AGENDA

REGULAR MEETING OF THE
UTAH STATE UNIVERSITY BOARD OF TRUSTEES
Utah State University
Emma Eccles Jones College of Education and Human Services
Sorenson Center for Clinical Excellence
January 10, 2020

7:15 – 9:00 a.m. Breakfast Buffet Room 209

7:30 a.m. Audit, Risk and Compliance Committee Meeting Room 204

9:00 a.m. Regular Meeting Room 209
• Introductory Items
• President’s Report

9:30 a.m. Closed Session Room 209

11:00 a.m. Regular Meeting continued Room 209
• Strategic Agenda
  Free Speech (Mica McKinney)
• Chair’s Report
• Consent Agenda
• Action Agenda
• Information Agenda

12:30 p.m. Lunch Room 209
**Sorenson Center for Clinical Excellence**

**Driving Directions**

**From North Logan:**
1. From Logan Main Street, turn left onto 1400 North
2. Travel east on 1400 N and turn right onto 1200 East
3. Travel south on 1200 East onto the USU campus
4. Go past the cemetery on your right
5. Turn between the cemetery and the tennis courts onto 850 North (if you reach Aggie Blvd/700 North, you’ve gone too far)
6. Go past the tennis courts on your left
7. Turn left into the 3rd parking lot (if you reach the last parking lot, you’ve gone too far)
8. Look for the Sorenson Center for Clinical Excellence (as shown in the photo)

**From South Logan:**
1. From Logan Main Street, turn right onto 400 North
2. Travel east on 400 North—it will turn into Highway 89
3. Turn left onto 1200 East
4. Traveling north, you will go past Aggie Blvd/700 North, and turn left between the cemetery and the tennis courts onto 850 North
5. Go past the tennis courts on your left
6. Turn left into the 3rd parking lot (if you reach the last parking lot, you’ve gone too far)
7. Look for the Sorenson Center for Clinical Excellence (as shown in the photo)

**From Logan Canyon:**
1. Travel west on Highway 89
2. Turn right onto 1200 East
3. Traveling north, you will go past Aggie Blvd/700 North, and turn left between the cemetery and the tennis courts onto 850 North
4. Go past the tennis courts on your left
5. Turn left into the 3rd parking lot (if you reach the last parking lot, you’ve gone too far)
6. Look for the Sorenson Center for Clinical Excellence (as shown in the photo)

Client parking is available in the underground parking stalls, or in the parking stalls near the North building entrance with “Client Parking” signs. After parking, go to the information desk on the first floor to get directions to your appointment.
PRESIDENT’S REPORT

1. Information
   a. Student Commendation – Jared Fry
   b. Legislative Update
   c. Overview of Policy Review

2. Reports from Vice Presidents
   a. Vice President and Director of Athletics – John Hartwell

3. Recent Events
   a. Homecoming Events – September 28, 2019
   b. Institute of Government and Politics Luncheon – September 28, 2019
   c. Ag Products BBQ – September 28, 2019
   d. Football – Colorado State at USU – September 28, 2019
   e. Mountain West Board of Directors Executive Committee Call – September 30, 2019
   f. State of the University Address – October 1, 2019
   g. Council of Presidents by IVC – October 1, 2019
   h. Research Landscapes, Land by Courtney Flint – Salt Lake City, October 1, 2019
   i. Welcome Remarks at Cybersecurity Conference – October 3, 2019
   j. USU Aggie Alumni Pregame – Baton Rouge, Louisiana, October 5, 2019
   k. Football – USU at Louisiana State – October 5, 2019
   l. Welcome Remarks at Center for Growth and Opportunities Fall Event, President’s Home – October 7, 2019
   m. Salt Lake Chamber Board of Governors – Salt Lake City, October 8, 2019
   n. EDCUtah Board of Trustees Meeting – Salt Lake City, October 8, 2019
   o. Utah Sports Hall of Fame Induction Banquet – Salt Lake City, October 14, 2019
   p. Stater’s Council – October 15, 2019
   q. Aggies Heroes – October 16, 2019
   r. Football – Nevada at USU – October 19, 2019
   s. 10th Circuit Court of Appeals Oral Argument Day at USU – October 22, 2019
   t. Football – USU at Air Force – October 26, 2019
   u. Inaugural Professor Lecture, Darrin Brooks, President’s Home – October 29, 2019
   v. USU Ambassadors Ice Cream Social – October 29, 2019
   w. Welcome Remarks at 2019 Inclusive Excellence Symposium – October 30, 2019
   x. Inaugural Professor Lecture, Caroline Lavoie, President’s Home – October 30, 2019
   y. Welcome Remarks at ASPIRE ERC On-Campus Site Visit – October 31, 2019
   z. USU Foundation Board Meeting and Dinner – November 1, 2019
   aa. Football – BYU at USU – November 2, 2019
   bb. Sunrise Session, Alexis Ault – Salt Lake City, November 5, 2019
   cc. Council of Presidents – Salt Lake City, November 5, 2019
   dd. Inaugural Professor Lecture, David Brown, President’s Home – November 6, 2019
   ee. Men’s Basketball – Weber at USU – November 8, 2019
   ff. Football – USU at Fresno State – November 9, 2019
   gg. Association of Public Land-Grant Universities Fall Board of Directors Meeting –
San Diego, California, November 10-12, 2019

hh. Men’s Basketball – Denver at USU – November 12, 2019

ii. Inaugural Professor Lecture, Shih Yu (Simon) Wang, President’s Home – November 13, 2019

jj. USHE K-20 Summit and Board of Regents' 50th Anniversary Celebration Reception at Utah Valley University – November 14, 2019

kk. Board of Regents at Utah Valley University – November 15, 2019

ll. Men’s Basketball – North Carolina at USU – November 15, 2019

mm. Football – Wyoming at USU – November 16, 2019

nn. Board of Regents Resource and Review – Salt Lake City, November 18, 2019

oo. Remarks at USU Research Foundation Board Dinner – November 18, 2019

pp. Roles and Missions Summit with University Presidents and Commissioner Woolstenhulme – Salt Lake City, November 19, 2019

qq. Men’s Basketball – UTSA at USU – November 19, 2019

rr. Inaugural Professor Lecture, Merideth Thompson, President’s Home – November 20, 2019


tt. Football – Boise at USU – November 23, 2019

uu. Higher Education Strategic Planning Commission Meeting – Salt Lake City, November 25, 2019

vv. Men’s Basketball – USU at St. Mary’s – November 29, 2019

ww. Football – USU at University of New Mexico – November 30, 2019

xx. Inaugural Professor Lecture, Shawn Whiteman, President’s Home – December 3, 2019

yy. Welcome Remarks and Panel Moderator at Research Landscapes Overview – Salt Lake City, December 4, 2019

zz. Men’s Basketball – USU at San Jose State – December 4, 2019

aaa. Mountain West Board of Directors Executive Committee Call – December 5, 2019

bbb. Inaugural Professor Lecture, Christa Jones, President’s Home – December 5, 2019

ccc. Men’s Basketball – Fresno State at USU – December 7, 2019

ddd. National Football Foundation Reception and Dinner – New York City, December 8 - 11, 2019

eee. Inaugural Professor Lecture, David Geller, President’s Home – December 9, 2019

fff. Salt Lake Chamber Board of Governors – Salt Lake City, December 10, 2019

ggg. Inaugural Professor Lecture, Claudia Radel, President’s Home – December 10, 2019

hhh. Men’s Basketball – St. Katherine at USU – December 10, 2019

iii. Mountain West Board of Directors Executive Committee Call – December 13, 2019

jjj. Men’s Basketball – USU vs BYU at Beehive Classic – Salt Lake City, December 14, 2019

kkk. Mountain West Board of Directors Meeting – Phoenix, Arizona, December 15-16, 2019

lll. Men’s Basketball – USU vs Southern Florida – December 18, 2019

mmm. Football – USU vs Kent State, Tropical Smoothie Cafe Frisco Bowl – Frisco, Texas, December 18-21, 2019

nnn. Men’s Basketball – USU vs Florida – December 21, 2019


ppp. Men’s Basketball – USU at UNLV – January 1, 2020


rrr. Northwest Commission on Colleges and Universities Commission Meetings –
Seattle, Washington, January 7-9, 2020

ttt. USU Board of Trustees – January 10, 2020

4. Upcoming Events

b. Plant and Animal Genome Conference – San Diego, California, January 11-14, 2020
c. EDCUUtah Board of Trustee – Salt Lake City, January 14, 2020
d. Board of Regents – University of Utah, January 24, 2020
e. Pre-game Basketball Reception – January 25, 2020
g. Association of Governing Boards – San Diego, California, January 26-28, 2020
h. Legislative Session – Salt Lake City – January 27-March 12, 2020
i. Men’s Basketball – USU at Wyoming – January 28, 2020
j. 2020 Sundance Film Festival Women’s Leadership Celebration Luncheon – Salt Lake City, January 30, 2020
l. Men’s Basketball – USU at San Diego State – February 1, 2020
m. Council of Presidents by IVC – February 4, 2020
n. Legislative Spouses Luncheon – Salt Lake City, February 5, 2020
o. Men’s Basketball – UNLV at USU – February 5, 2020
p. Welcome Remarks at Utah Conference on Undergraduate Research – February 7, 2020
q. Remarks at Moab Business Summit – Moab, February 10, 2020
r. Men’s Basketball – USU at Colorado State – February 11, 2020
s. **Higher Education Day/Board Meeting – Salt Lake City, February 14, 2020**
t. Board of Regents Lunch/Meeting – Salt Lake City, February 14, 2020
u. Men’s Basketball – USU at Fresno State – February 15, 2020
v. **Posters on the Hill – Salt Lake City, February 18, 2020**
w. Association of Public & Land-Grant Universities Board Meeting – Washington, D.C., February 18-19, 2020
x. Men’s Basketball – Wyoming at USU – February 19, 2020
y. Men’s Basketball – San Jose State at USU – February 25, 2020
z. **Aggie Ice Cream on the Hill – Salt Lake City, February 26, 2020**
aa. Mountain West Board of Directors Executive Committee Call – February 28, 2020
bb. Men’s Basketball – USU at New Mexico – February 29, 2020
c. Mountain West Women’s and Men’s Basketball Tournament – Las Vegas, Nevada, March 2-7, 2020
dd. Council of Presidents – Salt Lake City, March 3, 2020
e. Mountain West Board of Directors – Las Vegas, Nevada, March 3, 2020
ff. Remarks at Truth & Tuition – March 11, 2020
gg. USU Foundation Board Dinner – March 12, 2020
hh. USU Foundation Board Meeting – March 13, 2020
ii. **Founders Day and Old Main Society – March 13, 2020**
jj. USU Board of Trustees – March 13, 2020

Items in red; trustee attendance encouraged, if available.
RESOLUTION OF COMMENDATION

Jared Fry

Jared Fry is from Morgan, Utah, and currently serves as the Graduate Senator in USUSA.

It is clear Jared is an outstanding Aggie. As a Graduate Senator, Jared works to ensure the needs of all graduate students are met. Specific projects include obtaining dental insurance options for graduate students, creating on-campus childcare for student parents, and planning Mental Health Week. Jared also serves as the on-campus administrator for an income tax clinic, directing over 50 volunteers in the preparation and filing of tax returns for undergraduate and graduate students.

Jared received his bachelor's degree in accounting from the Jon M. Huntsman School of Business and is currently pursuing his master's degree. In addition to making the Dean's List every semester as an undergraduate. Jared has also received multiple awards recognizing his academic success including the 2019 UACPA Outstanding Student Scholar, IMA Scholar Award in 2018, and Beta Alpha Psi Candidate of the Year in 2017. Jared also completed a prestigious internship with Deloitte in London as a US business tax intern this past summer. Upon graduation this spring, Jared has accepted a position with PricewaterhouseCoopers.

When asked the impact Utah State has had on him, Jared replied, "Utah State has helped me achieve so many things. I have been fortunate in the number of positions in which I have been able to become involved. I don't think that this level of involvement would have been possible at other schools. The culture that exists at the university encouraged me to push myself and take on additional responsibility, even when I felt that I had reached my limit. During my time at Utah State, I have interacted with a multitude of different people that have made a significant impact on my life and career goals; the accounting department and SILC office have helped me become a more rounded professional."

Jared is an outstanding individual and a great representative of Utah State University. He actively participates in our campus community and seeks to improve the experiences of fellow Aggie's. Jared is always willing to help to the best of his abilities and will never forgo an opportunity to improve a situation. Congratulations, Jared, and thank you for being an exemplary Aggie.

Noelle E. Cockett
President
January 2, 2020
STRATEGIC AGENDA

Free Speech

Mica McKinney
Vice President for Legal Affairs and General Counsel

John J. DeGioia

Our nation’s colleges and universities share a core set of commitments: the education of our young people, the inquiry of our faculty, and the common good of our communities.

We meet these commitments through practices of freedom—freedom of speech, academic freedom, and the exercise of shared governance. Each brings its own tensions and challenges, but together, they are integral to our responsibilities as academic institutions. In fact, they distinguish the university from other institutions in our society.

Freedom of Speech

Consistent with the spirit of the First Amendment, members of our academic communities are free to express their thoughts and opinions without fear of restraint (subject, of course, to reasonable restrictions of time, place, and manner).

For our public institutions, state law typically requires this commitment. Private institutions have more flexibility in the implementation of this practice, but upholding this commitment is shared throughout higher education.

But our commitment to speech and expression is increasingly complex and can no longer be taken for granted. The following are a few examples of this complexity and the tensions that arise:

• We are responsible for multiple spaces and places, including indoor and outdoor spaces, public halls and auditoriums, and private offices and residences. We also engage with a very new space—social media.

• Our communities include both transient and permanent members.

• We have a multifaceted and multidimensional purpose: for example, we seek to educate students in what is known and to encourage the exploration of the unknown. We study established knowledge and pursue the frontiers of knowledge.

• For many campuses, students are in residence—our campuses are our students’ homes.
The Practices of Freedom

• We are no longer an ivory tower. The combined effects of technology, globalization, and neoliberalism mean that we are fully immersed in the real world.

• We are responsible for navigating the phenomenon of “identities.” No other institution engages the questions of our differences and diversity as does a college or university.

And perhaps the most important tension: our students do not necessarily view this commitment to free speech and expression in traditional ways. Research indicates that students throughout our country have articulated a more nuanced position—one that is seeking a balance between free speech and inclusion.

When asked in a 2017 Knight Foundation/Gallup survey to choose between free speech and inclusion, slightly more students (53 percent) valued inclusion over free speech (46 percent). They see the position held by many of their elders as uncompromising—and the survey questions that demand an either/or answer reflect that.

We must listen to the voices of our students. Can we find a way to protect free speech while recognizing the value students place on diversity, belonging, and inclusion? This value should always be part of our thinking when we refer to free speech and expression.

At the same time, freedom of speech alone is not enough. Freedom of speech may be a prerequisite for our work, but it is not a guarantor of truth. We look to our universities for truth, and it is a second practice—the practice of academic freedom—that is needed.

Academic Freedom

Inquiry—our commitment to scholarship and to research—is a defining characteristic of the university.

The conception of the modern university began to emerge in Berlin in the nineteenth century, as these institutions became the locus of what Chad Wellmon described as “epistemic authority” in his 2015 book Organizing Enlightenment.

For Wellmon, the university came to “stand . . . not just for a repository of knowledge but rather for a community of knowledge that provided authority structures for how to think.” In the American context, this development is captured in the establishment of the graduate school and PhD at Johns Hopkins University in 1876.

Academic freedom provides the condition that enables us to establish authority—the authority of knowledge. What do we know? How much confidence do we have in what we know? Where do we have doubts and uncertainties? Can we accommodate the changes that new knowledge reveals? This work takes place within epistemic communities—the disciplines—that provide the structures for the work of inquiry.

Our commitment to academic freedom assumes a respect for expertise and the epistemic authority that comes with immersion in the disciplines. According to John O’Malley in Four Cultures of the West, this “analytical questing and questioning” constitutes the academic mission of our institutions. Through this “style of learning and discoursing,” we call what we create and construct, discover and reveal, the truth.
Shared Governance

There is a third practice that is inextricably linked to freedom of speech and academic freedom: shared governance. Derek Bok describes it in *Higher Education in America* as the four constituents of the college or university—trustees, academic leaders, faculty, students—each having a role in governance and, “all of the parties with an interest in the work of universities have at least some opportunity to make their feelings known and have a tangible impact.”

We are able to do our best work when we recognize and listen to the insights, perspectives, needs, and desires of the members of our community: when we sustain these three practices—freedom of expression, academic freedom, and shared governance.

John J. DeGioia is the president of Georgetown University (DC). For close to four decades, he has helped to define and strengthen Georgetown University as a premier institution for education and research. A Georgetown alumnus, he served as a senior administrator and as a faculty member in the Department of Philosophy before becoming Georgetown’s 48th president in 2001. As president, DeGioia is dedicated to deepening Georgetown’s tradition of academic excellence, its commitment to its Catholic and Jesuit identity, its engagement with the Washington, DC community, and its global mission.

This work is made possible through generous support from the John S. and James L. Knight Foundation.
Free speech is not absolute, and never has been anywhere.

The text of the First Amendment, of course, is simple, sparse, direct, and clear. It enumerates five fundamental freedoms—speech, press, religion, peaceful assembly, and the right to petition for the redress of our grievances. For many of us, speech is primary—the first freedom, without which the others could not exist.

Until about 100 years ago, the speech clause of the First Amendment sat dormant—symbolically important, yet not much discussed. But today, after a century of dramatic Supreme Court jurisprudence on the issue, speech enjoys greater protection in the United States than ever before, a freedom unique in the world.

• Virtually every form of political dissent is acceptable, including symbolic protests running the gamut from wearing black armbands in school to burning the American flag.

• We are free to abstain from patriotic gestures, for religious and other reasons. Military funerals may be picketed, even if doing so distresses grieving families.

• Publication of classified government documents, physical or digital, is increasingly common, although there are still arguments over whether this harms national security.

• Artistic expression once regarded as shocking is now commonplace. Anything goes.

• So-called “hate speech,” long the object of disapproval and regulation by government and civil society, is increasingly recognized as a phenomenon we must live with and try to learn from. In a culture where anyone can say anything about individuals or groups without meeting an elemental standard of proof, definitions of what is offensive, and therefore unacceptable, hate speech are ever harder to agree upon. Higher education speech codes that attempt to restrict or prohibit offensive speech, however well-intentioned, have increasingly come under scrutiny.

Ironically, despite this unprecedented liberty of expression, never have Americans had a harder time figuring out what free speech means, or how to implement it with reasonable, common-sense standards, especially in higher education.
After teaching undergraduate seminars on free speech for years and launching the new Free Speech Project at Georgetown University (DC), I am convinced that the majority of Americans support the concept of free speech—but a distressing number draw a line that excludes speech they do not agree with.

Indeed, for many reasons, including recent political developments, the nation with the freest speech in the world has a growing free speech crisis.

From a federal government that should be protecting and preserving the First Amendment, there is a profusion of new threats. The attorney general of the United States says, almost casually, that he will consider revoking long-standing policy and investigating journalists’ sources. Inevitably, this will chill expression and make it more difficult to report the news—the real news.

The president of the United States, without a trace of irony, uses “fake news” as a label to discredit his media critics and any stories they may publish that reflect badly on his performance. His spokespersons advocate using “alternative facts.” The president expresses shock that the media—“the enemy of the people,” as he calls them—can just report and write and broadcast “whatever they want.” All of this strikes a frighteningly responsive chord among some citizens, who seem to think that tougher libel laws might solve the problem.

Radio stations, even public radio stations, have canceled events after hearing criticism of a speaker’s previous comments and views. Some educational institutions have shut down controversial theater performances that are criticized on grounds of insensitivity.

One place not to turn for a solution to America’s growing free speech crisis is the state legislatures. In a phenomenon that began well before Donald Trump took office, more than half the states have taken up legislation that could negatively impact First Amendment freedoms. Often there are multiple bills in one state, and it is not easy to predict who will be on which side: Republican governors have been known to veto anti-free speech laws, and Democrats to sign them.

Some of the most outrageous bills prescribe mandatory penalties for students who inhibit the speech of others, direct public university administrators not to yield to protests over the invitation of prospective controversial speakers, require expulsion of any student who is convicted of participating in a so-called “violent riot,” make it a crime to wear a mask during a public protest, and levy a five-year prison term for protesters who block traffic and hence interfere with interstate commerce. Obviously, one can expect or hope that many of these laws will be successfully challenged in the courts, but much damage can be done while we wait.

In such a climate, there are many practical difficulties and dilemmas facing colleges and universities.

Of course, it is important to diversify the scope of debate and the ideological range of ideas considered and speakers heard on campus. It is improper simply to shame and mock those who voted for Donald Trump. That much is obvious.

But how do institutions avoid being held hostage by a small number of well-known controversial speakers from the right who often have little to say but wittingly provoke, even invite, disruption?

This is an issue primarily for public institutions, but it will eventually concern everyone. How does one face the threat of self-invited speakers like Richard Spencer, the leader of the alt-right and an avowed white supremacist, who offers up a hate-filled vision of a very different America from the one that most of us are trying
to protect? Spencer has mastered the art of finding universities that are obligated under state law to rent him space to speak, and he is often able to find local student or alumni supporters to request and reserve facilities for him to use. He relishes the uproar that ensues. Often this leads to a circumstance in which institutions and governments face the extraordinary cost, which can run into hundreds of thousands of dollars, of protecting their community.

As the situation grows tense and confrontational over a particular event at any size institution, public or private, how can one prevent the hecklers’ veto from being invoked? Is it reasonable to expect minority students to listen respectfully while Spencer degrades them and then ask him calm, analytical questions? Can new ways be found to confront such speakers in a less disruptive manner?

Is there a double standard for dealing with campus and other protests by the mainstream white population, on the one hand, and certain minority groups on the other? The torch-bearing alt-right demonstrators in Charlottesville, Virginia, in August 2017 got away with taunting and pushing the local police force that was trying to maintain order. But as civil rights activist DeRay Mckesson has pointed out, if African American demonstrators who rallied to Ferguson, Missouri, to protest the police shooting of Michael Brown three years earlier had attempted to do the same, they would likely have been arrested and jailed, and quite possibly beaten or killed. Real and palpable discrimination, albeit sometimes unconscious, cannot simply be written off as a character-building experience.

The overarching concern is how to be true to the ideal of free speech, while also building inclusive, accepting communities where everyone has a voice. Can the playing field be leveled without unacceptably restricting speech? Speech and inclusion need not be in opposition to each other, but we must confront as fundamentally undemocratic the effort of any group simply to shut down speech it finds offensive.

The 2017 confrontation in Charlottesville was a watershed event, with free speech at a crossroads, and it could be replicated anywhere at any time. The white supremacist, racist, anti-Semitic alt-right is well organized and may be larger in numbers than we imagine. When its members assert their Second Amendment rights to carry weapons at the same time they are exercising free speech, the mix can be combustible. Every institution will have to be prepared to handle such a crisis.

These issues will not go away anytime soon. Drawing some lines—designing content-neutral time, place, and manner restrictions on speech that may incite violence—is getting harder, and the landscape is full of slippery slopes.

Sanford J. Ungar, president emeritus of Goucher College (MD) and former host of All Things Considered on NPR, is director of the Free Speech Project at Georgetown University (DC). He teaches undergraduate seminars on free speech at Georgetown University and Harvard University (MA).

This work is made possible through generous support from the John S. and James L. Knight Foundation.
CHAIR’S REPORT

1. Action Item
   a. Proposed Board of Trustees Meeting Schedule 2020-2021

2. Discussion Items
   a. Broadcast Ownership Questionnaire
   b. OnBoard
   c. Jon M. Huntsman School of Business Request for Differential Tuition Increase

3. Information Items
   a. The next Board of Trustees meeting will be held on March 13, 2020.
<table>
<thead>
<tr>
<th>Date of Trustees Meeting</th>
<th>Meeting Type</th>
<th>Date of Regents Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, January 10, 2020</td>
<td>Regular Meeting</td>
<td>January 24, 2020, University of Utah</td>
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<tr>
<td>Friday, March 13, 2020¹</td>
<td>Regular Meeting (afternoon)</td>
<td>March 26-27, 2020, Dixie State University</td>
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<tr>
<td>Friday, April 3, 2020²</td>
<td>Telephone Conference Meeting (30 minutes)</td>
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<tr>
<td>Wednesday, April 29, 2020³</td>
<td>Regular Meeting (afternoon)</td>
<td>May 15, 2020, Weber State University</td>
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<tr>
<td>Friday, June 19, 2020</td>
<td>Telephone/Regular Meeting (TBD)</td>
<td>July 16-17, 2020, Southern Utah University</td>
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<td>Friday, August 21, 2020</td>
<td>Regular Meeting (Workshop) (all day)</td>
<td>September 17-18, 2020, Utah State University</td>
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<td>Friday, October 30, 2020⁴</td>
<td>Regular Meeting (afternoon)</td>
<td>November 20, 2020, Salt Lake Community College</td>
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<tr>
<td>Friday December 4, 2020</td>
<td>Telephone/Regular Meeting (TBD)</td>
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<tr>
<td>Friday, January 8, 2021</td>
<td>Regular Meeting</td>
<td>January 15, 2021, University of Utah</td>
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<tr>
<td>Friday, March 5, 2021⁵</td>
<td>Regular Meeting (afternoon)</td>
<td>March 25-26, 2021, Dixie State University</td>
</tr>
<tr>
<td>Friday, April 9, 2021⁶</td>
<td>Telephone Conference Meeting (30 minutes)</td>
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<tr>
<td>Wednesday, May 5, 2021⁷</td>
<td>Regular Meeting (afternoon)</td>
<td>May 21, 2021, Snow College</td>
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¹Founders Day event that evening  
²Brief Telephone Conference Call to approve Promotion and Tenure decisions only  
³Commencement, April 30-May 1, 2020  
⁴Homecoming events that weekend  
⁵Founders Day event that evening  
⁶Brief Telephone Conference Call to approve Promotion and Tenure decisions only  
⁷Commencement, May 6-7, 2021
AGB|OnBoard Quick Reference Guide

1. Logging in
Access from computer:
https://onboard.passageways.com

Access from mobile device:
Launch “Passageways OnBoard” App
(available from respective Mobile Stores)

OnBoard

Sign In

Password

reset Password

Use a linked account to access OnBoard

1. Type your OnBoard ID (Email Address)
2. Type your OnBoard Password
3. Click the “Sign In” button!

“Reset Password” link can be used to reset your password or unlock your account.

Use “Remember Me” on the App to stay logged in with a PIN or biometric ID.

2. Accessing Meetings

1. Click Calendar icon in navigation.
2. Click a meeting in the list.
3. Click “Open Book” to view the meeting materials.

3. Accessing Resources

1. Click Resources icon in navigation.
2. Click any resource folder.
3. Click on a document to view.
Viewing Your Board Book
Summary of Proposal

The purpose of the Jon M. Huntsman School of Business at Utah State University is to be an engine of growth for our community, the state, the nation and the world, and to be a career accelerator for our students. Our strategic objective is to become the premier undergraduate business and economics program in the Intermountain West. The commitment from the entire Huntsman School community of students, faculty, staff, alumni, and friends, together with the university’s administration, to this strategic objective has contributed to immense strides in terms of the quality of inputs and outcomes – better people, better programs, better places, and better finances, over the past ten years. Differential tuition, initially approved in 2007 by the USU Board of Trustees and subsequently by the Utah State Board of Regents, has been a significant contributor to our progress. Indeed, differential tuition is as important to the school’s strategy and operations as oxygen is for us. It permeates all that we do, and supports, directly or indirectly, every employee of the school and every program offered to students. The need for differential tuition has been driven primarily by the marketplace for business faculty. National surveys indicate that faculty in business disciplines command far greater salaries than faculty in non-business disciplines. But, according to the 2017 National Education Association Almanac of Higher Education, funding for public education is still 20 percent lower than in the early 1990s despite a 43 percent increase in student enrollment during this time period. Due to this fundamental supply versus demand challenge, and based on the demonstrated outcomes of the past decade, we seek an extension of differential tuition for the Huntsman School of Business, as follows:

- Differential tuition of $15 per credit hour for undergraduate lower-division courses (courses numbered 1000-2999) beginning with the 2020-21 academic year, with $15 per credit hour added each of the two following years.

