daines, Karen W. Morse, and Julie Ann Robinson, who will also deliver the traditional commencement speech. Fifteen college convocations will be held, in person, on May 6-7.

A Resolution from the FDDE Committee
Passed 4/16/21

Whereas all faculty can benefit from mentoring relationships,

Whereas faculty mentor relationships increase institutional research productivity and teaching excellence,

Whereas faculty mentor relationships help attract, retain and welcome diverse faculty and fosters success for all faculty,

Whereas supporting mentoring makes for a more respectful workplace culture,

Whereas faculty mentoring relationships cannot be mandated, nor should they be assigned, but should be encouraged,

We recommend that the FDDE committee with support from the USU Faculty Senate develop a faculty mentoring initiative in 2021 and 2022 that includes the following:

1. A short training program (10-15 minute video profiling several successful mentor/mentee relationships) that highlights the advantages of senior/junior mentoring relationships. This program could be used by deans in college meetings, in new faculty orientation, department chair, and in other training.
2. An annual presidential award recognizing senior faculty who mentor.
3. Provide information on faculty mentoring on the Provost Website.