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Faculty Senate Committee Agenda January 8, 2024

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Faculty Senate
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Faculty Senate

January 8, 2024
3:00 – 4:30 pm
Merrill Cazier Library - 154
Zoom (Statewide)

AGENDA

3:00 **Call to Order**... Maureen Hearns
Approval of Minutes – November 27, 2023

3:05 **University Business** ....Elizabeth Cantwell, President | Larry Smith, Provost

3:20 **Faculty Senate Business** ....Maureen Hearns | John Ferguson | Grant Cardon
Board of Education Meeting – John Ferguson

3:30 **Information**
Educational Policies Committee Report ....Paul Barr
EPC does not meet until December 7 and missed the FSEC deadline. Both December and January information
will be reported at the January 22 meeting.

3:35 **Reports**
Council on Teacher Education Annual Report | Summary...................Marla Robertson
Faculty Evaluation Committee Annual Report... Todd Griffith
Library Advisory Council Annual Report... Heloisa Rutigliano
Scholarship Annual Report .... Craig Whyte
USUSA Annual Report... Abraham Rodriguez

4:00 **Old Business**

4:05 **New Business**

Adjourn: 4:30

November 27, 2023
3:00 – 4:30 pm
Merrill Cazier Library – 154

MINUTES

Call to Order - Maureen Hearns
Approval of Minutes – October 30, 2023
Motion to approve the October 30, 2023, minutes made by John Ferguson. Seconded by Kelly Fadel. Minutes approved as distributed.

University Business - Larry Smith, Provost
President Cantwell – USU President's Report to Board of Trustees
President Cantwell was out of the office and not able to attend the senate meeting.

Provost Smith – President Cantwell and the Provost traveled to the statewide campuses in Blanding, Moab, and Price. They met with community leaders, faculty, staff, and students. There is another Presidential listening session scheduled for December 7. Also, it is the start of the season for tenure and promotion. The provost wanted to thank everyone for their work in getting all this ready for the upcoming tenure and promotions. The dossiers are due January 11 and then the central committee will get to work reviewing them. There are approximately 90 dossiers that will need to be reviewed. Last week we finished pulling together the Engineering Dean search committee. There is a lot of COVID and other illnesses going around right now. Larry urged the faculty to be careful and take care of themselves. If you are not feeling well, please stay home and avoid spreading the germs.

Faculty Senate Business - Maureen Hearns | John Ferguson | Grant Cardon
John Ferguson – Title IX office requested more faculty members who are willing to serve as hearing officers for Title IX offenses. We are required to have two faculty members if the report is against another faculty member. One of the problems is the lack of communication. It is not being filtered down to the faculty members. It is the responsibility of the faculty senators to talk with their faculty and get them involved.

Grant Cardon – Voted to establish a joint task force with the Staff Employee Association (SEA). Looking for five senators and five at-large faculty to serve on this task force. Beginning meetings next semester and hope to have monthly meetings.

Maureen Hearns – Pulling together a task force to review 100 codes. Postponed Title IX matter that came forward a few months ago.

Information
Education Policies Committee – November 2, 2023 - Paul Barr
General Education Subcommittee – Approved two CI courses.
Academic Standards Subcommittee – The committee discussed questions regarding student alcohol consumption and sleeping arrangements during university sponsored events. Looking for a Q&A that could help answer some of these questions and provide clarity for faculty.

Curriculum Subcommittee – Approved 124 course proposals and 10 R401 proposals. Changed the CIP Code for the PhD in Economics program. Withdrew the CIP Code change for the master's in accounting. Academic Standards will be looking at the definitions of Center and Institutes and possible review cycles.

Reports
N/A

Old Business
Faculty Code 405 (3rd reading) - John Ferguson
Motion to move Faculty Code 405 to the President's Executive Council made by Doug Ramsay. Seconded by Mikhail Maxfield. Moved to council.
Annual review policy has changed and reads "a performance window of up to five years." Each department will decide what their timeframe will be.

New Business
Faculty Code 406 – Tenure Eligible Appointments (1st reading) - John Ferguson
Motion to move Faculty Code 406 to the Deans Council made by Vicki Allan. Seconded by Kelly Fadel. Moved to Deans Council.
Code 406 now deals with tenure track faculty. Very little has changed on this. Merged the leave policy and extension. If you get two extensions, you still must have your third-year review within the four year period.

USU Student Code Alcohol Amendment/Resolution - Abraham Rodriguez
The proposed changes provide clearer language regarding the use, possession, and distribution of alcohol beverages. The proposed changes allow for exceptions when alcohol consumption is otherwise permitted by the University, offering more flexibility. The amendment recognizes the evolving needs and expectations of the student body regarding alcohol consumption at university-sponsored events. One of the cons is the flexibility in permitting alcohol consumption may raise concerns about potential misuse or abuse of this privilege. The provost believes that anyone who is 21 and over can make the decision to drink or not. There is a gray area regarding university sponsored events. That may need to be clarified.
Motion to approve the USU Student Code Alcohol Amendment/Resolution made by John Ferguson. Seconded by Sarah Null. There was one abstention and six opposed. Amendment passed.

Adjourn: 3:56 pm

ANNUAL REPORT TO THE FACULTY SENATE FROM THE UNIVERSITY COUNCIL ON TEACHER EDUCATION SEPTEMBER 1, 2022 - AUGUST 31, 2023

Action Items—Program Changes

The CTE approved the following program changes:

- R401, Communicative Disorders and Deaf Education: Bilingual-Bicultural Deaf Education Emphasis was approved. The bilingual-bicultural deaf education program is being restructured to provide an undergraduate major for students to be eligible for the deaf education license with a bachelor's degree, the required degree for teacher licensure in Utah. Re-structuring the program will prepare students to be eligible for licensure with a bachelor's degree.
- R401, Applied Sciences, Technology, and Education: Skilled and Technical Education Emphasis was approved. The purpose of this change to the Technology and Engineering Education (TEE) program is to provide a viable pathway for teacher education and licensure in the area of Skilled and Technical Sciences Education. In order to accomplish this, the Skilled & Technical Sciences Education emphasis within the TEE program will be restructured to include secondary education licensure and one or more Career and Technical Education endorsements.
- Secondary Education Clinical hours, increase from 30 to 45 hours for a 1 credit clinical experience was approved (effective Fall 2024). Clinical courses are taken concurrently with methods courses unique to each secondary education teaching major.

Information Items

- Teacher Education (inclusive of early childhood, elementary, secondary, special education, and deaf education majors and composites), Instructional Leadership, and School Counseling programs continue to be fully accredited by the Association for the Advancement of Quality Educator Preparation (AAQEP). Annual reports are due to AAQEP during December of each calendar year. The programs will be formally reviewed in 2025 with a site visit in Spring 2026.
- Beginning September 1, 2023, all early childhood, elementary, secondary, and special education student teachers are required to score at least 36 on the Praxis Performance Assessment for Teachers (PPAT) in order to be eligible for recommendation for a professional educator license to the Utah State Board of Education. The cost of the PPAT is $300. The Emma Eccles Jones College of Education and Human Services pays for a $150 voucher and the students pay $150; however, students who take their student teaching seminar and student teaching course credits with a non-SCED prefix pay the full cost of the assessment.
- Elementary, early childhood, special education, and preschool special education students are now required to take the Foundations of Reading test by Pearson in order to be recommended for licensure. Although no official cut score has been established, USBE has announced that a passing score is required if the student seeks licensure after September 1, 2024. Therefore, students are advised that the cut score will likely be 240. There is no cost to the students. Students can retake the test at their own expense twice. After that, the USBE has stated there will be an alternate method for demonstrating competency. The alternate method has not been determined.

Enrollment and Completers in 2022-2023

A total of 1,804 undergraduate students were enrolled in teacher education programs during the period September 1, 2021, through August 31, 2022. During the same period, 514 students graduated and 546 license recommendations were made (some students qualify for two license areas).

Candidate and Completer Data

Student teaching evaluations are strong; data is disaggregated by elementary/early childhood, special education, and secondary education. Further disaggregation of secondary teacher candidate performance is made available to the departments in which secondary teaching majors reside. The PPAT scores show that students, on average, are performing at a level that is acceptable and higher than previous semesters. The Foundations of Reading test is still in the pilot phase, and a cut score has not been determined.

Placement of Program Graduates

The job placement rate of program graduates continues to be of interest to the Council. Survey results show that of those who responded to the survey, the placement rate is 100%.

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

Academic Year
September 1, 2022 - August 31, 2023

Prepared by Sylvia Read, Associate Dean, Accreditation and Undergraduate Studies

Assisted by Lisa Christensen, Jairo Hernandez Velasquez, and Christine Jeppesen

Emma Eccles Jones
College of Education & Human Services
UtahState**University**

INTRODUCTION

From September 2022 to August 2023, the University Council on Teacher Education (CTE) continued to exercise its responsibility for the coordination and regulation of teacher education programs at Utah State University. Operating within the framework of the Utah State University Code of Policies and Procedures, the Council has concerned itself with the:

- development of teacher education curricula
- approval of all teacher education curricula
- admission and advising for students desiring to enter teacher education programs
- graduation requirements and the recommendation of graduates for professional licensure with the Utah State Board of Education

MEMBERSHIP

The CTE is composed of the Dean of the Emma Eccles Jones College of Education and Human Services, who serves as Chairperson, the CEHS Associate Dean for Accreditation and Undergraduate Studies, the Vice Provost, representatives from the departments within the Emma Eccles Jones College of Education and Human Services involved in the preparation of teachers, and representatives of the other colleges offering teaching majors and minors. These members are nominated by the respective deans, in consultation with their faculty, and appointed by the Senate. The term of office is three years with staggered appointments. The faculty member from the Emma Eccles Jones College of Education and Human Services selected to chair the College Curriculum Committee is appointed by the Dean of the Emma Eccles Jones College of Education and Human Services to serve on the Council. Inasmuch as all curriculum matters relating to any teacher licensure program should receive consideration by the College Curriculum Committee prior to submission to the CTE, this appointment provides the necessary correlation and communication between the two bodies. In addition, the Utah State Board of Education, the Utah Education Association, and school district stakeholders are represented on the CTE. Students at the University are represented by the Senator from the Emma Eccles Jones College of Education and Human Services who has the privilege of one vote. An alternate student is designated to attend in the absence of the College's Senator. The membership of the CTE for the 2022-2023 academic year is identified on page 4 of the report.

The CTE meets regularly on the third Monday of each month. Attendance at the meetings is indicative of the involvement of CTE members in the affairs of the CTE. During the past year, approximately 79% of the members attended the monthly meetings.