A typical student takes six lower division business credits during the freshman year, and 11 lower-division business credits during the second year, meaning that this proposal would increase tuition for freshmen in 2020-2021 by $90/year, rising to $270/year by 2022-2023. The corresponding numbers for the typical sophomore are $165 for 2020-2021 and $495 for 2022-2023.

Undergraduate students in the Huntsman School currently pay differential tuition of $160 per credit hour for upper-division business school courses (courses numbered 3000-4999). This proposal only affects lower-division business courses within the Huntsman School and represents just 17 total credits of the 120 credits required for graduation.

When fully implemented in the 2022-2023 academic year, the proposed differential tuition would increase overall individual cost of tuition over four years by less than two percent.
Rationale for Increasing Differential Tuition

The 2014 Gallup-Purdue Index Report surveyed more than 30,000 undergraduate college students across the US to measure the relationship between the college experience and college graduates’ lives. The report found that the two most important linkages of undergraduate college experience and career success were 1) a professor who cared about the student as a person and made them excited about learning, and 2) an outside-the-classroom experience such as an internship, student club participation, or semester-long real-world projects. Differential tuition allows us to directly impact both of these measures.

1. Recruiting and retention of outstanding faculty
Since implementing differential tuition in 2007, approximately 80 percent of differential tuition funds have gone to pay faculty and staff salaries. The cost of hiring new faculty has continued to escalate due to a relative shortage of new faculty compared to retiring faculty across the country. Indeed, business school faculty salaries have increased dramatically over the past few years. Data from the Faculty in Higher Education Survey conducted annually by the College and University Professional Association for Human Resources (CUPA–HR) indicates that while faculty in business disciplines earned on average 36 percent more than faculty in non-business disciplines in 2013, that gap increased to 74 percent for 2019.

Largely as a result of differential tuition, we have been able to provide funds to augment salary offers, or to hire new faculty solely on differential tuition monies. Since 2007, we have hired 85 new faculty members. During FY 2018-2019, 66 faculty members and 40 staff members were partially or fully supported by differential tuition.

At the same time as we have seen rising costs for faculty, we continue to experience increasing demand for our services. The period between FY2010-FY2019 saw a 22 percent increase in undergraduate enrollment in the Huntsman School, triple the undergraduate growth across USU. Moreover, the growth of direct admit students, ie, those freshman students who meet a stringent academic criterion for admission directly from high school, increased 211 percent from FY2010 to FY2019.

2. Student Success
Apart from faculty salaries, the largest portion of differential tuition monies has been used to create and support cross-disciplinary, experiential programs, with faculty and staff who roll up their sleeves and work with students to provide real-world learning experiences. Some examples include:

   A. Career Acceleration. Career Acceleration is one of the core purposes of the Huntsman School. We have added career development and corporate outreach professionals who benefit all of our students by preparing students for internships and placement and by directly connecting students with corporate recruiters. Through regularly offered workshops, competitions, class and club presentations, and our Focused Fridays initiative, scores of employers are visiting the Huntsman School, and hundreds of students, across USU, are benefitting from this direct interaction with the corporate community. For example, during FY2018, 1,515 unique students, from 121 different majors across USU, participated in 420 career-focused events on and off campus. The impact of all of this activity is seen through more and higher quality career opportunities for our students, with globally recognized brands such as Adobe, General Mills, and
Goldman Sachs, among others, regularly hiring our students, and schools such as Chicago, Harvard, Johns Hopkins, Oxford, and Rice, among others, admitting our graduates into highly competitive graduate programs.

B. **Entrepreneurship Program.** Entrepreneurial Spirit is a strategic pillar of the Huntsman School. Participation in entrepreneurship classes and programs has sky-rocketed over the past five years, with students across campus participating in program activities. Student interns with the Small Enterprise Education and Development (SEED) program have taught hundreds of budding entrepreneurs in five developing countries around the world. The impact of our entrepreneurship program has been recognized by the US Association for Small Business and Entrepreneurship (USASBE) with the 2019 Excellence in Co-Curricular Innovation Award, the top award bestowed in the United States by this prestigious organization, and by the Global Consortium of Entrepreneurship Centers (GCEC) as one of the five best specialty entrepreneurship education programs in the world for 2019.

C. **Student Clubs.** Huntsman School students are encouraged to “Dare Mighty Things” and to think of themselves as future leaders of commerce and public affairs. Consequently, they are among the most engaged undergraduates at Utah State University, participating in numerous extracurricular activities. During the last 10 years, Huntsman students have served as student body president six times, for example, and 14 have been chosen for university-wide recognition at the Robins Awards, including for Man or Woman of the Year, Achievement of the Year, or as the Bill Robins Award winner. Three of our accounting students have also won the highly competitive Elijah Watt Sells Award, given to approximately 50 students nationally from the approximately 90,000 who annually take the CPA Exam. Additionally, we support over 20 student clubs. These clubs range from industry-specific clubs such as our award-winning Institute of Management Accountants (IMA) and Beta Alpha Psi (BAP) organizations for accounting students, the Finance & Economics Club, the Huntsman Marketing Association, and Pro-Sales Club, to issue-based clubs such as the Covey Leadership Fellows, the Entrepreneurship Club, and the Women in Business Association. These clubs provide a tremendous resource for personal and career development, with many participating in career exploration trips and hosting practitioners in their respective fields.
Cost Comparison

To demonstrate the cost impact compared to other schools of business, we selected competitive peer institutions, competitive western land grant institutions, and other regional public institutions that compete for many of the same undergraduate students we recruit.

Students must successfully complete 120 credits to graduate from USU. In the Huntsman School, on average, differential tuition applies to one-third of those credits. The table below shows the typical, average cost for one semester of undergraduate education for full-time (15 credits), resident business students for academic year 2019-2020. The differential tuition calculation is based on 5 of the 15 credits as differential-applied business credits.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Base Tuition</th>
<th>University Fees</th>
<th>Differential Tuition</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Arizona</td>
<td>$5,649</td>
<td>$696</td>
<td>$450</td>
<td>$6,795</td>
</tr>
<tr>
<td>Arizona State University</td>
<td>$5,355</td>
<td>$314</td>
<td>$262</td>
<td>$5,931</td>
</tr>
<tr>
<td>Colorado State University</td>
<td>$4,713</td>
<td>$1,236</td>
<td>$475</td>
<td>$6,424</td>
</tr>
<tr>
<td>University of Colorado</td>
<td>$8,016</td>
<td>$887</td>
<td>Included</td>
<td>$8,903</td>
</tr>
<tr>
<td>University of Nebraska</td>
<td>$3,780</td>
<td>$948</td>
<td>$300</td>
<td>$5,028</td>
</tr>
<tr>
<td>Washington State University</td>
<td>$7,882</td>
<td>$665</td>
<td>Included</td>
<td>$8,547</td>
</tr>
<tr>
<td>University of Utah</td>
<td>$4,168</td>
<td>$623</td>
<td>$1,220</td>
<td>$6,011</td>
</tr>
<tr>
<td>Utah State University</td>
<td>$3,274</td>
<td>$555</td>
<td>$800</td>
<td>$4,629</td>
</tr>
</tbody>
</table>

Cost Mitigation – Scholarships

Since 2007 when differential tuition was first instituted in the Huntsman School, we have made a concerted effort to step up the level of financial assistance provided to students. Our donors have responded enthusiastically to the call to help students mitigate the increasing costs of a business education and scholarship support has increased dramatically. In 2006, the school provided $203,000 in annual scholarship support. Since then, the amount of scholarships awarded each year by the Huntsman School has risen to over $3 million annually, more than fifteen times what was awarded when differential tuition was first implemented.

The overall impact of this generous support from our donors is worth mentioning. The total tuition, including differential tuition, for eight semesters, based on actual average cost for Fall, 2018, for 1,446 undergraduate, resident, full-time students in the Huntsman School, is $39,048. The actual total tuition paid, net of scholarships, for the same population, is $28,208. Put another way, the scholarship support provided by the Huntsman School reduces average total tuition by almost 28 percent.
Value Proposition

Our students understand and appreciate the value proposition provided by the Huntsman School. The rigor provided by top-notch faculty in highly competitive academic programs, the numerous experiential activities provided by faculty and dedicated, student-focused professional staff, and the impact of incredible student peers are leading to more and better placement opportunities in highly selective graduate programs and with globally recognized companies. In turn, this dynamic is noticed by high school students and their parents, leading to annual double-digit percent increases in enrollment.

A letter of support from our business senator and business council is included in Appendix A.

Summary

At an event in 2011 defining our plans for the next decade, Jon Huntsman spoke of the outcomes expected from an investment in world-class faculty and an industry-aligned curriculum. He noted that he wanted to create an environment that would allow young men and women from the West to get the best business education in the world, be recruited by the finest companies in the world, all at a relatively low cost. Today, with nationally recognized programs in accounting, entrepreneurship, and human resources, an economics program recognized by the St Louis Federal Reserve as the best in Utah, corporate recruiters from around the country hiring our students, and innovative, new extracurricular initiatives like the redesigned Huntsman Scholar Program, the Covey Leadership Center, and the Center for Growth & Opportunity, the outcomes Jon Huntsman spoke of almost a decade ago are becoming a reality.

To continue delivering value to our students, we are committed to attracting and retaining highly qualified faculty and providing academic programs that provide varied and challenging real-world experiences. We do this while keeping tuition costs among the lowest in the nation for business schools at public research universities.

This proposal enables us to continue to meet our obligation to our students by providing an education that accelerates their careers and prepares them for a lifetime of meaning and contribution as leaders of distinction in commerce and public affairs.

The specific proposal is:

Undergraduate Program

2020-21 Increase differential tuition for lower division business courses by $15 per credit hour
2021-22 Increase differential tuition for lower division business courses by $15 per credit hour
2022-23 Increase differential tuition for lower division business courses by $15 per credit hour
December 30, 2019

Jon M. Huntsman School of Business Council
3500 Old Main Hill
Logan, UT 84321

Utah State University Board of Trustees,

As the elected Business Senator and as representative of the Jon M. Huntsman School of Business Council and its student body, I am writing to express the Council’s support in the decision to increase differential tuition. After in-depth research and extensive conversations with administration, faculty, and fellow business students, we’ve come to the conclusion that such an increase is necessary to accomplish Jon M. Huntsman’s vision of becoming the premier undergraduate business and economics program in the Intermountain West.

As business students, we understand the forces of supply and demand and the necessity to remain competitive in our ability to acquire experienced business professionals as professors. In my experience within the business school, the professors who have made the greatest impact on my education and professional life have been those with professional industry experience. These professors are not only excellent in the classroom at providing industry insight but are also incredibly impactful outside of the classroom. Their impact can be easily seen in their sincere desire to set students up for success through their interactions with students, their voluntary service as advisors for high-performing clubs, and their provision of substantial networking connections for students. Seeing as the majority of differential tuition is used to acquire professors, we understand the need to increase differential tuition in order to remain competitive. We do, however, recommend that more of these funds are to be used to acquire more professors with industry experience.

We understand the financial burden that this increase may have on students, but believe students see the increased value that comes with it when compared to other offerings here at Utah State University. Many of us have benefited from programs funded by differential tuition, including the SEED program, professional development events such as Focus Fridays, professional guidance from career coaches, and many entrepreneurial opportunities. Because we are paying more for our education, we expect to see the continued increase in the value offering. We also believe that in order for students to see the value in differential tuition, they must understand to an extent where it is spent. We are not suggesting that administration provide an itemized account of all the funds spent, or even that they detail how much is spent, rather, provide a simple list of what programs/events utilize differential tuition funds. We believe that doing so will clear misconceptions and encourage students to take part in the programs that their differential tuition is funding.

We have been impressed by the administration’s efforts to include the student voice in this process and their ability to be forthright, open, and considerate with student concerns. We believe that they are sincere in their efforts to use these funds in the best interests of the students. Therefore, we support the decision to increase differential tuition so that we may continue to benefit from the increased value and reputation these funds will bring to the Jon M. Huntsman School of Business.

Sincerely,

Sara Dent Merrill, Business Senator
CONSENT AGENDA

1. Minutes from the Regular Meeting held on September 27, 2019
2. Minutes from the Closed Session held on September 27, 2019
3. Honorary Degrees for 2020
4. USU Research Foundation Appointment: Elizabeth M. Young
5. Academic Proposals
   a. Summary Sheet
   b. Art and Design Department, Caine College of the Arts, proposes changing name of BS Interior Design
   c. Music Department, Caine College of the Arts, proposes changing name of BM Piano Performance
   d. Music Department, Caine College of the Arts, proposes discontinuing BM Piano Pedagogy
   e. Economics and Finance Department, Jon M. Huntsman School of Business, proposes offering new Quantitative Economic History emphasis
   f. Management Department, Jon M. Huntsman School of Business, proposes adding emphases in Hotel Management and Wealth Management
   g. Management Department, Jon M. Huntsman School of Business, proposes relocating Minor in Hospitality and Tourism Management
   h. Management Information Systems Department, Jon M. Huntsman School of Business, proposes changing department name
   i. Kinesiology and Health Science Department, Emma Eccles Jones College of Education and Human Services, proposes changing name of BS in Human Movement Science
   j. Kinesiology and Health Science Department, Emma Eccles Jones College of Education and Human Services, proposes changing name of MS in Human Movement Science
   k. Kinesiology and Health Science Department, Emma Eccles Jones College of Education and Human Services, proposes adding Minor in Outdoor Adventure Leadership
   l. Nursing and Health Professions Department, Emma Eccles Jones College of Education and Human Services, proposes changing department name
   m. Special Education and Rehabilitation Department, Emma Eccles Jones College of Education and Human Services, proposes offering Minor in Disability Studies
   n. Special Education and Rehabilitation Department, Emma Eccles Jones College of Education and Human Services, proposes changing department name
o. Engineering Education Department, College of Engineering, proposes discontinuing Engineering Education Certificate

p. Mechanical Engineering and Aerospace Engineering Department, College of Engineering, proposes correcting name of Minor in Mechanical and Aerospace Engineering

q. College of Humanities and Social Sciences proposes creating a Graduate Certificate in Anticipatory Intelligence

r. Languages, Philosophy and Communication Studies Department, College of Humanities and Social Sciences, proposes offering Minor in Arabic Studies

6. Program Review Economics and Finance Department, Jon M. Huntsman School of Business

7. Program Review Psychology Department, Emma Eccles Jones College of Education and Human Services

8. Program Review Nutrition Science Program, College of Agriculture and Applied Sciences

9. Review and Acceptance of the External Audit Reports

10. Capital Improvement Priority List for FY 2020-21

11. Request to Approve Faculty Code Changes

   a. Proposal to Accept Revisions to Policy 405.2, 405.3, 405.5, 405.9 Tenured and Term Appointments: Evaluation, Promotion and Retention

   b. Proposal to Accept Revisions to Policy 405.11.2 Promotion Advisory Committee

   c. Proposal to Accept Revisions to Policy 401.5(4) Faculty with Special Appointments

12. Proposal to Revise 300-Level Policies
Minutes of the Regular Meeting of the Utah State University Board of Trustees held at the Space Dynamics Laboratory, Bennett Research Building, commencing at 1:07 p.m.

MEMBERS PRESENT
Jody K. Burnett
Kent K. Alder
Sami I. Ahmed
Laurel Cannon Alder
John Y. Ferry
Gina Gagon
David H. Huntsman
Wayne L. Niederhauser
David A. Petersen
Terryl Warner

MEMBERS EXCUSED
Jacey Skinner

UNIVERSITY REPRESENTATIVES PRESENT
Janet Anderson  Vice Provost
Jodi Bailey  Chief Audit Executive
Patrick Belmont  President, Faculty Senate
Noelle E. Cockett  President
David T. Cowley  Vice President, Business and Finance
Teresa Denton  Staff Assistant
Julie Duersch  President, Staff Employee Association
Francis D. Galey  Executive Vice President and Provost
Mica A. McKinney  General Counsel; Vice President, Legal Affairs
Sydney M. Peterson  Secretary of the Board of Trustees
Alexa Sand  Associate Vice President, Research
Laurens H. Smith  Interim Vice President, Statewide Campuses
Michael Torrens  Director, Analysis, Assessment and Accreditation
Tim Vitale  Associate Vice President, Communications
Robert W. Wagner  Vice President, Academic and Instructional Services
Kenneth L. White  Vice President, Extension; Dean, College of Agriculture and Applied Sciences; Director, Agricultural Experiment Station

OTHERS PRESENT
Mariah Wildman  Student

Chair Burnett called the meeting to order.

Action: Trustee Alder moved in accordance with 52-4-205 of the Utah Code, that the Trustees go into a Closed Session for the sole purpose of discussing the character, professional competence, or physical or mental health of individuals, pending or reasonably imminent litigation, and the
possible sale of real property. Trustee Niederhauser seconded the motion. The voting was unanimous in the affirmative.

Chair Burnett reopened the Regular Meeting at 2:12 p.m., thanking those present for their attendance.

I. STRATEGIC AGENDA

A. Presidential Priorities – Noelle E. Cockett, President (Appendix A)

President Cockett presented her list of priorities a year ago to the members of the Board of Regents who meet to evaluate her. She thought it important to share the priorities with the Board of Trustees. The Marketing and Communications Office has printed the priorities on a card and organized a State of the University presentation to be held on October 2, 2019. President Cockett will present her priorities to the public at that meeting.

The first priority listed is “Student success, including experiential learning.” The term “experiential learning” includes all the experiences students have outside the classroom.

The second priority is “Access to post-secondary education for underserved populations and communities across Utah.” The term “post-secondary” refers to education after high school. President Cockett believes that a land-grant institution is one of the best locations for students to receive a post-secondary education. She wants to focus on families who do not have college attendance in their background – meaning that no ancestors or siblings have attended college. This is different from a first-generation student which is defined as a student whose parents or guardians did not graduate from college. These underserved populations exist all across the state of Utah.

The third priority is “Strengthen USU’s trajectory of research distinction.” Research is the second pillar of a land-grant institution.

The fourth priority is “Communicate and develop USU’s excellence in water, land and air research.” President Cockett feels that all research programs can be tracked back or grounded in water, land or air.

The fifth priority is “Expand outreach to Utah citizens in the areas of health and well-being.” President Cockett said this outreach is not simply Extension services. She would like to expand health and well-being training to fulfill the many needs in the state.

The sixth priority is “Increase diversity of students, faculty and staff.”

The seventh priority is “Promote inclusiveness and respect across the USU community.” President Cockett said she gets emails from people who are offended by something that someone at USU has said. She said the values of inclusion and respect will elevate the university’s reputation.

The eighth priority is “Facilitate student and faculty entrepreneurship.” President Cockett said Utah’s history is grounded on entrepreneurship and is stronger here than any place she has been. She attributes this to a pioneering spirit, strong agricultural background
and the need to provide for families while keeping ideals strong. The Center for Entrepreneurship is housed in the Huntsman School of Business but is available to all students and faculty.

The ninth priority is “Launch USU’s second fundraising capital campaign.” Vice President White has stated that he would rather start a campaign with many priority areas rather than only one single goal of more money for the university. President Cockett plans to announce the capital campaign in about 18 months. The restructuring of the USU Foundation Board, training and investments have been done with this capital campaign in mind.

The tenth and last priority is “Continue to compete in the upper echelon of the Mountain West Conference.” President Cockett feels that USU is exactly in the right athletic conference. She does not aspire to see USU in another conference. The Mountain West Conference challenges USU and has a similar direction to the university. President Cockett acknowledged USU’s successes already in the conference and added that USU needs to continue to be competitive.

Several Trustees expressed their preference that President Cockett set measurable goals for each of her priorities. The priorities may be viewed as a process but there is value in being able to measure President Cockett’s success by the accomplishment of goals. She will provide measurable goals in the future. The Trustees expressed their desire to help President Cockett accomplish her goals as president of USU. They would like to look at the goals periodically to measure the rate of success.

Trustee Cannon Alder suggested that the date at the bottom of the handout tends to indicate that these priorities are only for the 2019-2020 fiscal year. She suggested removing the date so no one will make the interpretation that these priorities will change every year.

B. Risk Assessment – Noelle E. Cockett, President (Appendix B)

President Cockett stated that the requirement for each university in the state to identify their risks and develop mitigation plans was given by the Board of Regents. Chief Audit Executive Jodi Bailey and her staff worked hard to perform a risk analysis from the ground up. Each vice president unit identified their risks.

The Board of Regents’ Audit Committee anticipated the risk analysis to be done on a university level to include university-wide risks. USU’s risk analysis was then taken to the President’s Executive Committee which identified university-wide areas that need some attention or discussion on how USU is moving forward to reduce risk or to become aware of risk possibilities. Any issues that USU truly can do nothing about were not included on the list. USU’s list was compared to the Utah System of Higher Education (USHE) list as well as similar land-grant institutions across the nation. The USHE list had some differences because of the different missions of the eight USHE institutions. USU identified eight areas of risk and included them in a table along with the areas in which each risk may be a concern and the senior administrator who would “own” that risk.

The risks are not listed in any particular order and include all the risk areas that vice presidents had included on their lists. President Cockett will re-assess these risks each
year to see how USU is improving. She will also use these risks as guidelines when talking to vice presidents about funding requests to determine if the requested funds would help reduce risk.

Vice President McKinney stated that the risk analysis followed the enterprise risk management process. For example, USU has put a lot of resources into cyber security. Security risks are constantly changing and USU must constantly adjust the system. Even with mitigation systems in place USU is still under a threat of a cyber attack.

Chair Burnett explained that in an effort to help with this process, the Trustees’ Audit Committee was expanded to be the Audit, Risk and Compliance Committee.

President Cockett said the senior administrator risk owner would have the responsibility to evaluate risk, to oversee a mitigation plan, and to call together the right team to assess USU’s weaknesses including similar risks at all of the statewide campuses. For example, she looked at the area of campus safety and wondered if everyone had been trained, does USU have an exit plan for a major crisis, is Code Blue working, etc. The Chief of Police would call the right people together to check on these risks and to come up with a mitigation plan. They would assess areas to find USU’s weakness. This committee would need to figure out how students need to respond to an emergency, then develop a training module and determine how and how often to deliver it to students.

At the bottom of the handout is listed the members of the Senior Risk Management Committee. The Senior Administrator Risk Owner would bring the committee’s mitigation plan to the Senior Risk Management Committee for guidance and this committee would in turn report to the Trustees’ Audit, Risk and Compliance Committee. The Audit, Risk and Compliance Committee will report on the reduction of university risk to the Board of Trustees.

When the concern of mission creep within the USHE institutions was mentioned, President Cockett suggested that the Board of Trustees may want to do a risk assessment to present to the Board of Regents and this risk assessment could include issues of institutional risks such as mission creep. Several trustees suggested other possible risks such as institutional reputation, online programs and data privacy.

Trustee Niederhauser suggested reviewing policies to make sure they mitigate potential risks, then periodically review these policies and update them as needs change. Risk assessment will be a continuing process that will need to change as new risks arise.

C. Legal Training – Mica McKinney, Vice President for Legal Affairs and General Counsel (Appendix C)

Vice President McKinney explained that the Board of Trustees members need to receive annual training on several legal issues. The Government Records Access and Management Act (GRAMA) is grounded in two rights: (1) the public’s right of access to information concerning the conduct of the public’s business, and (2) the right of privacy in relation to personal data gathered by government entities. This act requires USU as a government entity to retain government records in accordance with the university’s approved retention schedules and to provide copies of or permit access to public records.
in its possession upon written request.

GRAMA disclosure requirements apply to government entities and not individuals. As a member of the USU Board of Trustees, members could receive GRAMA requests. Any GRAMA requests received by individual members of the Board should be forwarded to the Legal Affairs Office. Records that Trustees create or receive in the course of their work as Trustees are government records and subject to GRAMA with the exception of Trustee’s notes and daily calendars created for person use, temporary drafts prepared for personal use, and junk mail or commercial publications received in the course of the Trustee’s work. Vice President McKinney suggested that any records created by Trustees that are subject to GRAMA should be forwarded to the Board of Trustees Office staff who will file them and determine the appropriate retention schedule.

Under the Utah Open and Public Meeting Act, the Board of Trustees is required to hold open meetings; however, in appropriate circumstances, the Board may close part of an open meeting to discuss certain statutorily designated topics. A “meeting” is defined as any meeting, other than a chance meeting, in which a quorum (simple majority) of the Board convenes to discuss, receive comments about, or act upon a subject over which the Board has jurisdiction. Meetings include workshops and executive sessions. Appropriate topics to discuss during a closed meeting include: discussions about individuals; strategy sessions about pending or reasonably imminent litigation; discussions regarding acquiring real property; discussions regarding sale of real property; discussions of deployment of security personnel, devices or systems; and discussions of investigative proceedings regarding allegations of criminal conduct. Although Trustees may discuss certain topics in a closed meeting, any actual votes or decisions must be made in an open meeting. All closed sessions are recorded in case of a dispute.

Members of the Board of Trustees are public employees and subject to the Public Employee Act. The state auditor’s office created a table outlining duties under the Ethics Act. A Public Officer’s Disclosure Statement will need to be filled out by each trustee and notarized. Trustees only need to disclose business activities specific to USU.

The USU Office of Equity prepared the 2019 USU Sexual Misconduct Survey Data Report which was distributed to each trustee for their review.

II. CHAIR’S REPORT

A. Oaths of Office

New trustees David A. Petersen and Terryl Warner were welcomed and given the oath of office by Chair Burnett.

B. Executive Committee Action

1. Minutes from the Executive Committee Special Teleconference held on August 28, 2019

Following the last meeting of the Board of Trustees on August 16, 2019, an
opportunity requiring Board of Regents’ approval arose allowing USU to take advantage of reduced interest rates to refund bonds for a significant savings. Since the Board of Regents was meeting soon, Chair Burnett called an Executive Committee meeting to approve that item.

C. Alumni Association Report

1. Alumni Giving

Trustee Cannon Alder stated that USU, under the direction of Vice President Matt White, is trying to align with national best standards. Only 4% of alumni are giving annually to USU which is down from the national average of 10%. The Alumni Association working with the Vice President for Advancement Office has deemed today a university-wide day of giving. The goal is to get 3,000 individuals to make a donation. This effort will set a benchmark to grow from next year. Units across the university have identified specific goals and are working to improve that donation pool.

2. Homecoming Weekend

As part of the Year of the Woman, all homecoming awards this year will be given to women. The Homecoming Parade Grand Marshals are former USU first ladies: Billie Emert, Phyllis Hall, and Joyce Albrecht. The Alumna of the Year is Becky Andrews and the Young Alumna of the Year is Theresa Foxley. The Aggie Family Reunion will be held tonight from 6:00-8:00 p.m. in downtown Logan. Tomorrow’s breakfast will recognize all the homecoming honorees. Trustees are encouraged to participate in homecoming activities as much as they can.

