Annual Report 2016-2017

Academic Standards & Student Affairs Committee

Mark Denniston, Committee Chair
May 10, 2017
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Committee Information

Membership

Diego Batista – Arts & Humanities
Kristy Baron (from Oct. 2016) – Health Professions
Casey Bullock – Ex Officio
John Cavitt – Ex Officio
Brian Chung – Science
Geri Conlin – Education
Mark Denniston – Social & Behavioral Science, Chair
Therese Grijalva - Business & Economics
Brent Horn – Social & Behavioral Science
Ed Hahn (Fall 2016) – Library
Branden Little– Social & Behavioral Science
Becky Marchant– Arts & Humanities
Shai-anne Nalder – Student
Carol Naylor (only Sept. 2016) – Health Professions
Suketu Naik – EAST
Kathy Newton – Executive Committee Liaison
Oluwaseun Ojomo – Student
Kathy Payne (Spring 2017) – Library
Michelle Paustenbaugh – Science
Holly Sowerby – Health Professions
Jeffrey Steagall – Administration
Scott Teichert – Ex Officio
Meeting Schedule

Fall Semester: September 20, October 26, November 11
Spring Semester: January 25, February 23,
Total Meetings: 5

Meeting Attendance

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<th>Member</th>
<th>09/20 2016</th>
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*Substitute attended
ASSA Charges

ASSA was tasked with the following charges in 2016-17:

**Charge 1** -- Finalize a proposed addendum to PPM 6-22 regarding military students and faculty responsibilities for excused military absences.

**Charge 2** -- Disseminate information gathered in 2015-2016 regarding recommendations to increase retention and graduation rates of first time, full time students.

**Charge 3** -- Review a proposed addendum to PPM 4-1III regarding requirements for institutional certificates.

**Charge 4** -- Consider revising PPM 4-21a to be congruent with the new USHE agreement that requires institutions to grant 18 hours of credit to officers that complete Police Officer Standardized Training (POST).

**Charge 5** -- Provide recommendations of ways that faculty could be more effective in student advising, including interfacing with new institutional advising software to increase student retention and graduation rates.

**Charge 6** -- Review a proposed amendment to PPM 9-4IIA to recommend faculty include provisions in their syllabi for the continuation of a face-to-face or hybrid course, in the case of an emergency, that prevents classes from being held on site.

**Charge 7** -- Review a proposed addendum to PPM 4-1 that would include a 45 day processing time period from the degree conferral date.

Subcommittees

A subcommittee consisting of **Brent Horn** (chair) and **Casey Bullock** met to draft policy language for Charges #3 and #4. This subcommittee proposed policy language that was later approved by ASSA and Faculty Senate on these charges. Additionally, **Brent Horn** chaired a subcommittee consisting of **Casey Bullock**, **Michelle Paustenbaugh** and **Shai-annen Nalder** to draft language to address Charge #7. The subcommittee proposal for Charge #7 was also approved by ASSA and Faculty Senate.

A subcommittee consisting of **Michelle Paustenbaugh** (chair), **Diego Batista, Geri Conlin** and **Carol Naylor** initially reviewed the language suggested by Eric Amsel to address Charge #6 before presenting that language to the full ASSA Committee and then to Faculty Senate for approval.
Exemplary Service/Special Assignments

All members of the ASSA Committee cooperated and collaborated effectively in making decisions, investigating questions, and drafting policy. They were flexible in discussing issues and were motivated to fulfill our charges efficiently, finishing the Committee’s work for the year by the end of February. Five members—Casey Bullock, Geri Conlin, Mark Denniston, Brent Horn and Kathy Newton—attended every meeting.

Becky Marchant presented the report she had compiled as ASSA Chair last year to the November 10, 2016 Faculty Senate meeting as an informational item.

In addition, several members conducted substantial work outside of ASSA meetings toward the accomplishment of ASSA’s charges. Geri Conlin, Kathy Newton and Mark Denniston attended numerous meetings and vendor presentations, while representing the ASSA Committee, as part of the beginning steps of adopting the Starfish Integrated Planning and Retention Tool (Charge #5). Eventually Geri Conlin and Mark Denniston were named to the Starfish Steering Group by their respective Deans as representatives for their colleges to oversee the implementation of the Starfish software and will serve concurrently as part of the Faculty Senate Ad Hoc Retention and Advising Committee.

