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Faculty Senate Agenda April 29, 2024

Utah State University

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Faculty Senate

April 29, 2024
3:00 – 4:30 pm
Merrill Cazier Library - 154
[Zoom](#) (Statewide)

AGENDA

- 3:00 Call to Order**..... Maureen Hearn
Approval of Minutes – [April 1, 2024](#)
- 3:05 University Business** Elizabeth Cantwell, President | Larry Smith, Provost
- 3:20 Faculty Senate Business** Maureen Hearn | John Ferguson | Grant Cardon
IRB Relations Survey – Benjamin George
- 3:25 Information**
Educational Policies Committee – [April 4, 2024](#) Paul Barr
[Student Nutrition Access Center](#) Casey Coombs | Jonathon Walters
- 3:35 Reports**
[Budget and Faculty Welfare Annual Report](#) Don Busenbark
[Calendar Committee Annual Report](#) Andi McCabe
[Committee on Committees Annual Report](#) Carolyn Ball
[Recruitment & Retention Annual Report](#) Heidi Kesler | Katie Jo North
- 3:55 Old Business**
- 4:00 New Business**
Aggies Access Adoption Program for Textbooks Amber Williams | Jason Brown

New Faculty Senate President-Elect Maureen Hearn
- Todd Griffith

Committee on Committees Chair Elect Maureen Hearn
- Ryan Knowles

Honorary Degrees and Award Members Maureen Hearn
- Cree Taylor
- Mikhail Maxfield
- John Ferguson

Format & Responsibilities - 2024-2025 Faculty Senate Meetings Maureen Hearn

Concluding Remarks, Passing of the Gavel Maureen Hearn
(Passing of the gavel will officially take place at the first senate meeting of the new academic year)



Faculty Senate

4:20 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 representatives are:

- College of Natural Resources
- College of Veterinary Medicine
- Extension
- Presidential Appointee

Adjourn: 4:30 pm



April 1, 2024
3:00 – 4:30 pm
Merrill Cazier Library – 154

MINUTES

Call to Order - Maureen Hearn

Approval of Minutes – [March 4, 2024](#)

Minutes approved as distributed.

University Business - Elizabeth Cantwell, President | Larry Smith, Provost

Provost Smith – Athletics has March madness, but academics has April madness. So many things are going on right now. Last week we held the annual Faculty Awards Ceremony, and this is one of the provost's favorite events of the year. It is great to be able to honor extraordinary performance amongst the faculty. All faculty should have received an email this morning regarding the Presidential Investiture encouraging and inviting all faculty to attend and be part of this historic event. This Friday the Board of Trustees will meet in the morning to deal with promotion and tenure and then faculty will be informed of the decisions next Friday afternoon. In a couple of weeks the president and provost will begin travel for the various statewide campus commencement ceremonies.

President Cantwell – Not a lot of updates. She pointed to the fact that USHE is developing guidance for many of the higher ed bills that were passed this year. HB261 – DEI bill will be going out soon. There is a council of presidents meeting where they will discuss a few items on that bill. She will bring things forward when the major components look like they are going to shift. She also has a detailed outline of the finance side. Still getting a 3% increase. This is not part COLA and part merit. It is all base, there will be no merit component this year. Will have more on this later and how we will deal with the pay structure issues. Discussed creating a shared governance committee. One of the most important things is having a Box folder available this summer that has state legislation, USHE policy and USU policy in it for review. Hopefully by June the legislation will be available, and we will have some sort of guidance. Our policies will not have changed at that point. We still need to look at all of it. What is useful is the continuing discussions of shared governance. We do have to own our own shared governance fate. We have an obligation, as an institution, to be in front of this issue. This is our opportunity to stay engaged. The president is looking at having three presidential appointees and then decide the other makeup of the committee. This should not be too big as that may hinder forward progress. Looking at approximately 10 people. She would like to have the committee report out every April.

Faculty Senate Business - Maureen Hearn | John Ferguson | Grant Cardon

Faculty Code Being Held - John Ferguson

After hearing about all the faculty code updates want to let you know that the code is being pulled back and held at this point. Due to the change in the Board of Trustees and concerns in legal the President has asked that we put a hold on faculty code right now. Code 405 and on will remain the same as is currently written. The Faculty Senate Presidency would like to bring forth commendations for those who served on the faculty code rewrite committee. Any modifications or changes need to be taken to PRPC.

We were hoping to have a Faculty Forum on April 10 to help kick off the shared governance. Not able to pull all the pieces together. Canceled the Faculty Forum.

Grant Cardon – Save-the-date for the joint task force SEA. Exploring childcare on campus. The idea of the open forum is to introduce the current offerings. There were 144 families who have put their names on waiting lists and there are 80 students who need practicum. We hope to be able to assist them in this endeavor. Get data on short- and long-term needs. The meeting will take place on April 24 in the Life Sciences building and starts at 12:00 pm and ends at 5:00 pm. Come at one of the times that will fit your schedule. They will be repeating sessions every 45 minutes. This is an exciting opportunity to get the data. This is a need for the staff as well as the faculty.

Information

Education Policies Committee – [March 7, 2024](#) - Paul Barr

General Education Subcommittee – no meeting/minutes.

Academic Standards Subcommittee – no meeting/minutes.

Curriculum Subcommittee – Curriculog is closed so there are no course changes.

Updated CIP Code changes for the College of Agriculture and Applied Sciences. There were 42 proposals that were stuck in the approval process. These will be deleted and need to be started over in July.

[Presidential Investiture](#) | Faculty Forum – Maureen Hearn

Part of shared governance is being part of events for the Presidential Investiture. Please attend the investiture in full regalia. This is an incredibly important event.

Limited English Proficiency (LEP) [Draft Policy](#) | [Procedure](#) | [Summary](#) - Matt Pinner

Policy 521 – Limited English Proficiency. This is federally required as a condition of our receipt of federal funding.

Reports

N/A

Old Business

N/A

New Business

[Administrator Evaluation Discussion](#) - James Morton

Faculty members are not asked to evaluate their department heads. Each college does these evaluations differently. Is this a problem campus wide or is it an isolated issue? Department Heads & Deans are evaluated yearly by their supervisor. Every 5 years the faculty are involved in the evaluation process. If a Department Head changes the clock starts over and that could be why faculty have not been involved in the process. Please talk with your colleagues regarding faculty involvement in evaluating deans and department heads. Also look at a mechanism on how to provide faculty feedback. Think about and discuss how faculty can be more involved and do we need a written policy for this? Policy 104 is where you can find information. This may be perfectly fine the way it is working right now. Do we think it needs to happen sooner than every five years? The feedback mechanism is extremely important. An evaluation does not have to be a negative thing, it can be positive as well. The provost is not opposed to evaluating department heads and deans sooner than every five years, however, they shouldn't be done every year. Need to explore an alternative way. Use IDEA every five years and come up with another mechanism.

Motion to create ad hoc committee made by John Ferguson. Seconded by Nate Trauntvein. Carolyn Ball volunteered to chair the committee. Unanimous decision.

Faculty Senate Elections - Maureen Hearn

- President Elect Nominations
 - Todd Griffith

- Committee on Committees
 - Ryan Knowles

- Honorary Degrees & Awards Committee
 - James Norton
 - Cree Taylor
 - Mikhail Maxfield
 - Mair Murray
 - John Ferguson
 - Kelly Fadel
 - Mona Buhusi

Adjourn: 4:15 pm

Report from the Educational Policies Committee April 4, 2024

The Educational Policies Committee (EPC) met on April 4, 2024. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page (www.usu.edu/epc). During the April 4, 2024 meeting of the EPC, the following actions were taken:

1. General Education Subcommittee

- No meeting

2. Academic Standards Subcommittee

- Update the list of countries that Graduate School English Proficiency Exam would be waived and include the language, “Exemptions for the English proficiency requirement are granted for non-native speakers who have received a bachelor's or more advanced degree either from an accredited U.S. institution or from a university outside the U.S. at which English is the official language of instruction.”
- Remove the Academic Residency Requirement language that currently exists in code and replace it with, “The School of Graduate Studies will not have any academic residency requirements for graduate students, but departments and colleges may impose residency requirements in their programs as they see fit.”
- Remove the highlighted phrase in the Academic Renewal Policy, “Undergraduate students who have been admitted to Utah State University after an interruption in their collegiate education of at least one year may petition to have certain credits that are older than five years removed from the calculation of the GPA and credits earned. The renewal procedure allows the student’s academic records to be reviewed for the purpose of eliminating from grade point average computation all grades of D+ or below that were entered on the academic transcript five or more calendar years prior to the request, including transfer credit on the USU transcript. However, upon request, selected grades of D+ or below may remain on the student’s record. Petition forms are available in the Office of the Registrar and online. A \$25 processing fee will be assessed.”
- Remove the following terminology from the Religion Credit section of the Transfer Credit in the catalog, “Religion courses are generally *not transferable*. These courses will be evaluated based on the particular orientation of the course. In order to be considered, courses in religion must be listed on an official transcript from a regionally accredited institution.”