III. PRESIDENT’S REPORT

A. Information Items

1. Student Commendation – Mariah Wildman (Appendix D)

Trustee Ahmed presented the student commendation to Mariah Wildman. Mariah is a senior majoring in math and a member of the USU Spirit Squad. She is continuing the Aggie tradition following the examples of her parents and grandparents who all attended USU. Mariah embodies core USU qualities of focus, integrity, reliability, and trust. Mariah is also a valued member of the Math Ed Club, National Honor Society, and the Student Life Advisory Council. She is a shining example to all around her.

2. Capital Facilities Request Update

President Cockett presented USU’s capital facilities request to the Board of Regents at their last meeting requesting funding for the Mehdi Heravi Global Teaching and Learning Center. The Utah System of Higher Education will send three projects forward to the Building Board. USU’s project was ranked third by the Board of Regents. President Cockett will make a presentation to the Building Board
on October 2, 2019, along with the other two USHE projects and building requests from other state agencies. The Building Board will rank the presentations and send their priority list to the legislature.

3. **Enrollment Report (Appendix E)**

Vice President Robert Wagner and Director Michael Torrens presented the Fall 2019 Enrollments Summary. Vice President Wagner explained that Fall 2019 overall enrollment is down 0.4% and the full-time equivalent (FTE) is down 1.3%. Full-time equivalent or FTE is defined as 15 credits equaling 1 FTE. There may be one student or several students making up those 15 credits so this is not equivalent to a headcount.

First-time freshmen is up on the Logan campus by 1.4% but down at USU Eastern by 12%. Graduate student enrollment is up 3% overall and up 7.2% on the Logan campus. New graduate students increased by 7.9% on the Logan campus. Hispanic student enrollment is up 7% on the Logan campus and 7.6% overall. Enrollment of students who declare two or more races is up 10% on the Logan campus and up 18% overall. Online FTEs is up 8.9%.

Possible explanations for the decline in enrollment were discussed. Returning student enrollment is down 14.4% because the missionary-age-change bump has ended. After The Church of Jesus Christ of Latter-day Saints lowered the eligibility age for missionary service, student enrollment decreased until those students returned from their missions and enrollment suddenly increased. USU enrollment is now declining because those returned missionaries are graduating. Continuing student enrollment is down 2.8% because USU is graduating students at a faster rate. Transfer student enrollment is down 6.4% due to increased competition from other USHE institutions. New freshmen at USU Eastern is down 12% but continuing student enrollment is up at USU Eastern which is possible evidence of improved retention and students moving from a two-year institution to a four-year institution. Many more students are taking 15+ credits per semester which resulted in a 15% increase in bachelor's degree awards last May.

Further research by Director Torrens shows that USU's enrollments have actually risen 2% over the last seven years. In that same period, degree awards increased 54%. A full load is defined at 15 credits and a student taking 15 credits per semester can graduate in four years.

Since 2013, USU students are taking 15+ credits more. With the implementation of the plateau tuition in 2015, students are taking more credits but paying less tuition. Online courses were recently included in plateau tuition resulting in students previously taking 5-6 years to graduate and now graduating in 4-5 years. Freshman students responded more dramatically to the plateau tuition. Senior students did not respond as well due to a variety of reasons; i.e., married, working, or finishing programs and not needing as many credits to complete their programs.

The Board of Regents is using graduation and retention rates to evaluate institutional success. USU's rate in these areas in 2015 was 61%, in 2016 was 61%, in 2017 was 61% and in 2018 was 71%. Utah's average for the amount of
time students take to graduate is eight years of study. When looking at the
retention rate where freshman return for their sophomore year, USU’s average for
2014-2017 was 71.5% and in 2018 it was 72.9%. President Cockett pointed out
that USU’s target for 2018 which was presented to USHE was 72.6% and USU
exceeded that target.

The graphs also show students taking 15+ student credit hours (SCH), total USU
headcount, statewide campuses FTE, and USU Eastern FTE number
comparisons.

Previously, the Board of Trustees approved the creation of the Center for Student
Analytics. This Center produced its first issue, Student Insights Report for Fall
2019, which was distributed to Trustees.

B. Recent Events

1. Aggie Caravan Event – Aggie Family Fun Day – August 17, 2019
2. Remarks at USU Connection Luminary – August 23, 2019
3. Remarks at Year of the Woman Reception, President’s Home – August 26, 2019
4. Welcome Remarks at Luncheon with Congressman Bishop Staff – August 28, 2019
5. Football – USU at Wake Forest – August 30, 2019
6. Council of Presidents – Salt Lake City, September 3, 2019
7. Huntsman Cancer Foundation 2019 Annual Gala – Salt Lake City, September 5,
   2019
8. Huntsman School of Business Leadership Forum Panel – September 6, 2019
9. Aggie Auction 2019 – September 6, 2019
10. Football – Stony Brook at USU, September 7, 2019
11. Remarks and Co-host A.C. Woman’s Luncheon, President’s Home – September 9,
    2019
12. Welcome/Remarks at Athletic Fall Staff Meeting – September 10, 2019
13. Speak to USUSA Executive Committee – September 10, 2019
14. Board of Regents at Utah State University – September 12-13, 2019
15. Regence Blue Cross Blue Shield Western Conference – Seattle, Washington,
    September 15-18, 2019
16. Football – USU at San Diego State – September 21, 2019
17. Welcome Remarks at Association of Public Land-Grant Universities Gene Editing
    Summit Meeting – Washington, D.C., September 23-25, 2019
18. USU Board of Trustees – September 27, 2019
19. Homecoming Aggie Family Reunion – September 27, 2019
20. American Festival Chorus – Suffragettes (part of Year of the Woman) – September
    27, 2019

C. Upcoming Events

1. Homecoming Events – September 28, 2019
2. Ag Products BBQ – September 28, 2019
3. Football – Colorado State at USU – September 28, 2019
4. State of the University Address – October 1, 2019
5. Council of Presidents by IVC – October 1, 2019
6. Research Landscapes, Land by Courtney Flint – Salt Lake City, October 1, 2019
IV. CONSENT AGENDA

Chair Burnett stated that the Trustees received the following agenda items for review.

A. Minutes from the Regular Meeting held on August 16, 2019

B. Minutes from the Closed Session held on August 16, 2019
C. Minutes from the Workshop held on August 16, 2019

D. Minutes from the Executive Committee Special Teleconference held on August 28, 2019

E. Utah State University Research Foundation Recommends Re-appointment to Research Foundation Board: Susan K. Mashiko [Resolution 19-09-01] (Appendix F)

F. Commencement Speaker [Resolution 19-09-02] (Appendix G)

Action: Trustee Ferry moved to approve the Consent Agenda. Trustee Huntsman seconded the motion. The voting was unanimous in the affirmative.

V. ACTION AGENDA

A. Request to Approve Non-State Funded Capital Development Projects [Resolution 19-09-03] (Appendix H)

Capital development projects that are not seeking state funding include the following:

Central Suites Parking Terrace: The Central Suites is a new housing unit that replaced the Valley View Tower. The second Central Suites building is currently in the design phase and will replace the Mountain View Tower. The proposed parking structure would be adjacent to the Central Suites and primarily used by student residents. A cost comparison is being researched to determine the scope of the building as a 2-, 3-, or 4-story structure.

SDL Building Move: The small building west of the Bennett Research Building, was built by USTAR for a biofuels research team looking into turning algae into biofuel. This project ended and the Biological Engineering Department has been using that building as a project lab housing senior and graduate student projects related to environmental bioengineering research. The Space Dynamics Lab (SDL) is planning to build a new high bay building on this property requiring the current building occupants to relocate and the building itself to be moved. The building will likely be moved to USU-owned property at the former Wuthrich orchard located across the street from the Water Research Lab on Canyon Road. The project is estimated to cost less than $500,000 which would only need the Board of Trustees’ approval and would not need to receive approval from the Board of Regents.

Blanding Campus: The trucking courses and heavy equipment trucking maintenance program are located in an old and inadequate building. This project will construct a new building for the trucking courses and heavy equipment trucking maintenance program along with space for a new welding program.

Equipment Storage Building: A late addition to the agenda is an equipment storage building for the Facilities Department. There are some old storage facilities that need to be removed for other projects and there are a lot of large equipment that does not have cover. This proposal will build an equipment shed to store large equipment to keep them out of the elements. The cost is less than $500,000 and only requires the Board of Trustees’ approval. [Resolution 19-09-04] (Appendix I)
Action: Trustee Alder moved to approve the Non-State Funded Capital Development Projects. Trustee Cannon Alder seconded the motion. The voting was unanimous in the affirmative.

B. Real Property Acquisition [Resolution 19-09-05] (Appendix J)

USU has an opportunity to purchase a building and property on Darwin Avenue where the Morty’s Restaurant is located. That building also houses three three-bed, two-bath apartments along with the restaurant. The building is about five years old. The building will continue as a housing unit for the short term and long term will become part of an academic expansion plan which is part of USU’s master plan. The property owners are asking $10,000 above the fair market value. After the Board of Trustees’ approval, this request will go to the Board of Regents for their approval.

Action: Trustee Ferry moved to approve the Real Property Acquisition. Trustee Huntsman seconded the motion. The voting was unanimous in the affirmative.

C. Refunding of Taxable Research Revenue Bonds, Series 2016 [Resolution 19-09-06] (Appendix K)

The first SDL building with secure labs was bonded in two different pieces. One of those pieces of bonds can save money by refunding right now. The savings surpasses the threshold set by the Board of Regents. It is not a great savings, but it is big enough to be advantageous. SDL’s high bay building and a third lab building have been approved by the legislature and will be going through the process to issue bonds later this year. This particular bond is under the research revenue system and it is proposed that it be rolled into that bond offering to issue a $63M instead of $61M bond.

Action: Trustee Niederhauser moved to approve the Refunding of Taxable Research Revenue Bonds, Series 2016. Trustee Gagon seconded the motion. The voting was unanimous in the affirmative.

VI. INFORMATION AGENDA

In an effort to reduce the amount of information the Trustees must go through when reviewing agendas, items that are strictly informational and don’t need approval will be placed at the end of the agenda under the title “Information Agenda.” The following items were included for the Trustees’ information:

A. Report of Investments for April 2019 (Appendix L)

B. Report of Investments for May 2019 (Appendix M)

C. Report of Investments for June 2019 (Appendix N)

D. USU and USU Eastern Auxiliary and Service Enterprises Annual Reports for FY 2018-19 (Appendix O)
Chair Burnett asked if there were any other items the Trustees would like to discuss before the meeting closed; none were mentioned.

**Action:** Trustee Ahmed made a motion to adjourn the meeting. Trustee Alder seconded the motion; voting was unanimous in the affirmative.

The meeting adjourned at 4.21 p.m.
Minutes of the Closed Session of the Utah State University Board of Trustees held at the Space Dynamics Laboratory, Bennett Research Building, commencing at 1:09 p.m.

MEMBERS PRESENT
Jody K. Burnett Chair
Kent K. Alder Vice Chair
Sami I. Ahmed
Laurel Cannon Alder
John Y. Ferry
Gina Gagon
David H. Huntsman
Wayne L. Niederhauser
David A. Petersen via teleconference
Terryl Warner

MEMBERS EXCUSED
Jacey Skinner

UNIVERSITY REPRESENTATIVES PRESENT
Noelle E. Cockett President
David T. Cowley Vice President, Business and Finance
Francis D. Galey Executive Vice President and Provost
Mica McKinney Vice President, Legal Affairs and General Counsel
Sydney M. Peterson Secretary of the Board of Trustees

Chair Burnett conducted the meeting. Personnel and legal issues were discussed.

Action: Trustee Ferry made a motion to adjourn the meeting. Trustee Ahmed seconded the motion; the voting was unanimous in the affirmative.

The meeting adjourned at 2:03 p.m.

Jody K. Burnett, Chair
Sydney M. Peterson, Secretary

Date Approved
ITEM FOR ACTION

RE: Honorary Degrees for 2020

EXECUTIVE SUMMARY

The Honorary Degrees and Awards Screening Committee has completed its work and recommends to the Board of Trustees names of individuals to receive Honorary Degrees for 2020. When the individuals are approved, the administration will contact them for availability and acceptance.

RECOMMENDATION

The Honorary Degrees and Awards Screening Committee recommends approval by the Board of Trustees the names of individuals to receive 2020 Honorary Degrees.
WHEREAS, The Honorary Degrees and Awards Screening Committee recommends to the Board of Trustees names of individuals to receive 2020 Honorary Degrees; and

WHEREAS, The administration will need to contact the selected individuals to determine availability and acceptance before names are made public;

NOW, THEREFORE, BE IT RESOLVED, That the USU Board of Trustees hereby approves the names and authorizes the administration to contact these individuals.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

________________________________________

Date
ITEM FOR ACTION

Re: Utah State University (USU) Space Dynamics Laboratory

Recommendation for appointment to Utah State University Space Dynamics Laboratory Board of Directors

EXECUTIVE SUMMARY

Utah State University Space Dynamics Laboratory Board submits to the President of Utah State University and the Utah State University Board of Trustees recommendations to appoint individuals to the USU Space Dynamics Laboratory Board of Directors. These recommendations are consistent with Article IV of the Amended and Restated Articles of Incorporation, and Article III of the Amended Bylaws of USU Space Dynamics Laboratory. These recommendations were made by a resolution of the majority of the USU Space Dynamics Laboratory Board after appropriate review and discussion.

RECOMMENDATIONS

The Utah State University Space Dynamics Laboratory Board recommends the appointment of Rear Admiral (Retired) Elizabeth M. Young as a director to the Utah State University Space Dynamics Laboratory Board for a three (3) year term beginning with the February, 2020 Board meeting. The appointment of Ms. Young will strengthen the Board’s representation in the space industry.
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, the Utah State University Space Dynamics Laboratory has vacancies on the Foundation Board,

AND WHEREAS, Ms. Young has experience and knowledge that will lend strength to the Board,

NOW, THEREFORE, BE IT RESOLVED, that the President of Utah State University and the Utah State University Board of Trustees hereby approve Rear Admiral (Retired) Elizabeth M. Young to be appointed to the Utah State University Space Dynamics Laboratory Board of Directors for a three-year (3-year) term.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

_____________________________________
Date
Liz Young completed her government career as the Director, Systems Engineering Directorate (D/SED), National Reconnaissance Office (NRO). Following a successful career in the United States Navy, from which she retired as a Rear Admiral in September 2011. She returned to the NRO in October 2011 to accept a second appointment as the D/SED and completed that appointment in June 2012.

Originally from New Mexico, she graduated in 1984 from the United States Naval Academy with a BS degree in Chemistry. Her initial tour was at the Naval Space Surveillance Systems Command, Dahlgren, VA. In 1987 she attended the Naval Postgraduate School in Monterey, California where she graduated in 1990 with an MS degree in Physics. After graduation, she reported to the Naval Research Laboratory in Washington, D.C. Her team developed biological warfare sensors which were deployed to the fighting forces during the first Gulf War and serve as the basis of many of today’s detectors. In 1992 she reported as the Officer in Charge, Naval Space Command Detachment at the Defense Support System Ground Station at Buckley Air National Guard Base in Aurora, CO. In 1994 she reported to the Aerospace Data Facility at Buckley Air National Guard Base in Aurora. From 1997 to 1999 she served as the Assistant Program Manager for Systems & Engineering (Class Desk) on the Naval Tactical Unmanned Air Vehicle Program at the Naval Air Systems Command in Patuxent River, MD. In 1999 she reported to the NRO where she served as the Deputy Chief Systems Engineer of the Future Imagery Architecture Program in the Imagery Intelligence (IMINT) Directorate. In 2001 she was reassigned as the Deputy Program Manager and Chief Systems Engineer of the Advanced Concepts Staff in the IMINT Directorate. In 2005 she was appointed Program Manager, Low Earth Orbit System Program Office in SIGINT. In 2008 she was selected for and promoted to Rear Admiral and was appointed Director, Systems Engineering Directorate of the NRO and the Navy’s Program Executive Officer (PEO) for Space.

Her military decorations include: Defense Superior Service Medal, Legion of Merit, Defense Meritorious Service Medal with Oak Leaf Cluster, Meritorious Service Medal, Joint Commendation Medal with Oak Leaf Cluster, Naval and Marine Corps Commendation Medal, Naval Achievement Medal. Her NRO awards include: Director’s Circle, two awards of the NRO Gold Medal for Distinguished Service, NRO Silver Medal for Superior Performance, IMINT Employee of the Year 2004, and NRO Employee of the Year 2005. She is also the recipient of the National Geospatial-Intelligence Agency Medallion, and the Defense Intelligence Agency Director's Award.

Since retiring from Government Service, RDML Young has worked as a consultant for 377Omega and the Aerospace Corporation. She currently serves as a member of the Space Dynamics Laboratory (SDL) Guidance Council.
Summary: Over 20 years experience with Satellite System acquisition and operations. Responsibilities on multi-billion dollar programs range from Chief Systems Engineer to Program Manager and culminating as the Director of Systems Engineering at the National Reconnaissance Office (NRO) and the Program Executive Officer for Navy Space Systems (PEO SS).

- System Engineering
- Strategic Planning
- Communication
- Problem Solving
- Interpersonal skills
- Change Management

ACCOMPLISHMENTS

System Engineering: Established first ever standardized engineering processes across the NRO, including launch flow management. Credited by DNRO with key role in historic six successful launches in seven months.

Change Management: Developed and implemented the first integrated architecture investment planning process (IAIP) for the NRO to enable to enterprise level investment decisions. The IAIP process was used for the Office of the Director of National Intelligence (ODNI) budget deliberations. The ODNI said the process clearly presented investment versus mission and chose to add dollars to the NRO budget. The ODNI is also looking to adapt the process to their enterprise investment planning.

Strategic Planning: Developed NRO strategic vision and designed the implementation for the NRO vision, and gained the Director of the NRO’s concurrence. Strategic plan consolidates infrastructure and common services for more streamlined and cost efficient acquisitions. Projections show savings start at approximately 10% per year. First instantiation will be delivered Fall 2011.

Communication: Strong written and verbal communication skills. Authored, at ASN RDA's request, U. S. Navy Report to Congress on UHF Satellite Constellation status. Report and associated actions drew praise in the FY 2010 appropriations bill. Requested personally by the Senate Select Committee for Intelligence (SSCI) to explain complex satellite modeling techniques to the SSCI staff members.

Program Management: Led team to complete a technology readiness demonstration, building an engineering model of the advanced sensor and special technologies. Program met all cost, schedule, and performance goals. DNRO lauded this effort as the NRO’s most successful technology demonstration.

Problem solving: Led team to save satellite mission after satellite was placed in wrong orbit due to a faulty rocket. Team developed and implemented new techniques to use the satellite propulsion and attitude control systems to raise the satellite to a functional orbit. Mission was fully recovered and satellite and satellite operational life was preserved.
LIZ YOUNG  
5402 Bastion Rd, Laramie WY 82070  (703)-626-2249

WORK HISTORY

DIRECTOR, SYSTEMS ENGINEERING, NRO  
Chantilly, VA

Managed system engineering for $13 billion per year enterprise consisting of multiple satellites and ground stations in all phases of acquisition and operations. Directly responsible for 200+ government personnel and 900+ contractor personnel.

PROGRAM EXECUTIVE OFFICER, SPACE SYSTEMS  
Chantilly, VA

Managed the U. S. Navy satellite system portfolio consisting of the next generation UHF communications satellite acquisition and engineering, maintenance of the current constellation, and the next generation satellite system to update the star catalog.

PROGRAM MANAGER, LOW EARTH ORBIT SATELLITE SYSTEM, SIGNALS INTELLIGENCE DIRECTORATE, NRO Chantilly, VA

Managed $6B program with satellites in all phases of acquisition: on-orbit, in assembly, integration and test, and initial phase establishing program baseline and contract.

Previous work experience includes: 20 years experience in leading edge technology as an acquirer, operator, or designer.

CONSULTANT, POST GOVERNMENT EMPLOYMENT
Provided support to numerous Government programs as a consultant for the Aerospace Corporation.
Provided support to several major prime contractors: Lockheed Martin, Boeing, General Dynamics, as a consultant associated with 377Omega.
Serves on the Space Dynamics Laboratory Guidance Council

EDUCATION  
B. S. Chemistry, U. S. Naval Academy  
M. S. Physics, Naval Postgraduate School

SECURITY CLEARANCE  
SCI with polygraph
Academic Proposals Summary Sheet

- Department of Arts and Design, Caine College of the Arts, proposes changing the name of the Bachelor of Interior Design to Bachelor of Interior Architecture and Design. This degree will prepare students for post graduate degrees in architecture.

- Department of Music, Caine College of the Arts, proposes changing the name of the current Bachelor of Music Piano Performance degree to Piano Performance and Pedagogy with the intent to deactivate the Bachelor of Music Piano Pedagogy. This will prepare students to be solo and collaborative performers, as well as instructors for individuals and groups at a variety of proficiencies and settings.

- Department of Music, Caine College of the Arts, proposes discontinuing the Bachelor of Music Piano Pedagogy. This will standardize all degree majors while expanding career preparation.

- Department of Economics and Finance, Jon M. Huntsman School of Business, proposes offering a new Quantitative Economic History emphasis in the existing Bachelor of Arts and Bachelor of Science in Economics. This will allow students to differentiate themselves within the broader economics curriculum.

- Department of Management, Jon M. Huntsman School of Business, proposes adding emphases in Hotel Management and Wealth Management to the Bachelor of Art and Bachelor of Science degree in Management. This will offer students a significant employment potential.

- Department of Management, Jon M. Huntsman School of Business, proposes relocating the Minor in Hospitality and Tourism Management from the Department of Marketing and Strategy to the Department of Management and Renaming the Program Hotel Management. This will provide students with learning, professional development, and placement by focusing on the hotel sector.

- Department of Management Information Systems, Jon M. Huntsman School of Business, proposes changing the name of the Department of Management Information Systems to the Department of Data Analytics and Information Systems. This will align with providing degree clarity and current professional terminology.

- Department of Kinesiology and Health Sciences, Emma Eccles Jones College of Education and Human Services, proposes changing the name of the Bachelor of Science in Human Movement Science to Kinesiology. This will prepare students to enter exciting fields such as health promotion, corporate wellness, physical education, recreation administration, and preparation for advanced degrees in areas such as physical therapy, occupational therapy and medicine.

- Department of Kinesiology and Health Sciences, Emma Eccles Jones College of Education and Human Services, proposes changing the name of the Master of Science from Health and Human Movement to Master of Science in Kinesiology. This will prepare students to enter fields such as health promotion, corporate wellness, physical education, recreation administration, and prepare for advanced degrees.
• Department of Kinesiology and Health Science, Emma Eccles Jones College of Education and Human Services, proposes adding a Minor in Outdoor Adventure Leadership. This will prepare students to step into entry-level positions in a variety of outdoor recreation settings.

• Department of Nursing and Health Professions, Emma Eccles Jones College of Education and Human Services, proposes changing the department name from Nursing and Health Professions to Nursing. This will provide clarity and degree focus for students and potential employees.

• Department of Special Education and Rehabilitation, Emma Eccles Jones College of Education and Human Services, proposes offering a Minor in Disability Studies. This will provide students an opportunity to develop skills, knowledge and perspective to deal with disabilities in their future careers.

• Department of Special Education and Rehabilitation, Emma Eccles Jones College of Education and Human Services, proposes changing the name of the department from Special Education and Rehabilitation to Special Education and Rehabilitation Counseling. This will support accreditation of the department’s rehabilitation counseling programs and clarify its mission to prospective students.

• Department of Engineering Education, College of Engineering, proposes discontinuing the Engineering Education Certificate. This will adjust resources to current student demands.

• Department of Mechanical and Aerospace Engineering, College of Engineering, proposes correcting the name of the Mechanical and Aerospace Engineering Minor to Mechanical Engineering Minor. This will provide degree clarity.

• College of Humanities and Social Sciences proposes creating a Graduate Certificate in Anticipatory Intelligence. This will offer students across multiple fields a sophisticated cross-disciplinary grasp of the security concerns that are increasingly affecting industry and technology.

• Department of Languages, Philosophy and Communication Studies, College of Humanities and Social Sciences, proposes offering a Minor in Arabic Studies. This will help students develop an expertise in one or more aspects of the Arab World.
ITEM FOR ACTION
Utah State University's Department of Art and Design in the Caine College of the Arts proposes changing the name of the Bachelor of Interior Design to Bachelor of Interior Architecture and Design.

EXECUTIVE SUMMARY
The Department of Art and Design in the Caine College of the arts proposes changing the name of the Bachelor of Interior Design to Bachelor of Interior Architecture and Design.

RECOMMENDATION
The President and Provost recommend that the Board of Trustees approve the proposal to change the name of the Bachelor of Interior Design to Bachelor of Interior Architecture and Design in the Caine College of the Arts' Department of Art and Design
WHEREAS, Utah State University’s Department of Art and Design in the Caine College of the Arts proposes changing the name of the Bachelor of Interior Design to Bachelor of Interior Architecture and Design, and

WHEREAS, The proposed degree will prepare students for post graduate degrees in Architecture, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to change the name of the Bachelor of Interior Design to Bachelor of Interior Architecture and Design in the Caine College of the Arts’ Department of Art and Design, and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:
Caine College of the Arts - Art and Design
4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions
USHE R401 Policy

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (small blue circle with i inside) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.
Select the Department(s) this proposal involves.

Step 3: Enter the Correct CIP Code Using the Following Website: Classification Instructional Programs

https://usu.curriculog.com/proposal:10188/print
<table>
<thead>
<tr>
<th>CIP Code (6-digits)</th>
<th>04.0501</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Number of Credits (if applicable)</td>
<td>120</td>
</tr>
<tr>
<td>Maximum Number of Credits (if applicable)</td>
<td>120</td>
</tr>
<tr>
<td>Type of Degree</td>
<td>BID (BA, BS, etc.)</td>
</tr>
</tbody>
</table>

**Request**

**Step 4: Select** the Type of Change Being Requested.

**New Programs:**
- New Certificates of Proficiency (except Institutional Certificates of Proficiency)
- New Certificates of Completion
- New Post-Baccalaureate and Post-Masters Certificates
- New Minors
- New Emphases within an Approved Degree
- New K-12 Endorsements
- Other

**Existing Program Changes:**
- Program Transfer
- Program Restructure
- Program Consolidation
- Program Suspension
- Program Discontinuation
- Program Name Change
- Out-of-Service Area Delivery of a Program
- Reinstatement of a Previously Suspended Program
- Other

**Administrative Unit Changes:**
- New Administrative Units
- Administrative Unit Transfer
- Administrative Unit Restructure
- Administrative Unit Consolidation
- Reinstatement of Previously Suspended Administrative Units
- Other

**Creation of Non-Administrative**
- New Center
Additional Approvals (if applicable)

Graduate Council* □ Yes
✓ No

Council on Teacher Education* □ Yes
✓ No

Section I: The Request

R401 Purpose* The Department of Art and Design requests approval to change name of the Bachelor of Interior Design to Bachelor of Interior Architecture & Design effective 08/01/2020.

Section II: Program Proposal

Proposed Action & Rationale* The Interior Design program at Utah State University is the oldest accredited interior design program of the two accredited programs in Utah. The other is located at Weber State University. There is national misconception about the term "Interior Design" being synonymous with "Interior Decoration." This perception has led to an incorrect stereotype of the profession.

Contrary to the misnomer "Interior Decoration," the Interior Design program at USU is based on a strong foundation of architecture. Approximately 50% of graduating students either go on to study architecture at the graduate level or work for architectural firms. Interior Architecture and Design cover both the interior built environment and also the design of elements that are included within an interior. The Interior Design program curriculum covers architectural elements of interior construction including; integration of various systems, egress, security, fire protection, accessibility, health and safety codes, etc. Design students space plan and design the interior shell of a restaurant, hotel, or commercial office space. They also design and specify custom elements within the interior including; finishes, furniture, lighting, wallcovering, textiles, and flooring. Interior Architecture and Design are interrelated.