Brent Horn and Michelle Paustenbaugh chaired subcommittees to draft or initially review policy language to address charges for the ASSA Committee. Brent Horn and Casey Bullock substantially drafted the policy language for Charges #3, #4 and #7.

Committee Accomplishments

2015-2016 Charges from Executive Committee—Progress and Results

Charge 1: Finalize a proposed addendum to PPM 6-22 regarding military students and faculty responsibilities for excused military absences.

Progress: A proposal had passed ASSA during its April 6, 2016 meeting, following extended discussion, for excused military absences. This proposal was then considered and approved by Student Senate during its November 14 meeting. The language that passed ASSA and Student Senate is as follows:

Amendments to PPM 6-22 (additions/alterations in red, original text in black) (approved by ASSA Committee on 4-6-16, approved by Student Senate on 11-14-16)

III.B.7.p. Expect instructors to allow students absent from class while engaged in official University activities, or students absent due to mandatory military orders that do not exceed 15% of total participation for
the course, a reasonable opportunity to make up missed quizzes, exams, and/or assignments or complete some comparable activity;

IV.D.6 Notify their instructors as far in advance as possible of any planned absence for participation in University-approved or requested group activities, due to mandatory military orders, or for official University activities, and discuss with instructors the terms, options, and possible outcomes of these absences;

The Faculty Senate considered and approved at its December 16, 2016 meeting the above language with an amendment, substituting 20% for the 15% in the ASSA and Student Senate proposal. Then on January 13, 2017, Brenda Stockberger contacted the Chair, at the request of Faculty Senate President Doris Stevenson, to consider a request by Bruce Bowen to substitute “faculty members” for “instructors” in the proposal (a request apparently made by Bruce in writing in December, but not considered during the December 16 faculty meeting). This change was requested to bring the above language in line with changes to PPM 6-22 (Student Code) approved by the ASSA Committee at our March 14 and April 6, 2016 meetings when the ASSA Committee approved comprehensive changes to the Student Code.

After consideration by the Chair, and consultation with Eric Amsel revealing that the previous Student Code changes were still pending and not yet presented to the President’s Council or University Trustees as required for changes to the Student Code (due to ongoing work to finish the procedures website that will replace the current procedures in the Student Code), it was the Chair’s opinion that further action by the ASSA Committee or Faculty Senate was not required, but that the two sets of changes to the Student Code approved by Faculty Senate should be combined when presented by the Provost to President’s Council.

For clarity’s sake and to document the various strands of changes, here are all of the changes to the absence policy that should be presented to President’s Council and the Trustees:

III.B.7.o. Expect faculty members to allow students absent from class while engaged in official University activities, or students absent due to mandatory military orders that do not exceed 20% of total participation for the course, a reasonable opportunity to make up missed quizzes, exams, and/or assignments or complete some comparable activity;

IV.D.6 Notify their faculty members as far in advance as possible of any planned absence for participation in University-approved or requested group activities, due to mandatory military orders, or for official University activities, and discuss with faculty members the terms, options, and possible outcomes of these absences;

Where this light blue color are global changes to the Student Code made to these sections during Spring 2016 by ASSA, Student Senate and Faculty Senate.
Red were changes made by ASSA during Spring 2016, but not adopted by Student Senate until Fall 2016, and then amended by Faculty Senate at the December 8, 2016 meeting.

It should be noted that for whatever reason, the end of IV.D.6 was reordered with "faculty members" coming earlier in the provision, not at the end as in the current Student Code, but without the appropriate strike through—but this reordering is what Faculty Senate approved in December 2016.

**Charge 2:** Disseminate information gathered in 2015-2016 regarding recommendations to increase retention and graduation rates of first time, full time students.

**Progress:** On November 10, 2016 Becky Marchant, the ASSA Committee Chair during the 2015-2016 and 2016-2017 academic years, presented as an informational item to Faculty Senate the report that she had compiled from comments and suggestions from ASSA Committee members during Spring 2016 as part of her 2015-2016 Annual Report.