ACTIVITIES OF THE COUNCIL ON TEACHER EDUCATION

Action Items—Program Changes

The CTE approved the following program changes:

- R401, Communicative Disorders and Deaf Education: Bilingual-Bicultural Deaf Education Emphasis was approved. The bilingual-bicultural deaf education program is being restructured to provide an undergraduate major for students to be eligible for the deaf education license with a bachelor's degree, the required degree for teacher licensure in Utah. Re-structuring the program will prepare students to be eligible for licensure with a bachelor's degree.
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- Secondary Education Clinical hours, increase from 30 to 45 hours for a 1 credit clinical experience was approved (effective Fall 2024). Clinical courses are taken concurrently with methods courses unique to each secondary education teaching major.

Information Items

- Teacher Education (inclusive of early childhood, elementary, secondary, special education, and deaf education majors and composites), Instructional Leadership, and School Counseling programs continue to be fully accredited by the Association for the Advancement of Quality Educator Preparation (AAQEP).

Annual reports are due to AAQEP during December of each calendar year. The programs will be formally reviewed in 2025 with a site visit in Spring 2026.

- Beginning September 1, 2023, all early childhood, elementary, secondary, and special education student teachers are required to score at least 36 on the Praxis Performance Assessment for Teachers (PPAT) in order to be eligible for recommendation for a professional educator license to the Utah State Board of Education. The cost of the PPAT is $300. The Emma Eccles Jones College of Education and Human Services pays for a $150 voucher and the students pay $150; however, students who take their student teaching seminar and student teaching course credits with a non-SCED prefix pay the full cost of the assessment.

- Elementary, early childhood, special education, and preschool special education students are now required to take the Foundations of Reading test by Pearson in order to be recommended for licensure. Although no official cut score has been established, USBE has announced that a passing score is required if the student seeks licensure after September 1, 2024. Therefore, students are advised that the cut score will likely be 240. There is no cost to the students. Students can retake the test at their own expense twice. After that, the USBE has stated there will be an alternate method for demonstrating competency. The alternate method has not been determined.

STUDENT PROFILE

Students in Teacher Education Programs

Admission into all teacher education programs at Utah State University requires formal application to the Office of the Associate Dean for Undergraduate Studies and Accreditation in the Emma Eccles Jones College of Education and Human Services as well as the department where the major work is being offered. Students are not permitted to enroll in clinical courses in education until they have been admitted to the teacher education program for their major. The current admission guidelines require that applicants pass an FBI/BCI background check and have minimum grades in specific general education courses that provide evidence of academic success in reading, writing, and mathematics.

Enrollment and Completers in 2022-2023

A total of 1,804 undergraduate students were enrolled in teacher education programs during the period September 1, 2021, through August 31, 2022. During the same period, 514 students graduated, and 546 license recommendations were made (some students qualify for two license areas). Table 1 presents a breakdown by program of the number of students enrolled and number of completers (graduates) in 2022-2023.

Candidate and Completer Data

Table 2 summarizes students' performance on their student teaching evaluations, Foundations of Reading test, and the Praxis Performance Assessment for Teachers (PPAT). Student teaching evaluations are strong; data shown is disaggregated by elementary/early childhood, special education, and secondary education. Further disaggregation of secondary teacher candidate performance is made available to the departments in which secondary teaching majors reside. The PPAT scores show that students, on average, are performing at a level that is higher than previous semesters. The Foundations of Reading test is still in the pilot phase, and a cut score has not been determined. Table 2 also includes selected items from the employer survey that is administered every spring to the employers of recent graduates.

Placement of Program Graduates

The job placement rate of program graduates continues to be of interest to the Council. Survey results (see Table 3) show that of those who responded to the survey, the placement rate is 100 %. Some of the graduates reported employment in a non-education field.

SUMMARY

This report provides the Faculty Senate with an account of the activities of the CTE and the status of the educator preparation programs for the 2022-2023 academic year. The CTE's primary activities during this period have been directed at maintaining a quality program and responding to mandates from the Utah State Board of Education.

The membership of the CTE is cognizant of the need to provide well-prepared teachers for our public, private, and charter schools. In response to this challenge, the CTE will continue its efforts to provide leadership, service, and

accountability for the educator preparation programs at Utah State University. The intent is to use data and stakeholder input to continuously improve our high-quality pre-service teacher education programs to attract potential teachers from diverse populations.

UTAH STATE UNIVERSITY COUNCIL ON TEACHER EDUCATION (CTE) MEMBERSHIP 2022-2023

College and Number	Department or Area	2022-23
CEHS	Chair, Dean	Al Smith
CEHS	Co-Chair, Associate Dean	Sylvia Read
Administration (1)	Vice Provost	Paul Barr
Agriculture (2)	Family and Consumer Sciences Education	Lacee Boschetto
	Business Education	Jessica Baxter
Education	Teacher Education and Leadership	Steven Camicia
	Secondary Education	Marilyn Cuch
	Instructional Technology and Learning Sciences	Kelli Munns
	Communicative Disorders and Deaf Education	Lauri Nelson
	Special Education and Rehabilitation	Tom Higbee
	Kinesiology and Health Science	Peter Mathesius
	Psychology	Jessie Koltz
Humanities and Social Sciences	English	Jessica Rivera-Mueller
	History	Nichelle Frank
	Languages and Philosophy	Maria Spicer-Escalante
Caine College of Arts	Music	Greg Wheeler
	Fine Arts	Dennise Gackstetter
	Theater Arts	Amanda Dawson
Science	Mathematics	Kady Schneiter
	Sciences	Greg Podgorski
Utah State Board of Education	Licensing	Lisa McLachlan
University (1)	Chair of CEHS Curriculum Committee (subcommittee of EPC)	Nate Trauntvein
Northern Utah UniServ	Director	Curtis Benjamin
K-12 Representatives	Principal – Logan	Spencer Holmgren
	Teacher – Box Elder	Lynette Tervort
	Administration – Davis	Allison Riddle
	Administration – Cache	Jeni Buist
USUSA	ASUSU	Chloe Christopher
Statewide	Statewide Campuses	Marla Robertson

Table 1. Enrollment and Completers for Academic Year 2022-2023

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (12 months ending 08/23)	Number of Completers in most recently completed academic year (12 months ending 08/23)
Elementary Education, BS, BA	Elementary (K-6 or 8)	345	161
Early Childhood Education, BS, BA	Early Childhood (K-3)	20	22
Early Childhood Education & Special Education, BS, BA	Early Childhood (K-3) & Special Education (K-12)	38	6
Elementary Education & Special Education (Composite), BA, BS	Elementary (K-6 or 8) & Special Education (K-12)	3	1
Deaf Education, M.Ed. Listening and Spoken Language	Deaf Education with LSL endorsement (K-12)	11	7
Special Education, BA, BS	Special Education (K-12)	158	81
Agricultural Education, BS	Agriculture Science (6-12) (CTE/General)	95	10
Business Education, BS	Business & Marketing (6-12)(CTE/General)	5	6
Family and Consumer Sciences, BS	Family & Consumer Sciences (6-12)	97	21
Technology and Engineering Ed, BS	Technology & Engineering (6-12)	16	8
Art Ed, BFA	Visual Arts (6-12 or K-12)	13	1
Theatre Education, BFA	Theatre (6-12 or K-12)	12	4
Music Ed (Band/Choral/ Orch/Guitar Emphasis), BM	Music (6-12 or K-12)	54	6
English Teaching, BA, BS	English (6-12)	204	28
History Teaching, BA, BS	History (6-12)	89	15
Chinese Teaching Minor	World Language-Chinese (6-12)	0	0
Spanish Teaching, BA	World Language-Spanish (6-12)	23	6

French Teaching, BA	World Language-French (6-12)	4	0
German Teaching, BA	World Language-German (6-12)	2	0
Biological Sciences Composite, BS	Biology 2 (6-12)	39	6
Chemistry Teaching, BS	Chemistry 1 or 2 (6-12)	10	7
Physical Sciences Composite, BS	Physical Sciences Composite (6-12)	9	2
Physics Teaching, BS	Physics 2 (6-12)	17	3
Earth Sciences Composite, BS	Earth Science 2 (6-12)	6	2
Geography Teaching Minor	Geography (6-12)	3	1
Math Ed & Math/Stats Composite, BS	Secondary Math (6-12)	158	24
Social Studies Composite, BS	Social Studies Composite (6-12)	31	7
Political Science Teaching Minor	Political Science (6-12)	10	1
Psychology Teaching Minor	Psychology (6-12)	10	1
Sociology Teaching Minor	Sociology (6-12)	5	0
Kinesiology-Physical Education teaching, BS	Physical Education (K-12)	87	13
School Library Media Minor	Library Media (K-12)	1	1
School Leadership License	School Leadership License Area of Concentration	127	34
School Counseling	School Counselor	118	50
Communicative Disorders and Deaf Ed MS, MA with specialization in speech language pathology	Speech Language Pathology	29	13
Total of all program candidates and completers		1849	548

Table 2: Program Outcome Data

Measures	Comment
PPAT, Praxis Performance Assessment for Teachers Fall 2022, mean score 38.78, N = 175, 72% passing with 36 or better. Spring 2023, mean score 40.85, N = 207, 83% passing with 36 or better. Specific alignment with AAQEP standards and aspects can be seen here: https://www.ets.org/content/dam/ets-org/pdfs/ppat/ppat-aaqep-alignment.pdf	The expectation is that students will score at least a 36 on the overall PPAT; however, the cut score of 36 did not become consequential for licensure until September 1, 2023. Faculty continue to modify course activities and assignments to align them with the vocabulary and expectations of the PPAT tasks. We are encouraged by the increased passing rate. So far, in Fall 2023, students' scores seem to be better. Final scores are not available until after this report is due.

Student teaching evaluations for Fall 2022 and Spring 2023

	Fall 2022 ELED		Fall 2022 SCED		Fall 2022 SPED	
	Mentor Teacher N=62	University Supervisor N=81	Mentor Teacher N=58	University Supervisor N=66	Mentor Teacher N=17	University Supervisor N=29
0-3 scale	2.82	2.93	2.76	2.91	2.93	2.93
	Spring 2023 ELED		Spring 2023 SCED		Spring 2023 SPED	
	Mentor Teacher N=77	University Supervisor N=80	Mentor Teacher N=76	University Supervisor N=75	Mentor Teacher N=8	University Supervisor N=57
0-3 scale	2.86	2.94	2.81	2.93	2.72	2.89

Comment: An average score of 2.4 (80%) is the expectation. In the aggregate, students are meeting the expectation. Students who are not performing according to program expectations are counseled out at various points in the program.

Dispositions at the end of student teaching

	Fall 2022 ELED		Fall 2022 SCED		Fall 2022 SPED	
	Mentor Teacher N=	University Supervisor N=	Mentor Teacher N=	University Supervisor N=	Mentor Teacher N=17	University Supervisor N=29
1-5 scale	4.72	4.68	4.58	4.59	4.79	4.51
	Spring 2023 ELED		Spring 2023 SCED		Spring 2023 SPED	
	Mentor Teacher N=77	University Supervisor N=80	Mentor Teacher N=76	University Supervisor N=75	Mentor Teacher N=8	University Supervisor N=57
1-5 scale	4.69	4.63	4.67	4.68	4.48	4.49

Comment: An average score of 4 is the expectation. In the aggregate, students are meeting the expectation. Students who are not exhibiting appropriate dispositions are counseled out at various points in the program. Note, the mentor teacher and university supervisor N for special education do not match because some of the student teachers have an instructional coach (not a mentor teacher) who also serves as their supervisor. These student teachers are working as paraprofessionals employed by the school.