The degree title of "Interior Architecture and Design" is one to which the profession is moving. For example, three years ago, the Interior Design program at Colorado State University changed its name from "Interior Design" to "Interior Architecture and Design." This change helped diversify their student population. It also
increased interest in their program, and increased the number of students pursing advanced degrees in architecture.

While this degree program does not prepare students to sit for the (ARE) Architectural Registration Exam, students will be prepared to sit for the NCIDQ exam to become licensed commercial and, or residential interior designers. It also prepares students for post graduate degrees in Architecture.

Additional information supporting this name change includes:

- The credentials of those teaching the curriculum in this program justify this name change request. Currently, a licensed architect teaches seven of the required courses, and two licensed interior designers teach nine of the required courses.

- Five courses deal extensively with architectural principles and contain the words, "Architecture" or "Architectural" in the title.

- The program has a successful track record of students being accepted into the Graduate School of Architecture at the University of Utah and other architecture programs across the country.

- This degree name change has the support of the Department of Landscape Architecture and Environmental Planning, which offers the only other degree at USU with "Architecture" in the title.

It is anticipated that the proposed degree title will clarify for potential employers and graduate programs the fact that students with the Bachelor of Interior Architecture and Design from USU have substantial architectural training and expertise, making graduates more competitive for jobs and graduate programs in design and architecture.

Since, according to the US Bureau of Labor Statistics, the growth in jobs for architects is anticipated to be 8% compared with 4% for interior design, and since the average architect's salary is ca. $20,000 higher than that of an interior designer, recognition of amount of architecture included in this degree will provide USU graduates in Interior Architecture and Design with enhanced placement and earning potential for their career.
This name change is consistent with USU's mission to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement.

Specifically, the proposed change will clarify the content of USU's interior design degree for prospects, students, and potential employers. The change in name to Interior Architecture and Design will help students better understand educational opportunities and career paths as well as address the misconceptions related to Interior Design.

The program will continue to be offered face to face on the Logan Campus.

Faculty, staff, students and stakeholders will not experience a change in organization structure or teaching strategies. The proposed name change will clarify the academic and career pathway for students.

No additional costs or savings are anticipated from this change.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

Step 5: **Attach** completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: **Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
ITEM FOR ACTION

Utah State University's Department of Music in the Caine College of the Arts proposes changing the name of the current Bachelor of Music Piano Performance degree to Piano Performance and Pedagogy with the intent to deactivate the Bachelor of Music Piano Pedagogy.

EXECUTIVE SUMMARY

The Department of Music in the Caine College of the Arts proposes changing the name of the current Bachelor of Music Piano Performance degree to Piano Performance and Pedagogy with the intent to deactivate the Bachelor of Music Piano Pedagogy.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to change the name of the current Bachelor of Music Piano Performance degree to Piano Performance and Pedagogy with the intent to deactivate the Bachelor of Music Piano Pedagogy.
WHEREAS, Utah State University’s Department of Music in the Caine College of the Arts proposes changing the name of the current Bachelor of Music Piano Performance degree to Piano Performance and Pedagogy with the intent to deactivate the Bachelor of Music Piano Pedagogy, and

WHEREAS, The proposed change will prepare students to be solo and collaborative performers, as well as instructors for individuals and groups at a variety of proficiencies and settings, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to change the name of the current Bachelor of Music Piano Performance degree to Piano Performance and Pedagogy with the intent to deactivate the Bachelor of Music Piano Pedagogy in the Caine College of the Arts’ Department of Music and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:
Caine College of the Arts - Music
4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions
USHE R401 Policy

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (small blue circle with i inside) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.
Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

Caine College of the Arts

DEPARTMENT (include all cross listed departments)*

Music

Step 3: Enter the Correct CIP Code Using the Following Website:
Classification Instructional Programs

https://usu.curriculog.com/proposal:10094/print
Request

Step 4: Select the Type of Change Being Requested.

New Programs:
- [ ] New Certificates of Proficiency (except Institutional Certificates of Proficiency)
- [ ] New Certificates of Completion
- [ ] New Post-Baccalaureate and Post-Masters Certificates
- [ ] New Minors
- [ ] New Emphases within an Approved Degree
- [ ] New K-12 Endorsements
- [ ] Other

Existing Program Changes:
- [ ] Program Transfer
- [ ] Program Restructure
- [ ] Program Consolidation
- [ ] Program Suspension
- [ ] Program Discontinuation
- [X] Program Name Change
- [ ] Out-of-Service Area Delivery of a Program
- [ ] Reinstatement of a Previously Suspended Program
- [ ] Other

Administrative Unit Changes:
- [ ] New Administrative Units
- [ ] Administrative Unit Transfer
- [ ] Administrative Unit Restructure
- [ ] Administrative Unit Consolidation
- [ ] Reinstatement of Previously Suspended Administrative Units
- [ ] Other

Creation of Non-Administrative
- [ ] New Center
Section I: The Request

R401 Purpose* The purpose of this R401 is to change the name of the current BM Piano Performance emphasis to Piano Performance and Pedagogy, with the intent to de-activate the BM Piano Pedagogy emphasis.

Section II: Program Proposal

Proposed Action & Rationale* The music department would like to change the B.M. in Piano Performance to Piano Performance & Pedagogy, and de-activate the Piano Pedagogy major. We want the message to students to be that performance and teaching are important to all piano majors at USU.

Labor Market Demand (if applicable) Integrating piano performance and pedagogy will prepare students to be solo and collaborative performers, as well as instructors for individuals and groups at a variety of proficiencies and settings. Independent piano studio teachers continue to be in demand around the United States, with an estimate of over 200,000 teachers nationwide (https://pianoeducation.org/photomem.html). The degree also prepares pianists for graduate degrees and teaching opportunities at the postsecondary level. The US Bureau of Labor Statistics reported a median annual salary in 2016 of $68,650, and a projected 12% increase in jobs from 2016-2026 for all art, drama and music teachers at the postsecondary level (https://www.bls.gov/zerocartoutlook/2017/article/occupational-projections-charts.htm).

Consistency with Institutional Mission & Institutional Impact* No institutional impact

Finances* No Financial impact.
Section III: Curriculum (if applicable)

| Program | Curriculum | Narrative |

Step 5: **Attach** completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: **Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
ITEM FOR ACTION
Utah State University's Department of Music in the Caine College of the Arts proposes discontinuing the Bachelor of Music Piano Pedagogy.

EXECUTIVE SUMMARY
The Department of Music in the Caine College of the Arts proposes discontinuing the Bachelor of Music Piano Pedagogy.

RECOMMENDATION
The President and Provost recommend that the Board of Trustees approve the proposal to discontinue the Bachelor of Music Piano Pedagogy in the Caine College of the Arts' Department of Music.
WHEREAS, Utah State University's Department of Music in the Caine College of the Arts proposes discontinuing the Bachelor of Music Piano Pedagogy degree, and

WHEREAS, The proposed change will standardize all degree majors while expanding career preparation, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to discontinue the Bachelor of Music Piano Pedagogy degree in the Caine College of the Arts' Department of Music and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:
Caine College of the Arts - Music

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

- Writing Guidelines/Suggestions
- USHE R401 Policy

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (small blue circle with i inside) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

  Select the College(s) this proposal involves.

  Select the Department(s) this proposal involves.

Step 3: Enter the Correct CIP Code Using the Following Website:

Classification Instructional Programs

https://usu.curriculog.com/proposal:10156/print
CIP Code (6-50.0907 digits) *

Minimum Number of Credits (if applicable) * 120
Maximum Number of Credits (if applicable) * 120

Type of Degree: BM (BA, BS, et c.) *

Request ________ ________ ________

Step 4: Select the Type of Change Being Requested.

New Programs:
- New Certificates of Proficiency (except Institutional Certificates of Proficiency)
- New Certificates of Completion
- New Post-Baccalaureate and Post-Masters Certificates
- New Minors
- New Emphases within an Approved Degree
- New K-12 Endorsements
- Other

Existing Program Changes:
- Program Transfer
- Program Restructure
- Program Consolidation
- Program Suspension
- Program Discontinuation
- Program Name Change
- Out-of-Serve Area Delivery of a Program
- Reinstatement of a Previously Suspended Program
- Other

Administrative Unit Changes:
- New Administrative Units
- Administrative Unit Transfer
- Adminstrative Unit Restructure
- Adminstrative Unit Consolidation
- Reinstatement of Previously Suspended Administrative Units
- Other

Creation of Non-Administrative

New Center
Units: New Institute
New Bureau
Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council *
Yes
No

Council on Teacher Education *
Yes
No

Section I: The Request

R401 Purpose *
The purpose of this R401 is to discontinue the Bachelor of Music Piano Pedagogy degree.

Section II: Program Proposal

Proposed Action & Rationale *
We want all piano majors to have the same degree requirements, emphasizing both performance and pedagogy as important in their career preparation.

Labor Market Demand (if applicable) N/A

Consistency with Institutional Mission & Institutional Impact N/A

Finances * N/A

Section III: Curriculum (if applicable)

Step 5: Attach completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

http://usu.curriculog.com/proposal:10156/print 3/4
Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
ITEM FOR ACTION

Utah State University's Department of Economics and Finance in the Jon M. Huntsman School of Business proposes offering a new Quantitative Economic History emphasis in the existing Bachelor of Arts and Bachelor of Science in Economics.

EXECUTIVE SUMMARY

The Department of Economics and Finance in the Jon M. Huntsman School of Business proposes offering a new Quantitative Economic History emphasis in the existing Bachelor of Arts and Bachelor of Science in Economics.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to offer a new Quantitative Economic History emphasis in the existing Bachelor of Arts and Bachelor of Science in Economics in the Jon M. Huntsman's Department of Economics and Finance.
WHEREAS, Utah State University's Department of Economics and Finance in the Jon M. Huntsman School of Business proposes offering a new Quantitative Economic History emphasis in the existing Bachelor of Arts and Bachelor of Science in Economics, and

WHEREAS, The proposed degree will allow students to differentiate themselves within the broader economics curriculum, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to offer a new Quantitative Economic History emphasis in the existing Bachelor of Arts and Bachelor of Science in Economics in the Jon M. Huntsman's Department of Economics and Finance and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:
Jon M. Huntsman School of Business - Economics and Finance

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (small blue circle with i inside) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

Step 3: Enter the Correct CIP Code Using the Following Website:
Classification Instructional Programs
CIP Code (6-digits) * 45.0601

Minimum Number of Credits (if applicable) * 18

Maximum Number of Credits (if applicable) * 18

Type of Degree: BS/BA

Request

Step 4: Select the Type of Change Being Requested.

New Programs:
- ☐ New Certificates of Proficiency (except Institutional Certificates of Proficiency)
- ☐ New Certificates of Completion
- ☐ New Post-Baccalaureate and Post-Masters Certificates
- ☐ New Minors
- ☑ New Emphases within an Approved Degree
- ☐ New K-12 Endorsements
- ☐ Other

Existing Program Changes:
- ☐ Program Transfer
- ☐ Program Restructure
- ☐ Program Consolidation
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Program Name Change
- ☐ Out-of-Service Area Delivery of a Program
- ☐ Reinstatement of a Previously Suspended Program
- ☐ Other

Administrative Unit Changes:
- ☐ New Administrative Units
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure
- ☐ Administrative Unit Consolidation
- ☐ Reinstatement of Previously Suspended Administrative Units
- ☐ Other

Creation of Non-Administrative
- ☐ New Center
Section I: The Request

R401 Purpose* It is proposed that the existing BA/BS degree in Economics include a new emphasis titled Quantitative Economic History, effective Fall 2020.

Section II: Program Proposal

The objective of this emphasis will be to allow students to differentiate themselves within the broader economics curriculum when they reach the job market and/or apply for graduate school. The Department of Economics and Finance at Utah State University currently has four approved areas of emphasis associated with a BA/BS in Economics—these include emphases in: Economic Theory, Managerial Economics, Pre-law Economics, and International Economics and Trade.

In an era of globalization and rapid technological growth, the need to think critically about institutional and economic dynamics is vital to success outside of the classroom. Students have to understand the reasoning behind the basic choices made by individuals, institutions, governments, and markets while at the same time grasp the technical complexities of statistical analysis. According to sources like Monster.com (https://www.monster.com/career-advice/article/work-skills-2018-1217) and the National Association of Colleges and Employers (https://www.naceweb.org/career-readiness/competencies/career-readiness-defined/), employers are seeking students that display both critical thinking and analytical tools. The emphasis in Quantitative Economic History, therefore, joins the analytic rigor of economics with the enduring questions and long-run view of history to promote a critical understanding of the decisions that shape the modern world. The proposed emphasis is thus composed of classes that teach technical and critical thinking skills using historical examples with quantitative modeling and...
data. Benefits of the proposed emphasis will include (1) differentiated skill sets, (2) positioning for employment opportunities, and (3) increased transparency for employers and prospective students.

The current undergraduate degree in Economics requires 7 core Economics courses as well as 3 electives that allow students some degrees of freedom in designing a degree program that best meets their needs and the needs of prospective employers. Having a separate Quantitative Economic History emphasis will create a specific path that students can follow to differentiate themselves from other Economics majors. The proposed emphasis will have 5 required courses plus 1 elective. These requirements will effectively supplant the required 3 electives within the traditional major. The proposed emphasis will signal to employers that students have taken a rigorous set of analytical classes that sets them apart from others throughout the country and lets them hit the ground running upon graduation.

There is substantial student demand for the proposed emphasis program. The first course in the proposed emphasis (i.e., MGT 1050) is a rigorous economic history course that is required of all business majors at USU. As a result, each semester over 700 students already experience the benefit of a strong grounding in the principles, methods and mental models used by economists when conducting research in the area of economic history. Moreover, within the Economics major, students are already required to take a historical American Institutions class (i.e., ECN 1500) to satisfy the state general education requirement (Utah State Code R470) and many have elected to take upper-level classes in American Economic History and the History of Economic Thought. After taking these courses, several students have come forward asking for additional classes on the technical side that will allow them to conduct research that will be of interest to employers. While anecdotal, these conversations with students (as well as alumni and local employers) have highlighted how the importance of history and traditions within the Utah community has led to this increased demand.

The department currently has more than 375 undergraduate Economics majors (in addition to the over 300 undergraduate Finance majors who are eligible to take the classes), and while it is difficult to predict how popular the proposed emphasis might be, the department expects that approximately 15-20% of undergraduate Economics majors will choose this emphasis. Students already enroll at high rates in the type of courses in the emphasis: about 40% of economics majors take History of Economic Thought, 25% take American Economic History, and 28% take Mathematical Methods in Economics. This projected enrollment estimate accounts for the proposed emphasis requiring 3 courses more than the general economic major. Enrollment estimates assume that these extra courses would turn away some students who already take the more technical classes in the emphasis.

Importantly, the proposed emphasis is resource neutral—it does not require the creation of any new positions but instead takes advantage of courses that are already offered in the department.

Graduates in Economics with concentrations in critical thinking and technical tools have filled a variety of openings but tend to land in business, policy, and research related positions. Because there is no single job title for graduates with an undergraduate degree in Economics (as opposed to positions with either a Masters or Ph.D.), it is hard to pin down the exact market data for the field. Overall,
however, Forbes.com lists an Economics and Mathematics degree in the top 10 with respect to starting salary (https://www.forbes.com/sites/jeffkauflin/2017/09/21/the-bachelors-degrees-with-the-highest-salary-potential-2017/#649e84494165) and analytical positions that utilize the applied econometric techniques taught in the emphasis generally pay more than general positions. Ultimately, the goal of the emphasis is to equip students with the technical rigor that will allow them to compete for jobs in a range of high growth fields. Based on Utah DWS, qualified jobs that stem from the emphasis like "statisticians", "social science research assistants", "financial manager", and "computer and information systems managers" all have four or five-star occupational outlooks with projected job growth of over 2.5% in Utah. In this way, we foresee graduates of the emphasis as not being forced into a particular job and instead making an impact on a variety of fields depending on their interests.

One of the strengths of USU's Economics degree is that it affords a lot of flexibility to students. With about 15 electives consistently offered each year, students can customize their degree to fit their career goals. Some students take a less analytical route through the degree while others pursue more analytical classes. Currently, students must find ways to demonstrate additional technical skills on their resumes and job applications because both the analytical and less analytical paths currently result in the same degree in Economics on their transcripts. Employers and students have said that it would be helpful if there was a mechanism that would allow students with unique technical skills to differentiate themselves in the marketplace.

With respect to student outcomes, the department expects all USU economics students to continue to have plenty of options upon graduation. However, the department expects that the proposed emphasis will allow both employers and students to more easily filter, sort, and match in the labor market. The department has placed many technically-trained students in financial and management careers, but the proposed emphasis in Quantitative Economic History would enable a variety of new employment paths with public policy think-tanks who hire economists skilled in applied research, genealogical companies like Ancestry.com and FamilySearch who hire economists to help link and summarize data, as well as libraries and archives who hire economists skilled in archival research. In addition to better preparation for a variety of careers, the department anticipates that the proposed Quantitative Economic History Emphasis will better prepare economics students for success in graduate programs in Economics.

The mission of Utah State University is "to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement". The proposed emphasis meets the mission statement in several ways. First, the emphasis focuses on a rigorous set of classes that push students to think for themselves and apply technical skills on their own research topics. Second, the focus on world history as a learning environment exposes students to a vast number of cultural, economic, and geographic differences from which to learn. Finally, graduating students will be more effectively positioned to compete for employment opportunities and will be able to differentiate themselves from their peers. No faculty or staff structures will be affected by the changes.

The emphasis would be a unique program in the USHE system. As
highlighted in the list of degree offerings below, many of the universities require a single introductory class in U.S. Economic History in order to fulfill Utah's American Institutions requirement (Utah State Code R470) and a couple offer, but do not require, a History of Economic Thought class. Neither of these classes are part of the core requirements of the proposed emphasis beyond the standard USU Economics major. Within the USHE system, only the University of Utah requires students to take an Economic History class beyond the American Institutions requirement. In this way, the proposed emphasis does not duplicate or compete with programs at other universities.

-Dixie State University - Does not have a comparable offering. Offers a minor in economics. Students must take U.S. Economic History (ECON 1740). No other economic history classes are offered.

-Salt Lake Community College - Does not have a comparable offering or a 4-year degree in Economics. Students can take U.S. Economic History (ECON 1740). No other economic history classes are offered.

-Snow College - Does not have a comparable offering or a 4-year degree in Economics. No economic history classes are offered.

-Southern Utah University - Does not have a comparable offering. Offers a BA/BS in economics. Students must take U.S. Economic History (ECON 1740). No other economic history classes are offered.

-University of Utah - Does not have a comparable offering. Offers a BS in Economics. Students must take U.S. Economic History (ECON 1740) and in addition are required to pick two of the following (1) an econometrics class, (2) a History of Economic Thought class, or (3) a Economic History class.

-Utah Valley University - Does not have a comparable offering. Offers a BA/BS in economics. Students must take U.S. Economic History (HIST 1740), and have the option to take US Economic Development and History (ECON 4500) and the History of Economic Thought (ECON 3830) to fulfill elective credits. No other economic history classes are offered.

-Weber State University - Does not have a comparable offering. Offers a BS in Economics or a BS in Quantitative Economics for students preparing for graduate school or a career in actuarial science (https://www.weber.edu/goddard/quantitativeeconomics.html). Students must take U.S. Economic History (ECON 1740) and have the option to take the History of Economic Thought (ECON 3090) to fulfill elective credits. No other economic history classes are offered.

The proposed emphasis will also be unique outside of Utah. While some non-Utah universities offer an Economic History or History of Economic Thought class, to the best of our knowledge there is no program in the nation that requires such a large set of economic history courses or that combines economic history with technical classes. In this way, the proposed emphasis would set the USHE system apart from those in other states.

Finances*  Current funding levels are adequate to support the proposed emphasis.

Over the last decade, the Department of Economics and Finance has made major investments in new faculty lines. The proposed emphasis will be offered by the faculty currently in place within the department.
Section III: Curriculum (if applicable)

Program Curriculum Narrative

To satisfy the requirements for the new emphasis, students must take a set of 7 courses that are required for all BA/BS degrees in economics awarded at USU. Additionally, to complete the proposed Quantitative Economic History Emphasis, students are required to take 6 additional courses (5 required courses and 1 elective course). See the attached document entitled Program Curriculum and Degree Map for specific details.

Step 5: **Attach** completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: **Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
ITEM FOR ACTION

Utah State University’s Department of Management in the Jon M. Huntsman School of Business proposes adding Emphases in Hotel Management and Wealth Management to the Bachelor of Art and Bachelor of Science degree in Management.

EXECUTIVE SUMMARY

The Department of Management in the Jon M. Huntsman School of Business proposes adding Emphases in Hotel Management and Wealth Management to the Bachelor of Art and Bachelor of Science degree in Management.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to add Emphases in Hotel Management and Wealth Management to the Bachelor of Art and Bachelor of Science degree in Management in the Jon M. Huntsman School of Business’ Department of Management.
WHEREAS, Utah State University's Department of Management in the Jon M. Huntsman School of Business proposes adding Emphases in Hotel Management and Wealth Management to the Bachelor of Art and Bachelor of Science degree in Management, and

WHEREAS, The proposed change will offer students a significant employment potential, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to add Emphases in Hotel Management and Wealth Management to the Bachelor of Art and Bachelor of Science degree in Management in the Jon M. Huntsman School of Business' Department of Management and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:
Jon M. Huntsman School of Business - Management
4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions
USHE R401 Policy

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (small blue circle with i inside) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.
Select the Department(s) this proposal involves.

College (include all cross listed colleges)*
Jon M. Huntsman School of Business

Department (include all cross listed departments)*
Management

Current Title (if applicable)

Proposed Title

Step 3: Enter the Correct CIP Code Using the Following Website:
Classification Instructional Programs

https://usu.curriculog.com/proposal:10243/print
Request

Step 4: **Select** the Type of Change Being Requested.

**New Programs:**
- [ ] New Certificates of Proficiency (except Institutional Certificates of Proficiency)
- [ ] New Certificates of Completion
- [ ] New Post-Baccalaureate and Post-Masters Certificates
- [ ] New Minors
- [x] New Emphases within an Approved Degree
- [ ] New K-12 Endorsements
- [ ] Other

**Existing Program Changes:**
- [ ] Program Transfer
- [ ] Program Restructure
- [ ] Program Consolidation
- [ ] Program Suspension
- [ ] Program Discontinuation
- [ ] Program Name Change
- [ ] Out-of-Service Area Delivery of a Program
- [ ] Reinstatement of a Previously Suspended Program
- [ ] Other

**Administrative Unit Changes:**
- [ ] New Administrative Units
- [ ] Administrative Unit Transfer
- [ ] Administrative Unit Restructure
- [ ] Administrative Unit Consolidation
- [ ] Reinstatement of Previously Suspended Administrative Units
- [ ] Other

**Creation of Non-Administrative**
- [ ] New Center
Section I: The Request

R401 Purpose* The Management Department requests adding emphases in Hotel Management and Wealth Management to the BA/BS degree in Management.

Section II: Program Proposal

Proposed Action & Rationale* The BA/BS degree in Management was recently re-configured with emphases to better align the degree around placement opportunities. This was done to address the fact that previously students graduated with breadth oriented training but not the technical skills/competencies that aligned with employment opportunities. This compromised their placement potential.

The Huntsman School currently offers courses in Hospitality and Tourism Management (a separate R-401 is requesting that for reasons of strategic alignment that the program be re-located to the Management Department and be repositioned as Hotel Management), and Wealth Management. Both of these areas offer significant employment potential for students graduating with a degree in Management. Adding these emphases will offer additional (there are at present two emphases) career focused academic opportunities/career pathways to students in the degree (there are at present more than 600 students in the Business Administration degree from which the Management degree was renamed/reconfigured a year ago).

Courses for the emphasis in Wealth Management are housed in the Department of Finance and Economics and the School of Accountancy which support the addition of this emphasis.

Labor Market Demand (if applicable) See above: Programs of study in the two areas corresponding to the emphases already exist in the HSB. The emphases provide alternate pathways by which students can acquire the corresponding training and education.
Consistency with Institutional Mission & Institutional Impact
The proposal is consistent with USU's mission of providing students with a student centered experience that prepares them to serve the public. The emphases will provide students with academic training that positions them for meaningful employment and professional developmental opportunities.

Finances
No new resources will be needed. The courses required for both emphases are currently taught and capacity exists to support the emphases.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

Step 5: Attach completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit
Click on the save all changes button below.
Scroll to the top left and click on the launch icon to launch your proposal.
ITEM FOR ACTION
Utah State University’s Department of Management in the Jon M. Huntsman School of Business proposes relocating the Minor in Hospitality and Tourism Management from the Department of Marketing and Strategy to the Department of Management and Renaming the Program Hotel Management.

EXECUTIVE SUMMARY
The Department of Management in the Jon M. Huntsman School of Business proposes relocating the Minor in Hospitality and Tourism Management from the Department of Marketing and Strategy to the Department of Management and Renaming the Program Hotel Management.

RECOMMENDATION
The President and Provost recommend that the Board of Trustees approve the proposal to relocate the Minor in Hospitality and Tourism Management from the Department of Marketing and Strategy to the Department of Management and Rename the Program Hotel Management in the Jon M. Huntsman School of Business’ Department of Management.
WHEREAS, Utah State University's Department of Management in the Jon M. Huntsman School of Business proposes relocating the Minor in Hospitality and Tourism Management from the Department of Marketing and Strategy to the Department of Management and Renaming the Program Hotel Management, and

WHEREAS, The proposed change will provide students with learning, professional development, and placement by focusing on the hotel sector, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to relocate the Minor in Hospitality and Tourism Management from the Department of Marketing and Strategy to the Department of Management and Rename the Program Hotel Management in Management in the Jon M. Huntsman School of Business' Department of Management and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:
Jon M. Huntsman School of Business - Management
4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (small blue circle with i inside) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

<table>
<thead>
<tr>
<th>COLLEGE (include all cross listed colleges)*</th>
<th>Jon M. Huntsman School of Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPARTMENT (include all cross listed departments)*</td>
<td>Management</td>
</tr>
<tr>
<td>Current Title (if applicable)</td>
<td></td>
</tr>
<tr>
<td>Proposed Title</td>
<td></td>
</tr>
</tbody>
</table>

Step 3: Enter the Correct CIP Code Using the Following Website:
Classification Instructional Programs

https://usu.curriculog.com/proposal:10176/print
Request

Step 4: Select the Type of Change Being Requested.

New Programs:
- ☐ New Certificates of Proficiency (except Institutional Certificates of Proficiency)
- ☐ New Certificates of Completion
- ☐ New Post-Baccalaureate and Post-Masters Certificates
- ☐ New Minors
- ☐ New Emphases within an Approved Degree
- ☐ New K-12 Endorsements
- ☐ Other

Existing Program Changes:
- ☐ Program Transfer
- ☐ Program Restructure
- ☐ Program Consolidation
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☑ Program Name Change
- ☐ Out-of-Service Area Delivery of a Program
- ☐ Reinstatement of a Previously Suspended Program
- ☐ Other

Administrative Unit Changes:
- ☐ New Administrative Units
- ☑ Administrative Unit Transfer
- ☐ Administrative Unit Restructure
- ☐ Administrative Unit Consolidation
- ☐ Reinstatement of Previously Suspended Administrative Units
- ☐ Other

Creation of Non-Administrative
- ☐ New Center
Section I: The Request

R401 Purpose* The Department of Management requests the re-location of the minor in Hospitality and Tourism Management from the Department of Marketing and Strategy, and to rename the program Hotel Management.