3. Curriculum Subcommittee

- April 4, 2024
Course Approvals –0

- Request from the Departments of Veterinary Clinical and Life Sciences and Animal, Dairy and Veterinary Sciences in the College of Veterinary Medicine and the College of Agriculture and Applied Sciences to establish the Utah Veterinary Diagnostic Laboratory.
- 10 CIP Code Changes in TDTE

4. **Other Business**

- College of Agriculture and Applied Sciences [CIP Code Changes](#)

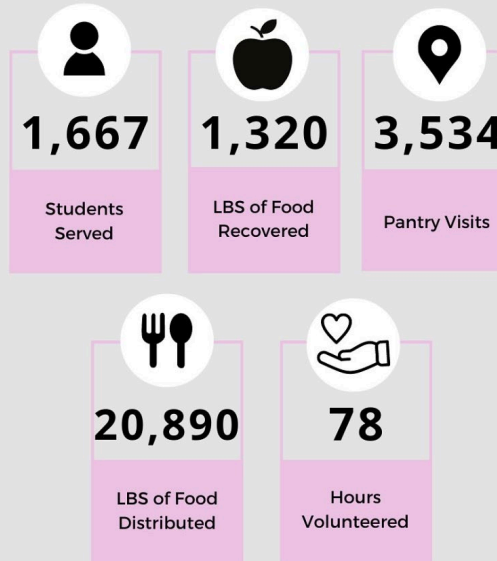
Student Nutrition Access Center (SNAC) Update

CASEY COOMBS MS, RD & JONATHON WALTERS M.Ed

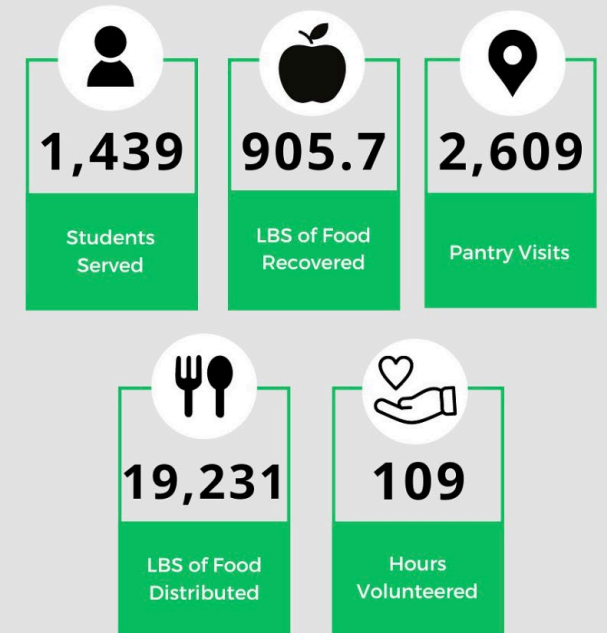
DEPARTMENT OF NUTRITION, DIETETICS AND FOOD SCIENCES

SNAC Reach

February 2024



March 2024



Aggies Helping Aggies

Student employees & volunteers

Nutrition & food resource management workshops

Commercials and marketing materials

Undergraduate research

Program/assistance referrals

USUSA Organization of the Year

Finalist for Robins Award Organization of the Year



SNAC Collaborative Research

Transforming Communities Institute

Department of Social Work and Nutrition, Dietetics and Food Sciences

Community Partner Panel

Phase I: Survey of USU students (n=~1,677) , faculty and staff (n=~200)

- Determine awareness and support of SNAC among USU populations
- Identify common characteristics of current SNAC service users
- Assess and compare post-COVID 19 pandemic food security issues of USU students at all campuses across the state.

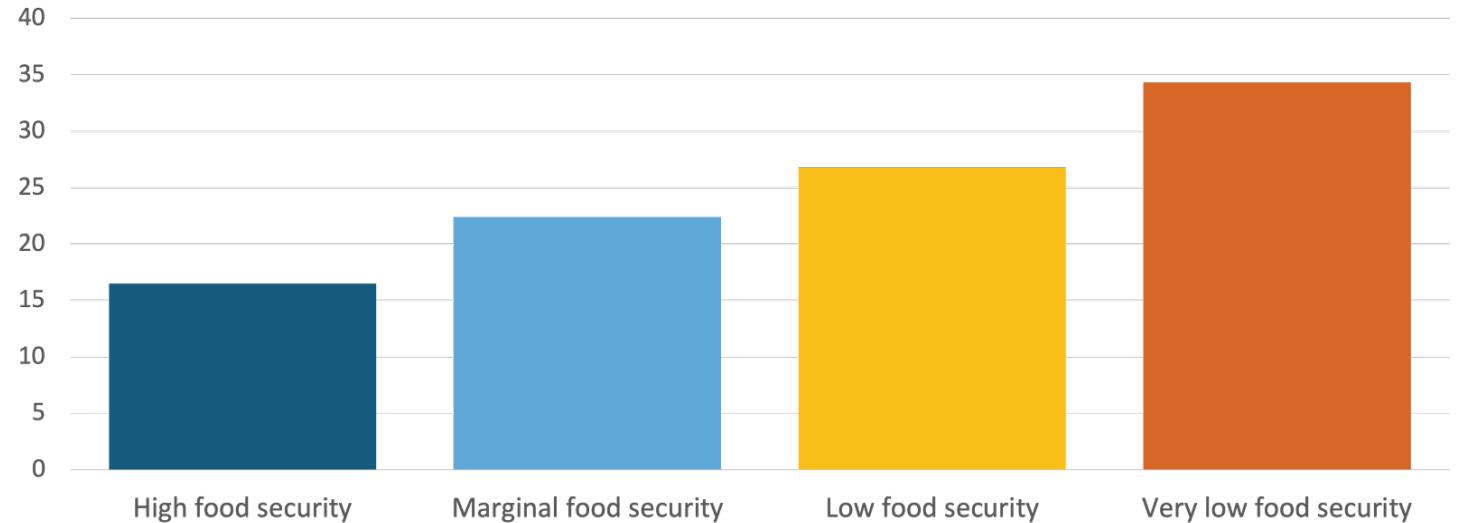
Phase II: Interviews of current SNAC users (n=31)

- Understand the impact the pantry has on physical, emotional, social, financial, and academic well-being.

Preliminary Findings

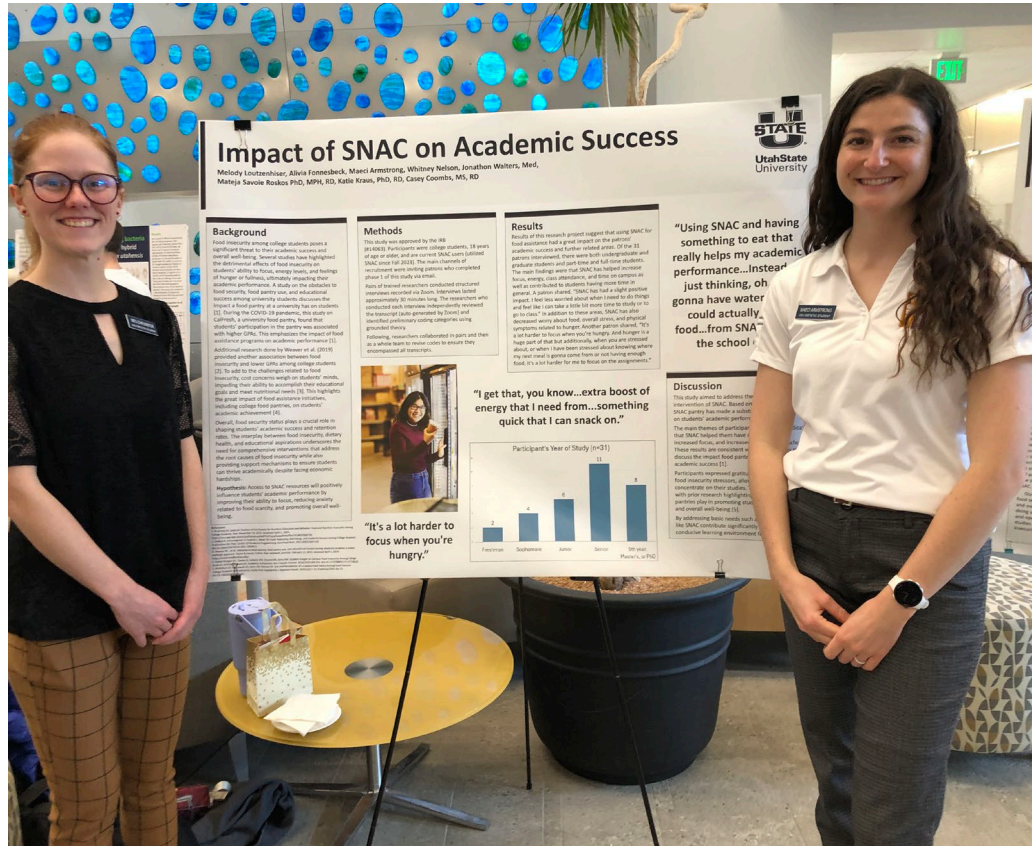
Based on USDA 10-question food security module

Percentage of student respondents and their food security status (n=1,367)



High Food Security	No reported indications of food access problems or limitations
Marginal Food Security	One or two reported indications-typically of anxiety over food sufficiency or shortage of food in the house. Little or no indications of changes in diet or intake
Low Food Security	Reports of reduce quality, variety or desirability of diet. Little or no indication of reduced food intake.
Very Low Food Security	Reports of multiple indications of disrupted eating patterns and reduced food intake.