Selected employer survey results from Spring 2023:

Based on your interactions and observations of the USU first year teacher in your building, how well can he/she do the following?	Mean	N
Convey accurate information and concepts based on the content knowledge of your discipline(s).	3.34	108
Design assessments (e.g., pre, formative, summative) that match learning objectives.	3.10	108
Collaborate with your students to establish a respectful learning environment.	3.40	108

Comment: In the aggregate, employers believe alumni are meeting the expectation. Of note, graduates' ability to design assessments had an average rating of 3.0 in 2022. Perhaps because of the programs' emphasis on the PPAT, that improved to 3.10. Similarly, in 2022, the rating for "Provide instruction that uses language acquisition strategies" was 2.77 and in 2023 increased to 3.05.

Use your students' assessment/performance results to guide your instruction.	3.19	108
Use a variety of classroom management strategies to create and maintain a positive learning environment.	3.28	108
Provide instruction that uses language acquisition strategies to meet the needs of language learners.	3.05	108

The Foundations of Reading test for Utah assesses proficiency in and depth of understanding of the subject of reading and writing development. The test reflects scientifically based reading research.

Testing period: September 1, 2022-November 6, 2023

Mean score for Utah State test takers: 235.45, SD = 27.4, N = 240, range 118-286.

In accordance with Utah Code Annotated § 53F-5-215, teacher candidates earning their teaching license in the areas of early childhood, elementary education, and special education will need to complete a teacher literacy preparation assessment before they are awarded their professional license. The Foundations of Reading assessment measures teacher candidate's foundational knowledge in the science of reading related to literacy instruction as described in Utah Code.

This is a multiple choice and constructed response test that must be taken at a testing center. The Foundations of Reading test is administered by the Evaluation Systems group of Pearson. It was originally developed for the Massachusetts Tests for Educator Licensure (MTEL) program. Information regarding the initial development and validation of the Foundations of Reading test is available in the MTEL Technical Manual 🔗. Additional development activities were conducted with panels of educators in other states where the Foundations of Reading test is used. Early childhood, elementary, special education teacher candidates must pass this test in order to be licensed on or after September 1, 2024. Technical report statistics for September 1, 2021 – August 31, 2022 are available here: https://www.mtel.nesinc.com/Content/TechReport/PDFs/Test_Form_Statistics_Report_2122.pdf

Officially, all students passed because the cut score has not yet been determined. However, 132 scores were below 240, the unofficial and probable cut score, which would be a 45% passing rate. Because students, during this time period, were required to take the exam but were not required to score above a certain level, the data are not trustworthy. Nevertheless, the literacy faculty are adjusting course activities and assignments to align them with the vocabulary and expectations of the Utah Foundations of Reading Test (UFORT).

Table 3: Employment Survey Results for Placement of Teacher Education Program Graduates, Recommended for Initial Licensing for the Period September 1, 2022 Through August 31, 2023.

License Area	A Graduated	B Verified as employed	C Unknown/no response to survey	D Grad school	E Not seeking employment	F Seeking position in education	H % employed of those who responded and are seeking employment
Agriculture Education	10	6	4				100%
Art Education	1	1	0				100%
Biological Sciences Composite	6	1	5				100%
Business Education	6	4	2				100%
Chemistry Teaching	7	2	5				100%
Early Childhood Education	22	16	6				100%
Earth Science Composite Teaching	2	2	0				100%
Elementary Education	161	115	46				100%
English Teaching	28	12	16				100%
Family & Consumer Sciences Ed	21	12	9				100%
History Teaching	15	8	7				100%
Math Education	16	9	7				100%
Math/Stats Composite	8	5	2	1			100%
Music Ed	6	1	5				100%
PE Teaching	13	5	8				100%
Physical Sciences Composite	2	1	1				100%
Social Studies Composite	7	3	4				100%
Special Education	81	65	16				100%
Tech & Engineering Ed	8	3	5				100%
Theatre Education	4	0	4				100%
School Leadership License	34	25	9				100%
School Counseling	50	49	1				100%
Speech Language Pathology	13	10	3				100%
TOTALS	521	355	165	1	0	0	100%

2022-2023 Annual Report

Faculty Evaluation Committee (FEC)

Prepared by Todd Griffith, Chair January 2023 – present

Approved by FEC vote, December 3, 2023

I.   INTRODUCTION

The charge and membership of the FEC is established in the Policy manual 402.12.7 (revised 6Jan2012) as follows:

402.12.7 Faculty Evaluation Committee (FEC)

(1) Duties

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

(2) Membership

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

(3) Current Committee Members 2022-2023

Agriculture and Applied Sciences – Matt Bunnell
Arts - Marissa Vigneault
Business – Todd Griffith (Chair)
Education and Human Services – James Morton
Engineering – Shelly Halling
Humanities and Social Sciences – Cree Taylor
Natural Resources – Sarah Null
Science – Vicki Allan
Libraries – Sandra Weingart
Extension – Lendel Narine
Statewide Campuses – Charles Hanifin
USU Eastern – Larry Gardner
Student Representatives – Aly Cinq-Mars (USUSA Executive Vice President)
Student Representatives – Tyson Packer (USUSA Student Advocate)
Student Representatives – Sarah Pope (USUSA Graduate Studies Senator)

(4) Meeting Dates 2022-2023

Jan. 21, 2022
Feb. 25, 2022
March 25, 2022
April 22, 2022
October 23, 2023
November 17, 2023

II.   SUMMARY OF FEC ACTIVITIES 2022–2023

In AY 2022–2023, the Faculty Evaluation Committee pursued three matters, each described in more detail in the sections below:

1. Revised the Eldon J. Gardner Teacher of the Year award criteria.
2. Discussed ways to better evaluate teaching outside of student evaluations.
3. Discussed how to improve the promotion and tenure process.

In addition, the FEC reviewed nomination materials and selected recipients for the Eldon J. Gardner Teacher of the Year (Beth Buyserie), the Undergraduate Faculty Mentor of the Year (Lianne Wappett), and the Faculty University Service (Melissa Scheaffer) awards.

1. Award Revision

The FEC was asked to review the eligibility requirement for the Eldon J. Gardner Teacher of the Year Award. The committee agreed that the initial request likely resulted from a "misreading" of the award and clarified that the award is based on time in an assignment rather than three consecutive teaching years. The committee more clearly defined the criteria of teaching assignment as follows:

- **Current language**: Nominees must have had a minimum of a six-credit annual teaching assignment at USU, including at least one undergraduate course per year, for at least three consecutive years.

- **Proposed language**: Nominees must have had a minimum of a six-credit annual teaching assignment for at least three consecutive years at USU, including at least one undergraduate course per year.

If approved, the revision will be found at https://www.usu.edu/provost/university-honors/teacher-of-the-year/index.

2. Teaching Evaluation Outside of Student Evaluations (discussion; no action)

The committee discussed the research suggesting that student evaluations measure student satisfaction and bias more than learning. While committees and administrators are typically

urged to consider student evaluations as only a part of teaching evaluation, the use of pseudo-scientific numbers may give them undue weight, compared to other evaluation methods that do not do so (peer-evaluation, self-evaluation, documentation of best practices). This discussion, too, did not lead to action in 2022–2023 and will continue in the following year.

3. Promotion and Tenure Process (discussion; no action)

The committee discussed what can be done to streamline the promotion and tenure process – particularly for non-tenure track faculty – in terms of size and scope. This discussion has led to the following action items:

    i.   Eliminate the requirement for outside letters for Professors of Practice and/or other non-tenure eligible faculty.
- o To request an outside letter means someone who has never visited the candidate's classroom has to write a letter based solely on a teaching portfolio with no actual observation. This "blind" analysis of an outside reviewer forces the promotion candidate to put together a huge portfolio covering every nuance of their teaching to paint a picture for a stranger.
- o It is really challenging for professors of practice to find external letter writers who are at comparable institutions.
- o It is noteworthy that lecturers do not require external letters.

    ii.   Organized trainings for P&T chairs at the university level.
- o Centrally organized trainings for all acting chairs to ensure consistency and fairness.

    iii.   Clearly define expectations for promotion of tenure-track faculty and professional (non-tenure) faculty.
- o Should there be a different process for non-tenure-track faculty promotion because the reward is different – promotion is rewarded but tenure is not granted.

    iv.   Can flexibility be given to colleges or departments to alter role statements?
- o https://www.usu.edu/provost/promotion-and-tenure/role-statements#:~:text=Role%20statements%20establish%20general%20employment,Extension%2C%20librarianship%2C%20and%20service.

    v.   Can service/leadership, in particular administrative duties, play a greater factor in promotion to full?

This discussion did not lead to action in 2022–2023 and will continue into next year.

University Libraries Advisory Council
Report to the Utah State University Faculty Senate
October 11, 2023

Charge
The University Libraries Advisory Council advises the Vice-Provost for University Libraries and Instructional Support in (1) meeting the learning, instruction, and research needs of students, faculty, and staff; (2) formulating library policies concerning circulation, services, and the collection development of resources for instruction and research; and (3) interpreting the needs and policies of the libraries to the University. The Council membership consists of eight faculty members, one from each College and Extension with one undergraduate and graduate student appointed by the Provost. Faculty members serve three-year terms and are renewable once. The Vice-Provost of University Libraries and Instructional Support is an ex-officio, non-voting member. The chair is elected from the Council membership on an annual basis. (https://www.usu.edu/policies/105/).

Council Members (2022-2023)
Council members who served during the 2022-2023 academic year included:
Heloisa Rutigliano (College of Veterinary Medicine, Chair); Matt Harris (College of Engineering); Joe Tainter (College of Natural Resources); Alvaro Ibarra (Caine College of the Arts); Sarah Pope (Graduate Student Senator); Rick Hardcopf (Jon M. Hunstman School of Business); Vladimir Kulyukin (College of Science); Victoria Grieve (College of Humanities and Social Sciences). From the Library: Kelly Rovegno (University Archivist); Jeanne Davidson (Associate Dean for Public Services); Liz Woolcott (Associate Dean for Public Services); Todd Hugie (Director of Library Information Technology); Jennifer Duncan (Dean of Libraries)

2022-2023 Activities
The Library Advisory Committee (LAC) met twice during the 2022-2023 academic year (11/03/2022 and 3/20/2023). Below is a summary of the discussions.