Section II: Program Proposal

Proposed Action & Rationale* The minor in Hospitality and Tourism Management currently resides in the Department of Marketing and Strategy following the creation of that department from the Department of Management. Based on analysis of programs, personnel, and strategic alignment, it has been determined that the program best fits within and can be supported by the Department of Management.

In its current form, the curriculum (hotel, hospitality, and tourism) is too broad to be effectively delivered in the context of a minor given existing resources. Student learning, professional development, and placement will be enhanced by a tightened focus on the hotel sector alone.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact* This is an existing program, there is no change regarding consistency with institutional mission, impact.

Finances* No additional resources are needed. Existing courses will be re-purposed to meet the new curricular focus.
Section III: Curriculum (if applicable)

Program
Curriculum
Narrative

Step 5: **Attach** completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: **Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
ITEM FOR ACTION

Utah State University's Department of Management Information Systems in the Jon M. Huntsman School of Business proposes changing the name of the Department of Management Information Systems to the Department of Data Analytics and Information Systems.

EXECUTIVE SUMMARY

The Department of Management Information Systems in the Jon M. Huntsman School of Business proposes changing the name of the Department of Management Information Systems to the Department of Data Analytics and Information Systems.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to change the name of the Department of Management Information Systems to the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business' Department of Management Information Systems.
WHEREAS, Utah State University’s Department of Management Information Systems in the Jon M. Huntsman School of Business proposes changing the name of the Department of Management and Information Systems to the Department of Data Analytics and Information Systems, and

WHEREAS, The proposed name change will align with providing degree clarity and align with current professional terminology, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to change the name of the Department of Management Information Systems to the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business’ Department of Management Information Systems and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:
Jon M. Huntsman School of Business - Management Information Systems

4.1.a R.401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy.

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (small blue circle with i inside) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

   Select the College(s) this proposal involves.

   Select the Department(s) this proposal involves.

Step 3: Enter the Correct GIP Code Using the Following Website:

https://usu.curriculog.com/proposal:10057/print
Classification Instructional Programs

CIP Code (6-digits) *

Minimum Number of Credits (if applicable) *

Maximum Number of Credits (if applicable) *

Type of Degree: BA, BS, MS (BA, BS, etc.) *

Request

Step 4: Select the Type of Change Being Requested.

New Programs:
- New Certificates of Proficiency (except Institutional Certificates of Proficiency)
- New Certificates of Completion
- New Post-Baccalaureate and Post-Masters Certificates
- New Minors
- New Emphases within an Approved Degree
- New K-12 Endorsements
- Other

Existing Program Changes:
- Program Transfer
- Program Restructure
- Program Consolidation
- Program Suspension
- Program Discontinuation
- Program Name Change
- Out-of-Service Area Delivery of a Program
- Reinstatement of a Previously Suspended Program
- Other

Administrative Unit Changes:
- New Administrative Units
- Administrative Unit Transfer
- Administrative Unit Restructure
- Administrative Unit Consolidation
- Reinstatement of Previously Suspended Administrative Units
- Other

Creation of Non-Administrative
- New Center
Section I: The Request

R401 Purpose*: The purpose of this application is to change the name of the Department of Management Information Systems to the Department of Data Analytics and Information Systems.

Section II: Program Proposal

Proposed Action & Rationale*: In order to better position the Jon M. Huntsman School and Utah State University to support the increasingly data-driven economy, the name of the Management Information Systems needs to be changed to Data Analytics and Information Systems. The Association to Advance Collegiate Schools of Business (AACSB) - the accrediting authority for university business programs - recently observed that "Business demand for graduates with data analytics knowledge and skills has exploded, while the field itself is still evolving and changing rapidly, with new strategies, tools, and techniques coming online daily. These dynamics are challenging business schools to respond with innovative programs and curricular approaches that are connected deeply with practice." The Huntsman School and the Management Information Systems Department have worked diligently over the past several years to address this demand adding faculty with analytics expertise and creating relevant courses and programs to better prepare graduates. The generous gift from Jon M. Huntsman in 2007 and the renaming of the school reinvigorated the student focus, establishing Analytical Rigor as one of the four central pillars supporting the Huntsman School mission. In spite of this, students are largely unaware of potential opportunities because of their complete unfamiliarity with what modern Management Information Systems represents. They do not understand the evolving and critical role of MIS in the data and information age. Direct admission into the MIS program at the undergraduate level is hampered by outdated messaging, making it difficult for USU to more effectively help to meet employment demands in the state. The proposed department name change is essential to demonstrate a strong commitment to addressing the number of varied analytics-oriented careers in the private sector, particularly in tech. This is critical for the sake of the business professions, the Huntsman School, and its students and corporate recruiting partners, particularly because of the acute employment pressures just within the state of Utah. A new report this year from the Kem C. Garner Policy Institute at the University of Utah demonstrated that the Utah tech industry is growing twice as fast as other industries in the state. and three
times as fast as tech in other U.S. states (see https://gardner.utah.edu/wp-content/uRloads/2019TechReRort Vol1.Rdf). Wage growth in tech grew by

nearly 17 percent in Utah during 2018, and the industry as a whole supports nearly 1/5 of Utah's economy.

IBM and Burning Glass Technologies published a seminal report in 2017, titled "The Quant Crunch," that illustrates the need for a broad-based effort on the part of universities to address the pressing need (see https://www.ibm.com/downloads/cas/3RL3VXGA). Their exhaustive analysis of the job market established a framework for identifying demands in data science and analytics, distinguishing between roles across a spectrum of technical skill sets. Their framework categories span academic departments across the university. For example, they distinguish between Data Scientists & Advanced Analysts - who require advanced training in mathematics, statistics, and computer science - from other vital roles that include Data Systems Developers, Data-Driven Managers, and Analytics Managers. These latter opportunities benefit from specific training in a more business-oriented technology curriculum, with exposure to topics broadly supporting data analytics as a business domain that combines business intelligence, analysis, database management, database programming, and cybersecurity. These skills are critical across all of the academic programs offered by the Huntsman School of Business.

An influential 2018 paper published by the McKinsey Global Institute in the Harvard Business Review further illustrates the importance of why and how analytics should be centrally integrated into business education (see https://www.mckinsey.com/business-functions/mckinsey-analytics/our-insights/analytics-translator). As in "The Quant Crunch," this report likewise highlights the spectrum of roles and needs in analytics across the business domain, defining the enterprise-supporting role of translators. The report notes that "translators play a critical role in bridging the technical expertise of data engineers and data scientists with the operational expertise of marketing, supply chain, manufacturing, risk, and other frontline managers. In their role, translators help ensure that the deep insights generated through sophisticated analytics translate into impact at scale in an organization." The report points out that the demand for translators by 2026 in the United States alone may reach two to four million. The Department of Data Analytics & Information Systems in the Huntsman School of Business will be optimally branded and positioned to recruit and provide the breadth of training needed to meet this demand.

The mission of Utah State University is to be one of the nation’s premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement. This name change will fulfill these objectives in significant ways. It will foremost support USU’s academic mission by making students more aware of and better prepared for the dramatically growing breadth of opportunities in data analytics within the private sector across the state and region. It will also ensure that Utah employers understand USU's commitment to meeting their needs by producing qualified graduates who are ready for our rapidly evolving tech- and data-driven economy. USU's land grant mission makes this branding particularly compelling: the Garner Institute report cited above points out that 28 of 29 Utah counties have at least one tech company. The Department of Data Analytics and Information Systems will be well positioned to recruit and train students from a broader base across USU’s statewide system.
Finances*  
This name change will require no additional funding, aside from marketing or rebranding materials that will be funded internally.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

Step 5: **Attach** completed Program Curriculum and Degree Map to this request by clicking on the Files L+ icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: **Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
ITEM FOR ACTION

Utah State University's Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services proposes changing the name of the Bachelor of Science in Human Movement Science to Kinesiology.

EXECUTIVE SUMMARY

The Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services proposes changing the name of the Bachelor of Science in Human Movement Science to Kinesiology.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to change the name of the Bachelor of Science in Human Movement Science to Kinesiology in the Emma Eccles Jones College of Education and Human Services' Department of Kinesiology and Health Science.
WHEREAS, Utah State University's Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services proposes changing the name of the Bachelor of Science in Human Movement Science to Kinesiology, and

WHEREAS, The proposed degree will prepare students to enter exciting fields such as health promotion, corporate wellness, physical education, recreation administration, and preparation for advanced degrees in areas such as physical therapy, occupational therapy and medicine, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to change the name of the Bachelor of Science in Human Movement Science to Kinesiology in the Emma Eccles Jones College of Education and Human Services' Department of Kinesiology and Health Science and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:
Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (small blue circle with i inside) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

<table>
<thead>
<tr>
<th>COLLEGE (include all cross listed colleges)*</th>
<th>Emma Eccles Jones College of Education and Human Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPARTMENT (include all cross listed departments)*</td>
<td>Kinesiology and Health Science</td>
</tr>
<tr>
<td>Current Title (if applicable)</td>
<td>Human Movement Science</td>
</tr>
<tr>
<td>Proposed Title</td>
<td>Kinesiology</td>
</tr>
</tbody>
</table>

Step 3: Enter the Correct CIP Code Using the Following Website:

https://usu.curriculog.com/proposal/9885/print
Classification Instructional Programs

CIP Code (6-digits) * 31.0505

Minimum Number of Credits (if applicable) * 58

Maximum Number of Credits (if applicable) *

Type of Degree: BS (BA, BS, etc.)*

Request

Step 4: Select the Type of Change Being Requested.

New Programs:
- New Certificates of Proficiency (except Institutional Certificates of Proficiency)
- New Certificates of Completion
- New Post-Baccalaureate and Post-Masters Certificates
- New Minors
- New Emphases within an Approved Degree
- New K-12 Endorsements
- Other

Existing Program Changes:
- Program Transfer
- Program Restructure
- Program Consolidation
- Program Suspension
- Program Discontinuation
- Program Name Change
- Out-of-Service Area Delivery of a Program
- Reinstatement of a Previously Suspended Program
- Other

Administrative Unit Changes:
- New Administrative Units
- Administrative Unit Transfer
- Administrative Unit Restructure
- Administrative Unit Consolidation
- Reinstatement of Previously Suspended Administrative Units
- Other

Creation of Non-Administrative
- New Center

https://usu.curriculog.com/proposal/9885/print
Section I: The Request

R401 Purpose* It is proposed that the name of the Bachelors of Science (BS) degree entitled "Human Movement Science" be changed to "Kinesiology."

Section II: Program Proposal

Proposed Action & Rationale* Department overview: The Kinesiology and Health Science department advances the understanding of kinesiology and Health education/promotion across the lifespan within the context of a diverse and changing society. Undergraduate and graduate degrees prepare students to enter exciting fields such as health promotion, corporate wellness, physical education, recreation administration, and preparation for advanced degrees in areas such as physical therapy, occupational therapy, and medicine.

On October 18th 2018 the faculty of the Kinesiology and Health Science Department voted and unanimously approved the BS major name change from “Human Movement Science” to “Kinesiology.” The rationale for this approval is as follows:

- Kinesiology is defined as the scholarly study of human movement and is therefore a more precise description of the major, the science, and the department curriculum.
- Kinesiology more clearly aligns with the national trends for the major name as evidenced by the American Kinesiology Association (http://www.americkinesiology.org/). For example, the University of Utah offers a BS in “Kinesiology” and most nearby Universities such as Boise State University and the entire California State University system (> 23 universities) offers a BS in “Kinesiology.” No Universities in Utah offer a BS in “Human Movement Science.”
- The name more clearly aligns with the name of the department, which was changed from "Health, Physical Education, and
Curriculum

Recreation" to "Kinesiology and Health Science" The R401 for this department name change was approved June 21, 2016.

- The change to “Kinesiology” more clearly aligns with the major prefix name change from PEP to KIN. The change was made in Curriculog Fall 2018 and will be in Spring 2020 catalog.
- Kinesiology is a more inclusive term that represents all “emphases” of the major (i.e., Exercise Science, Physical Education Teaching, and Pre-Physical Therapy.” Whereas the term Human Movement Science often excluded Physical Education Teaching.
- The program aims to be accredited by the American Kinesiology Association and this proposed name change will help with this process.

<table>
<thead>
<tr>
<th>Labor Market Demand (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistency with Institutional Mission &amp; Institutional Impact*</td>
</tr>
<tr>
<td>The proposed name change will assist the program and institution by being less ambiguous and more in line with the national trend.</td>
</tr>
<tr>
<td>Finances*</td>
</tr>
<tr>
<td>There will be no budgetary impact on this program or any other program or unit within the institution.</td>
</tr>
</tbody>
</table>

Section III: Curriculum (if applicable)

| Program Curriculum Narrative |

Step 5: Attach completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
ITEM FOR ACTION

Utah State University's Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services proposes changing the name of the Master of Science from Health and Human Movement to Master of Science in Kinesiology.

EXECUTIVE SUMMARY

The Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services proposes changing the name of the Master of Science from Health and Human Movement to Master of Science in Kinesiology.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to change the name of the Master of Science in Health and Human Movement to Master of Science in Kinesiology in the Emma Eccles Jones College of Education and Human Services’ Department of Kinesiology and Health Science.
WHEREAS, Utah State University’s Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services proposes changing the name of the Master of Science from Health and Human Movement to Master of Science in Kinesiology, and

WHEREAS, The proposed name change will prepare students to enter fields such as health promotion, corporate wellness, physical education recreation administration, and prepare for advanced degrees, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to change the name of the Master of Science from Health and Human Movement to Master of Science in Kinesiology in the Emma Eccles Jones College of Education and Human Services’ Department of Kinesiology and Health Science and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:
Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

Step 1: **Turn** on "Help Tips" by clicking on the Show Help TextPrint icon (small blue circle with i inside) at the top right-hand side of your proposal.

Step 2: **Select** the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

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<th>Emma Eccles Jones College of Education and Human Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPARTMENT (include all cross listed departments)*</td>
<td>Kinesiology and Health Science</td>
</tr>
</tbody>
</table>

Step 3: **Enter** the Correct CIP Code Using the Following Website:

https://usu.curricolog.com/proposal:9920/print
Classification Instructional Programs

CIP Code (6-digits) * 31.0505

Minimum Number of Credits (if applicable) * 30

Maximum Number of Credits (if applicable) * 31

Type of Degree: (BA, BS, etc.) * MS

Request

Step 4: Select the Type of Change Being Requested.

New Programs:
- ☐ New Certificates of Proficiency (except Institutional Certificates of Proficiency)
- ☐ New Certificates of Completion
- ☐ New Post-Baccalaureate and Post-Masters Certificates
- ☐ New Minors
- ☐ New Emphases within an Approved Degree
- ☐ New K-12 Endorsements
- ☐ Other

Existing Program Changes:
- ☐ Program Transfer
- ☐ Program Restructure
- ☐ Program Consolidation
- ☐ Program Suspension
- ☐ Program Discontinuation
- ☐ Program Name Change
- ☐ Out-of-Service Area Delivery of a Program
- ☐ Reinstatement of a Previously Suspended Program
- ☐ Other

Administrative Unit Changes:
- ☐ New Administrative Units
- ☐ Administrative Unit Transfer
- ☐ Administrative Unit Restructure
- ☐ Administrative Unit Consolidation
- ☐ Reinstatement of Previously Suspended Administrative Units
- ☐ Other

Creation of Non-Administrative:
- ☐ New Center
Additional Approvals (if applicable)

Graduate Council*  ☑ Yes  ☐ No
Council on Teacher Education*  ☑ No

Section I: The Request

R401 Purpose*  It is proposed that the name of the MS degree entitled "Health & Human Movement" be changed to "Kinesiology."

Section II: Program Proposal

Proposed Action & Rationale*  Department overview: The Kinesiology and Health Science department advances the understanding of kinesiology and Health education/promotion across the lifespan within the context of a diverse and changing society. Undergraduate and graduate degrees prepare students to enter exciting fields such as health promotion, corporate wellness, physical education, recreation administration, and preparation for advanced degrees in areas such as physical therapy, occupational therapy, and medicine.

On October 18th 2018 the faculty of the Kinesiology and Health Science Department voted and unanimously approved the MS major name change from "Health & Human Movement" to "Kinesiology." The rationale for this approval is as follows:

- Kinesiology is defined as the scholarly study of human movement and is therefore a more precise description of the major, the science, and the department curriculum.
- Kinesiology more clearly aligns with the national trends for the major name as evidenced by the American Kinesiology Association (http://www.americankinesiology.org/). For example, the University of Utah offers a MS in "Kinesiology." No Universities in Utah offer a MS in "Health & Human Movement."
- The name more clearly aligns with the name of the department that was changed from "Health, Physical Education, and Recreation" to "Kinesiology and Health Science" The R401 for this department name change was approved June 21, 2016.
• The change to “Kinesiology” more clearly aligns with the major prefix name change from PEP to KIN. The change was made in Curriculog Fall 2018 and will be in Spring 2020 catalog.
• The change to “Kinesiology” avoids confusion with a new department MS in “Masters of Health Promotion.”

<table>
<thead>
<tr>
<th>Labor Market Demand (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistency with Institutional Mission &amp; Institutional Impact*</td>
</tr>
<tr>
<td>The proposed name change will assist the program and institution by being less ambiguous.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Finances*</th>
</tr>
</thead>
<tbody>
<tr>
<td>There will be no budgetary impact on this program or any other program or unit within the institution.</td>
</tr>
</tbody>
</table>

### Section III: Curriculum (if applicable)

| Program Curriculum Narrative |

**Step 5: Attach** completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

**Step 6: Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
ITEM FOR ACTION

Utah State University's Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services proposes adding a Minor in Outdoor Adventure Leadership.

EXECUTIVE SUMMARY

The Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services proposes adding a Minor in Outdoor Adventure Leadership.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to add a Minor in Outdoor Adventure Leadership in the Emma Eccles Jones College of Education and Human Services' Department of Kinesiology and Health Science.
WHEREAS, Utah State University’s Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services proposes adding a Minor in Outdoor Adventure Leadership, and

WHEREAS, The proposed minor will prepare students to step into entry level positions in a variety of outdoor recreation settings, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to add a Minor in Outdoor Adventure Leadership in the Emma Eccles Jones College of Education and Human Services’ Department of Kinesiology and Health Science and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:
Emma Eccles Jones College of Education and Human Services - Kinesiology and Health Science

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (small blue circle with i inside) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

<table>
<thead>
<tr>
<th>COLLEGE (include all cross listed colleges)*</th>
<th>Emma Eccles Jones College of Education and Human Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPARTMENT (include all cross listed departments)*</td>
<td>Kinesiology and Health Science</td>
</tr>
<tr>
<td>Current Title (if applicable)</td>
<td></td>
</tr>
<tr>
<td>Proposed Title</td>
<td>Minor in Outdoor Adventure Leadership</td>
</tr>
</tbody>
</table>

Step 3: Enter the Correct CIP Code Using the Following Website:

https://usu.curriculog.com/proposal:10217/print
### Classification Instructional Programs

<table>
<thead>
<tr>
<th>CIP Code (6-digits)</th>
<th>31.061</th>
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</thead>
<tbody>
<tr>
<td>Minimum Number of Credits (if applicable)</td>
<td>15</td>
</tr>
<tr>
<td>Maximum Number of Credits (if applicable)</td>
<td>24</td>
</tr>
<tr>
<td>Type of Degree: (BA, BS, etc.)</td>
<td>Minor</td>
</tr>
</tbody>
</table>

## Request

**Step 4:** **Select** the Type of Change Being Requested.

**New Programs:**
- [ ] New Certificates of Proficiency (except Institutional Certificates of Proficiency)
- [ ] New Certificates of Completion
- [ ] New Post-Baccalaureate and Post-Masters Certificates
- [x] New Minors
- [ ] New Emphases within an Approved Degree
- [ ] New K-12 Endorsements
- [ ] Other

**Existing Program Changes:**
- [ ] Program Transfer
- [ ] Program Restructure
- [ ] Program Consolidation
- [ ] Program Suspension
- [ ] Program Discontinuation
- [ ] Program Name Change
- [ ] Out-of-Service Area Delivery of a Program
- [ ] Reinstatement of a Previously Suspended Program
- [ ] Other

**Administrative Unit Changes:**
- [ ] New Administrative Units
- [ ] Administrative Unit Transfer
- [ ] Administrative Unit Restructure
- [ ] Administrative Unit Consolidation
- [ ] Reinstatement of Previously Suspended Administrative Units
- [ ] Other

**Creation of Non-Administrative**
- [ ] New Center
Additional Approvals (if applicable)

Graduate Council*  [ ] Yes  [✓] No

Council on Teacher Education*  [✓] Yes  [ ] No

Section I: The Request

R401 Purpose* The Recreation Administration Program, in the Department of Kinesiology and Health Science proposes to add a minor in Outdoor Adventure Leadership. This minor will prepare students to step into entry level positions in a variety of outdoor recreation settings, whether it is working as a river guide in Moab, managing a climbing expedition company in Jackson Hole, or teaching skiing in Park City. Students will receive hands on experience leading and guiding individuals and groups in numerous outdoor settings (i.e., mountains, rivers, lakes, deserts, etc.).

Section II: Program Proposal

Proposed Action & Rationale* The Recreation Administration Program, in the Department of Kinesiology and Health Science proposes to add a minor in Outdoor Adventure Leadership. This minor will prepare students to step into entry level positions in a variety of outdoor recreation settings, whether it is working as a river guide in Moab, managing a climbing expedition company in Jackson Hole, or teaching skiing in Park City. Students will receive hands on experience leading and guiding individuals and groups in numerous outdoor settings (i.e., mountains, rivers, lakes, deserts, etc.).

From Cache Valley to St. George, from Vernal to the middle of the Great Salt Lake, outdoor and adventure recreation is an economic driver across the state of Utah. The outdoor recreation industry accounts for 110,000 jobs and $12.3 billion in consumer spending in the state of Utah alone. Nearly three in four Utah residents participate in some form of outdoor recreation each year. (Utah Governor’s Office of Energy Development, Utah Mining Association, 2017).

More than 60% of the land in Utah is public land available for a wide variety of recreation and adventure opportunities. With five national parks, six National Forests, more than 229 million acres of BLM, eight National Monuments, 43 State Parks, 14 ski resorts, and countless private companies, there is no better state in the country for outdoor adventures. The agencies and industries listed above are constantly seeking to hire qualified and appropriately certified seasonal and year
around employees.

An assessment of the other USHE Institutions revealed that three other institutions have minors similar to this proposed Outdoor Adventure Leadership Minor (Weber State University, Southern Utah University, and Utah Valley University). The University of Utah has a minor in Parks, Recreation and Tourism, but does not focus on outdoor leadership. Snow College has a 13 credit outdoor field-based program, but no minor. Dixie State Universisy and SLCC and do not have related minors.

Despite there being several related minors at other USHE institutions, outdoor experienced bases organizations (river guide companies, summer adventure camps, etc.) are struggling to find qualified employees. The Outdoor Adventure Leadership Minor here at Utah State University will take advantage of our proximity to a variety of outdoor recreation destinations to introduce and prepare students for these positions.

<table>
<thead>
<tr>
<th>Labor Market Demand (if applicable)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Consistency with Institutional Mission &amp; Institutional Impact*</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Outdoor Adventure Leadership Minor will serve the needs of the outdoor industry throughout the state by educating and preparing a diverse workforce, that will be certified in a variety of outdoor adventure leader skills (i.e., wilderness first aid, swift water rescue, etc.). All students will become certified in Wilderness First Aid or Wilderness First Responder. Depending on the Lifetime Activity elective classes students select, there will be opportunities to certify in Avalanche Hazard Management (Avy 1, Avy 2, Avalanche Rescue), and Swiftwater Rescue.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Finances*</th>
</tr>
</thead>
<tbody>
<tr>
<td>No additional faculty will be needed to cover additional courses or supervise the minor.</td>
</tr>
</tbody>
</table>

**Section III: Curriculum (if applicable)**

<table>
<thead>
<tr>
<th>Program Curriculum Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Outdoor Adventure Leadership Minor (OAL) ranges from 15-24 credits. All OAL students will take a mixture of management, skill-based, and theory focused courses.</td>
</tr>
</tbody>
</table>
SKILL:

As an introduction to leading and guiding in remote and undeveloped (backcountry) settings, students will take PRP 1700, Backcountry Basics. This course will be offered every Fall semester. As safety is key in all backcountry experiences, all students will be required to take PE 1543, Wilderness First Aid will be required for all students along with a two-year wilderness first aid certification.

Beyond those two required skill-based courses, students will take two, one credit PE courses. The Lifetime Activity Program at Utah State offers numerous outdoor adventure skill-based classes every semester. For the OAL minor students will take two PE courses between the 1480 and 1635 course numbers. These courses range from fly fishing, to rock climbing. The purpose of requiring two of these courses is to introduce students to the breadth of the outdoor adventure leadership field.

MANAGEMENT

Understanding the management of outdoor recreation experiences and settings is a fundamental aspect to being a good outdoor adventure leader. All OAL students will take PRP 2500 Outdoor Recreation Management. This course is offered Fall and Spring and examines the philosophy, meaning, and value of outdoor recreation in modern society. It also covers outdoor recreation organization management strategies and techniques.

Students will be required to apply their outdoor adventure leadership skills in a professional setting. All students will take PRP 4250, Cooperative Work Experience, where they will volunteer or work in the outdoor adventure leadership field. This is a variable credit course ranging from 1-12 credits. Students must complete at least 3 credits of PRP 4250 for this minor.

THEORY

All students will take PRP 3400, Leadership in Recreation Services which introduces students to principles of leadership, communication and ethical decision making, and group facilitation. Students will have opportunities to put theory into practice through small group exercises and class activities.

<table>
<thead>
<tr>
<th>Course Prefix #</th>
<th>Course Name</th>
<th>Credits</th>
<th>Sem. Offered</th>
<th>Delivery</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRP 1700*</td>
<td>Back Country Basics*</td>
<td>3</td>
<td>F</td>
<td>Face</td>
<td>Logan</td>
</tr>
<tr>
<td>PRP 2500</td>
<td>Outdoor Recreation Management</td>
<td>3</td>
<td>F &amp; Sp</td>
<td>Face</td>
<td>Logan</td>
</tr>
<tr>
<td>PRP 3400</td>
<td>Leadership in Recreation Services</td>
<td>3</td>
<td>Sp</td>
<td>Face</td>
<td>Logan</td>
</tr>
<tr>
<td>PRP 4250</td>
<td>Cooperative Work Experience</td>
<td>3-12</td>
<td>F, Sp, Su</td>
<td>Face</td>
<td>Logan</td>
</tr>
<tr>
<td>PE 1543</td>
<td>Wilderness First Aid</td>
<td>1</td>
<td>F &amp; Sp</td>
<td>Face</td>
<td>Logan</td>
</tr>
</tbody>
</table>
Step 5: **Attach** completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: **Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
ITEM FOR ACTION

Utah State University's Department of Nursing and Health Professions in the Emma Eccles Jones College of Education and Human Services proposes changing the department name from Nursing and Health Professions to Nursing.