Preliminary Findings



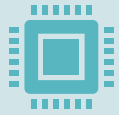
Among SNAC users, colleges with the highest proportion of students with high and very high food insecurity are

- CHaSS (39.1%)
- College of Ed (33.9%)
- CAAS (25.7%)

2 out of 3 SNAC users agreed or strongly agreed that SNAC helps them

- Focus on their courses and homework
- Avoid going hungry because they don't have enough money
- Avoid cutting the size of or skipping meals altogether.

Student Quotes



I feel like when I do go hungry like, I can really feel it. **And I get really physically sick from it, like I do get spells where I do feel like I'm going to pass out. Since using SNAC, I don't have to worry about that as much**, because I can like rely on something that'll last me a few days, instead of just having to hope for free food on campus.



When I am hungry, like, I get quiet, and it's hard to engage in the class, but also in interpersonal relationships and social settings. I just am preoccupied with a grumbling tummy.

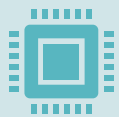


I did skip classes just to work more. But now [because of SNAC],...I don't have to work more. I can just work, go to school and still have enough.”

Student Quotes



So I did skip out on my classes a lot less semester because of that. And then, **when I did start using SNAC, it helped me not skip my classes as much.**



We as students, can't go to the Cache Valley Food Pantry. I actually tried to go there first. He says, no, you're a university employee or university student. You have to use SNAC. **You are not able to get this here, even though I was below the income threshold for what they required.**



When I use [SNAC] I experienced less hunger. **I think anxiety is a lot more manageable, and I can regulate my emotions a lot better.**

Next Steps



How can you support SNAC?

Departmental support

One-time donation through advancement

usu.edu/advancement/give/caas/snac

Payroll deductions

usu.edu/advancement/give/payrolldeduction

Payroll Deduction Gift Form

Please select *

- I would like to **create a new** charitable giving payroll deduction
- I would like to **modify an existing** charitable giving payroll deduction

USU Area to Support

SNAC

To contribute through payroll deductions, there is a minimum of \$3.00 per area you wish to support and a minimum of 3 months per deduction.

Deduction Amount (per pay period)

50.00

Duration of Deduction

- Indefinite
Please keep this deduction going until I instruct you otherwise.
- Contact Me When Time To Renew
Please keep this going until a specified date and I will advise you regarding changes. If I do not respond, you may renew my pledge for another year.
- Specific Amount
I would like the deduction to remain in place until a specific amount has been reached



Annual Committee Report

Committee Name: Budget and Faculty Welfare (BFW)

Person Reporting: Don Busenbark

Committee Membership (include Chair and Chair-Elect)

Don Busenbark (Chair) – Statewide Campuses

Jessica Baxter – College of Agriculture and Applied Sciences

Max Matzen – Caine College of the Arts

Todd Griffith – Jon M. Huntsman School of Business

Lisa Milman – Emma Eccles Jones College of Education and Human Services

Andrew Sorenson – College of Engineering

Kim Andrus – College of Humanities and Social Sciences

Sunshine Brosi – S.J. & Jessie E. Quinney College of Natural Resources

Boyd Edwards – College of Science

Sandra Weingart (Chair-Elect) – University Libraries

Shannon Cromwell – Extension

Scott Jordan – USU Eastern

Previous Years' Key Focus-Accomplishments

- 6% Salary Increase
- 1% Flex Spending for Merit Pay
- Transparency Recommendations in Merit Pay

Current Efforts

- 3% Salary Increase
- 0.5% Merit Pay
- RFP Decision on Short-term and Long-term Disability Insurance
- RFP Decision on Life Insurance and AD&D
- Sandra Weingart – BFW Chair (2024-2025)
- Scott Jordan – BFW Chair Elect (2025-2026)

Goals for Upcoming Year

- Continued Support for Salary Increase
- Continued Support for Percentage available for Merit Pay
- Codify Promotion/Tenure Raises

Issues or Problems

- Compression and Equity Issues in Pay increases
- Codifying Promotion/Tenure Raises

Reports given to Faculty Senate Executive Committee (FSEC) and Faculty Senate (FS) **must be kept to 5-minutes or less.** Committees will be notified in advance of the date they will be presenting and when reports need to be submitted to Michele Hillard (michele.hillard@usu.edu).

Calendar Committee Members 2023-2024

Andi McCabe, Office of the Provost – Chair
Mike Ashfield, Faculty Representation
Mykel Beorchia, University and Exploratory Advising
LuAnne Bladen, Registrar’s Office
Nancy Hanks, Office of the President
Brandon Hansen, Staff Employee Association
John Mortensen, Office of the Executive Vice President
Mair Murray, Faculty Representative
Sarah Pope, Graduate Studies Senator
Doug Ramsey, Faculty Representative
Isabelle Santini, Engineering Senator – USUSA
Steve Williams, Faculty Representative
Jenna Padelsky, 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 actions of this committee are reviewed by the Faculty Senate and presented to the President’s Leadership Team for ratification.

2023-2024 Actions

1. The committee recommends a **revised 2024-2025 Academic Calendar**.
To accommodate the new Commencement schedule, which moves the main Commencement ceremony to Wednesday evening, we have eliminated Interim day and adjusted the dates for Final Examinations.
(See Supporting Materials 1A/1B)
2. The committee recommends a **2025-2026 Academic Calendar** proposal for Summer session 2025, Fall Semester 2025, and Spring Semester 2026.
(See Supporting Materials 2A/2B)
3. The committee recommends a **2026-2027 Academic Calendar** proposal for Summer session 2026, Fall Semester 2026, and Spring Semester 2027.
(See Supporting Materials 3A/3B)

The Academic Calendars can be found at <https://www.usu.edu/calendar/academic/>.

4. The committee recommends a proposal for **2026 Employee Holidays**.
(See Supporting Materials 4A/4B)

The Holiday Calendar can be found at <https://www.usu.edu/calendar/holidays/>.

Deliberations and Other Considerations

1. **Fall Break:** The committee was asked to consider moving Fall Break to align with the local K-12 school districts. Chair Andi McCabe met with the superintendents of the Logan School District and the Cache School District to discuss the possibility. In order for USU to move forward with revising our Fall Break timing, it was necessary to have assurances from the school districts since USU sets their calendar in advance of the K-12 districts. Conversations with the K-12 school districts resulted in an agreement to align our Fall Breaks whenever possible, with the preferred week being the 2nd week in October. This is a positive outcome for our employees and students who have children in the primary school system to better plan for their time off. This new Fall Break guideline will be effective Fall of 2025.
2. **Commencement:** The Commencement Committee has revised the full commencement schedule beginning in Spring 2025 to have the main Commencement ceremony on Wednesday evening, with the individual college convocations taking place on Thursday and Friday. Because of this change, we are eliminating the interim day at the end of the Spring semester that was recently added to align the number of instruction days in the Spring with the number in the Fall semester so that the Final Examinations can begin a day earlier, allowing for no scheduled testing on the day of Commencement.

Status

This report resulted from deliberations at the Calendar Committee held on October 20, 2023, and subsequent communications. It will be considered by the Faculty Senate Executive Committee on April 15, 2024, and by the Faculty Senate on April 29, 2024.

Supporting Materials – See Following Pages

- 1A. Proposed **Revised** 2024-2025 Academic Calendar Table
- 1B. Proposed **Revised** 2024-2025 Academic Calendar
- 2A. Proposed 2025-2026 Academic Calendar Table
- 2B. Proposed 2025-2026 Academic Calendar
- 3A. Proposed 2026-2027 Academic Calendar Table
- 3B. Proposed 2026-2027 Academic Calendar
- 4A. Proposed 2026 Employee Holiday Table
- 4B. Proposed 2026 Employee Holiday Calendar

Revised 2024-2025 Academic Calendar

Summer Semester 2024	
First 7-week Session	May 6 - June 21 (M-F; 32 instr. days, 1 test day)
Second 7-week Session	June 24 - August 9 (M-F; 32 instr. days, 1 test day)
14-week Session	May 6 - August 9 (M-F; 65 instr. days, 1 test day)
Summer Session Holidays	May 27 Memorial Day (M); June 17 Juneteenth National Freedom Day (M - observed); July 4 Independence Day (Th); July 24 Pioneer Day (W)
Fall Semester 2024 (70 instruction days, 5 test days)	
First Day of Classes	August 26 (M)
First 7-week Session	August 26 - October 14 (34 instruction days, 1 test day)
Labor Day	September 2 (M)
Second 7-week Session	October 15 - December 6 (34 instruction days, 1 test day)
Fall Break	October 18
Thanksgiving Holiday	November 27-29 (W - F)
No-Test Week	December 2 - 6 (M - F)
Last Day of Classes	December 6 (F)
Final Examinations	December 9-13 (M - F)
Spring Semester 2025 (70 instruction days, 5 test days)	
First Day of Classes	January 6 (M)
First 7-week Session	January 6 - February 25 (34 instruction days, 1 test day)
Martin Luther King, Jr. Day	January 20 (M)
Presidents' Day	February 17 (M)
Second 7-week Session	February 26 - April 22 (34 instruction days, 1 test day)
Spring Break	March 10 - 14 (M - F)
No-Test Week	April 16 - 22 (W - T)
Last Day of Classes	April 22 (T)
Interim Day	April 23 (W)
Final Examinations	April 23 - 29 (W - T)
Commencement	April 30 - May 2 (W - F)