Library Hours for 2023-24
Library hours have changed beginning this summer. The Library has set new hours based on an assessment of data collected by automatic gate counts and hourly head counts. More consistent hours are expected to result in more predictability for patrons. The specific changes are:
- Summer: Closed on weekends (previously we were open on Saturdays)
- Fall and Spring: On Fridays, open two hours later, until 9:00 PM. On weekends, open from noon to 9:00 PM (previous hours were 9-6 on Saturdays and noon-midnight on Sundays)
- Holidays: Open noon to 9:00 PM on Labor Day and President's Day (previously open 6-midnight). The Library will remain closed on other university holidays (no change).

Overall, this is one hour less per week but is more responsive to student demand and more efficient for the library's ability to staff with both students and professional staff.

Library Budget and Acquisitions

Every fiscal year (FY), the USU Libraries participate in the federally mandated collection and submission of library-related data to the Integrated Postsecondary Education Data System (IPEDS). In February 2023, the Libraries' reported to IPEDS the following budget and acquisitions information for FY 2022 (July 1, 2021- June 30, 2022):

Materials/services expenses type	Cost
One-time purchases of books, E-books, serial back-files, and other materials:	$639,014
Includes expenses for published materials in all formats including archives and special collections; access rights for digital/electronic materials; and non-subscription database access.	
Ongoing commitments to subscriptions:	$5,054,099
Includes expenses for ongoing commitments in all formats, including serials; electronic platform or access fees; print-based subscriptions; electronic serials bought in aggregations and serial packages; abstracting and indexing services; and any database that requires an annual subscription fee.	
All other materials/service costs	$58,498
May include expenses such as: document delivery/interlibrary loans services; pay-per-view journal article transactions; copyright fees; and/or bibliographic management systems.	
Total materials/services expenses:	**$5,751,611**

Library Positions

The Libraries have been reevaluating positions as they become open, either through retirements or faculty/staff moving on. Last year they hired our first faculty position on the regional campuses and the first formally designated outreach librarian.

Journal Package Renewals

Every year the University Libraries must review the journal packages coming up for renewal. This year that is Springer/Nature, Elsevier, and Cambridge. They are trying to get publishers to lock in a reasonable inflation rate but will not know this rate until later in the year. The USU University Libraries participates in a consortium with approximately 40 other universities.

Library After Hours Event Report

The University Libraries conducted a survey and found that many first-year students have anxiety about the library or feel intimidated by it. The Libraries held the first After-Hours Event before the luminary during Connections week in August 2022. The goals of the event were to help students discover resources and services that are offered, become more comfortable navigating the building, and learn that they can have fun in the library. The event offered information booths about services and technology in the building, food, games, and raffle

drawings. More than 1,500 students attended. After the event, students were invited to complete a survey. Most students agreed that they felt comfortable using a new service or resource, asking for help at the library, navigating the building, and returning to the building. Ninety-six percent of respondents said they would recommend the event to future Connections students.

Initiatives and Ongoing Issues:

Open Educational Resources

Open Education Resources (OER) are teaching, learning, and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation, and redistribution. Multiple studies show that open textbooks contribute to higher test scores, lower failure rates, and lower dropout rates. The benefits of OER are affordability, accessibility, diverse perspectives, and open pedagogy. Since we began the program in 2014, OER has saved students at USU $3.7 million. We also have an OER grant program that helps faculty members adopt, adapt, or create materials.

Provision of the Book-Drop Facility with Disability Access

LAC has been working with Parking, Facilities, and the Disability Resource Center to install an external book drop accessible from a vehicle. The book drop would likely be installed near the back door/loading dock to the library (west side of the building) and accessed from either the driver or passenger side of a vehicle, depending on the direction you approach the drop. The Libraries are investigating costs and the implementation process and will keep the Council updated.

Faculty Library Endowment

Approximately 25 years ago, the library faculty endowment was established. The University Libraries get a spendable amount from the endowment of approximately $3,000 annually. These funds may be used for the book drop.

Library Innovation Lab Plans

The Library has a proposal for an Innovation Lab to be housed in the old Course Reserves and Library Media.

SCHOLARSHIP YEAR END REPORT
2022-2023
PREPARED FOR FACULTY SENATE
DECEMBER 1, 2023

Contents of Report

Utah State University's Student Financial Support Office facilitates off-campus organizations and university departments with application of scholarships to student accounts. The Office of Admissions awards scholarships for academic achievement, involvement, and legacy. The Student Financial Support Office facilitates State of Utah & USHE funding, as well as other specific aid programs. On campus departments award scholarships, waivers and tuition awards for merit, need-based and involvement purposes. Off-campus funding comes in the form of earned merit, need and involvement scholarships.

The following report will showcase a snapshot of the 2022-2023 academic year. The data and graphs for this report are provided by the Student Financial Support Office and should not be considered an official report from the office of Budget and Finance.

History of Institutional Awards

AidYear	Total Amount	Total Students	UG Students	GR Students
2022-2023	$ 90,586,919.39	12,701	11,151	1,566
2021-2022	$ 94,685,838.27	12,551	10,999	1,591
2020-2021	$100,267,975.80	12,764	11,202	1,585
2019-2020	$ 95,290,657.06	11,901	10,290	1,633
2018-2019	$ 93,271,331.84	11,490	9,940	1,571

Summary (2022-2023 comparison to 2021-2022)
- $4,098,918.88 decrease in institutional scholarships awarded
- 4.33% decrease in total amount awarded
- 1.20% increase in total student recipients
- 1.38% increase in undergraduate recipients
- 1.57% decrease in graduate recipients

Utah State University

Total Funds Disbursed Per Aid Year in million USD | Total Recipients Per Aid Year