EXECUTIVE SUMMARY

The Department of Nursing and Health Professions in the Emma Eccles Jones College of Education and Human Services proposes changing the department name from Nursing and Health Professions to Nursing.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to change the department name from Nursing and Health Professions to Nursing in the Emma Eccles Jones College of Education and Human Services' Department of Nursing and Health Professions.
WHEREAS, Utah State University’s Department of Nursing and Health Professions in the Emma Eccles Jones College of Education and Human Services proposes changing the department name from Nursing and Health Professions to Nursing, and

WHEREAS, The proposed name change will provide clarity and degree focus for students and potential employees, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to change the department name from Nursing and Health Professions to Nursing in the Emma Eccles Jones College of Education and Human Services’ Department of Nursing and Health Professions and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:
Emma Eccles Jones College of Education and Human Services - Nursing

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy:

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (small blue circle with i inside) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

Step 3: Enter the Correct CIP Code Using the Following Website:

https://usu.curriculog.com/proposal:9719/print
Classification Instructional Programs

CIP Code {6-51.3801 digits} *

Minimum Number of Credits (if applicable) * 21

Maximum Number of Credits (if applicable) * 52

Type of Degree: PN certificate; AAS/ADN, BSN (BA, BS, etc.) *

Request

Step 4: Select the Type of Change Being Requested.

New Programs:
- New Certificates of Proficiency (except Institutional Certificates of Proficiency)
- New Certificates of Completion
- New Post-Baccalaureate and Post-Masters Certificates
- New Minors
- New Emphases within an Approved Degree
- New K-12 Endorsements

Existing Program Changes:
- Program Transfer
- Program Restructure
- Program Consolidation
- Program Suspension
- Program Discontinuation
- Program Name Change
- Out-of-Service Area Delivery of a Program
- Reinstatement of Previously Suspended Programs

Administrative Unit Changes:
- New Administrative Units
- Administrative Unit Transfer
- Administrative Unit Restructure
- Administrative Unit Consolidation
- Reinstatement of Previously Suspended Administrative Units

Creation of Non-Administrative Units:
- New Center
- New Institute
- New Bureau
Additional Approvals (if applicable)

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Council*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Council on Teacher Education*</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Section I: The Request

R401 Purpose

This is a request to change the name of the Department of Nursing and Health Professions to correctly identify it as the "Department of Nursing".

Note: this request is for a department name change, not a program name change.

Section II: Program Proposal

Proposed Action & Rationale

The Nursing program requests to change the name of the Department of Nursing and Health Professions to "Department of Nursing", as the Health Professions program became part of the College of Agriculture and Applied Sciences (CM S); Applied Science, Technology & Education (ASTE) Department; Division of Career & Technical Education, July 1, 2019.

Rationale: The change of College and Department provides better alignment for the Health Professions (HP) program, as HP programs award certificates upon completion of the program, while the Nursing programs award degrees upon graduation. While the Licensed Practical nurse is a certificate based program, many—if not most—students continue into the Associate Degree RN nursing program.

USU/USHE benefits from the proposed name change as the name change identifies the remaining programs as nursing programs, including Practical Nursing, (PN) Associate Degree Nursing (AAS Nursing), and Bachelors of Science in Nursing (BSN) offered on seven Utah State University campuses.

Labor Market Demand (if applicable)

Not applicable

Consistency with Institutional Mission & Institutional Impact

The name change is consistent with the mission outlined in the Utah State University mission statement—specifically premier student-centered focus by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement. It also helps meet the land grant mission of educating nurses in rural areas who can be employed in local health care facilities after their graduation.

A name change correctly identifies the population and focus of the department:
Finances* There will be minimal cost to change letterhead and website, but our supplies are low and need to be reordered this summer, so cost is negligible.

Section III: Curriculum (if applicable)

<table>
<thead>
<tr>
<th>Program Curriculum</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable.</td>
<td></td>
</tr>
</tbody>
</table>

Step 5: **Attach** completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: **Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.

Approve the proposal as the originator. Go to the decision button on the top right of the page and approve your proposal.
ITEM FOR ACTION

Utah State University’s Department of Special Education and Rehabilitation in the Emma Eccles Jones College of Education and Human Services proposes offering a Minor in Disability Studies.

EXECUTIVE SUMMARY

The Department of Special Education and Rehabilitation in the Emma Eccles Jones College of Education and Human Services proposes offering a Minor in Disability Studies.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to offer a Minor in Disability Studies in the Emma Eccles Jones College of Education and Human Services’ Department of Special Education and Rehabilitation.
WHEREAS, Utah State University’s Department of Special Education and Rehabilitation in the Emma Eccles Jones College of Education and Human Services proposes offering a Minor in Disability Studies, and

WHEREAS, The proposed minor will provide students an opportunity to develop skills, knowledge and perspective to deal with disabilities in their future careers, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to offer a Minor in Disability Studies in the Emma Eccles Jones College of Education and Human Services’ Department of Special Education and Rehabilitation and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:
Emma Eccles Jones College of Education and Human Services - Special Education and Rehabilitation

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Contact Information

Edward Reeve: Interim ViceProvost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (small blue circle with i inside) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

Step 3: Enter the Correct CIP Code Using the Following Website:
**Classification Instructional Programs**

- **CIP Code (6-digits)**: 05.0210
- **Minimum Number of Credits (if applicable)**: 18
- **Maximum Number of Credits (if applicable)**: 18
- **Type of Degree** (BA, BS, etc.): Minor

**Request**

**Step 4: Select** the Type of Change Being Requested.

**New Programs:**
- [ ] New Certificates of Proficiency (except Institutional Certificates of Proficiency)
- [ ] New Certificates of Completion
- [ ] New Post-Baccalaureate and Post-Masters Certificates
- [ ] New Minors
- [ ] New Emphases within an Approved Degree
- [ ] New K-12 Endorsements
- [ ] Other

**Existing Program Changes:**
- [ ] Program Transfer
- [ ] Program Restructure
- [ ] Program Consolidation
- [ ] Program Suspension
- [ ] Program Discontinuation
- [ ] Program Name Change
- [ ] Out-of-Service Area Delivery of a Program
- [ ] Reinstatement of a Previously Suspended Program
- [ ] Other

**Administrative Unit Changes:**
- [ ] New Administrative Units
- [ ] Administrative Unit Transfer
- [ ] Administrative Unit Restructure
- [ ] Administrative Unit Consolidation
- [ ] Reinstatement of Previously Suspended Administrative Units
- [ ] Other

**Creation of Non-Administrative**
- [ ] New Center
Section I: The Request

R401 Purpose* This proposal is to establish a Minor in Disability Studies at Utah State University. It is being prepared and jointly submitted by the Department of Special Education and Rehabilitation and the Center for Persons with Disabilities in the Emma Eccles Jones College of Education and Human Services.

Section II: Program Proposal

Proposed Action & Rationale* The Disability Studies Minor will offer Utah State University students an opportunity to develop skills, knowledge, and perspective to deal with disabilities in their future careers. The program will consist of at least 18 credits (9 core and 9 elective). Informal surveys in SPED/REHAB 1010 over the past three semesters have shown growing student interest in pursuing such a minor.

Disability is a universal part of the human experience. Over 18% of the US population self-identify as having some kind of permanent limitation preventing learning, communicating, moving about the environment, self-care, or employment (US Census, 2010). In Utah, over 300,000 citizens, approximately 17% of the population, have disabilities. Less than half of Utah adults with disabilities (46.5%) are employed and only 27% of those are employed full time. Nearly 68,000 Utah children (12.1%) have disabilities. One in five Utah citizens experience limitations caused by disability, making it one of the most far-reaching social service issues facing the state.

Forty years ago, disability issues found their way into every community in the nation because of the requirements of special education law. In the mid 1990’s Congress passed the Americans with Disabilities Act (ADA), challenging every segment of the nation’s economy to accommodate citizens with disabilities. More recently (2008), the US Congress reiterated its intent to eliminate discrimination against citizens with disabilities by expanding the definition of disability by amending the ADA.
A number of trends are causing the number of people with disabilities to grow. Citizens live longer and are likely to face the challenges of decreased vitality, mobility, hearing, and sight. Advances in trauma treatment have made it so that people involved in accidents who would have died just a decade ago have their lives saved, but often continue with significant limitations. Additionally, the number of children on the autism spectrum and those with other neurodevelopmental disorders is occurring at 1 in 50, much higher than in previous generations.

Disabilities is no longer just a medical issue. It is a complex educational, social, economic, political, and technological challenge for virtually every field of human endeavor. Citizens with disabilities and their family members play an increasingly vital role as professionals, consumers, community members, and political activists.

Expertise dealing with disability issues can be a significant value to future employees. More than 75% of the fastest growing occupations listed by the Utah Department of Workforce Services either provide direct services to customers with disabilities or deal directly with disability issues every day. Further, 80% of the top ten occupations in Utah that have the highest number of total openings each year deal directly with customers or clients who have disabilities (https://jobs.utah.gov/wi/data/library/employment/occuprojections.html, accessed September 12, 2018).

In 2017, over 6000 students graduated from 48 different academic departments at Utah State University. Graduates from at least 39 of those academic disciplines will deal either directly or indirectly with disability issues as they pursue their careers. Students graduating from disciplines such as human services and education are highly likely to serve students or clients with disabilities. Other students, such as those graduating from the sciences, business, agriculture, engineering, and the humanities are likely to encounter disability issues in their future careers, but will have had very little direct exposure to them through their education.

Utah State University’s (USU) role as the Land Grant institution provides an important opportunity to better prepare Utah’s labor force to address disability issues in the future. The Bachelor of Science and Bachelor of Arts degrees awarded by USU represent a broad cross-section of the careers, occupations, and areas of employment that will serve Utah citizens with disabilities and their families. For 45 years, Utah State University has hosted the Center for Persons with Disabilities, a national university center on developmental disabilities. For over 20 years, the university has hosted the AgrAbility Program, and the Utah Assistive Technology Program, grant and state funded programs serving rural citizens with disabilities and those in the agricultural enterprises. In addition to these centers of excellence, Utah State University hosts academic departments and specialist programs addressing a wide range of disability issues: Psychology, Counseling and School Psychology, Special Education, Rehabilitation, Social Work, Communications Disorders, Audiology, and Family and Consumer Sciences.

The proposed minor in Disability Studies will only be offered to students enrolled...
The proposed minor in Disability Studies will only be offered to students enrolled at the Logan Campus. Current plans do not envision offering the minor via distance education, statewide campuses, or online.

Finances

Instructional costs for the proposed core courses will be covered with existing resources from the Department of Special Education and Rehabilitation (SPER) and the Center for Persons with Disabilities (CPD). Two of the proposed core classes already exist; SPED 1010 is taught by SPER faculty and SPED 6500 is taught by CPD staff. These arrangements are sustainable with the increased enrollment that will be associated with the proposed minor. The single new course that will be included in the core requirements (SPED 4300) will be taught by Dr. Matthew Wappett, of the CPD as part of his contract load.

Proposed electives are currently offered by several academic units. Enrollment in the minor is not expected to significantly increase enrollment in the elective courses. In addition, we have contacted the department heads of the affected departments and they have endorsed the proposed program of study.

Based on student interest, it is expected that enrollment in the proposed program will not exceed thirty. Therefore, the administrative costs associated with the program will not be significant and will be covered by Dr. Bryce Fifield, Professor in the Department of Special Education and Rehabilitation as part of his existing load.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

A core of three courses (9 credit hours) will be required of all Disability Studies Minor participants. Students will select from a wide range of elective courses for an additional 9 credit hours. With prior approval of the teaching professor and the DMS program coordinator, students may use other courses to meet the elective requirement.

The three core courses will give students a broad overview of disability issues in society, an opportunity for service/learning experiences with the disability community, and an introduction to the complex issues influencing services to an inclusion of people with disabilities in the community. Electives courses will give students more targeted experiences exploring disability issues in more discipline-specific settings.

Academic units that offer the proposed electives have already been contacted and have agreed to participate.

Step 5: Attach completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.
Step 6: **Submit**
Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
ITEM FOR ACTION

Utah State University's Department of Special Education and Rehabilitation in the Emma Eccles Jones College of Education and Human Services proposes changing the name of the department from Special Education and Rehabilitation to Special Education and Rehabilitation Counseling.

EXECUTIVE SUMMARY

The Department of Special Education and Rehabilitation in the Emma Eccles Jones College of Education and Human Services proposes changing the name of the department from Special Education and Rehabilitation to Special Education and Rehabilitation Counseling.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to change the name of the department from Special Education and Rehabilitation to Special Education and Rehabilitation Counseling.
WHEREAS, Utah State University’s Department of Special Education and Rehabilitation in the Emma Eccles Jones College of Education and Human Services proposes changing the name of the department from Special Education and Rehabilitation to Special Education and Rehabilitation Counseling, and

WHEREAS, The proposed change will support accreditation of the department’s rehabilitation counseling programs and clarify its mission to prospective students, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to change the name of the department from Special Education and Rehabilitation to Special Education and Rehabilitation Counseling in the Emma Eccles Jones College of Education and Human Services’ Department of Special Education and Rehabilitation and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:
Emma Eccles Jones College of Education and Human Services - Special Education and Rehabilitation  
4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (small blue circle with i inside) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

Step 3: Enter the Correct CIP Code Using the Following Website:

https://usu.curriculog.com/proposal:9540/print
Classification Instructional Programs

CIP Code (6-digits) * 13.1001

Minimum Number of Credits (if applicable)* 0

Maximum Number of Credits (if applicable)* 0

Type of Degree: all (BA, BS, etc.)*

Request

Step 4: Select the Type of Change Being Requested.

New Programs: 
☐ New Certificates of Proficiency (except Institutional Certificates of Proficiency)
☐ New Certificates of Completion
☐ New Post-Baccalaureate and Post-Masters Certificates
☐ New Minors
☐ New Emphases within an Approved Degree
☐ New K-12 Endorsements

Existing Program Changes: 
☐ Program Transfer
☐ Program Restructure
☐ Program Consolidation
☐ Program Suspension
☐ Program Discontinuation
☐ Program Name Change
☐ Out-of-Service Area Delivery of a Program
☐ Reinstatement of a Previously Suspended Program

Administrative Unit Changes: 
☐ New Administrative Units
☐ Administrative Unit Transfer
☐ Administrative Unit Restructure
☐ Administrative Unit Consolidation
☐ Reinstatement of Previously Suspended Administrative Units

Creation of Non-Administrative Units: 
☐ New Center
☐ New Institute
☐ New Bureau
Section I: The Request

R401 Purpose* The Department of Special Education and Rehabilitation is seeking a name change for the department to correct a naming error that has been perpetuated over many years. The department houses various teacher certificate programs in special education as well as graduate programs in Rehabilitation Counseling. By adding the word "Counseling" to the end of the existing last word of the current department name (Existing department name: "Special Education and Rehabilitation"; Proposed new department name: "Special Education and Rehabilitation Counseling"), it will more accurately reflect the programs that we offer.

Section II: Program Proposal

Proposed Action & Rationale* The Department of Special Education and Rehabilitation requests changing its name to the Department of Special Education and Rehabilitation Counseling. This name change request is being proposed in order to bring the name of the Department into better alignment with its current activities and mission. The Department offers programs in special education and rehabilitation counseling. The new name will support accreditation of the department's rehabilitation counseling programs and clarify its mission to prospective students, faculty, colleagues, and external partners. There are numerous facets of rehabilitation and the particular one that the department addresses is rehabilitation counseling which is distinct from medical and physical therapies after illness or injury. There are no other rehabilitation counseling programs in the State of Utah. The university and the USHE will benefit by increasing the prominence of our rehabilitation counseling programs, research, and service.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact* The Rehabilitation Counseling program trains practitioners to "assist persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals" (CRCC, Scope of Practice Statement, 2018). The department is the only rehabilitation counseling program in the State of Utah; as such it fulfills an important land grant mission of serving the state's needs, specifically for those individuals in Utah with disabilities. The department request this name change in order to bring the department's name into better alignment with its current activities and mission. No changes in resources or administrative structures will be needed.
Finances

No substantial new costs or savings are anticipated with this change in department name. The only financial costs associated with this name change would be the minimal costs of rebranding signage and department letterhead. No new facilities are needed and this change will have no budgetary impact on other programs and units.

Section III: Curriculum (if applicable)

Step 5: Attach completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.

Approve the proposal as the originator. Go to the decision button on the top right of the page and approve your proposal.
ITEM FOR ACTION

Utah State University's Department of Engineering Education in the College of Engineering proposes discontinuing the Engineering Education Certificate.

EXECUTIVE SUMMARY

The Department of Engineering Education in the College of Engineering proposes discontinuing the Engineering Education Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to discontinue the Engineering Education Certificate in the College of Engineering’s Department of Engineering Education.
WHEREAS, Utah State University’s Department of Engineering Education in the College of Engineering proposes discontinuing the Engineering Education Certificate, and

WHEREAS, The proposed discontinued certificate will adjust resources to current student demands, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to discontinue the Engineering Education Certificate in the College of Engineering’s Department of Engineering Education and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:
College of Engineering - Engineering Education

4.1.a 1401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy.

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (small blue circle with i inside) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

DEPARTMENT (include all cross listed departments) *

Current Title (if Engineering Education Certificate applicable)

Proposed Title

Step 3: Enter the Correct GIP Code Using the Following Website:
Classification Instructional Programs

https://usu.curriculog.com/proposal:9441/print
Request

Step 4: Select the Type of Change Being Requested.

New Programs:
- New Certificates of Proficiency (except Institutional Certificates of Proficiency)
- New Certificates of Completion
- New Post-Baccalaureate and Post-Masters Certificates
- New Minors
- New Emphases within an Approved Degree
- New K-12 Endorsements

Existing Program Changes:
- Program Transfer
- Program Restructure
- Program Consolidation
- Program Suspension
- Program Discontinuation
- Program Name Change
- Out-of-Service Area Delivery of a Program
- Reinstatement of a Previously Suspended Program

Administrative Unit Changes:
- New Administrative Units
- Administrative Unit Transfer
- Administrative Unit Restructure
- Administrative Unit Consolidation
- Reinstatement of Previously Suspended Administrative Units

Creation of Non-Administrative Units:
- New Center
- New Institute
- New Bureau

Additional Approvals (if applicable)

https://usu.curriculog.com/proposal:9441/print
Section I: The Request

R401 Purpose*

The purpose of this R401 is to discontinue the Engineering Education Certificate program due to the lack of student enrollment in spite of significant student recruitment effort we have made.

Section II: Program Proposal

Proposed Action & Rat ionale*

The Engineering Education Certificate will be discontinued. Despite a significant amount of student recruitment effort we have made since the inception of the program, there was only one student enrolled in this program. We have advertised this certificate program in a variety of ways, including

- Flyers at professional conferences
- Listserv of professional societies
- University/college alumni associations
- Various social media tools (i.e., Facebook, Twitter, and LinkedIn)
- Personal contacts
- Emails to engineering industry professionals
- Emails to engineering and technology educators.

For instance, we sent emails to 1,373 engineering and technology educators, only 171 people (10%) opened emails and only 3 people (0.2%) clicked the weblink to the certificate program. In another example, we sent advertisement via LinkedIn to 2,452 target engineers in Utah and surrounding state, only 16 engineers (1.4%) clicked the weblink to the certificate program. Several people indicated their interest but never applied to the certificate program.

Based on a series of discussions with faculty members in our Engineering Education Department concerning the sustainability of this certificate program, we decided that we have to discontinue this program.

The institution and the USHE will be benefited from this change because we can then focus our effort (involving time, energy, and human resources) on other important programs, such as the Ph.D. in Engineering Education program that our Engineering Education Department has been offering with a good number of student enrollment.
This action is consistent with the institution’s Regent-approved mission, roles, and goals. Utah State University aims to provide high-quality learning experiences for undergraduate and graduate students, which requires us to focus our effort on important programs that impact a good number of students.

The Engineering Education Certificate program is an optional, adds-on program designed for those who have engineering backgrounds and would like to learn more about teaching. It is not a required program in undergraduate or graduate education. By discontinuing this certificate program, we can devote time, energy, and human resources to other important programs in order to ensure we offer high-quality learning experiences for undergraduate and graduate students in those programs. Faculty or staff structures will not be impacted by the proposed change.

Discontinuing this program will not generate any negative statewide impacts. At present, no students have applied or have been admitted to the program.

No costs or savings are anticipated from this change.

Section III: Curriculum (if applicable)

Step 5: **Attach** completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: **Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.

Approve the proposal as the originator. Go to the decision button on the top right of the page and approve your proposal.
ITEM FOR ACTION
Utah State University's Department of Mechanical and Aerospace Engineering in the College of Engineering proposes correcting the name of the Mechanical and Aerospace Engineering Minor to Mechanical Engineering Minor.

EXECUTIVE SUMMARY
The Department of Mechanical and Aerospace Engineering in the College of Engineering proposes correcting the name of the Mechanical and Aerospace Engineering Minor to Mechanical Engineering Minor.

RECOMMENDATION
The President and Provost recommend that the Board of Trustees approve the proposal to correct the name of the Mechanical and Aerospace Engineering Minor to Mechanical Engineering Minor in the College of Engineering's Department of Mechanical and Aerospace Engineering.
WHEREAS, Utah State University’s Department of Mechanical and Aerospace Engineering in the College of Engineering proposes correcting the name of the Mechanical and Aerospace Engineering Minor to Mechanical Engineering Minor, and

WHEREAS, The proposed name change will provide degree clarity, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to correct the name of the Mechanical and Aerospace Engineering Minor to Mechanical Engineering Minor in the College of Engineering’s Department of Mechanical and Aerospace Engineering and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:
College of Engineering - Mechanical and Aerospace Engineering

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

- Writing Guidelines/Suggestions
- USHE R401 Policy

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (small blue circle with i inside) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

Step 3: Enter the Correct CIP Code Using the Following Website:

Classification Instructional Programs
CIP Code (6-14 digits) *

Minimum Number 15 of Credits (if applicable) *

Maximum Number 15 of Credits (if applicable) *

Type of Degree: Minor (BA, BS, etc.) *

Request

Step 4: Select the Type of Change Being Requested.

New Programs:
- New Certificates of Proficiency (except Institutional Certificates of Proficiency)
- New Certificates of Completion
- New Post-Baccalaureate and Post-Masters Certificates
- New Minors
- New Emphases within an Approved Degree
- New K-12 Endorsements
- Other

Existing Program Changes:
- Program Transfer
- Program Restructure
- Program Consolidation
- Program Suspension
- Program Discontinuation
- Program Name Change
- Out-of-Service Area Delivery of a Program
- Reinstatement of a Previously Suspended Program
- Other

Administrative Unit Changes:
- New Administrative Units
- Administrative Unit Transfer
- Administrative Unit Restructure
- Administrative Unit Consolidation
- Reinstatement of Previously Suspended Administrative Units
- Other

Creation of Non-Administrative
- New Center
Section I: The Request

R401 Purpose*  To correct the name of the Mechanical Engineering Minor. There was an error in the title in the initial proposal.

Section II: Program Proposal

Proposed Action & Rationale*  Program name change. The correct title for the program should have been Minor in Mechanical Engineering.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*

Financial*  No additional costs are anticipated with this change.

Section III: Curriculum (if applicable)

Step 5: Attach completed Program Curriculum and Degree Map to this request by clicking on the Files a. icon located in the upper left-hand corner of the Proposal Toolbox.
Step 6: Submit

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
ITEM FOR ACTION

Utah State University's College of Humanities and Social Sciences proposes creating a Graduate Certificate in Anticipatory Intelligence.

EXECUTIVE SUMMARY

The College of Humanities and Social Sciences proposes creating a Graduate Certificate in Anticipatory Intelligence.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to create a Graduate Certificate in Anticipatory Intelligence.
WHEREAS, Utah State University’s College of Humanities and Social Sciences proposes creating a Graduate Certificate in Anticipatory Intelligence, and

WHEREAS, The proposed creation will offer students across multiple fields a sophisticated, cross-disciplinary grasp of the security concerns that are increasingly affecting industry and technology, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to create a Graduate Certificate in Anticipatory Intelligence in the College of Humanities and Social Sciences and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:
**College of Humanities and Social Sciences - *CHSS Courses**

4.1.a R401 Abbreviated Program Proposal

## Proposal Information

**Instructions for Completing R401:**

- [Writing Guidelines/Suggestions](#)
- [USHE R401 Policy](#)

**Contact Information**

Edward Reeve: Interim Vice Provost (797-0718)

**Step 1:** Turn on "Help Tips" by clicking on the Show Help TextPrint icon *(small blue circle with i inside)* at the top right-hand side of your proposal.

**Step 2:** Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

- Select the College(s) this proposal involves.
- Select the Department(s) this proposal involves.

<table>
<thead>
<tr>
<th>COLLEGE (include all cross listed colleges)*</th>
<th>College of Humanities and Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPARTMENT (include all cross listed departments)*</td>
<td>*CHSS Courses</td>
</tr>
<tr>
<td>Current Title (if applicable)</td>
<td></td>
</tr>
<tr>
<td>Proposed Title</td>
<td>Graduate Certificate in Anticipatory Intelligence</td>
</tr>
</tbody>
</table>

**Step 3:** Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)
Request

Step 4: Select the Type of Change Being Requested.

New Programs:
- New Certificates of Proficiency (except Institutional Certificates of Proficiency)
- New Certificates of Completion
- New Post-Baccalaureate and Post-Masters Certificates
- New Minors
- New Emphases within an Approved Degree
- New K-12 Endorsements
- Other

Existing Program Changes:
- Program Transfer
- Program Restructure
- Program Consolidation
- Program Suspension
- Program Discontinuation
- Program Name Change
- Out-of-Service Area Delivery of a Program
- Reinstatement of a Previously Suspended Program
- Other

Administrative Unit Changes:
- New Administrative Units
- Administrative Unit Transfer
- Administrative Unit Restructure
- Administrative Unit Consolidation
- Reinstatement of Previously Suspended Administrative Units
- Other

Creation of Non-Administrative Units:
- New Center
- New Institute
- New Bureau
Section I: The Request

R401 Purpose* The purpose of this R401 proposal is to create a new Graduate Certificate in Anticipatory Intelligence housed within the College of Humanities and Social Sciences and facilitated by the Center for Anticipatory Intelligence.

Section II: Program Proposal

Proposed Action & Rationale* Program description. The Anticipatory Intelligence graduate (post-baccalaureate) certificate is designed to offer students across multiple fields a sophisticated, cross-disciplinary grasp of the security concerns that are increasingly affecting their own fields and industries as a result of emerging technology. The goal of this certificate program is to provide graduate and professional students with a sophisticated perspective on traditional national security issues, growing private sector worries, and evolving technological realities in order to prepare them to be strategic thinkers in both the public and private sectors. This certificate will prepare participants to be active voices in their own professions who are able to anticipate emergent security concerns beyond the training and focus of current industry leaders; understand the progressively interconnected fate of the public and private sector in national and private security issues; and help build resilience against emergent threats or unintended consequences of advancing technology.

Institutional procedures. Interest in a program that would fuse the expertise of STEM and social science professionals has existed at Utah State University for at least 10 years, first sparked when USU's university-affiliated research center Space Dynamics Laboratory (SDL) raised the concept with the Department of Political Science. A confluence of factors emerged in mid-2017 to make this concept a reality: a vision for an academic center focused on cross-disciplinary security studies, captured in the term "anticipatory intelligence"; college leadership in CHASS to champion the program; and personnel with sufficient experience to develop it. This graduate certificate program, along with a sister undergraduate minor program, will be housed under the College of Humanities and Social Sciences and facilitated by the proposed Center for Anticipatory Intelligence at USU (R401 also in progress)—a cross-campus consortium between faculty in the College of Humanities and Social Science, College of Science, and College of
Engineering dedicated to examining the nexus of national security studies, cybersecurity, and big-data analytics and its impact across the public and private sectors. This certificate program has strong cross-campus backing and will leverage teaching by or collaboration with faculty in the Department of Political Science, Department of Mathematics and Statistics, Department of Electrical and Computer Engineering, Department of Computer Science, Department of Economics and Finance, and Department of Management Information Systems, among others.