**Charge 3:** Review a proposed addendum to PPM 4-1III regarding requirements for institutional certificates.

**Progress:** Upon the submission of a proposal by the subcommittee chaired by Brent Horn, following a few questions and brief discussion about the main purpose of the language change (the main idea was to bring the language in the PPM in line with the language in the curriculum PPM following recent changes to the curriculum PPM), the Committee unanimously approved the subcommittee proposal without amendment. Subsequent to the ASSA Committee meeting the Faculty Senate approved this proposal without amendment at its December 16, 2016 meeting:

Amendments to PPM 4-1-III (additions/alterations in red, original text in black)

**III. General Requirements for Institutional Certificates**

*Course work for Institutional Certificates is designed for career and technical education purposes, or for professional development in a specific academic discipline. The types of Institutional Certificates are:*

- Certificate of Proficiency
- Certificate of Completion
- Graduate Certificate
- Departmental Certificates

A. A minimum of 10 semester credit hours must be completed in residence at Weber State University. Military credit, special examination, experiential credits and credits awarded by department decision do not
qualify for residential hours.

B. Requirements for Institutional Certificates are further described in the department listings in the university catalog University Curriculum Policy & Procedures Manual 2-2, and the Utah State Board of Regents Policy R401.

C. Students are not awarded diplomas for completing Departmental Certificate programs. Students enrolled in all other Institutional Certificate programs are awarded diplomas indicating they have completed the requirements of Institutional Certificate program.

D. Students enrolled in Institutional Certificate programs may need to meet additional credit hour requirements in order to qualify for financial aid and should check with the Financial Aid Office (Curriculum PPM 2.2.2).

E. At the discretion of an academic department, credits earned as part of an Institutional Certificate may be applied to a degree program offered by the academic department (Curriculum PPM 2.2.1).

**Charge 4:** Consider revising PPM 4-21a to be congruent with the new USHE agreement that requires institutions to grant 18 hours of credit to officers that complete Police Officer Standardized Training (POST).

**Progress:** Upon the submission of a proposal by the subcommittee chaired by Brent Horn, following a few questions and brief discussion, the Committee unanimously approved the subcommittee proposal with an amendment changing the language in the first line from “has a separate procedure...” to “maintains a procedure.” Subsequent to our meeting the Faculty Senate approved this proposal without amendment at its December 16, 2016 meeting:

Addition of PPM 4-21a-VII (New section VII—language shown in blue).

A. The Criminal Justice Department maintains a procedure to award lower division credit hours to individuals completing modules of a Peace Officer Standards and Training program certified by the state of Utah.

B. Credits awarded are in accordance to the USHE POST Credit Statement of Agreement, or its equivalent USHE Policy.

C. Individuals requesting credits under this policy must be officially registered, or have an established WSU transcript, at the time the request for credit is made.
D. Students requesting transfer of credits received under this Agreement, or equivalent USHE Policy, from other USHE institutions, may have the credits transferred to Weber State University, in accordance with the Transfer Credit policy, PPM 4-21a-III, and the Criminal Justice Department procedure to award the credits.

E. Credit hours awarded under this agreement may not count toward completion of a graduate degree.

F. The University will not require any tuition or fees for credits granted to students under PPM 4-21a-VII.

Charge 5: Provide recommendations of ways that faculty could be more effective in student advising, including interfacing with new institutional advising software to increase student retention and graduation rates.

Progress: The ASSA Committee engaged in extensive discussions over numerous meetings on how to address this charge, including by inviting guests Heather Chapman, Debbi Murphy, Jessica Oyler, Leslie Park and Seth Wilhelmsen to attend/speak at one or more of our meetings this year. Additionally, as noted above, Geri Conlin, Kathy Newton and Mark Denniston attended numerous meetings and vendor presentations while representing the ASSA Committee, as part of the beginning steps of adopting the Starfish Integrated Planning and Retention Tool. Many unanswered questions were identified as part of this process, but ultimately the Committee determined it was ill-suited to provide answers to many of these questions. This was due in part to the limited faculty advising role of many of the ASSA Committee members, but also largely because many of the answers to these advising questions turn in whole or in part upon as yet unclear capabilities of the Starfish software (especially as to how it meshes with our current operating systems), and perhaps more importantly how the Starfish Steering Group will chose to use those capabilities.