Approved by Calendar Committee:

Approved by Faculty Senate:

Approved by Executive Committee:

Utah State University

Supporting Materials 1B

2024-2025

REVISED ACADEMIC CALENDAR

May-24						
Su	M	Tu	W	Th	F	Sa
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Jul-24						
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Aug-24						
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Sep-24						
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Oct-24						
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Dec-24						
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Jan-25						
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Feb-25						
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Mar-25						
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Apr-25						
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May-25						
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Approved by Calendar Committee:

Approved by Faculty Senate:

Approved by Executive Committee:

Notes

Summer 2024
14-Week Session (65 instr. days, 1 test day)
May 6, First Day of Classes
August 9, Last Day of Classes
First 7-Week Session (33 instr. days, 1 test day)
May 6, First Day of Classes
June 21, Last Day of Classes
Second 7-Week Session (31 instr. days, 1 test day)
June 24 First Day of Classes
August 9, Last Day of Classes
Summer Holidays
May 27 - Memorial Day
June 17 - Juneteenth National Freedom Day (observed)
July 4 - Independence Day
July 24 - Pioneer Day
Fall 2024 (70 instruction days, 5 test days)
August 26, First Day of Classes (Full Semester)
September 2, Labor Day
October 14, Last Day of First 7-Week Session (35)
October 15, First Day of Second 7-Week Session (35)
October 18, Fall Break
November 27-29, Thanksgiving Break
December 2-6, No-Test Week
December 6, Last Day of Classes
December 9-13, Final Examinations
Spring 2025 (70 instruction days, 5 test days)
January 6, First Day of Classes (Full Semester)
January 20, MLK Jr. Holiday
February 17, Presidents' Day
February 25, Last Day of First 7-Week Session
February 26, First Day of Second 7-Week Session
March 10 - 14, Spring Break
April 16 - 22, No-Test Week
April 22, Last Day of Classes
April 23 - 29, Final Examinations
April 30 - May 2, Commencement

2025-2026 Academic Calendar

Summer Semester 2025	
14-week Session	May 5 - August 8 (M-F; 65 instr. days, 1 test day)
First 7-week Session	May 5 - June 20 (M-F; 32 instr. days, 1 test day)
Second 7-week Session	June 23 - August 9 (M-F; 32 instr. days, 1 test day)
Summer Session Holidays	May 26 Memorial Day (M); June 16 Juneteenth National Freedom Day (M - observed); July 4 Independence Day (F); July 24 Pioneer Day (Th)
Fall Semester 2025 (70 instruction days, 5 test days)	
First Day of Classes	August 25 (M)
First 7-week Session	August 25 - October 13 (34 instruction days, 1 test day)
Labor Day	September 1 (M)
Fall Break	October 10
Second 7-week Session	October 14 - December 5 (34 instruction days, 1 test day)
Thanksgiving Holiday	November 26 - 28 (W - F)
No-Test Week	December 1 - 5 (M - F)
Last Day of Classes	December 5 (F)
Final Examinations	December 8 -12 (M - F)
Spring Semester 2026 (70 instruction days, 5 test days)	
First Day of Classes	January 5 (M)
First 7-week Session	January 5 - February 24 (34 instruction days, 1 test day)
Martin Luther King, Jr. Day	January 19 (M)
Presidents' Day	February 16 (M)
Second 7-week Session	February 25 - April 21 (34 instruction days, 1 test day)
Spring Break	March 9 - 13 (M - F)
No-Test Week	April 15 - 21 (W - T)
Last Day of Classes	April 21 (T)
Final Examinations	April 22 - 28 (W - T)
Commencement	April 29 - May 1 (W - F)

Approved by:
 Calendar Committee:
 Faculty Senate:
 Exec Committee

Utah State University

2025-2026

Proposed
ACADEMIC CALENDAR

May-25

Su	M	Tu	W	Th	F	Sa
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Jun-25

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Jul-25

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Aug-25

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Sep-25

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Oct-25

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Nov-25

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Dec-25

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Jan-26

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Feb-26

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Mar-26

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Apr-26

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May-26

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Approved by:
Calendar Committee:
Faculty Senate:
Exec Committee

Summer 2025
14-Week Session (65 instr. days, 1 test day)
May 5, First Day of Classes
August 8, Last Day of Classes
First 7-Week Session (32 instr. days, 1 test day)
May 5, First Day of Classes
June 20, Last Day of Classes
Second 7-Week Session (32 instr. days, 1 test day)
June 23, First Day of Classes
August 8, Last Day of Classes
Summer Holidays
May 26, Memorial Day
June 16, Juneteenth National Freedom Day (observed)
July 4, Independence Day
July 24, Pioneer Day
Fall 2025 (70 instruction days, 5 test days)
August 25, First Day of Classes (Full Semester & First 7-Week Session/34+1)
September 1, Labor Day
October 13, Last Day of First 7-Week Session
October 14, First Day of Second 7-Week Session
October 10, Fall Break
November 26-28, Thanksgiving Break
December 5, Last Day of Classes (Full Semester & Second 7-Week Session)
December 1-5, No-Test Week
December 8-12, Final Examinations
Spring 2026 (70 instruction days, 5 test days)
January 5, First Day of Classes (Full Semester & First 7-Week Session/34+1)
January 19, MLK Jr. Holiday
February 16, Presidents' Day
February 24, Last Day of First 7-Week Session
February 25, First Day of Second 7-Week Session
March 9 -13, Spring Break
April 15 - 21, No-Test Week
April 21, Last Day of Classes (Full Semester & Second 7-Week Session)
April 22 - 28, Final Examinations
April 29 - May 1, Commencement

Please Note: This schedule is subject to change.

2026-2027 Academic Calendar

Summer Semester 2026	
14-week Session	May 4 - August 7 (M-F; 65 instr. days, 1 test day)
First 7-week Session	May 4 - June 19 (M-F; 32 instr. days, 1 test day)
Second 7-week Session	June 22 - August 7 (M-F; 32 instr. days, 1 test day)
Summer Session Holidays	May 25 Memorial Day (M); June 15 Juneteenth National Freedom Day (M - observed); July 3 Independence Day (F - observed); July 24 Pioneer Day (F)
Fall Semester 2026 (70 instruction days, 5 test days)	
First Day of Classes	August 31 (M)
First 7-week Session	August 31 - October 20 (34 instruction days, 1 test day)
Labor Day	September 7 (M)
Fall Break	October 9
Second 7-week Session	October 21 - December 11 (34 instruction days, 1 test day)
Thanksgiving Holiday	November 26 - 28 (W - F)
No-Test Week	December 7 -11 (M - F)
Last Day of Classes	December 11 (F)
Final Examinations	December 14 - 18 (M - F)
Spring Semester 2027 (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)
Final Examinations	April 28 – May 4 (W - T)
Commencement	May 5 - 7 (W - F)

Approved by:
Calendar Committee:
Faculty Senate:
Exec Committee

Utah State University

2026-2027

Proposed ACADEMIC CALENDAR

May-26						
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Jun-26						
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Jul-26						
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Aug-26						
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Sep-26						
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Oct-26						
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Nov-26						
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Dec-26						
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Jan-27						
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Feb-27						
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Mar-27						
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Apr-27						
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May-27						
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Extra week will take place in August (10-14), after summer sessions end and before fall session begins.

First day of Spring Semester cannot be on January 4.

NOTE: This is how it was done in 2020-2021 Academic Year.

Approved by:
Calendar Committee:
Faculty Senate:
Exec Committee

Summer 2026
14-Week Session (65 instr. days, 1 test day)
May 4, First Day of Classes
August 7, Last Day of Classes
First 7-Week Session (32 instr. days, 1 test day)
May 4, First Day of Classes
June 19, Last Day of Classes
Second 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
June 15, Juneteenth National Freedom Day (observed)
July 3, Independence Day (observed)
July 24, Pioneer Day
Fall 2026 (70 instruction days, 5 test days)
August 31, First Day of Classes (Full Semester & First 7-Week Session/34+1)
September 7, Labor Day
October 9, Fall Break
October 20, Last Day of First 7-Week Session
October 21, First Day of Second 7-Week Session
November 25-27, Thanksgiving Break
December 7-11, No-Test Week
December 11, Last Day of Classes (Full Semester & Second 7-Week Session)
December 14-18, Final Examinations
Spring 2027 (70 instruction days, 5 test days)
January 11, First Day of Classes (Full Semester & First 7-Week Session/34+1)
January 18, MLK Jr. Holiday
February 15, Presidents' Day
March 2, Last Day of First 7-Week Session
March 3, First Day of Second 7-Week Session
March 8 - 12, Spring Break
April 21-27, No-Test Week
April 27, Last Day of Classes
April 28 - May 4, Final Examinations
May 5-7, Commencement

Please Note: This schedule is subject to change.