Program initiation, institutional benefit. Initiating this certificate program will serve three tiers of value. First, individual students enrolled in this certificate will benefit by having the concurrent opportunity to complete graduate training in their own discipline while gaining a working understanding of the security issues—including those spilling over from other disciplines—that are affecting and will affect their field in the future. Being able to flash this level of sophisticated awareness in job interviews across the public and private sectors will put graduates with the certificate in Anticipatory Intelligence ahead of their peers. Furthermore, professional students who choose to enroll in the graduate certificate will have the opportunity to complete high-level training with direct relevance to their fields and industries without enrolling a full graduate degree program. Second, the broad community served by Utah State University will benefit from employing certificate holders who can identify potential risks and opportunities associated with security vulnerabilities and who can help build resilience against economically or societally damaging threats. These graduates will be prepared to be particularly valuable assets to their organizations and leaders in their communities. Lastly, offering the Anticipatory Intelligence certificate will benefit Utah State University by training students to be active participants in cross-departmental and cross-college research and project collaboration. This program helps students connect their disciplinary expertise to much-needed real-world problem solving, directly supporting USU’s service orientation.

Evidence of student interest. The most vivid capture of student interest in this certificate program is the student cohort for our Fall 2018 pilot course, American National Security Framework, and our current Spring 2019 course, Threats and Resilience in the Knowledge Century (each offered as a special topics course through the Department of Political Science during the R401 approval process). Over the summer of 2018, we as the Center for Anticipatory Intelligence leadership team asked department heads across campus to advertise the certificate program and pilot course to top students in their programs. We filled our fall class to capacity with 18 graduate and senior undergraduate students representing 9 disciplines: Political Science, International Studies, Sociology, Mathematics/Statistics, Data Analytics, Management Information Systems, Mechanical Engineering, Electrical Engineering, and Plant/Soil Science. In our current spring course, we have added majors in History, Psychology, Family/Human Development Studies, and Art History. We have been deeply impressed by the eagerness and mental agility demonstrated by this cross-disciplinary group of students as they have brought their own expertise to the study of emerging national and societal security issues. Student IDEA ratings of the pilot course in Fall 2018 reflected a raw score of 5.0/5.0 across overall categories with an 89% response rate. We have begun to advertise the Anticipatory Intelligence certificate program more widely across campus and have received enthusiastic
feedback and inquiries from students across several colleges interested in starting the certificate and sister minor program in Fall 2019.

Note: In order to reach the level of rich interdisciplinary participation across campus that our curriculum requires, this program consciously seeks to have a mix of undergraduate and graduate students enrolled in the same classes. Certificate/minor courses have been set at the 5XXX level in order to allow enrollment from both undergraduate upperclassmen and graduate and professional students. Students participating in the undergraduate and graduate tracks of the Anticipatory Intelligence program will participate side-by-side in the same courses and will experience the same curriculum.

Because this program is designed to train future experts who are equipped to detect and respond to threats that are currently emerging in the public and private sector, including those that have not yet have taken shape, its value is underscored more by rising existential security concerns than by current job-supply dynamics. The clear need for university graduates equipped with this skill set is demonstrated on three fronts.

First, the changing nature of threats making the headlines demonstrates that technological developments are bringing complex national security concerns to the doorstep of private sector entities. Prominent cases include the 2012 slew of distributed denial of service (DDOS) attacks on US financial institutions by Iranian hackers in response to the use of the Stuxnet virus on the Iranian nuclear program; the 2014 hacking of Sony by North Korea in reprisal for the release of US film depicting a plot to assassinate Kim Jong-Un; and the massive 2018 criminal ransomware attack on the city of Atlanta, GA that froze city services, legal system components, transportation hubs, and hospitals. In addition, trends in data science including artificial intelligence and machine learning are making it increasingly easy for actors with ill intent to anticipate and even manipulate the behavior of consumers, voters, and companies. The ability to recognize the potential of these types of attacks and build resilience against them requires industry leaders who have a handle on the state of play in both emergent technology and US national security and foreign policy. The 2019 National Intelligence Strategy identifies the field of anticipatory intelligence, which "usually leverages a cross-disciplinary approach" and "involves collecting and analyzing information to identify new, emerging trends, changing conditions, and undervalued developments which challenge long-standing assumptions and encourage new perspectives, as well as identify new opportunities and warn of threats . . ." as its #2 overall priority—underscoreing the significance of this emerging field and the opportunity that USU has to be an early thought leader in this area.

Second, a pronounced labor market demand already exists for experts in the emergent technology field. The independent, nonprofit information security group ISACA projects a shortfall of two million cybersecurity professionals in the global market by 2019. The World Economic Forum and McKinsey Global cite technological skills, including information technology and data analysis, as the fastest growing workforce needs by 2030. By training STEM students who understand the geopolitical context in which they are carrying out technical tasks, and by training social science students who have a grasp of the state of play in the
cyber and big-data spheres, this program is creating graduates that can not only fill this critical labor market demand but go above and beyond current requirements. Our students can bring a sophisticated, cross-disciplinary ability to anticipate the strategic needs of their public and private sector enterprises in responding to the next generation of threats and vulnerabilities.

Third, key public sector entities including the National Guard and the Federal Bureau of Investigation have signaled strong interest to the CAI leadership team in having some of their personnel take courses offered through the Anticipatory Intelligence program. The National Intelligence University, the nation's premier academic institution for security and intelligence training, has demonstrated strong interest in faculty exchanges with our program—as one NIU dean conveyed to our team, "you're a mile ahead of us" in fusing the study of emergent technology and security. This active interest from strategic thinkers across the US government affirms that our concept for "cross-training" graduate students in security issues meets a critical emerging labor market need.

The Anticipatory Intelligence certificate program is directly in line with Utah State University’s role as a research university whose charge includes undergraduate, graduate, and professional training that "contributes to the quality of life and economic development at the local, state, and national levels." Students completing this certificate program will emerge from their academic training better equipped to help public sector enterprises and private sector industries safeguard against emergent threats to economic health, security, and quality of life. This innovative cross-disciplinary certificate actively supports USU’s mission to "cultivate diversity of thought and culture" by significantly broadening the horizons of students who might otherwise pursue their studies in disciplinary silos. Finally, this certificate equips students to serve the public by helping to build resilience against future "failures of imagination" that could have life-changing consequences for local communities and enterprises.

The proposed delivery area for the Anticipatory Intelligence certificate is only within USU’s service areas, and in its current form is restricted to the Logan main campus. The CAI leadership team is exploring the potential of online options for the future.

No other USHE institution offers an interdisciplinary graduate security studies program, nor is the CAI leadership team aware of closely related programs that would overlap with this proposed certificate. The largest undergraduate national security studies program in the state is the Center for National Security Studies (CNSS) at Utah Valley University. Our team has coordinated at length with CNSS director Ryan Vogel, who concurs that there is no overlap between UVU’s existing program and this proposed program and instead has been eager to make our program a graduate destination for UVU undergraduates in national security studies.

The new classes subsumed in the Anticipatory Intelligence certificate will be taught by existing faculty in the Department of Political Science, Department of Electrical and Computer Engineering, and Department of Mathematics and Statistics.
Additionally, CHASS and the USU central administration have supported the joint appointment of one member of the CAI leadership team (also in a role at SDL) to help develop curriculum and teach within the Anticipatory Intelligence certificate program. In the short term, therefore, new faculty lines are not needed. The pilot courses taught over the 2018-2019 academic year have been run as POLS 5890 (Special Topics) courses in order to fund Political Science faculty as the instructor of record for these classes. Certificate courses will temporarily continue to be taught under the POLS prefix to cover instructor pay while the CAI leadership team pursues ongoing independent funding (detail below) that will allow instructors from across campus to teach courses listed under the interdisciplinary CAI prefix located directly within CHASS.

Beyond instruction, the principal costs associated with this certificate program are to support the dynamic curriculum, student travel, and incoming guest speakers that help set this innovative program apart. The Washington, DC field trip to key national security institutions facilitated as a key part of the required course, CAI 5000, is estimated at approximately $30,000 for a class of 20 students. During the early roll-out period of this certificate, offering the DC trip will be contingent on development funds raised in support of student travel costs. The second anticipated cost is the travel and speaker fees associated with bringing in top industry and government leaders as guest speakers for each of the certificate courses, estimated at $3,000/head for those traveling from the East Coast and $2,000/head for those coming from the West Coast. The number of guest speakers brought in each semester will vary according to course content and available funding.

The Center for Anticipatory Intelligence leadership team received financial support from the College of Humanities and Social Sciences to stand up the pilot course offered in Fall Semester 2018 and to develop the infrastructure of the Anticipatory Intelligence certificate program. To secure sustainable funding for the program, the CAI leadership team is coordinating with Neil Abercrombie on development efforts with the state legislature to seek ongoing funding for program instruction, and is pursuing funding for the annual DC trip and visiting guest speakers through potential lines from National Science Foundation grants, the private sector, and private foundations. Another particularly promising avenue is a joint application with Utah Valley University for the Intelligence Community Center of Academic Excellence grant, which if successful would be awarded September 2019. Alongside these development efforts, the CAI leadership team is developing a surplus-producing "short course" program—which offers a condensed capture of relevant components of this certificate program—for mid-career Utah professionals in key fields including law enforcement, military, and community leadership. Surplus funds from offering these short courses may also supplement funding for student travel and guest speakers in the certificate program. Collectively, these development efforts are intended to make the Anticipatory Intelligence certificate program self-sufficient over time.
Students seeking the Anticipatory Intelligence graduate certificate must hold a bachelor's degree for admission to the program. Applicants may either be graduate students enrolled in any degree program at Utah State University, or professional students enrolling at Utah State University solely to complete the Anticipatory Intelligence graduate certificate. In order to complete the certificate, students must take a minimum of twelve credits: six required and six elective. To complete the required credits, students must take the foundations course (CAI 5000) and complete a graduate capstone experience (CAI 5990). In addition, students will choose one CAI option course (CAI 5100, CAI 5200, or CAI 5300) and either a second CAI option course or an elective course within the student's graduate program that is determined by the CAI academic advisor to be relevant and applicable to the Anticipatory Intelligence curriculum. Students interested in taking all CAI option courses may complete the program with a maximum total of eighteen credits.

The minimum requirement for this certificate program has been set at twelve credits for two reasons. First, this program is designed to train graduate and professional students to work effectively as problem-solvers in collaborative interdisciplinary settings and to teach them how their own major field or industry relates to and is affected by emerging security realities. The rigor of the required CAI foundations and options courses in teaching both substantive content and hard skills covers the ground necessary to equip students with the essential skills to apply this cross-disciplinary approach to their own major field. Allowing graduate students enrolled in degree programs the option of taking a relevant elective within their own program further allows students to actively apply the anticipatory intelligence toolset to their own discipline and future profession. Second, the flexible structure of this certificate program, including a personalized graduate capstone experience, facilitates interdisciplinary participation in the certificate by graduate students who are in degree programs with limited flexibility and by professional students who are employed full-time.

The foundations course for the certificate, CAI 5000 American National Security Framework, is designed to level the playing field between students coming into the certificate program from various STEM and social science disciplines. This course brings students from different academic backgrounds up to speed on the structure of the US national security enterprise, introduces them to the processes of national security policy making, and broadens their horizons on the emerging security issues—many resulting from advancing technology—that are entering the domain of US national and private security. Students have an opportunity to visit key national security institutions on a class field trip to the Washington, DC area and participate in a simulation exercise modeling a national security crisis.

The first option course, CAI 5100 Anticipatory Intelligence and the Private Sector, focuses on the emergent security concerns that are increasingly affecting the US private sector. In this elective, students evaluate the potential unintended consequences—positive and negative—of emergent technology and gain an understanding of technology's rising ability to facilitate tracking, anticipating, and manipulating human behavior. Students taking this elective will have an opportunity to complete capstone work that puts them in contact with local Utah businesses who are dealing with the "blurring of the lines" between public and private sector
security concerns, providing both tangible case studies and the opportunity to network for employment opportunities.

The second option course, **CAI 5200 Threats and Resilience in the Knowledge Century**, draws on the cross-campus expertise of USU faculty from multiple departments to help students gain an expanded grasp of the 21st century's rapidly evolving threat environment for individuals, organizations, and governments. This course teaches students to assess vulnerabilities in public and private sector enterprises, avoid "failures of imagination" about the potential dangers these enterprises may face as result of emergent technology, and put in place the best mechanisms for prevention and community resilience. Students are trained to become effective collaborators with partners from different disciplines and professional sectors in building resilience against shared threats.

The third option course, **CAI 5300 Ethics, Analytics, and Communication Skills**, trains students in the critical-thinking skills, analytic methods, policy and intelligence writing styles, research methods, and verbal communication tools needed to execute world-class analysis, argumentation, and presentation in jobs dealing with national security issues. In addition, students in this course engage in a deep-dive study of ethics and ethical decision making dealing with security issues, with direct and equal application for students heading into the public and private sectors.

The major elective option course, **MAJOR XXXX**, is an elective course within a student's graduate program that is determined to be relevant and applicable to the Anticipatory Intelligence curriculum by the CAI academic advisor. (For example: Information Security for MMIS candidates; Food Security for Plant/Soil Science students; Peace and Conflict Studies for Political Science studies, and so forth.) Students may only count one major elective course toward the graduate certificate.

The final required component, **CAI 6990 Graduate Capstone Experience**, consists of a personalized experience such as a relevant graduate internship or completion of a focused research project that allows the student to master and apply the Anticipatory Intelligence toolset in their own chosen area of focus. The graduate capstone experience must be planned with and approved by a Center for Anticipatory Intelligence supervising faculty member.

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**Step 5:** **Attach** completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

**Step 6:** **Submit**

Click on the save all changes button below.

Scroll to the top left and click on the launch icon to launch your proposal.
ITEM FOR ACTION
Utah State University's Department of Languages, Philosophy and Communication Studies in the College of Humanities and Social Sciences proposes offering a Minor in Arabic Studies.

EXECUTIVE SUMMARY
The Department of Languages, Philosophy and Communication Studies in the College of Humanities and Social Sciences proposes offering a Minor in Arabic Studies.

RECOMMENDATION
The President and Provost recommend that the Board of Trustees approve the proposal to offer a Minor in Arabic Studies in the College of Humanities and Social Sciences' Department of Languages, Philosophy and Communication Studies.
WHEREAS, Utah State University's Department of Languages, Philosophy and Communication Studies in the College of Humanities and Social Sciences proposes offering a Minor in Arabic Studies, and

WHEREAS, The proposed minor will help students develop an expertise in one or more aspects of the Arab World, and

WHEREAS, The proposal has been approved by the academic dean, the Educational Policies Committee, and the USU Faculty Senate, and

WHEREAS, The proposal has been approved by the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to offer a Minor in Arabic Studies in the College of Humanities and Social Sciences’ Department of Languages, Philosophy and Communication Studies and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _________________________________
College of Humanities and Social Sciences - Languages, Philosophy and Communication Studies

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

Writing Guidelines/Suggestions

USHE R401 Policy

Contact Information

Edward Reeve: Interim Vice Provost (797-0718)

Step 1: Turn on "Help Tips" by clicking on the Show Help TextPrint icon (small blue circle with i inside) at the top right-hand side of your proposal.

Step 2: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

Languages, Philosophy and Communication Studies

DEPARTMENT (include all cross listed departments)*

Current Title (if applicable)

Proposed Title Arabic Studies

Step 3: Enter the Correct CIP Code Using the Following Website: Classification Instructional Programs

CIP Code (6-digits) 16.1101
Minimum Number of Credits (if applicable)*  18

Maximum Number of Credits (if applicable)*  20

Type of Degree:  Minor in Arabic Studies

(BA, BS, etc.)*

Request

Step 4: Select the Type of Change Being Requested.

New Programs:

- [ ] New Certificates of Proficiency (except Institutional Certificates of Proficiency)
- [ ] New Certificates of Completion
- [ ] New Post-Baccalaureate and Post-Masters Certificates
- [ ] New Minors
- [ ] New Emphases within an Approved Degree
- [ ] New K-12 Endorsements

Existing Program Changes:

- [ ] Program Transfer
- [ ] Program Restructure
- [ ] Program Consolidation
- [ ] Program Suspension
- [ ] Program Discontinuation
- [ ] Program Name Change
- [ ] Out-of-Service Area Delivery of a Program
- [ ] Reinstatement of a Previously Suspended Program

Administrative Unit Changes:

- [ ] New Administrative Units
- [ ] Administrative Unit Transfer
- [ ] Administrative Unit Restructure
- [ ] Administrative Unit Consolidation
- [ ] Reinstatement of Previously Suspended Administrative Units

Creation of Non-Administrative Units:

- [ ] New Center
- [ ] New Institute
- [ ] New Bureau

Additional Approvals (if applicable)

Graduate Council*  [ ] Yes  [✓] No

Council on Teacher Education*  [✓] No
Section I: The Request

R401 Purpose* The Languages, Philosophy & Communication Studies department is requesting a minor in Arabic Studies.

Section II: Program Proposal

Proposed Action & Rationale* The Department of Languages, Philosophy and Communication Studies (LPCS) at USU proposes the creation of an undergraduate minor in Arabic Studies. Enrollments in the Arabic courses have been steady in the past eight academic years and an increasing number of students have expressed interest in complementing their disciplinary majors with a minor in Arabic Studies.

Currently there is no degree option for those students taking Arabic language courses. This minor will provide that option, allowing the students' taking these courses to be recognized for their expertise. Adding a minor in Arabic Studies will also help strengthen international studies on our campus by offering students the chance to deepen their knowledge of a language and culture that is considered a national priority by the US Department of Education and the federal government in general. LPCS, home department of the Arabic section, has been working to strengthen Arabic instruction on campus by creating a permanent tenure-track position in Arabic and offering courses in Arabic language, culture and religions. Although participating in USU's study abroad programs to the Middle East will be encouraged, it is not required. Furthermore, the LPCS Department and its current faculty members and other programs at USU (e.g., History) have the necessary staff and curricular programs to develop a strong minor in Arabic studies.

The minor in Arabic Studies is designed for students interested in developing an expertise in one or more aspects of the Arab World, as a complement to their disciplinary major. The minor will require 18 credits across a variety of language and culture related courses.

Labor Market Demand (if applicable) The demand for Arabic and Arabic-related jobs is reflected by the increasing enrollment in Arabic courses throughout US colleges. According to the US Bureau of Labor Statistics, enrollment in Arabic courses skyrocketed 205 percent, from nearly 11,000 in fall 2002 to more than 32,000 in fall 2013, which indicates the importance of this language for different jobs. Given the status of Arabic as a critical language, many jobs in the federal government require knowledge of the Arabic language and culture.

Knowledge of Arabic language and culture is also important for Americans who seek to work in Arabic-speaking countries, such as Saudi Arabia, Kuwait, Qatar, United Arab Emirates, and Bahrain. Arabic is also needed for individuals working in international business and trade, which explains the fact that many business schools in Utah and across the nation have internship opportunities in various Arabic-speaking countries. Having knowledge of the Arabic language and culture is also an advantage for many jobs in international relations, political science, counseling, translation and interpretation, teacher education, etc. The U.S. Census information suggests that by 2010 there were over 17,000 residents who identified with Arab-speaking ancestry in the state of Utah with a 28% growth rate. In the last nine years that population has most certainly grown. For data related specifically to Utah please see: https://d3n8a8pro7vhmx.cloudfront.net/aal/pages/attachments/original/1431630813/Utah.pdf 1431630813). The LPCS department believes there is a growing Arab and Muslim
community in Cache Valley and Utah in general. This minor will provide another outlet for those who wish to connect with this growing population in culturally sensitive ways.

In keeping with Utah State's mission statement, the proposed minor in Arabic Studies will foster diversity of thought and culture by encouraging student learning, discovery and engagement with distinct communities worldwide. The minor encourages learning in the language and culture of communities tied to large economic bases and important political entities. Thus, this minor is consistent with Utah State's land-grant role of serving those within Utah by enhancing their quality of life through their ability to function effectively in the marketplace. Additionally, this minor will further contribute to the University's public goal of stimulating knowledge of national and international affairs, and thus aligns clearly with its internationalization efforts. The major will also complement many programs already existing at Utah State, such as Asian Studies, Global Communication, International Studies, and International Business. This increased training in Arabic language and culture gives the state's students a distinct advantage in the workplace. The only similar program in the USHE system is the Minor in Middle East Studies at the University of Utah. Adding a second minor program in a related area should have no substantive impact on any other institution.

Finances
All of the courses listed in this minor are currently offered at USU and listed the catalog. The Faculty who teach these courses are already hired. So no new funding is required. This new minor simply provides a way for those students interested in Arabic Studies to organize their classes in a way that their work is recognized and rewarded.

Section III: Curriculum (if applicable)

Program Curriculum Narrative
Please see attached. The curriculum section starts on page 4. Also there is no degree map as minors do not use these.

Step 5: Attach completed Program Curriculum and Degree Map to this request by clicking on the Files icon located in the upper left-hand corner of the Proposal Toolbox.

Step 6: Submit
Click on the save all changes button below.
Scroll to the top left and click on the launch icon to launch your proposal.
Approve the proposal as the originator. Go to the decision button on the top right of the page and approve your proposal.
ITEM FOR ACTION

Utah State University (USU) submits the attached program review of the Department of Economics and Finance in the Jon M. Huntsman School of Business for consideration and action by the Board of Trustees.

EXECUTIVE SUMMARY

The Department of Economics and Finance offers bachelor degree programs in economics and finance, and these degrees are among the most popular on campus. The primary goal of the department is to prepare their undergraduate students to thrive in demanding graduate programs and in careers in industry and government. They also offer graduate programs in economics, financial economics, and data analytics at the master level.

The Department of Economics and Finance produced a comprehensive self-study in preparation for a review team visit which took place in March 2019. The review team commended the department and school leadership for promoting a strong culture of collegiality and mutual support. The department and college responded to the review team’s report and subsequently this Regents R411 program review report was prepared for review by the Board of Trustees.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees accept this review of the Department of Economics and Finance in the Jon M. Huntsman School of Business at Utah State University.
WHEREAS, Utah State University submits this program review on the Department of Economics and Finance in the Jon M. Huntsman School of Business, and

WHEREAS, a comprehensive review of the Department of Economics and Finance by the external review team has determined that this department is continuing a rich tradition of excellence in its professional education, research dissemination, and service, and

WHEREAS, The Department, the College, and the University are committed to making progress on recommendations made by the external review team, and

WHEREAS, The report has the support of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby accept the program review on the Department of Economics and Finance in the Jon M. Huntsman School of Business and that this review be forwarded to the Utah State Board of Regents of the Utah System of Higher Education as an information item.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:
Institution Submitting Review: Utah State University
Program Title: Economics and Finance
School or Division or Location: Jon M. Huntsman School of Business
Department(s) or Area(s) Location: Department of Economics and Finance
Institutional Board of Trustees' Approval Date: MM/DD/YEAR

Review Type (check one):

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Chief Academic Officer (or Designee) Signature:
I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

Signature __________________________ Date: MM/DD/YEAR

Printed Name: Renee V. Galliher
Reviewers:

- Ayse Imrohoroglu, Professor, University of Southern California
- Laura Lindsey, Associate Professor, Arizona State University
- Chris Corcoran, Professor and Head, Department of Mathematics and Statistics, Utah State University

Program Description:

The department of economics and finance is a new department on campus, created in 2008 shortly after the naming of the Jon M. Huntsman School of Business.

The department offers bachelor degree programs in economics and finance, and these degrees are among the most popular on campus. Our primary goal is to prepare our undergraduate students to thrive in demanding graduate programs and in careers in industry and government. We also offer graduate programs in economics, financial economics, and data analytics at the master level.

This external review provides a comprehensive assessment of the academic programs of the department.

Data Form: Faculty, student, and financial data for the past five years.

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<td>*Per Department Designator Prefix</td>
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**Cost (Cost Study Definitions)**

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**Funding**

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<td>Special Legislative Appropriation</td>
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<td>919,765</td>
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<td>Total</td>
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<td>4,161,853</td>
<td>4,686,992</td>
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| Grants & Contracts               | 74,000    | 0         | 99,931    | 75,000    | 0         |

**Program Assessment:**

**Executive Summary**

The review team visited with members of the Huntsman School Department of Economics and Finance and administration on March 25, 2019. The itinerary for the visit is attached. Overall, our collective impressions of the department are immensely positive. We commend the department and school leadership for promoting a strong culture of collegiality and mutual support. A significant number of new high-quality faculty have been hired over the past 2-3 years. They express feeling strongly supported and contribute to the department through their early successes and collaborations. Senior faculty have established a strong culture of student mentoring, reinforced by opportunities for students through the department’s connections to the Center for Growth and Opportunity. We recognize the strong leadership provided by Department Head Frank Caliendo and Dean Doug Anderson. Below, we provide observations from our site visit and offer recommendations for continued improvement.

**Assessment of the Department’s Performance**

- **Faculty Recruitment and Development:** The department has invested significantly over the past few years in a dynamic group of junior faculty who are already making a positive impact. These young faculty expressed uniform enthusiasm about the direction of the department, and for the academic environment they have enjoyed at USU. They appreciate the collegiality that Dr. Caliendo and other senior faculty have fostered, with one expressing appreciation for “good colleagues that I am happy to see every day.” They also cited the
department’s strong teaching mission, early mentoring of pre-tenure faculty, outstanding students, and the support of seminars, including the “brown bag” series, as contributing to the positive environment. The department’s recruiting efforts should particularly be recognized with regard to promoting faculty diversity, which is a challenge in the profession more broadly.

- **Teaching and Mentoring:** Nearly all tenured and tenure-track faculty have roles that emphasize teaching, reflecting the central mission of the Huntsman School and the Department’s commitment to become “the premier undergraduate business and economics program in the Intermountain West.” The department has conducted a thorough review of their undergraduate programs over the past few years, and has calibrated their curriculum to respond appropriately to professional trends and the need for additional rigor and consistency. Courses covering topics such as financial markets and trading, advanced investment analysis, financial modeling, financial econometrics, experimental economics, and financial and applied econometrics have been developed to further these ends. Degree programs have been strategically designed to allow adequate flexibility for students to train in other substantive areas (e.g., by adding another major or minor). There is strong evidence that programs in the Department of Economics and Finance do an outstanding job of preparing students for graduate study elsewhere – many recent undergraduates are notably now in some of the most respected graduate programs in Economics and Finance. Professionally-focused graduate programs have likewise been developed – including the MS in Financial Economics and the MS in Data Analytics – to provide students with the necessary training and opportunities to compete in the rapidly evolving job market. Graduate placement efforts are well organized and placement rates for both undergraduates and Master’s students are high. Senior faculty should be recognized for creating a strong culture of mentoring among both their graduate and undergraduate students. There are significant opportunities for undergraduate students to interact with faculty. A few notable examples include student involvement in the Center for Growth and Opportunity, the extracurricular breadth experiences under the direction of Professors Shughart and Simmons, and the activities of the student Finance and Real Estate clubs.

- **Research:** The research profile within the department is strong, particularly considering tenured and tenure-track faculty roles emphasizing teaching. As noted in the self-study, faculty work regularly appears in many of the most elite peer-reviewed journals in Economics and Finance. This apparent shift to focus research efforts to quality over quantity will serve to enhance the reputation of the department and school. The integration of faculty scholarship with teaching is notable – there are a significant number of students, including undergraduates, who coauthor papers with faculty. The research environment is strengthened by the Quantitative Society for Pensions and Saving (QSPS) workshop, which has been organized annually for the past 10 years and is currently managed by Dr. Scott
Findley. The roster of participants in this workshop is varied and impressive. With the interactive format of the workshop, the department is able to raise its profile and build relationships with prominent researchers across the profession. Top students in the department are invited to attend – another example of how mentoring and research are fused. The department’s seminar series is also reported to be consistently excellent and well-attended.