Legend: 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023
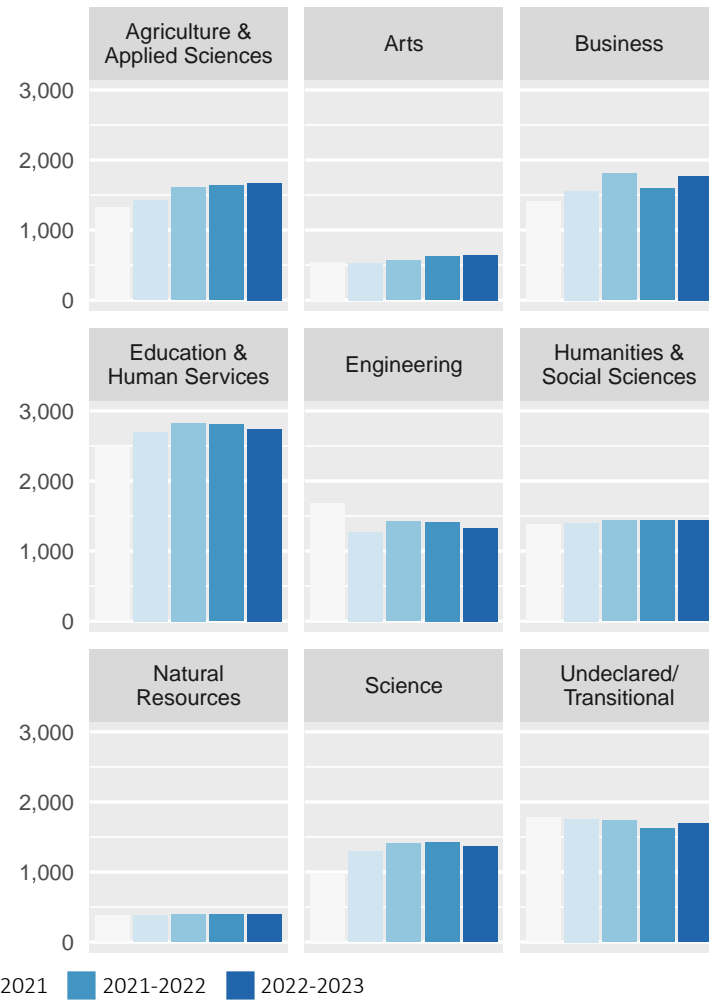
College of Agriculture & Applied Sciences
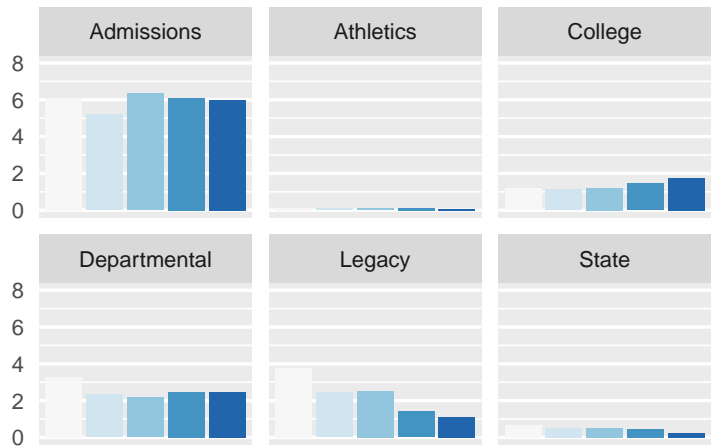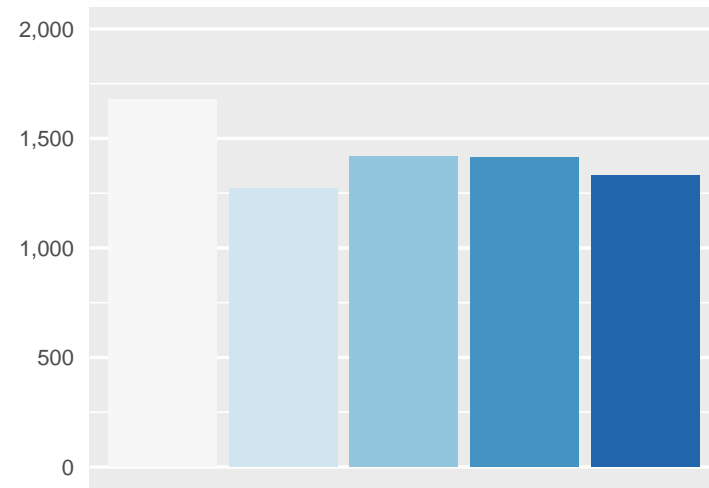
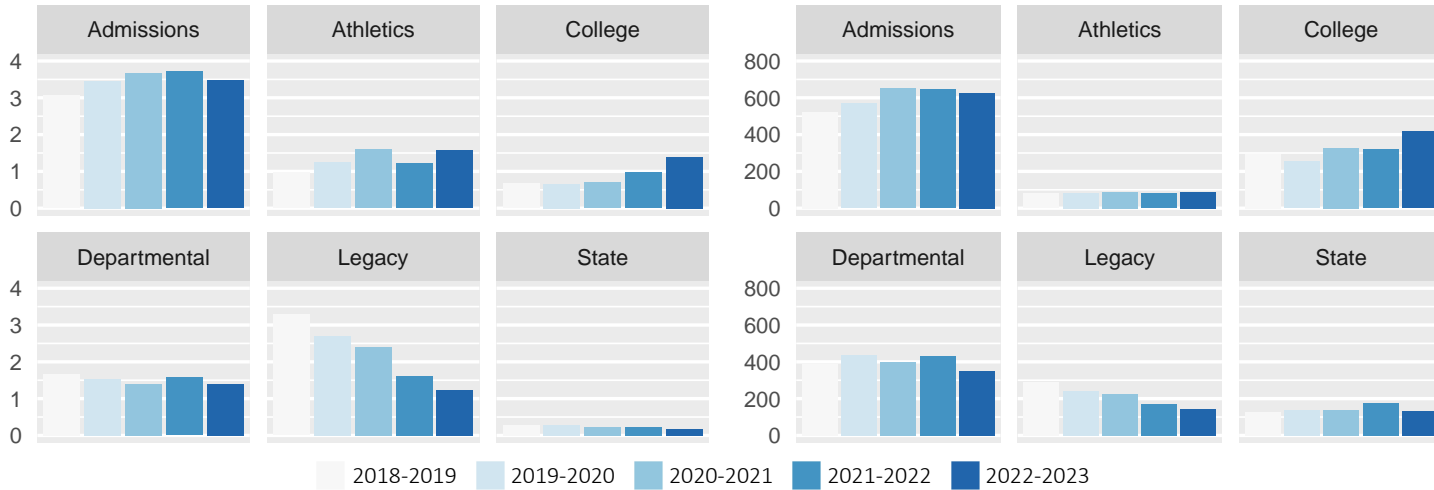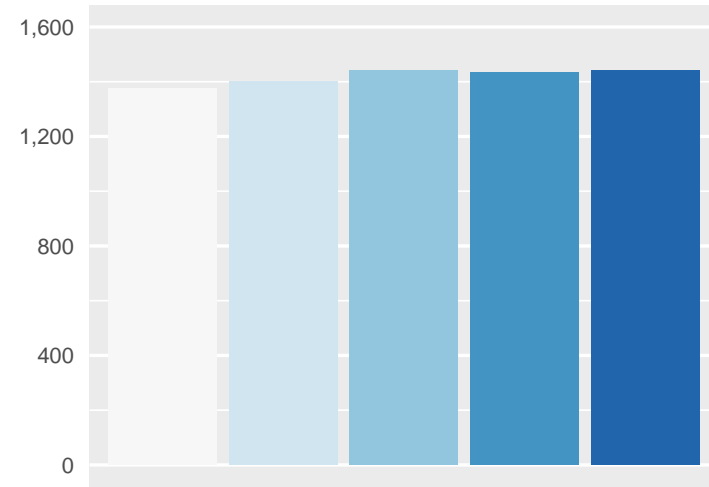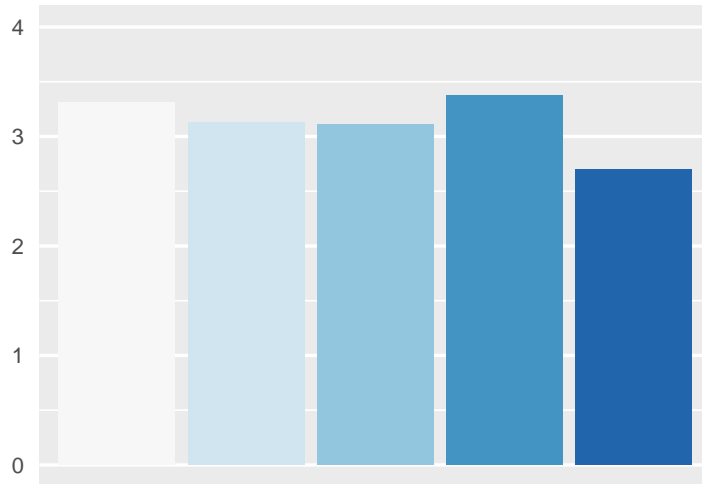### Total Funds Disbursed Per Aid Year in million USD
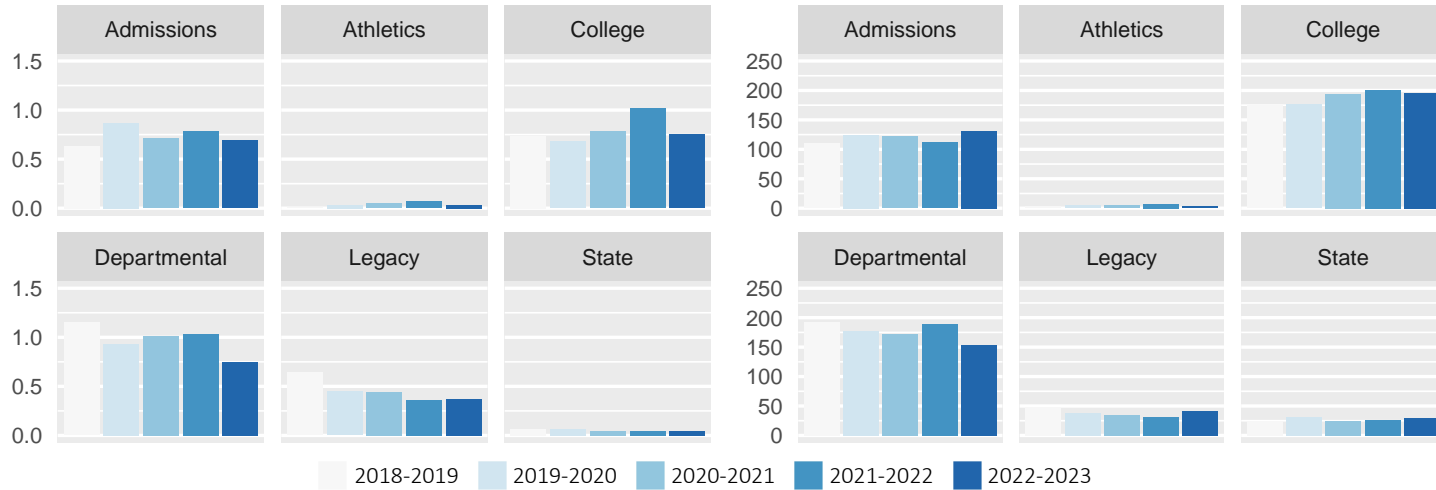

Total Recipients Per Aid Year

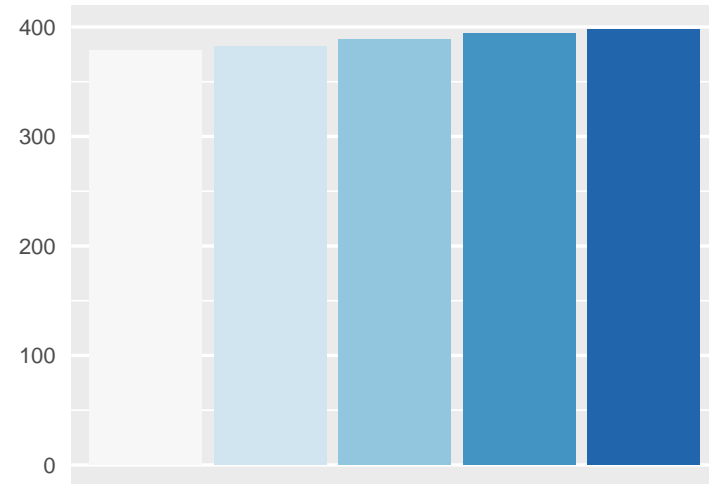Legend: 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023

3
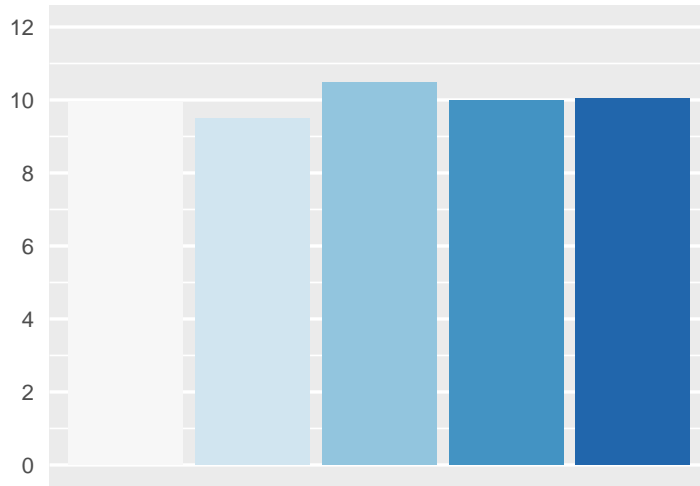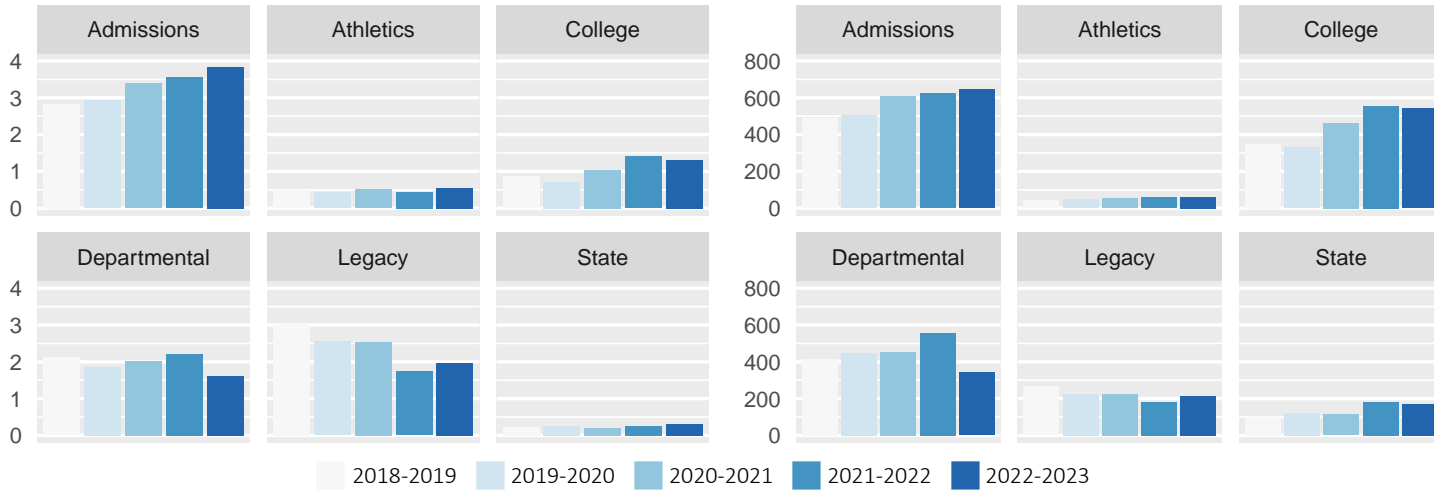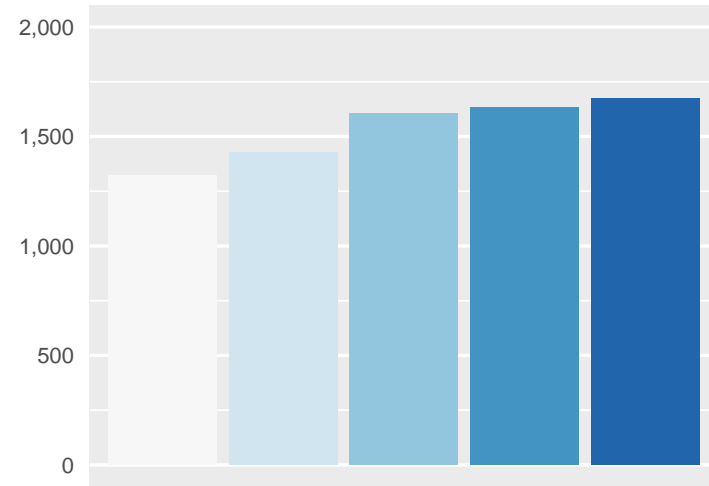
Caine College of the Arts