Proposed 2026 Employee Holidays

New Year's Day	Thursday, January 1
Martin Luther King, Jr. Day	Monday, January 19
Presidents' Day	Monday, February 16
Memorial Day	Monday, May 25
Juneteenth National Freedom Day (observed)	Monday, June 15
Independence Day (observed)	Friday, July 3
Pioneer Day	Friday, July 24
Labor Day	Monday, September 7
Thanksgiving Day	Thursday, November 26
Day After Thanksgiving	Friday, November 27
Holiday Break	Thursday, December 24
Christmas Day	Friday, December 25
Holiday Break	Friday, December 31

Approved by:
Calendar Committee:
Faculty Senate:
Exec Committee

2026

Proposed Employee Holidays

January						
Su	M	Tu	W	Th	F	Sa
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February						
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March						
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April						
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May						
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June						
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July						
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August						
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September						
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October						
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November						
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December						
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2026 Employee Holidays (13 days)
Thursday, January 1, New Year's Day
Monday, January 19, Martin Luther King, Jr.
Monday, February 16, Presidents' Day
Monday, May 25, Memorial Day
Monday, June 15, Juneteenth National Freedom Day (observed)
Friday, July 3, Independence Day (Observed)
Friday, July 24, Pioneer Day
Monday, September 7, Labor Day
Thursday, November 26, Thanksgiving
Friday, November 27, Day After Thanksgiving
Thursday, December 24, Holiday Break
Friday, December 25, Christmas Day
Thursday, December 31, Holiday Break

Approved by:
 Calendar Committee:
 Faculty Senate:
 Exec Committee



Annual Committee Report

Committee Name: Committee on Committees

Person Reporting: Dr. Carolyn Ball

Committee Membership

Dr. Carolyn Ball, Chair
Dr. Susan Cogan, Chair-Elect

Previous Years' Key Focus-Accomplishments

- The committee met via Zoom on Friday, September 15, 2023, to “pass the ‘chair’ torch” and discuss the process with the new committee member and chair-elect. Dr. Maureen Hearn met with the committee and discussed responsibilities that needed to be accomplished for the year, as she was the past chairperson.
- The committee discussed any remaining tasks not completed during the summer, which consisted of completing an informal document within the committee that details for the chair when committee tasks need to be initiated to ensure timely completion before July 1 of each year. No formal meeting minutes were maintained.
- In FY2023, Dr. Susan Cogan was appointed to the committee.
- The committee met again on September 21 and drafted an email to all Senate Faculty Members to appoint them to the committee they would serve on for the year.
- On September 22, 2023, all Senate Committee positions were filled. The committee appointed over 40 faculty members to the various committees, and a new Excel spreadsheet was prepared to document the committee members' names for all committees.

Current Efforts

- The committee met on January 25, 2024, to discuss the upcoming FY and Senate appointments. First, the committee was sent a form from Michele Hillard of the current senate members who could continue another term. Also, the Senate members needed to be replaced due to their terms expiring.
- The committee sent out emails to all Senate Members eligible to serve a second term on January 26, 2024, and were asked if they were willing to serve. The senators were asked to respond by January 30, 2024, if they were willing to serve for a second term. Then, when it was determined which senators would stay for another term or needed to be replaced,
- On February 1, 2024, emails were sent to the Deans and Assistant Deans of each College. The Deans were asked to fill the faculty senate positions by March 1, 2024.
 - The only college that has not filled their two faculty senate positions is the College of Science
 - As of March 15, 2024, both Senate positions have been filled
 - Emails were sent to the Dean and Assistant Deans on:
 - February 1, 2024
 - February 2, 2024
 - March 4, 2024

- The Committee met on Friday, March 8, 2024, at 2:00 PM to review the updated USU Faculty Senators for FY 2024 -2025. During the meeting, the committee discussed faculty senate positions that needed to be filled. Also, a plan was created to form committees per the faculty senate code requirements. Chairs of the committees will be identified, and members of the committees will be informed of which committee they will serve on.
- Faculty senators and their committees, along with their chairs, will be ready by July 1, 2024.

Goals for Upcoming Year

- A new member of the committee needs to be elected at this time.
- The Committee will create a new form to ensure that all committee chairs are selected and appointed by April 5, 2024, for the FY2024-2025. Also, the committee chairs are documented.
- Create a timeline document for the next chair to follow.
- Create communication and form an email to all new senators explaining their roles, what they are expected to do, and what committee they will serve on.
 - Inform the Senators of their new committee chair and their contact information.

Issues or Problems

- Clarity needs to be established regarding who the committee chairs are, and this information needs to be communicated to the Deans and the Faculty Senator Members by the current FY before July 1.
- How do we resolve this, and what are the steps when a dean does not fill faculty positions?
- Documentation of the chair of each committee and their responsibilities.
 - It is not the Committee on Committee's responsibility to write a description of each chair; however, the committee should acknowledge each chair and place it on the spreadsheet.
 - The chairs should be informed of their responsibilities, minutes should be kept for each committee, and a process for the committees should be put in place.

Reports given to Faculty Senate Executive Committee (FSEC) and Faculty Senate (FS) **must be kept to 5 minutes or fewer.** Committees will be notified in advance of the date they will be presenting and when reports need to be submitted to Michele Hillard (michele.hillard@usu.edu).

Fall 2024 Recruitment and Enrollment Efforts

New Initiatives

- **4- Year Academic Awards for first-time Utah Residents-** USU changed all resident merit awards to four-year commitments. usu.edu/admissions/scholarships.
- **Recruitment Plans-** All campuses have completed a recruitment plan that is an assessment of prior events and initiatives to meet campus goals. Plans include: USU Logan, USU Diversity Plan, USU Eastern, Campus specific plans for all Statewide Campuses. Recruitment and Communications plans can be found by using USU credentials and logging on to usu.edu/recruitment or linking directly to the [box file](#).
- **Application Fee Waivers-** USU waived application fees for resident, first-time students that applied for admission in the month of October. 9,317 applications were waived through this effort. Nonresident students were offered a 50% application waiver if they attended one of our open houses this fall. 315 applications were waived through these efforts. USHE announced an end to application fees for Utah residents at Utah institutions on December 1st. 2,687 applicants have received a free application since that date.
- **Auto Admissions-** The Admissions IT team has streamlined the admissions and worked within the CRM to build an auto-admit process for many of our first-time applications. Since 7/1/23, we have auto-admitted 5,097 applications, saving 510 hours of human workload.
- **Earned Admission-** Changes to the Earned Admission process allows students below a 2.8 gpa the opportunity to take a 'Preparing for College' Workshop and work with an Aggie Advocate to prepare them for success at USU. usu.edu/admissions/apply/earned-admission.
- **Yield Team Outreach-** Each confirmed student is assigned to one of 7 caseload managers, and receives a customized stream of text and email communication walking them through enrollment, orientation, and the first weeks of the semester. Students can text or email their yield team member with questions, which are logged on a tracker for recall and data purposes.
- **Spanish Materials -** A new [Spanish admissions resource landing page](#) for students and parents of Spanish-speaking families has been launched and includes information about admission, campus tours and events, tuition and costs, scholarships, and more. Additionally, a [print and digital guide](#) is also available, as well as a [print scholarship insert](#) fully in Spanish.
- **Aggie UP Program –** Our newly launched (spring '24) [Aggie Undergraduate Possibilities Program](#) has surpassed our goal of 30 students and has nearly reached 80 applicants. This program serves first-generation students beginning their freshman year of high school and is being piloted with Logan HS. There are plans to expand the program to other high schools in the valley as early as fall 2025.
- **Systemwide Recruitment Collaborative –** While the collaborative has existed for a few years now, it has been expanded to include additional partners. Current members of the recruitment collaborative include representatives from Admissions, Orientation, Statewide, Tech Ed, Online, USU Eastern, UMAC and EVP Offices. This team collaborates on recruitment initiatives and barriers that affect enrollment efforts across the USU System. The next goal is to include the academic colleges.

Admission Processing/Operations

From July 1 to March 26, 2024 the Admission Office processed:

- 159,258 email responses from admit@usu.edu and transcripts@usu.edu
- 23,956 PDF Transcripts
- 20,111 Test Scores
- 22,203 Submitted Undergraduate Applications
- 20,716 Decisions

Events

Fall semester- 49 events with 6,103 in attendance. Spring events (to date) 1,332 in attendance.