At its January 25, 2017 meeting the ASSA Committee considered options such as appointing a subcommittee of ASSA to work with the Starfish Steering Group, and/or electing faculty representatives from ASSA to sit on the Starfish Steering Group (as Geri Conlin and the ASSA Chair did temporarily), or whether ASSA should call for the creation of a Faculty Advising Council to complement the new University Academic Advising Counsel recently created consisting of professional academic advisors in the Student Success Center and the various colleges. After discussion, the ASSA Committee unanimously voted to recommend that Faculty Senate create "a two-year ad hoc committee, made up of faculty academic advisors with representation drawn from all colleges, to assist with the Steering Group to implement the new advising and retention software."

After the January ASSA meeting Bruce Bowen sent an email to the several Deans of the colleges asking for representatives from each of the seven colleges to serve directly upon the Starfish Steering Group. Following Bruce Bowen’s email, the Executive Council of Faculty Senate elected to wait and see who the Deans would name to represent the colleges.
on the Starfish Steering Group and whether those representatives could be asked to
simultaneously serve as members of the ad hoc committee recommended by ASSA. The
college representatives named by the Deans seemed largely amenable to Executive
Committee.

At the March 16, 2017 Faculty Senate meeting the Faculty Senate acted upon the
ASSA Committee’s recommendation to form a Retention and Advising Ad Hoc Committee.
The Retention and Advising Committee is comprised of the faculty members designated by
the Deans for the respective colleges in response to Bruce Bowen’s request for a faculty member from each college to join the Starfish Steering Group. The Faculty Senate chair, Doris Geide-Stevenson, will substitute for Seokwoo Song (who represents Business as part of the Starfish Steering Group) on the Retention and Advising Committee, since as Assistant Dean for the Goddard School of Business and Economics, he is ineligible to serve on a Faculty Senate ad hoc committee. Doris Geide-Stevenson will also serve as liaison to the Retention and Advising Ad Hoc Committee from the Faculty Senate Executive Committee.

Retention and Advising Ad Hoc Committee
Chair to be determined
Liaison (and Business rep) Doris Geide-Stevenson
Social & Behavioral Science Mark Denniston
Education Geri Conlin
Science Rick Ford
Health Professions Darcy Carter
Arts and Humanities Kacy Peckenpaugh
EAST Blake Nielson

**Charge 6:** Review a proposed amendment to PPM 9-4IIA to recommend faculty include provisions in their syllabi for the continuation of a face-to-face or hybrid course, in the case of an emergency, that prevents classes from being held on site.

**Progress:** Upon the submission of a proposal by the subcommittee chaired by Michelle Paustenbaugh, following a few questions and brief discussion, the Committee unanimously approved the subcommittee proposal without amendment. Subsequent to our meeting the Faculty Senate approved this proposal without amendment at its December 16, 2016 meeting:

Add new subsection 6 to PPM 4-9a(II)(B) (new language shown in blue below)

II. **POLICY**
A. Faculty members shall prepare a syllabus for each course they teach, distribute it to students enrolled in the course during the first week of class but no later than the end of the second week, place it on file with the department chair, and retain it for at least a year.

B. The syllabus must contain the following information.

1. The general content of the course.

2. Course requirements (exams, assignments, quizzes) and their due dates, if available.

3. Instructor office hours or other means of availability for students.

4. The procedures and criteria for academic evaluation in the course.

5. Student learning outcomes.

6. Directions to students in face-to-face or hybrid courses about how the class will continue remotely in case of an emergency that closes or prevents reasonable access to campus.

**Charge 7:** Review a proposed addendum to PPM 4-1 that would include a 45 day processing time period from the degree conferral date.

**Progress:** The ASSA Committee considered and approved unanimously the proposed language from Brent Horn’s subcommittee:

**4-1.IX. Graduation Requirement Completion Deadline**

A. At the end of the term, the review of graduation candidates will begin two (2) days after grades are due according to the academic calendar.

B. Graduation candidates with outstanding issues that prevent graduation will have forty-five (45) calendar days after the review of graduation candidates begins to resolve the issues. Issues that may prevent graduation may include, but are not limited to:

- Incomplete (I) Grades
- Missing Grades
- Grade Changes
- Awarding Credit by Examination or Experiential Credit
- Departmental Exceptions
- Credit Transferred and Articulated
- Holds
- Program of Study Declaration
C. Failure to resolve outstanding issues by the end of the forty-five (45) calendar days will cause the candidate’s graduation to be declined for that semester. The candidate’s application for graduation will then be deactivated, or deferred to a subsequent semester. In the event that the 45th calendar day falls on a day when the University is closed for business (holiday, weekend, campus closure), the candidate will have until the end of business on the next business day to resolve outstanding issues.