**Total Funds Disbursed Per Aid Year
in million USD**

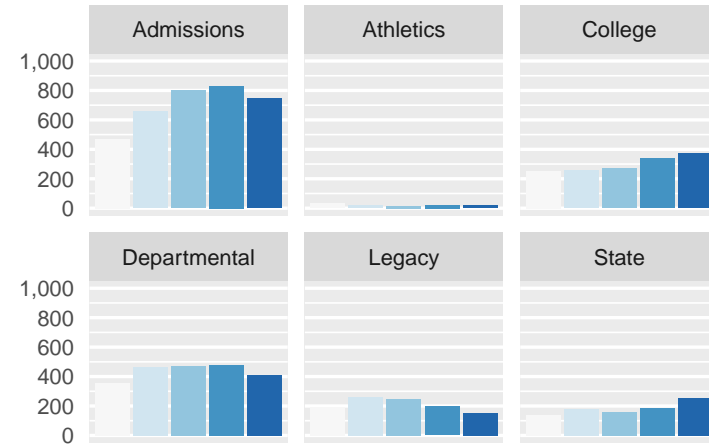**Total Recipients Per Aid Year**

Legend: 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023
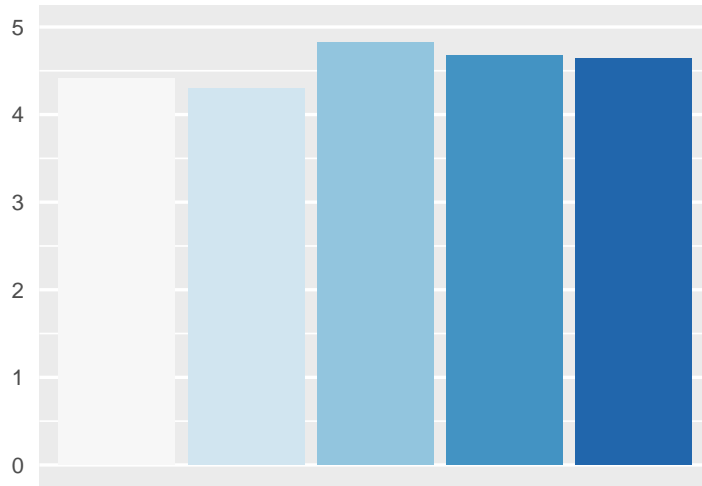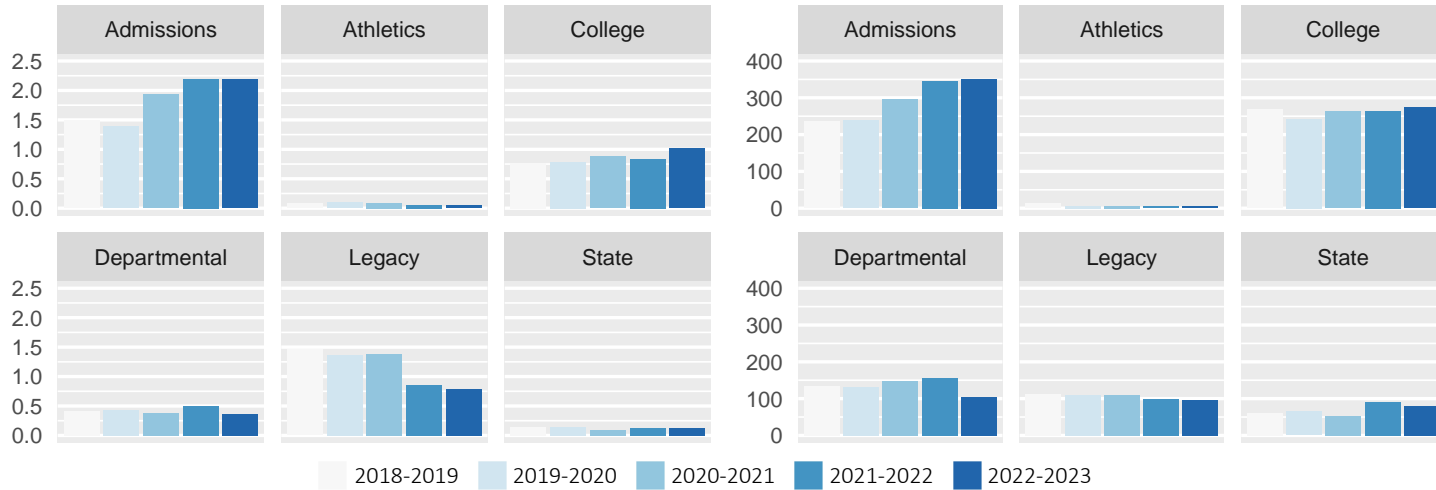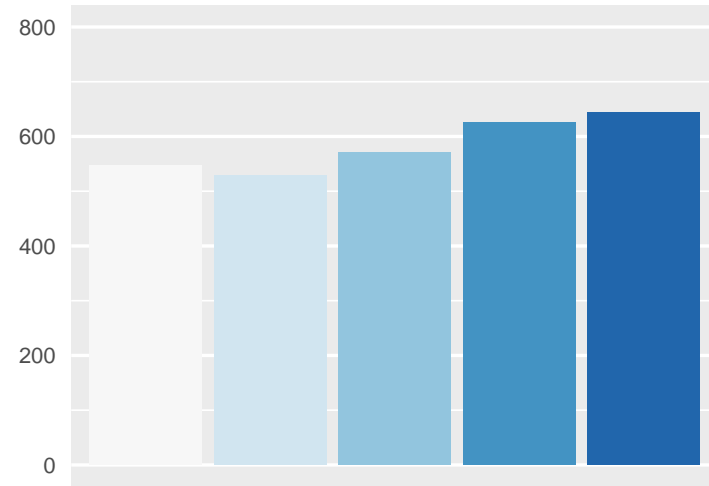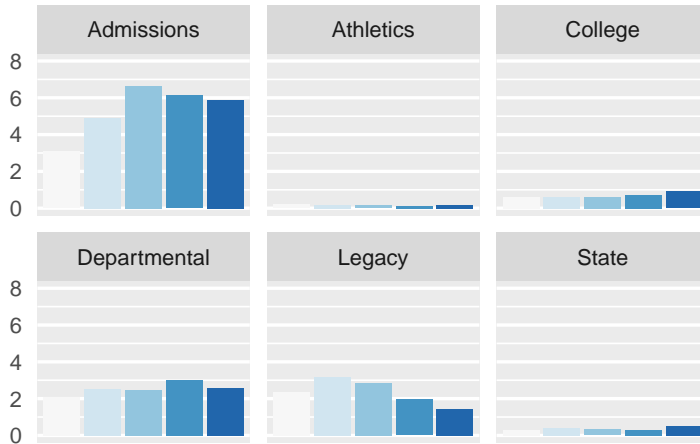
Jon M. Huntsman School of Business

Total Funds Disbursed Per Aid Year
in million USD
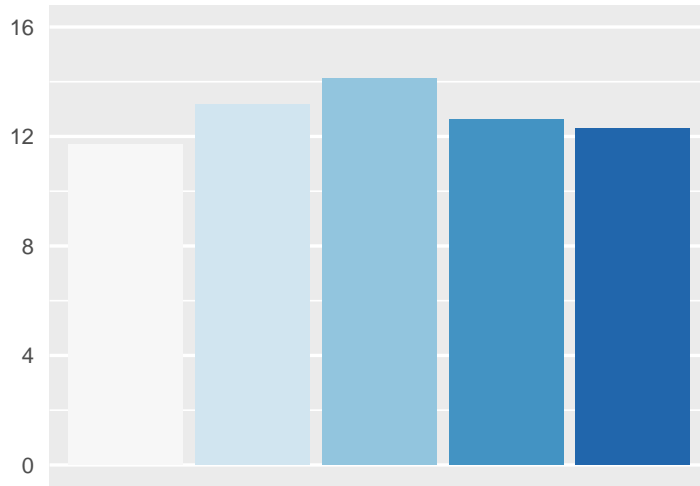
Total Recipients Per Aid Year
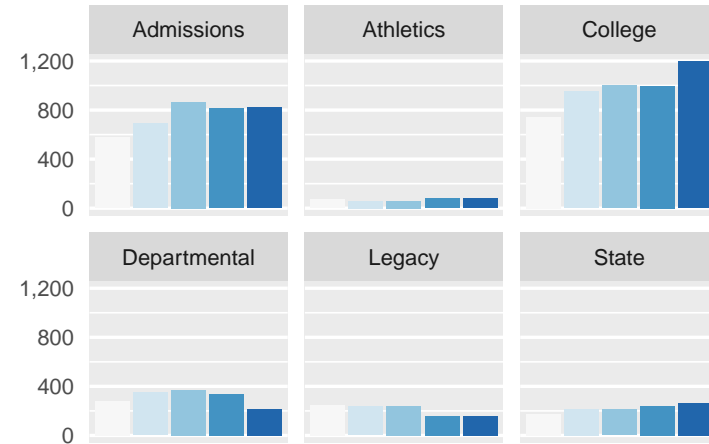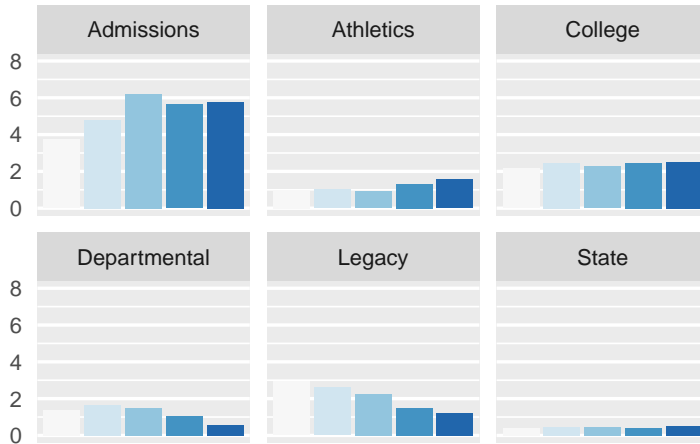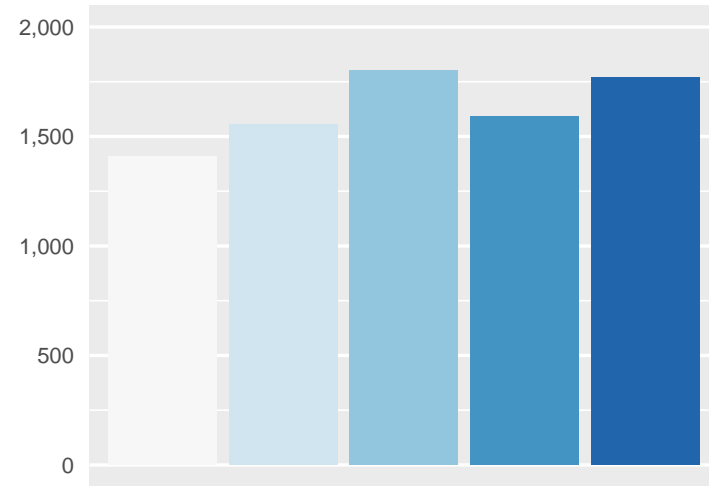
2018-2019   2019-2020   2020-2021   2021-2022   2022-2023