- Open Houses
 - Students and parents can learn about admissions, scholarships, academic majors, student life, housing, etc. Scholarships are awarded on the spot to those that qualify.
 - 24 Open Houses
 - 3,185 total attendance, 1,087 scholarships awarded

Open Houses	Total	Scholarships
Logan	500	284
Layton	307	195
Salt Lake	508	141
Provo	272	106
Uintah Basin	123	47
Tooele	69	23
Price	52	25
St George	79	37

Open Houses	Total	Scholarships
Idaho Falls, ID	154	44
Boise, ID	118	33
Houston, TX	40	11
Dallas, TX	49	15
San Antonio, TX	30	7
Denver, CO	91	28
Phoenix, AZ	70	19
Las Vegas, NV	36	7

Open Houses	Total	Scholarships
Washington DC	66	12
Sacramento, CA	31	4
Portland, OR	29	9
Seattle, WA	19	1
Snow	364	28
SLCC	55	1
Virtual	54	7
Blanding	69	3

- On-Campus Events
 - True Blue Days are a series of events that may appeal to a specific demographic- ex, leadership, transfer students, diversity

- 25 events- 3,381 total attendance

Fall True Blue Day Events	Total
Preview Day 1	232
Preview Day 2	265
Preview Day 3	338
Preview Day (Eastern)	109
Tech Ed Day (Eastern)	110
Student Life Day	85
Out of State Day	98
Transfer Day	46
Leadership Day	112
Access & Inclusion Day 1 & 2	654

Spring True Blue Day Events	Total
Admitted Student Day	395
Out of State Day	73
Transfer Day	30
Involvement Day	116
Junior Preview Day 1 & 2	718
Upcoming Spring True Blue Day Events	Total
Admitted Student Day (Eastern)	TBD
Admitted Student Day (Blanding)	TBD
Junior Preview Day (Eastern)	TBD
USU Leadership Conference 1 & 2	TBD

- Campus Tours/Hosting at Athletic Events
 - 3,127 visitors on campus tours
 - 2,099 visitors on group/special tours
 - 1,560 total visitors hosted to football and basketball games
- Student Meetings
 - 1,313 one-on-one student meetings scheduled with an Admissions Specialist
- High School Visits
 - 91 ice cream run visits made to high school counselors
 - 754 total visits made by an Admissions Specialist
 - 543 in-state visits
 - 354 visits made by a Logan, Price, or Blanding Admissions Specialist
 - 123 visits made by a Statewide Admissions Specialist
 - 65 visits made by a College Recruiter
 - 211 out-of-state visits
 - 206 visits made by a Logan, Price, or Blanding Admissions Specialist
 - 1 visit made by a Statewide Admissions Specialist
 - 4 visits made by a College Recruiter
 - 146 total visits made by a student ambassador
 - College Fairs
 - 107 college fairs attended across 11 states

Marketing & Communications

Aug 29, 2023-Mar 26, 2024

Systemwide communication plans are created through UMAC, Admissions and the Systemwide Recruitment Collaborative. Each campus has specific communications as well as specific demographic communications (access and diversity, high ability, etc.). Communication plan overviews can be found at usu.edu/admissions/recruitment/marketing.

- Emails- 1.54M sent- 53.73% Open Rate (Industry Standard=23.42%)
- Text Messages
 - Recruitment- Prospects and Admits
 - 200,973 messages sent to 46,013 unique contacts
 - 14,678 messages received from 8,109 unique contacts
 - Yield and Melt- Confirmed Students admitted summer and fall 2024
 - 23,803 messages sent to 3,840 unique contacts
 - 4,017 messages received from 1,555 unique contacts
- Mailers (not counting admission packets) - 286,708
 - Senior Mailer – 61,337
 - Open Houses – 62,890
 - True Blue Days – 48,387
 - First-Year Scholarship Deadline – 43,100
 - Transfer Scholarship Deadline – 672
 - Parent College Affordability Letter – 12,174

- USULC Registration – 75
- Admits – 58,073 (total)
 - Jan - Parent Welcome Mailer - 14,528
 - Jan - Latinx & First-Gen Resources - 3,110
 - Feb - What's Next - 14,861
 - Mar -Invest in Yourself + U-State Sticker - 11,408
 - Mar -Orientation Module 2 - 14,166
 - Apr - Class Registration + College Welcome - TBD
 - May -Alumni Outcomes - TBD
 - Jun - Final Class Registration - TBD
- Admit Letters and New Student Guides – 17,722 (*as of Mar 20*) personalized admission packets with next steps
- Social Media Ads – 1.9 M reach (individuals) | 258,431 Clicks
- Google Display Ads (Static)- 994,671 impressions | 18,964 Clicks

Scholarships

April 1, 2024

Fall 2024: 11,681 scholarships have been offered to date for incoming students

- Offers to date:
 - Resident First-Time: 7,546; Nonresident First-Time: 3,269
 - Resident Transfer: 248; Nonresident Transfer: 195
 - Nonresident Legacy: 423

Fall 2024: 3,858 scholarships have been accepted to date for incoming students

- Acceptances to date:
 - Resident First-Time: 2,421; Nonresident First-Time: 959
 - Resident Transfer: 143; Nonresident Transfer: 89
 - Nonresident Legacy: 246

Faculty Senate Report on Retention/Completion 2023-24 Academic Year

The most recent 1-year retention rate (students who started in fall 2022 measured in fall 2023) is 74.1% - a slight decrease from the previous year and the same as the current four-year average of 74.1%.

The most recent 6-year completion rate (students who started in fall 2017 and graduated within 6 years) is 54.4% - a notable increase from the previous year and 3.1% higher than the current six-year average of 52.3%

Year	Initial Cohort	Retention Rates			Cumulative Graduation and Retention Rates					
		Continued To 2nd Yr.	Continued To 3rd Yr.	Continued To 4th Yr.	Graduated In 4 Yrs.	Continued To 5th Yr.	Graduated In 5 Yrs.	Continued To 6th Yr.	Graduated In 6 Yrs.	Continued To 7th Yr.
2013	2,935	72.1%	61.7%	51.4%	30.5%	22.0%	45.7%	7.3%	52.7%	3.0%
2014	2,952	71.4%	55.1%	46.0%	22.3%	25.2%	39.3%	8.0%	47.6%	2.6%
2015	3,582	73.8%	61.4%	51.2%	31.1%	23.4%	48.3%	6.6%	54.4%	2.2%
2016	3,533	69.8%	57.5%	47.6%	29.6%	21.4%	45.3%	6.4%	51.7%	2.6%
2017	3,370	73.3%	61.2%	50.1%	33.1%	21.5%	47.9%	7.0%	55.4%	2.6%
2018	3,487	74.4%	63.2%	52.2%	34.9%	21.8%	50.2%	6.5%		
2019	3,546	73.9%	62.0%	47.7%	34.2%	48.9%				
2020	3,722	73.9%	60.1%	48.4%						
2021	3,488	74.6%	61.3%							
2022	3,831	74.1%								
2023	3,657									

<div style="border: 1px solid black; padding: 5px; display: inline-block;">74.1%</div> <small>Avg. First-Year Retention Rate 2019-2022 (last four entering cohorts)</small>	←	<div style="border: 1px solid black; padding: 5px; display: inline-block;">74.1%</div> <small>Most recent Retention Rate</small>	→	<div style="border: 1px solid black; padding: 5px; display: inline-block;">52.3%</div> <small>Avg. Six-Year Graduation Rate 2014-2017 (last four graduating cohorts)</small>	↑	<div style="border: 1px solid black; padding: 5px; display: inline-block;">54.4%</div> <small>Most recent Graduation Rate</small>
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Note 1: Starting with 2011, Initial Cohort includes only bachelor level degree-seeking students at Logan Campus, Statewide Campuses and USU Eastern. Graduation rates calculated for those who completed a bachelor degree.
Retention/Graduation rates have been updated as of February 2024.

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

<https://www.usu.edu/aaa/nw/pdf/RetentionGraduation.pdf>

In collaboration with the AAA Office, a dashboard tool has been created to help colleges and departments identify useful retention data. In January of this year, the Deans were introduced to this tool. Subsequently, the Deans have scheduled trainings for their identified leadership teams. These trainings have nearly been completed.

This same tool is being used by the Executive Director for Continuing Student Enrollment and the Student Achievement Collaborative to identify Opportunities to centrally impact the retention and completion rates at USU. See Addendum 1.