At the March 16, 2017 Faculty Senate meeting, Faculty Senate also approved the proposal unanimously without amendment.

Recommendations for Future Committee Work

All charges made by the Executive Committee for the 2016-2017 academic year were acted upon by the ASSA Committee this year, and the ASSA Committee’s recommendations were subsequently adopted by the Faculty Senate either verbatim or in substantial part. Thus there is no further action to be taken regarding these year’s charges other than to monitor final adoption and compliance with these changes going forward as several of the changes have yet to be formally incorporated in the PPM or have yet to be fully approved or implemented by the University Administration. For instance, the student code changes approved by the ASSA Committee and Faculty Senate during the 2015-2016 academic year have yet to be formally approved and including in the PPM due to continued development of the administrative procedures to accompany the changes to the Student Code. This has also had the effect of holding up final University action on the military absence policy adopted by the ASSA Committee and Faculty Senate in response to Charge #1 this year.

It should be noted, however, that by recommending the creation of a Retention and Advising Ad Hoc Committee to assist with implementation of Starfish, the ASSA Committee did not resolve all of the key questions regarding advising and retention that it identified during the 2016-2017 academic year. Thus Executive Committee may want to formally charge either ASSA or the Retention and Advising Ad Hoc Committee with addressing some of the following questions, issues and items in the upcoming academic year(s):

a) Identifying advising best practices, including overseeing the development of a faculty advising handbook/webpage, and the articulation of advising expectations regarding degree maps and the planning tools in Cattracks for at-risk students, as well as protocols for handling the transition of students (handoffs) between majors and degrees if students are identified as unlikely to succeed and graduate in their current course of study by the software and their current program advisors

b) Considering incentives for faculty tasked with additional advising burdens due to software, including the consideration of course buyouts and/or specific language in
the tenure and promotion documents for faculty actively engaged in retention and advising duties impacted significantly by the software.

c) Articulating faculty rights and responsibilities of faculty teaching a course identified by the software as a bottleneck/obstacle course to a major, minor, or degree program (or any course otherwise identified as significantly impacting retention within a college)

d) Recommending a successor entity or organization to take over some of these duties permanently (e.g. identifying advising best practices or updating of an advising handbook/website) such as an independent Faculty Advising Council and/or faculty membership in the current University Academic Advising Council currently made up of professional advisors at the University and College levels.

Other Recommended Work

It should be noted that last year’s action taken by ASSA and Faculty Senate regarding Charge #1 for the 2015-2016 academic year (“Study PPM 6-22, Student Code, and make recommendations concerning students getting permission from faculty and other students regarding taking photographs, recording lectures, and dissemination of such media.”) has yet to be acted upon by the President of the University. Faculty Senate called upon the President to form a special Speech, Media and Publication Awareness task force. Faculty Senate should follow up upon that call and renew it if necessary. To that end, the entire recommendation passed by Faculty Senate on February 8, 2016 is reproduced below:

Recommend that the WSU University President empanel and finance a Speech, Media and Publication Awareness task force to study the growing body of nationally recognized issues in higher education caused by technology proliferation and open source publication affecting WSU students, faculty and staff. The goals of the task force are as follows:

- Collect and analyze information on relevant best practices in higher education, current WSU policies and procedures, and state and federal legal standards regarding speech on campus, and the creation and publication of related media, such as notification of students who are recorded in class, or the ability to limit rights afforded by fair use under copyright law.

- Develop and publish an educational awareness campaign regarding speech and publication with respect to best practices, WSU policies, and legal requirements.

- Create and publish a clearinghouse of information related to issues related to speech and media on campus.
• Assist Faculty Senate in identifying deficiencies in current WSU policy and practice. For example, the extension of recording and distribution policies to online courses, the extent to which free speech can be limited in the classroom, authorization for the recording of campus activities by various parties, student and faculty privacy in the academic setting, and the protection of academic freedom, tenure and promotion from unauthorized publication and/or unfair criticism.