Emma Eccles Jones College of Education & Human Services

Total Funds Disbursed Per Aid Year
in million USD

Total Recipients Per Aid Year

2018-2019   2019-2020   2020-2021   2021-2022   2022-2023
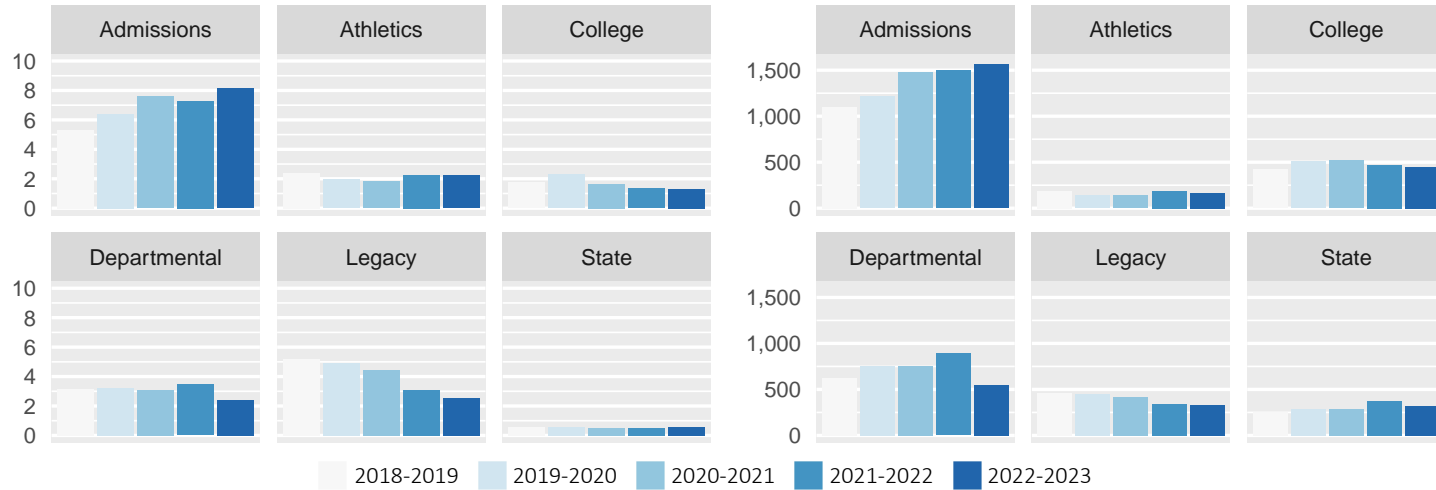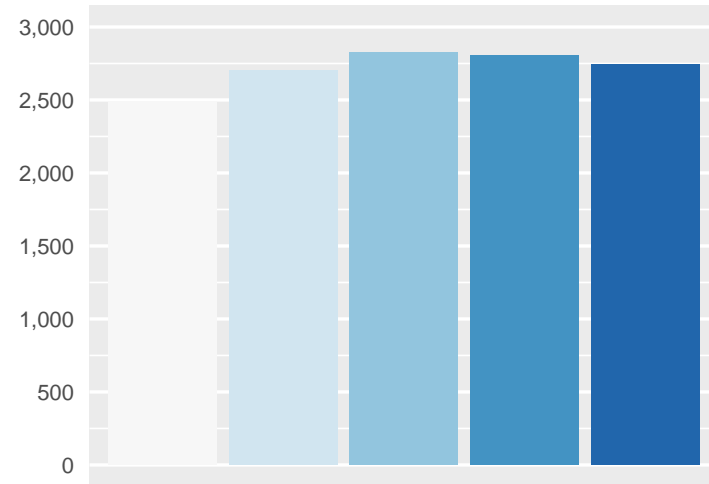
College of Engineering

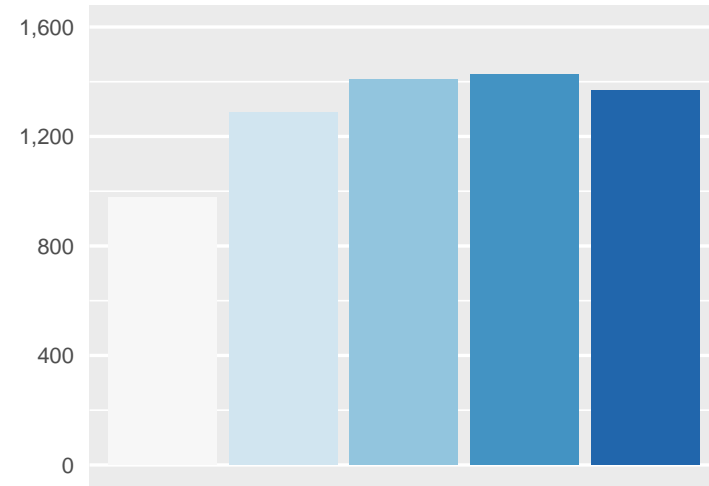Total Funds Disbursed Per Aid Year in million USD
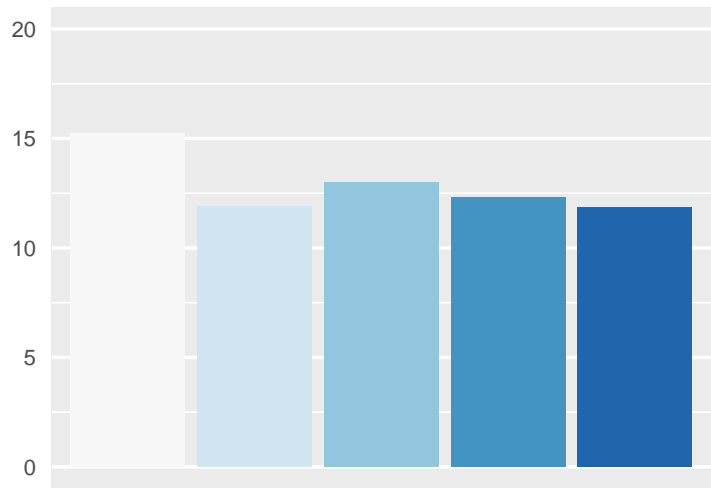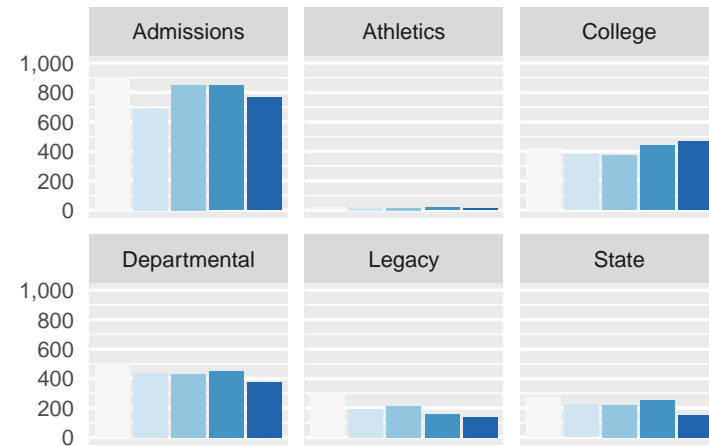
Total Recipients Per Aid Year

College of Humanities & Social Sciences

Total Funds Disbursed Per Aid Year
in million USD

Total Recipients Per Aid Year

2018-2019   2019-2020   2020-2021   2021-2022   2022-2023
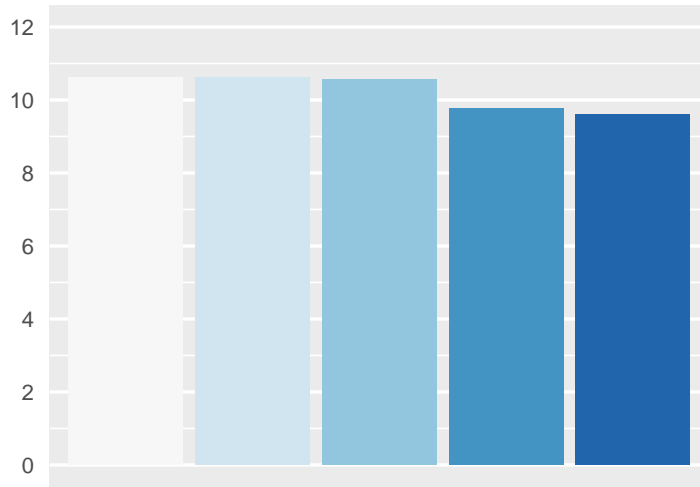
Quinney College of Natural Resources

Total Funds Disbursed Per Aid Year
in million USD

Total Recipients Per Aid Year

Legend: 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023

College of Science

Total Funds Disbursed Per Aid Year
in million USD
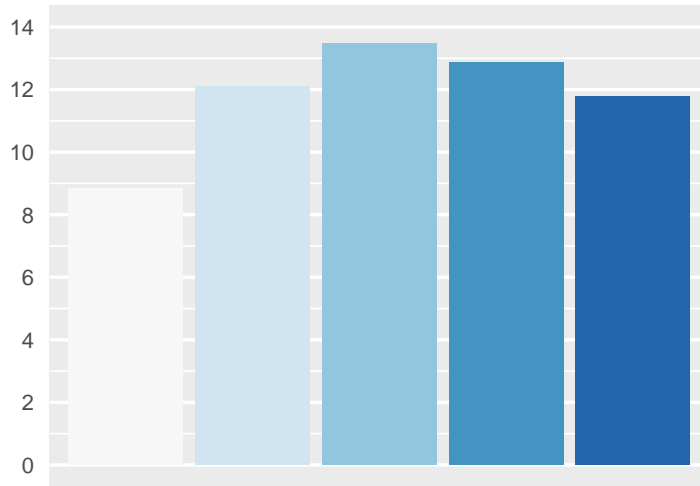
Total Recipients Per Aid Year