Based on data, the following adjustments and changes have been implemented this year:

Faculty Senate Report on Retention/Completion 2023-24 Academic Year

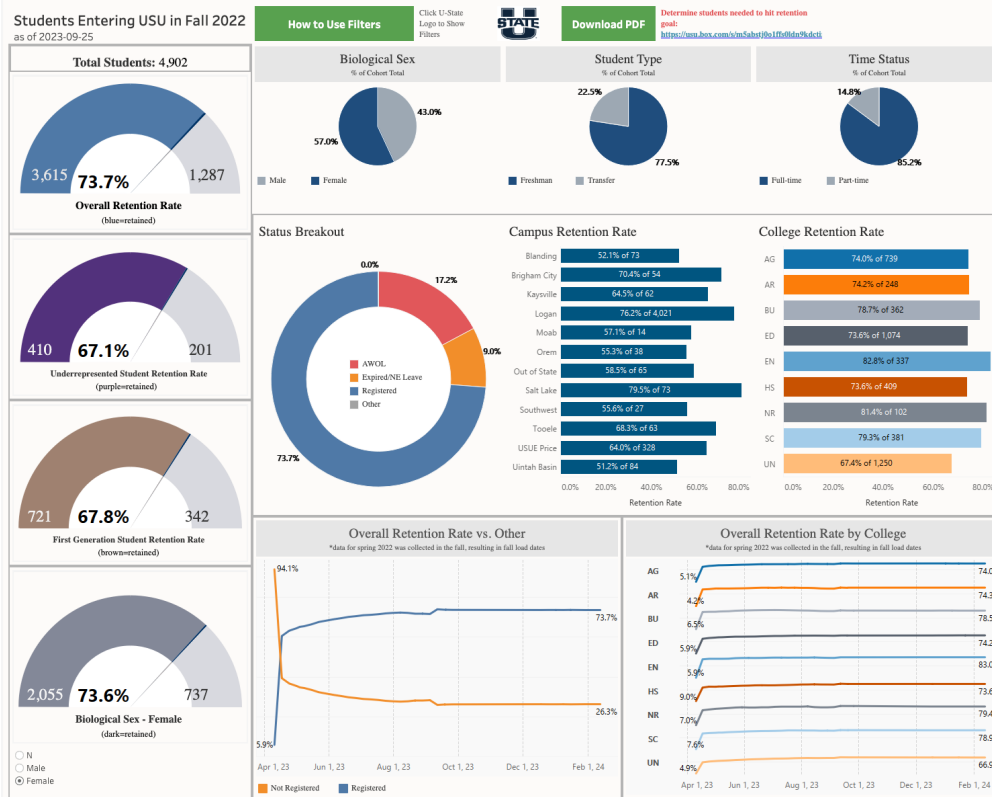
1. Retention data is now the responsibility of AAA Office. Heidi Kesler, previously the Executive Director of Student Retention & Completion is now the Executive Director of Continuing Student Enrollment and the Academic Belonging and Learning Excellence Office.
2. The Habits of Mind courses went through the curriculum process to change titles and descriptions to better represent the material covered in each course. See Addendum 2.
3. A new Earned Admissions process has been implemented to focus on developmental and formative interventions rather than transactional ones. In this new model, each student with a high school GPA between 2.0-2.79 must complete an online, Canvas-based workshop. This workshop was designed by the Provost Office, Admissions, and the Student Achievement Collaborative (with a great deal of support by CIDI). The intent of the workshop is to lead these applicants for admission through 1) a description of the purpose of higher education, 2) a self-reflection to identify why their performance in high school was below average, and 3) an opportunity to create a college success plan that includes specific Habits of Mind courses, academic support resources such as the DRC, Success Coaching, etc., and financial and mental health resources. Upon completion of this workshop, the student is admitted and assigned an Aggie Advocate. The Aggie Advocate will work with the student throughout the summer and through the first three weeks of fall semester with the goal of helping the student properly connect to the various resources and habits that will help them be successful.
4. Substantial changes to the Aggie First Scholars program are being implemented. The data is clear that USU is failing its first-generation college students. Yet, in 2018, with resources from the state, Aggie First Scholars saw a substantial improvement in retention of first-generation students. In fact, those who participated in the mentoring program were retained at a rate that was higher than the USU average. We are returning to what we know was successful: a focus on scholarship and academic success. AFS is working with the Honors program, the Covey Leadership Center, and Undergraduate Research to develop tracks for AFS students based on their interests. Collaboration is the key to success for AFS. With that in mind, collaborations with the Career Design Center resulted in an award-winning event to get first-generation students into the career Design Center. AFS has also collaborated with the Latinx Cultural Center and TRIO: Student Support Services.
5. This May the Learning Specialists will provide an ETE workshop entitled: Habits of Mind Integration. This workshop will provide general education instructors and faculty with tools and best practices to integrate the principles found in the habits of mind courses into their own courses. These behavioral habits of mind are necessary to success at the university level. Increasingly, students are entering college without the executive function, or behavioral habits of mind, required for academic success. This is particularly true for students who experienced a disruption in their education caused by the COVID-19 pandemic.
6. Supplemental Instruction has also experienced significant changes this year. In preparation for application for accreditation, SI has implemented a variety of improvements. The focus of SI is teaching habits of mind, or the skills related to

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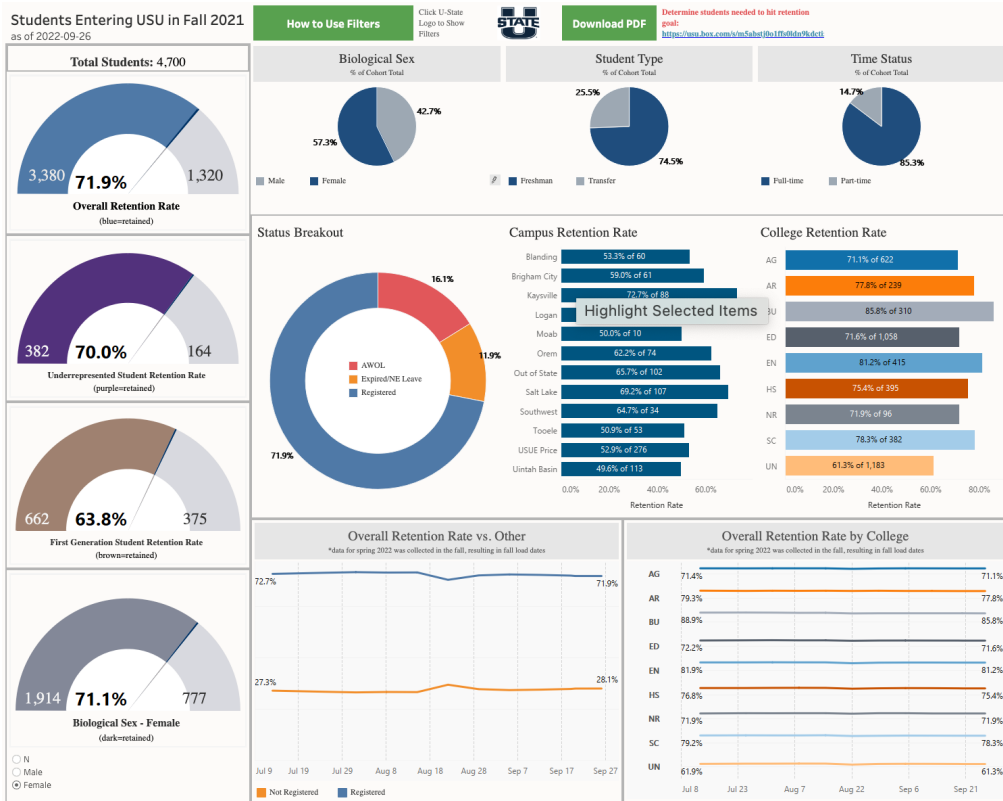
studying, within the framework of specific general education courses. There has been a return to this mission. SI has also implemented a series of peer and professional observations of the SI sessions to ensure mission alignment.

- Space for a Center for Academic Belonging & Learning Excellence has been identified within the Library. It is estimated that this space will be renovated, and the ABLE team will move in by January 2025.

Addendum 1



Faculty Senate Report on Retention/Completion 2023-24 Academic Year



Addendum 2:

Habits of Mind Courses Proposed Revisions to Titles, Objectives, & Descriptions

USU 1020

Previous	New
Habits of Mind: Planning for College Success	Personal Productivity
1 credit (repeatable)	1 credit (not repeatable)
Outcomes/Course Objectives Students who successfully complete this course will:	Outcomes/Course Objectives Students who successfully complete this course will:
<ul style="list-style-type: none"> be able to articulate goals and aspirations. be able to identify both internal and external, obstacles, to success. be able to plan concrete values-informed strategies and actions for overcoming obstacles. 	<ul style="list-style-type: none"> successfully organize their learning environment to promote optimal learning conditions. demonstrate motivation and self-regulated planning and time management. apply a variety of research-informed time management and organization methods. successfully read a syllabus and plan their semester according to homework, projects, and exam schedules.