Undeclared/Transitional

Total Funds Disbursed Per Aid Year
in million USD
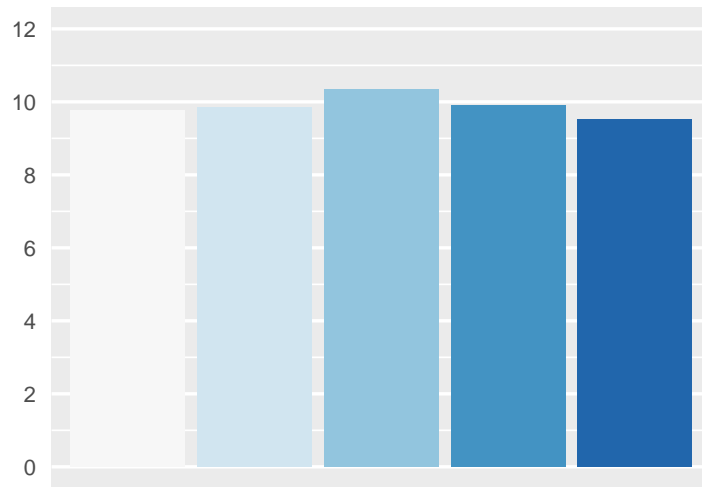
Total Recipients Per Aid Year
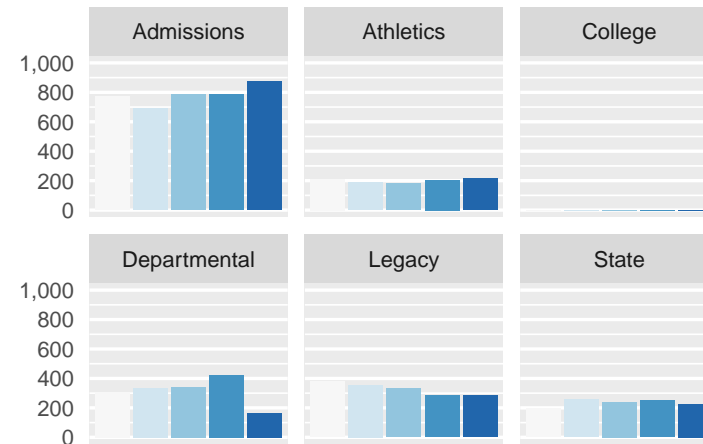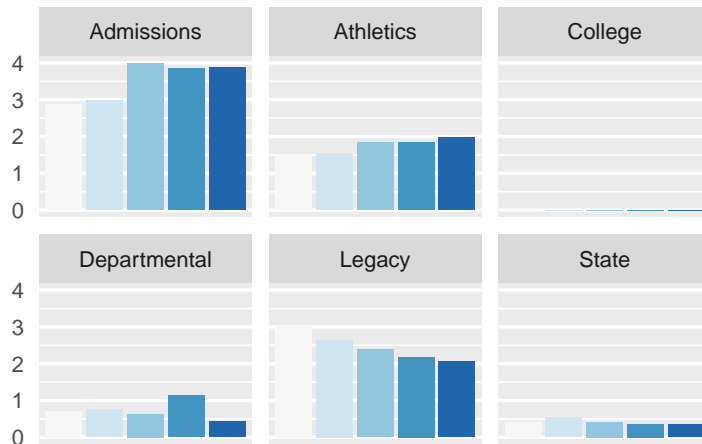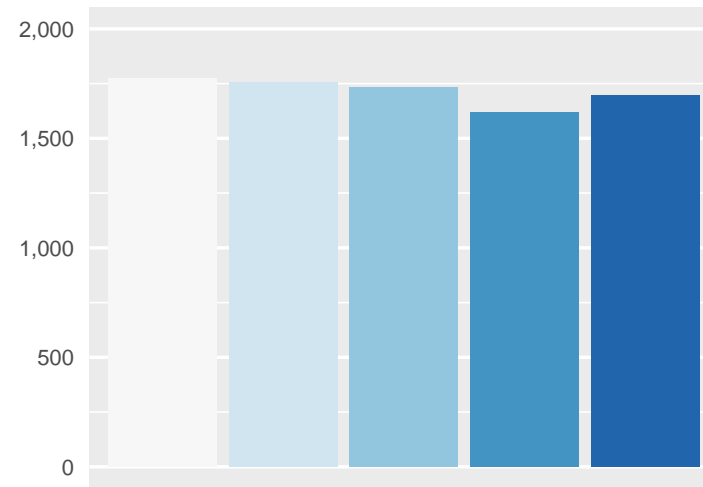
Student Financial Support

435.797.0173

scholarships@usu.edu

usu.edu/financial-support

SILC

Annual

Report

Utah State University

The Mission

We create opportunities for co-curricular involvement, student empowerment and leadership development

The Vision

Our vision is to create an inclusive campus culture where students are engaged and our community understands involvement outside of the classroom positively enhances their Utah State University experience.

Student Success

3.575 GPA
Average GPA for the 86 students on scholarship.

$502,085.08
In scholarships awarded out.

325 Leaders and Volunteers

15,669 Service Hours

Utah College Day of Service
Diverted 3538.3 pounds of apples.
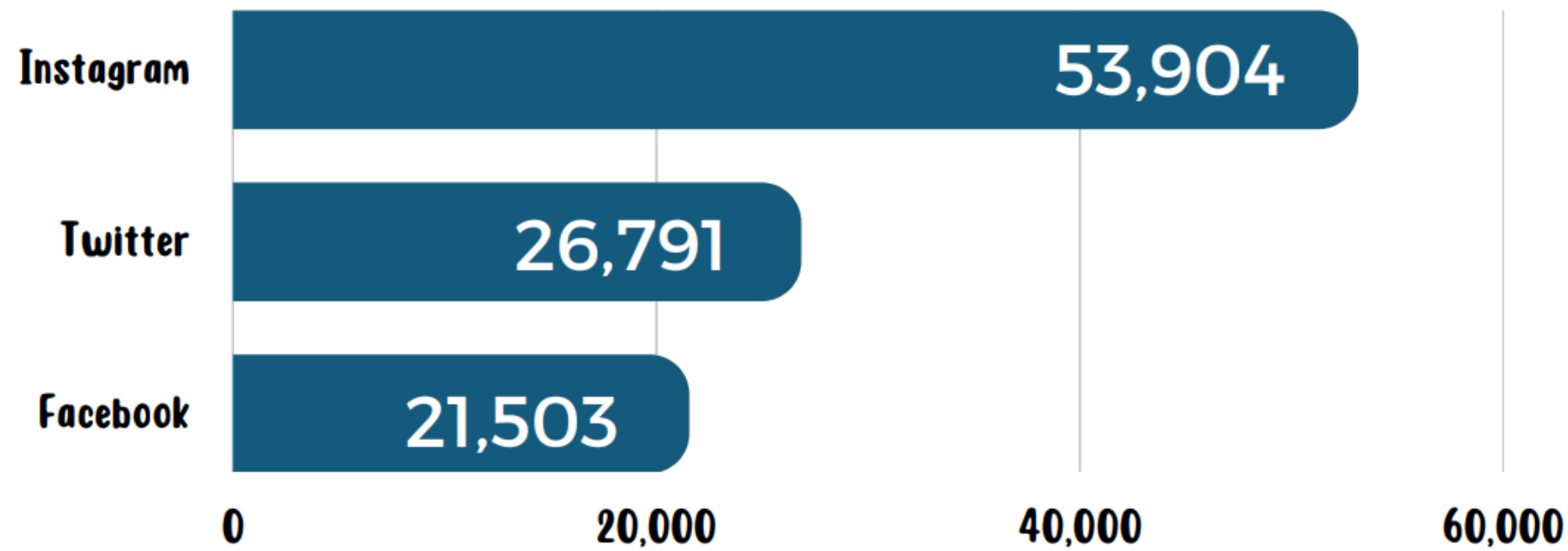
Activites

▶▶ **217 Student Activities**

▶▶ **74,681 Individual Engagements**

▶▶ **64% of Logan Students Engaged**

▶▶ **93 USUSA Student Clubs**

▶▶ **$47,027.60 Provided to Organizations and Clubs**

Social Media & Website

Followers

Platform	Followers
Instagram	53,904
Twitter	26,791
Facebook	21,503

Social Media Posts

- Facebook 366
- Instagram 337
- Tik Tok 35
- Youtube 31
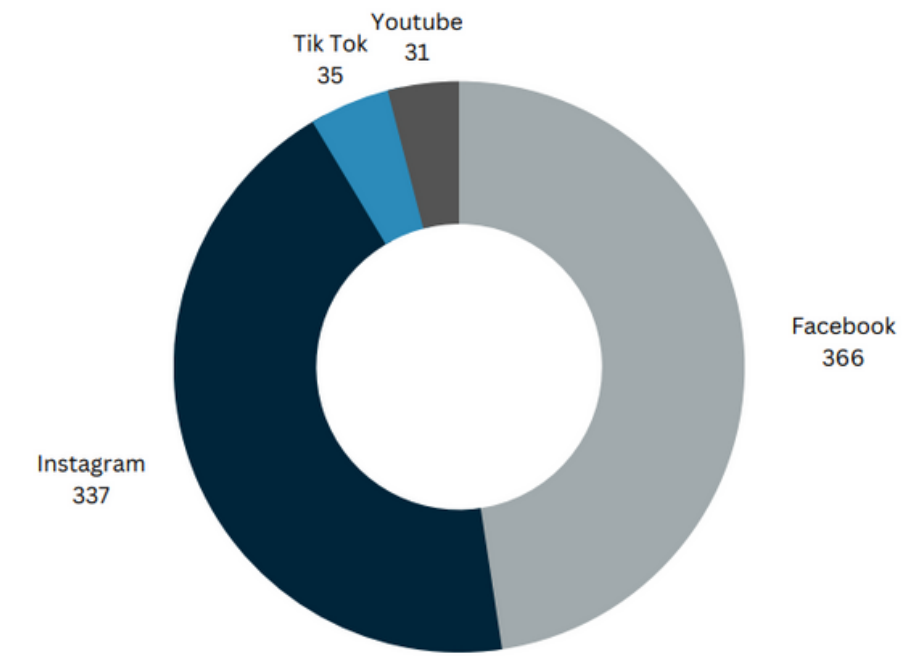
Funding to the USU Community

Capital and Support

3 projects funded

Highest award: $25,000

$30,600 awarded out

Academic Opportunity Fund

35 trips funded from all 8 colleges

58 students funded

$20,124 in funding

Facilities Enhancement

8 projects funded

Highest award: $40,000
Lowest Award: $350

$200,000 in funding

Contact Us

Phone Number
- **435-797-2912**

Email Address
- **involvement@usu.edu**

Website
- **www.involvement.usu.edu**

U STATE | **UtahState University**

Student Involvement and Leadership