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	<ul style="list-style-type: none"> • create a plan for short-term as well as long-term efforts. They will learn how to plan their day, week, and semester to set themselves up for success. • describe the connection between academic success and student wellness, then identify resources available at USU to support a holistic approach to student success.
<p>Catalog Description An introductory course focusing on the theory and practice of effective planning, including time management, organizational skills, adult mindset, and motivation. The course skills will enable students to optimize their ability to have success in academic and other environments.</p>	<p>Catalog Description This Habit of Mind course focuses on research-informed practices and techniques related to personal productivity. Students will immediately put these skills to practice in their current courses and learn to apply these skills in other aspects of their lives.</p>
<p>IDEA Objectives Essential: (3) Apply Material Important: (1) Basic Understanding; (7) Broader Understanding</p>	<p>IDEA Objectives Essential: (1) Basic Understanding; (3) Apply Material Important: (7) Broader Understanding</p>
<p>Assessment</p>	<p>Assessment Pre & Post Effort score at beginning of class to assess a specific outcome (or two). Then effort score at the end to assess growth related to that same outcome (or two). Should not be a “self assessment” but needs to be an assessment of actual skills.</p>

USU 1030

Previous	New
Habits of Mind: Resilience	Resilience
Credits: 1 Credit (repeatable)	Credits: 1 Credit (not repeatable)
<p>Catalog Description This introductory course focuses on a basic understanding of the science of resilience and the development and practice of resilience skills to enhance performance in academic, workplace, and other demanding contexts.</p>	<p>Catalog Description This Habit of Mind course focuses on a basic understanding of the science of resilience and the development of resilience practices. These habits and practices can be applied to enhance performance in academic, workplace, and other demanding contexts.</p>

USU 1040

Previous	New
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Habits of Mind: Learning for College Success	Learning Techniques
Credits: 1-3 Credits (not repeatable)	Credits: 1 Credit (not repeatable)
<p>Outcomes/Course Objectives</p> <p>Students who successfully complete this course will:</p> <ul style="list-style-type: none"> • Identify study skills strengths and weaknesses. • Learn, practice, and use a variety of effective study strategies and learning techniques. 	<p>Outcomes/Course Objectives</p> <p>Students who successfully complete this course will:</p> <ul style="list-style-type: none"> • analyze a variety of research-informed study skills and techniques that will set them up for success in the classroom and beyond. • demonstrate self-regulated learning methods and apply a growth mindset to developing study skills and techniques. • practice a variety of notetaking methods and strategies developed by learning scientists. • demonstrate exam preparation and test-taking skills. • apply the skill of exam review and the practice of learning from the exam, including practicing a growth mindset. • select specific skills and techniques for enhancing their retention and recall of information.
<p>Catalog Description:</p> <p>An introductory course focusing on developing academic skills, beliefs, and behaviors for implementation in and out of class.</p>	<p>Catalog Description:</p> <p>This Habit of Mind course focuses on developing academic skills, techniques, and behaviors including notetaking, test preparation, test-taking, and reviewing exam results. These skills and techniques will be applied to current courses and future courses and non-academic settings.</p>
<p>IDEA Objectives:</p> <p>Essential: (3) Apply Material</p> <p>Important: (1) Basic Understanding</p>	<p>IDEA Objectives</p> <p>Essential: (1) Basic Understanding; (3) Apply Material</p> <p>Important: (7) Broader Understanding</p>

USU 1050

Previous	New
Habits of Mind for First-generation Students	Navigating College: Aggie First Scholars
Credits: 1 credit (not repeatable)	Credits: 1 credit (not repeatable)
<p>Outcomes/Course Objectives</p> <p>Students who successfully complete this course will learn:</p>	<p>Outcomes/Course Objectives</p> <p>Students who successfully complete this course will:</p>

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<ul style="list-style-type: none"> • what it means to become a learner, and what the intellectual habits of mind are that allow learners to contribute to society—within professions and communities—as Citizen Scholars. • how the Utah State University degree and each course are intentionally designed. • how to intentionally design their university experience in order to develop the intellectual habits of mind needed to contribute to as a Citizen Scholar? • what behavioral habits of mind successful students have and how these habits are transferable into other aspects of life, including career, family, and community aspirations and goals? • what behavioral habits are productive, and which need to be developed to succeed at the university and beyond. • how to intentionally engage with available resources to meet goals and how to utilize all the resources and tools that tuition makes available for students to be successful. • what the shared values of the university and AFS communities are, and how to enact these values. • how to develop a sense of belonging, engage in the university and AFS communities, and find a place in the Aggie family and within the AFS organization. • how to intentionally build and maintain mentoring relationships. 	<ul style="list-style-type: none"> • demonstrate self-advocacy related to their college experience. • model teamwork and interconnection within the AFS program and beyond. • Identify and utilize the many resources available to assist university students to achieve success. • develop a learning community comprised of peers, professionals, and faculty. • intentionally build and maintain mentor relationships.
<p>Course Description:</p>	<p>Course Description:</p>

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This introductory course focuses on fostering a sense of belonging, providing equity in university access, and facilitating community-building for first-generation college students.	This Habit of Mind course introduces students to the Aggie First Scholar's program at USU. It teaches students who have not had familial exposure to college the habits and skills necessary to intentionally design and navigate their university experience.
Course Fee: \$15	Course Fee: None
Idea Objectives: Essential: (3) Apply Material Important: (1) Basic Understanding	Idea Objectives: Essential (3) Apply Material, (1) Basic Understanding Important: (8) Expressing Self, (5) Teamwork

USU 1060

Previous	New
Credits: 1 credit (repeatable)	Credits: 1 credit (not repeatable)
Outcomes/Course Objectives Students who successfully complete this course will: <ul style="list-style-type: none"> • Develop an understanding of the value of reading. • Develop strategies for critical reading to improve reading comprehension. • Build a personalized reading plan to meet individual reading improvements needs. 	Outcomes/Course Objectives Students who successfully complete this course will: <ul style="list-style-type: none"> • illustrate the difference between reading for leisure and reading a text for information and learning. • examine research-informed techniques for understanding, retaining, and recalling college-level information. • practice annotating textbooks, journals, and other texts for their current courses in preparation for assignments and exams. • adopt a growth-mindset allowing them to increase their study effectiveness through continued practice and improvement. • articulate the importance of critical thinking and inquiry in order to analyze source material, fact check information, and identify bias.
Catalog Description: An introductory course focusing on practical application of learning science and strategies and the development of critical thinking skills needed to comprehend and distill meaning from college-level texts.	Catalog Description: This Habit of Mind course teaches students techniques for reading college-level texts. Students will learn annotating, reviewing, comprehending, and recalling information found in a college-level text. Students will apply these habits and techniques to current and future college-level reading.
IDEA Objectives:	IDEA Objectives:

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Essential: (3) Apply Material Important: (1) Basic Understanding; (9) Find, Evaluate, and Use Resources	Essential: (3) Apply Material, (1) Basic Understanding Important: (11) Critically Evaluate
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1070

Previous	New
Habits of Mind: Success in STEM	Growth Mindset in STEM
Credits: 1 credit (repeatable)	Credits: 1 credit (not repeatable)
Outcomes/Course Objectives Students who successfully complete this course will: <ul style="list-style-type: none"> • learn and practice STEM specific learning techniques. • identify and use campus support specific to STEM courses. • identify and overcome stereotypic beliefs related to STEM courses. 	Outcomes/Course Objectives Students who successfully complete this course will: <ul style="list-style-type: none"> • apply the principles of curiosity and critical thinking to STEM subjects. • utilize the scientific method in practical situations. • identify and overcome negative mindsets related to STEM subjects. • practice self-regulated learning. • interpret research-based techniques for approaching STEM subjects.
Catalog Description: An introductory course focusing on assisting students in achieving success in STEM environments, particularly mathematics, statistics, biology, and chemistry. Focus is to enhance student's ability to recognize and avoid common difficulties in STEM related areas.	Catalog Description: This Habit of Mind course focuses on assisting students to identify, develop, and apply a growth mindset regarding STEM subjects. Students will practice curiosity, inquiry, and critical thinking in a variety of STEM subjects as well as in practical experiences.
IDEA Objectives: Essential: (3) Apply Material Important: (1) Basic Understanding	IDEA Objectives: Essential: (3) Apply Material, (1) Basic Understanding Important (13) Numerical Information

USU 1730

Previous	New
Strategies for Academic Success	Habits for Academic Success
Credits: 1-3 credits (not repeatable)	Credits: 3 credits (not repeatable)
Outcomes/Course Objectives Students who successfully complete this course will have: <ul style="list-style-type: none"> • Identified and assessed their personal supports and barriers related to academic success. 	Outcomes/Course Objectives Students who successfully complete this course will: <ul style="list-style-type: none"> • identify and assess their personal supports and barriers related to academic success.

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<ul style="list-style-type: none"> • Assessed their behavioral and intellectual habits of mind, strengths, and weaknesses. • Designed and implemented a personal academic success plan. • Learned, practiced, and used a variety of effective study strategies and learning techniques. • Analyzed which strategies are most effective for needs and adapt as necessary to current courses and study requirements. 	<ul style="list-style-type: none"> • assess their behavioral and intellectual habits of mind, strengths, and weaknesses. • design and implement a personal academic success plan. • adopt effective study strategies and learning techniques and adapt as necessary to current courses and study requirements. • articulate the importance of critical thinking and inquiry in order to analyze source material, fact check information, and identify bias. • recognize the connection between academic success and student wellness, then identify resources available at USU to support a holistic approach to student success.
<p>Catalog Description: Orients students to the systems, tools, and resources unique to higher education that are needed to maximize academic success (e.g., library, computer lab use, etc.). Also helps students develop critical thinking, study, and learning strategies necessary for college success.</p>	<p>Catalog Description: This Habit of Mind course introduces students to the skills, techniques, and learning science related to college-level academic success. Self-regulated learning, critical thinking, and a growth mindset will be emphasized and applied to current and future courses and post-college activities.</p>
<p>IDEA Objectives: Essential: (3) Apply Material Important: (1) Basic Understanding, (7) Broader Understanding</p>	<p>IDEA Objectives: Essential: (1) Basic Understanding, (3) Apply Material Important: (7) Broader Understanding</p>