- **Resources and Facilities:** The department has a strong resource base, and senior and junior faculty uniformly expressed their strong belief that their research and professional development activities are more than adequately supported. Summer research funding, conference travel, computing resources, and other critical needs are available and readily distributed as requested, creating the necessary environment to facilitate research success. Department leadership should be commended for stewardship of initiatives such as the Center for Growth and Opportunity and the China Cooperative Academic Program, and in the reinvestment of revenue generated by these kinds of successful programs in faculty and students. One of the very few challenges cited by faculty is the lack of space, which is a consequence of the department’s remarkable growth and is therefore an arguably good problem to have. The Huntsman School has a strategic plan for additional facilities that should ultimately alleviate this pressure.

- **Leadership:** Department Head Frank Caliendo and Dean Douglas Anderson should be recognized for their skilled management and their respective roles in creating such a strong culture of collegiality and excellence. The direction and vision of the department and of the Huntsman School are strongly supported by the faculty in Economics and Finance. Faculty generally feel supported and rewarded for their initiative and success. Faculty appear willing to pitch in when needed in order to serve the common good, whether through committee work, teaching and research collaboration, student mentoring, seminar organization and attendance, or other department functions that sometimes can be viewed in academics as outside of individual responsibility. Several faculty expressed that such individual effort is recognized and appreciated even if a specific task is not part of a formal role.

**Recommendations**

In the context of the department’s success and significantly positive trajectory, our recommendations below should be viewed as relatively minor. While some current practices appear to work well, there may be reasons to formalize certain processes going forward. These considerations may help future department leadership to maintain the current level of student and faculty satisfaction in the department, and may also invite more transparency.
1. **Research Support and Travel:** Research-productive faculty receive tremendous financial support from the department for summer projects and for conference travel. The process for distributing funds is currently based on informal requests to the department head. Faculty appear to be happy with this approach and express that Department Head Frank Caliendo manages the process equitably. For the sake of future consistency and fairness, however, it may be advisable to formalize this process in some way. Application material could include short summary of the proposed purpose for funding, an updated faculty CV, and a short summary of the outcome of the previous summer support received. The head or a research committee advising the head could then prioritize these documented requests, based on straightforward established guidelines that are communicated to the faculty. For example, these guidelines may reward activities or projects that involve students or that are likely to result in top-tier research publications. Specific to faculty travel, faculty could simply be allotted accounts, which could be funded consistently from year to year and could be individually managed, perhaps with unused funds rolled over to avoid unnecessary or rash spending. Of course, given faculty satisfaction with current department practices, any formalization should not be made onerous and should be weighed against potential counterproductive consequences (e.g., that discourage activity because of more cumbersome requirements). However, some measure of organization would ensure the continued fair distribution of resources in the event of future leadership changes or binding constraints.

2. **Job Placement:** Student job placement seems to be largely driven by the efforts of individual faculty, who are often the sole contact for a particular company recruiting out of the department. While faculty are to be commended for putting in the work necessary to build channels with recruiters, keeping the relationships at the personal rather than departmental level creates risk going forward. It may be advisable for these faculty to partner with their colleagues or administration to broaden corporate relationships and to foster connections with a wider set of faculty members.

3. **Student Mentoring:** Given the culture around student enrichment outside the classroom, these activities, too, might benefit from the adoption of more formalized procedures that focus on inclusion. Though we saw no evidence to the contrary, efforts should ensure that students of all backgrounds are aware of any appropriate opportunities afforded by the department’s commitment to students. This effort may be as simple as publicizing past successful collaborations or having a centralized posting of opportunities for faculty interaction. Further, policies governing informal faculty interaction may be needed as the department and student body grows.

4. **Graduate Enrollment:** The MS in Economics degree currently appears to attract relatively few students. However, the design of the program seems potentially very valuable to
students who would like to advance into PhD programs across the U.S. A nationwide advertising campaign, reaching colleagues teaching promising undergraduates in various schools and making them aware of the program’s unique role, may prove very useful. This could be a highly marketable area for the department and for the Huntsman School.

5. **Facilities and Space:** The collegial environment of the department could be enhanced by providing a room where faculty can have lunch together as a group. Since space is at a premium, the current conference room could perhaps be reserved during lunch time for people to gather together. Several faculty members mentioned that this would be a welcome addition. While in many schools such a room might be underused, the current level of faculty interaction would likely make this a highly utilized space.

**Conclusion**

We are grateful for the opportunity to visit with members of the Department of Economics and Finance in the Huntsman School at USU. We have been greatly impressed by how well the department functions, and the way in which faculty, both senior and junior, tenure track and non, serve and prepare their students. The leadership at the department and college level is performing at a high level. Given the department’s foundation, mission, culture, and resources, we believe that the future for Economics and Finance at USU is bright.

**Institution’s Response:**

The Department of Economics and Finance deeply appreciates the comprehensive assessment report provided by the external review team. The quality of the report is very high. It highlights many elements of the department’s success over the last decade, and it offers helpful suggestions for the future. What follows is a point-by-point response to each dimension of the report provided by the external review team.

**Assessment of the Department’s Performance**

- **Faculty Recruitment and Development:** When the Department of Economics and Finance was created a little more than a decade ago, it had approximately 7 full-time faculty. Now the number is over 30. The department has recruited a first-class group of teachers and scholars who rose to the top in national searches with *thousands* of applicants for these positions in total. The recruitment of talented faculty has been a focal point of the department’s efforts over the last decade, and the department is extremely proud of the top talent that it has recruited. The department is very pleased that the external reviewers---who hold positions at prominent schools in the country---
are favorably impressed with the quality of the department’s faculty and, in particular, that the reviewers recognize the department’s success in promoting faculty diversity.

- **Teaching and Mentoring.** The department is grateful to the external review committee for recognizing its continuous efforts to develop new curriculum and refine existing curriculum that meets the needs of industry and the expectations of graduate schools in economics and finance. The department has created more than a dozen new undergraduate courses in key areas in economics and finance and has created multiple new degree programs at the master level. These curriculum innovations, together with a culture of deep faculty mentorship outside the classroom in research projects and other professional development activities, have helped undergraduate and graduate students to place in prominent positions with industry leaders and in leading graduate programs across the country.

- **Research.** As noted in the report, faculty research has appeared in many of the finest journals in economics and finance over the last decade, reflecting a concerted effort to target top tier journals with high-impact work. Also noted in the report is the department’s culture of pursuing research with students, even undergraduate students, in many of its research efforts.

- **Resources and Facilities.** While the department is in a healthy financial position, the report correctly notes that, at this point, physical space is the most pressing constraint that must be overcome in order for the department to continue on its growth trajectory.

- **Leadership.** The department has a culture of shared governance and collective responsibility for its progress and success. Faculty hold many service positions within the department on curriculum committees that guide the development and maintenance of curriculum, tenure and promotion advisory committees that advise and encourage faculty in their quest for excellent scholastic achievement, and in other service roles relating to the seminar series, admissions processes, awards selection, and assessment activities.

**Recommendations**

1. **Research Support and Travel.** The review team has provided a thoughtful set of suggestions concerning the department’s approach to allocating research and travel support. The current approach has been that of case-by-case discretion based on performance and other factors, rather than a formal system of fixed, individual faculty budgets. This is an important recommendation that will be carefully evaluated and either entirely, or in part, adopted. For instance, implementing a more formal reporting system by which faculty provide an accounting of research projects specifically undertaken during the summer is a sensible recommendation that the department
intends to implement. This reporting system will not only create more transparency around summer research activity but will also play a role in helping the department head to evaluate past performance when considering future funding requests. Specific to faculty travel, a system of individual budgets (or at least some measure of added organization beyond the current system of one-by-one requests) would have some important advantages relating to budgeting, transparency, accountability, and equity.

2. **Job Placement.** The department agrees with the external reviewers’ recommendation to foster industry connections with a wider set of faculty and administrators. As a first step in this process, the department has invested in the creation of a new administrative position, Director of Undergraduate Programs, which is a position held by a faculty member in the department whose purpose is to guide the department’s recruitment, curriculum, and placement efforts at the undergraduate level. While academic advisors do an outstanding job guiding students through their coursework and degree requirements, the creation of this new position was a department decision to invest more faculty time into the coordination of things like industry connections. The department will specifically discuss this effort at its August 2019 retreat and will discuss ways in which we can implement the reviewers’ recommendation to broaden the base of industry connections among faculty and administrators. The department has an excellent track record of placing students with industry leaders such as Goldman Sachs, Zions Bank, Wells Fargo, JP Morgan, Morgan Stanley, and Koch Industries and with leading graduate programs such as UC Berkeley, UC San Diego, University of Arizona, Oxford, Ohio State University, Pennsylvania State University, University of North Carolina, University of Indiana, Purdue, University of Chicago and many more. The department’s ability to further build and leverage past success will require that it broaden faculty connects with industry and leading graduate schools, just as the reviewers have suggested.

3. **Student Mentoring.** The external review team encouraged the department to find ways to broadly advertise (research) mentorship opportunities that are available within the department, in an effort to promote inclusion through a setting in which available opportunities are widely known and understood. This is a good suggestion, and the department will commit to making sure mentorship opportunities are widely known and understood by students in the years ahead. Particular ideas for doing this might include greater information on the department’s website, promotional fliers or other advertisements on central locations (such as monitors throughout the building), and email announcements to all students in the department.

4. **Graduate Enrollment.** The external review team recommends that the department make graduate enrollment a priority, particular in the MS Economics program. Faculty and administrators in the department have begun travelling to other schools in the
region—something that the department has not historically done—to promote our graduate programs and attempt to build pipelines from other schools. The department looks forward to increasing this type of activity in the years ahead. In addition, greater recruitment from within the department’s own undergraduate programs is an avenue that has not been fully exhausted. And with a number of research fellowships available to help cover the cost of tuition and provide meaningful research experiences, greater advertising may very well be the solution to the somewhat low enrollments in our graduate programs. The department can commit to such activity in the years ahead.

5. **Facilities and Space.** The review team encouraged the department to reserve the conference room during the lunch hour for faculty with brown bag lunches to socialize. In a department where physical space has become a constraint and a top challenge—we are virtually out of office space and spread across multiple floors, and we lack a common meeting area—this is a good suggestion that can be implemented.
ITEM FOR ACTION

Utah State University (USU) submits the attached program review of the Psychology Department in the Emma Eccles Jones College of Education and Human Services for consideration and action by the Board of Trustees.

EXECUTIVE SUMMARY

The Psychology Department aims to achieve excellence in research, teaching and service in the graduate and undergraduate programs. The Department of Psychology is dedicated to providing a high quality, functional undergraduate major in Psychology. The department mission emphasizes the importance of providing options to students regarding practical theoretical, and practical knowledge and skills through skill tracks (interpersonal relationship/social skills, applied behavior analysis, and child and family caseworker). However, given that most career paths in Psychology require graduate training, the psychology major is directed toward helping majors meet the knowledge prerequisites of the highly competitive graduate training programs in Psychology that exist throughout the U.S.

The Psychology Department produced a comprehensive self-study in preparation for a review team visit which took place in March 2019. The department and college responded to the review team’s report and subsequently this Regents R411 program review report was prepared for review by the Board of Trustees.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees accept this review of the Psychology Department in the Emma Eccles Jones College of Education and Human Services at Utah State University.
WHEREAS, Utah State University submits this program review on the Psychology Department in the College of Emma Eccles Jones College of Education and Human Services, and

WHEREAS, a comprehensive review of the Psychology Department by the external review team has determined that this department is continuing a rich tradition of excellence in its professional education, research dissemination, and service, and

WHEREAS, The Department, the College, and the University are committed to making progress on recommendations made by the external review team, and

WHEREAS, The report has the support of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby accept the program review on the Psychology Department in the Emma Eccles Jones College of Education and Human Services and that this review be forwarded to the Utah State Board of Regents of the Utah System of Higher Education as an information item.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:
Institution Submitting Review: Utah State University
Program Title: Psychology
School or Division or Location: Emma Eccles Jones College of Education and Human Services
Department(s) or Area(s) Location: Department of Psychology
Institutional Board of Trustees’ Approval Date: MM/DD/YEAR

Review Type (check one):

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<th>SECTION NO.</th>
<th>ITEM</th>
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<tr>
<td>4.4</td>
<td>Programs with Specialized Accreditation</td>
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<tr>
<td>5.1</td>
<td>Seven-Year Program Review</td>
</tr>
<tr>
<td>5.2</td>
<td>Five-Year Program Review</td>
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</table>

Chief Academic Officer (or Designee) Signature:
I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

____________________________________
Signature

Date: MM/DD/YEAR

Printed Name: Renee V. Galliher
Seven-Year Program Review
Utah State University
Department of Psychology, Emma Eccles Jones College of Education and Human Services
10/27/2019

Reviewers:
- Aaron S. Richmond, Professor of Psychological Sciences, University of Northern Colorado
- William Douglas Woody, Professor of Educational Psychology & Human Development, Metropolitan State University of Denver
- Christy Glass, Professor of Sociology, Utah State University

Program Description:
The Psychology Department is housed in the Emma Eccles Jones College of Education and Human Services at Utah State University. The department includes 35 current faculty members (30 tenure-track and 5 term appointments), 200 current graduate students and 753 undergraduate psychology majors.

In addition to the undergraduate program, the department offers two master’s degree programs (school counseling & school psychology) and six doctoral degree programs (clinical counseling, behavior analysis, brain and cognition, neuroscience, quantitative psychology and school psychology). Faculty include several highly engaged researchers with outstanding records in publishing and external funding as well as journal editors and presidents of national professional associations.

The department’s mission aims to achieve excellence in research, teaching and service in the graduate and undergraduate programs. The Department of Psychology is dedicated to providing a high quality, functional undergraduate major in Psychology. The department mission emphasizes the importance of providing options to students regarding practical theoretical, and practical knowledge and skills through skill tracks (interpersonal relationship/social skills, applied behavior analysis, and child and family caseworker). However, given that most career paths in Psychology require graduate training, the psychology major is directed toward helping majors meet the knowledge prerequisites of the highly competitive graduate training programs in Psychology that exist throughout the U.S.

The psychology department delivers coursework in three ways, Traditional/On campus, Online, and Broadcast. As Utah State University is a land-grant institution, its mission is to serve all of the people of Utah, regardless of their location. The department began flying instructors out to remote areas of Utah in the 1980’s. With technological improvement, the department began offering courses via Ed-Net and Com-Net, which led to the current Broadcast system. USU now has multiple branch campuses and centers across the state that receive or broadcast coursework to 31 areas, rural and urban. The psychology department supports full-time faculty at USU Eastern (Price, UT) and at the Tooele Campus (Tooele, UT). It also offers the entire major in an online format.

Data Form: Faculty, student, and financial data for the past five years.

<table>
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<tr>
<th>Department or Unit-- Psychology</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
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## Faculty

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<td>With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)</td>
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<td>21</td>
<td>20</td>
<td>26</td>
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<tr>
<td>Full-time Tenured</td>
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<td>21</td>
<td>19</td>
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<td>24</td>
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<tr>
<td>Full-time Non-Tenured</td>
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<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Part-time</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
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| With Master’s Degrees | 1 | 1 | 1 | 2 | 3 |
| Full-time Tenured | 0 | 0 | 0 | 0 | 0 |
| Full-time Non-Tenured | 1 | 1 | 1 | 2 | 2 |
| Part-time | 0 | 0 | 0 | 0 | 1 |

| With Bachelor's Degrees | 0 | 0 | 0 | 0 | 0 |
| Full-time Tenured | 0 | 0 | 0 | 0 | 0 |
| Full-time Non-Tenured | 0 | 0 | 0 | 0 | 0 |
| Part-time | 0 | 0 | 0 | 0 | 0 |

| Other | 2 | 2 | 6 | 0 | 0 |
| Full-time Tenured | 1 | 1 | 3 | 0 | 0 |
| Full-time Non-Tenured | 1 | 1 | 3 | 0 | 0 |
| Part-time | 0 | 0 | 0 | 0 | 0 |

| Total Headcount Faculty | 23 | 24 | 27 | 28 | 29 |
| Full-time Tenured | 20 | 22 | 22 | 24 | 24 |
| Full-time Non-Tenured | 2 | 2 | 4 | 4 | 4 |
| Part-time | 1 | 0 | 1 | 0 | 1 |

### FTE (A-1/S-11/Cost Study Definition)

| Full-time (Salaried) | 22.81 | 22.62 | 27.46 | 28.62 | 30.97 |
| Teaching Assistants | 1.1 | 0.4 | 1.37 | 4.79 | 3.47 |
| Part-time (May include TAs) | 3.28 | 2.12 | 1 | 3.04 | 1.28 |
| Total Faculty FTE | 27.19 | 25.14 | 29.83 | 36.45 | 35.72 |

### Number of Graduates

| Certificates (UG) | | | | | |
| Associate Degrees | | | | | |
| Bachelor’s Degrees | 106 | 137 | 144 | 158 | 168 |
| Master’s Degrees | 63 | 41 | 66 | 52 | 71 |
| Doctoral Degrees | 11 | 2 | 5 | 9 | 9 |
| Certificates (Grad) | | | | | |
### Number of Students—(Data Based on Fall Third Week)

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<td>Total Department FTE*</td>
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*Per Department Designator Prefix

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<td>Special Legislative</td>
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</tr>
<tr>
<td>Appropriation</td>
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<tr>
<td>Special Fees/Differential Tuition</td>
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<td></td>
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<tr>
<td>Total</td>
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<td>3,393,020</td>
<td>3,697,482</td>
<td>4,524,383</td>
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### Grants & Contracts

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**Program Assessment:**

**External Review Summary**

**Undergraduate Program Structure and Expectations**

- Perceived devaluing of undergraduate instruction and is staffed as though it is a lower priority in the Psychology Department
  - Few of those directly involved in undergraduate teaching have protection or status of tenure, which leads to feelings of being devalued in professional relationships and in the work that they do
  - Those on tenure track that are off campus can feel devalued in comparison to tenure track on campus
  - Many non-tenured women in these roles, women do a disproportionate amount of service in academic departments and that service does not lead to promotion
  - Limited institutional support for tenure and tenure-track faculty in undergraduate teaching. It appears that teaching is less valued in tenure process than research endeavors.
- Faculty that teach in undergraduate program do not have good understanding of undergraduate program as a whole and how their class fits into the program
- Disconnect between undergraduate program curriculum and graduate program curriculum in the department, which contributes to the separation of undergraduate faculty-recommendation
that faculty teach more in undergraduate program and have more flexibility in program to allow for expertise specific classes (special topics courses).

**Graduate Student Teaching Mentorship**

- Recommendation that department expand university teaching course beyond the 1 credit option
  - Address topics in course like research advising, mentoring, and topics of growing relevance in 2019 (active shooter training)
- Graduate students noted that preparation by faculty to teach a course varies within the department
- Graduate students report receiving teaching assignment as last minute. Recommend a more systematic expectations and requirements for graduate student teaching
  - Revision of faculty evaluation guidelines to include expectations and reinforcement for faculty proving teaching mentorship to graduate students
- Students report faculty do not respond to email requests from undergraduate students seeking research experiences so many undergraduates work with graduate students entirely
  - Faculty supervision of these undergraduate and graduate research experiences may appear distant despite faculty reporting extensive supervision
  - Undergraduates report outstanding feedback working with graduate students and that they are more accessible than faculty-this is their entire experience with research, which raises the issues of:
    - Undergraduate students may not learn much about research
    - Graduate instructors miss opportunity to learn critical team leadership skills for collaborative scholarship
    - No formal instruction or record keeping of graduate student mentorship so miss the opportunity to put on CV
  - Recommendations: department establish learning experiences for teaching/mentorship for graduate students including ethics education, start formal record-keeping and evaluation process so graduate students can demonstrate engagement in these endeavors, additional faculty involvement (reinforced by evaluation criteria for faculty)

**Curriculum Needs**

- Pre-major requirements and 3.0 GPA may exclude transfer students, first-generation, students of color and Hispanic students
- Recommend an analysis to see whether high GPA is prohibiting specific student populations
- Potential faculty disengagement by lack of opportunities to share expertise. Create options for faculty to teach advanced special topics courses
- Recommendation of alignment with APA 2.0 and audit the curriculum (for example: move Test and Measurements out of required courses)
- Potentially offering PSY 4950 earlier in curriculum and offering various opportunities for different topics
- Online courses and opportunities should be equitable with on-campus courses
- Extend Honors program to online students
• Instructors who work primarily online and in broadcast feel academically and socially isolated-include these faculty in meetings, retreats, decision making processes
• Need more design and related feedback opportunities for faculty to provide to CIDI before, during and after an online course
• Broadcast courses provide unique challenges-are inherently isolating and lonely

Curricular and Student Assessment Plan
• Department needs an assessment plan for major and minor students
• More rigorous and standardized assessment of online instruction (investigate the use of IDEA or other standardized online assessments)

External Review: Full Report

Utah State University Psychology Undergraduate Program Review

Campus Visit: March 21-22, 2019 Report submitted by

Christy Glass Aaron S. Richmond William Douglas Woody

June 7, 2019

Overview

The Psychology Department is housed in the Emma Eccles Jones College of Education and Human Services at Utah State University. The department includes 35 current faculty members (30 tenure-track and 5 term appointments), 200 current graduate students and 753 undergraduate psychology majors.

In addition to the undergraduate program, the department offers two master’s degree programs (school counseling & school psychology) and six doctoral degree programs (clinical counseling, behavior analysis, brain and cognition, neuroscience, quantitative psychology and school psychology). Faculty include several highly engaged researchers with outstanding records in publishing and external funding as well as journal editors and presidents of national professional associations.

The department’s mission aims to achieve excellence in research, teaching and service in the graduate and undergraduate programs. With regard to the undergraduate program, the department aims to provide a “high quality, functional undergraduate major in Psychology” that emphasizes theoretical and practical knowledge and skills. The program also aims to prepare majors for graduate training programs. Consistent with this mission, several faculty members have been recognized nationally, regionally and campus-wide for their outstanding contributions to undergraduate teaching, mentoring and advising.

Typical teaching loads for tenure-track faculty include 2:2 course allocation while term faculty teach 3:3 or 4:4 courses per year. In addition to tenure-track and term faculty, graduate students also serve as instructors and as graduate teaching assistants (GTAs) for undergraduate courses. First time graduate instructors are required to complete an online course (USU7920) offered by the School of Graduate Studies as well as a 1-credit university teaching apprenticeship course (PSY6930) offered by
the department. Undergraduate teaching support is also provided by Undergraduate Teaching Fellows (UTFs) who are high-achieving undergraduate students who assistant faculty in course management.

The program currently includes 753 undergraduate majors and 306 minors. The program offers students a range of undergraduate research and field experience opportunities. The department provides advising to students through two full-time professional advisors, one part-time graduate assistant and one peer advisor. Advising is provided through a variety of mediums in order to meet the needs of students across the state and is supported through appointment managing software.

**Program Strengths**

**Strong Program and Growth Trajectory**

The undergraduate program is vibrant and thriving. Current enrollment of minors and majors represents significant and consistent growth over the past 5 years. Since 2013, the number of majors has grown by nearly 30% while the number of minors has nearly doubled. The number of women and minority students completing degrees in psychology has also grown during this period. This growth is occurring in a program that has very high standards for admission to the major. The program includes a six-course pre-requisite track that students must complete before being admitted to the major. This six-course track includes: General Psychology, Lifespan Development, two Analysis of Behavior courses (Basic and Basic Lab), Orientation to Psychology and Psychological Statistics. Admission also requires the students maintain a minimum GPA of 3.0.

The program is supported by a strong and committed group of leaders who comprise the Undergraduate Program Steering Committee. This committee includes eight faculty and two staff who have primary role in the undergraduate program. Members of this committee demonstrated a strong commitment to high-quality instruction, mentoring, advising and professional development for undergraduate majors and minors.

Consistent with USU’s land grant mission, the undergraduate program provides instruction to students through face-to-face, broadcast and online instruction. Students can access psychology courses at three residential campuses (Logan, Price and Blanding), four regional campuses (Toole, Roosevelt, Vernal and Brigham City) and 26 centers around the state. The program also offers a fully online major and minor.

The program provides strong support for highly engaged and motivated student leaders.

The program’s Psi Chi Honors Society includes individuals in the top 35% of their class who have completed at least nine credits in Psychology. The group meets weekly and organizes and hosts multiple social and professional development events each semester on topics ranging from applying to graduate school instruction and getting involved in research. In some years the Psi Chi also pursues independent research projects under the guidance and mentorship of the undergraduate advisor. Psi Chi’s membership is robust and includes 7-10 student leaders and 25-30 members. In addition to Psi Chi, the program also supports other student-led groups and clubs including a Neuroscience Club and a new Industrial Organizational Psychology Club.
Strong Faculty Instruction and Mentorship

Course evaluations overall indicate that instruction quality in the program is strong.

IDEA scores suggest that the quality of instruction overall similar to or better than evaluations of equivalent courses nationally. Evaluations of the quality of online instruction also suggest that online course offerings are accessible, well-organized, usable and learning oriented.

Discussions with lower- and upper-division students revealed broad satisfaction with course quality, rigor, instructor engagement and exposure to professional development opportunities. With regard to online and broadcast courses, students expressed strong satisfaction with non-traditional forms of instruction. Several lower-division students particularly appreciated the smaller class sizes offered through some online and broadcast courses relative to Logan campus-based courses. Students also indicated that instruction across the major—including faculty and graduate student instructors—are supportive, engaging and highly responsive to students’ needs. Students also reported that the major provides students with broad exposure to various fields within the discipline and encourages students to explore their interests across a range of electives. In addition to excellent undergraduate instruction, the program also offers multiple opportunities for students to access research and service-learning opportunities. Such opportunities are offered formally through required course-based assignments and opportunities as well as informally through faculty mentorship on a range of research activities.

Course-based engagement opportunities include lab-based research projects for all majors, training on proposal writing and a mandatory apprenticeship course (PSY4950) that requires 45 hours of research and 45 hours of applied service-based internships for all majors. This course facilitates research mentorship assignments for students and provides student placements in a variety of applied settings. For students not on the Logan campus, two undergraduate instructors (Grewes Levin) have established the Undergraduate Research Lab, which facilitates student-driven research projects over a full academic year.

Non-course-based research opportunities are provided through research mentorship by faculty either directly or by graduate students supervised by faculty. Students successful in securing membership on a research team or in a research lab enjoy significant opportunities to pursue research. In the past year, 20 undergraduate students presented research at regional conferences, five students successfully competed for university research funding, 1 student co-authored a journal article and 14 students were funded through the university’s Teaching Fellows program.

Results from the most recent Psychology Major Field Test show that current seniors have overall scores equal to the national mean and above the mean for comparable programs. Alumni surveys conducted on year post-graduation indicate a strong upward trend in satisfaction across all indicators (e.g., critical thinking, communication, professional development).

Outstanding Professional Advising

One of the core strengths of the program lies in the quality and rigor of its professional advising staff. Tressa Haderlie, an alumna of the program, has served the department for over 20 years, while Becca Boman has served the department for 6 years. A part-time graduate assistant and an undergraduate peer advisor provide supplemental advising in support of the professional staff. The program also facilitates strong and ongoing collaboration among and between the department’s administrative personnel, faculty, professional advisors and peer advisors.
The advising office provides guidance to students through a variety of means including: (1) regular face-to-face, phone and email meetings with majors and minors; (2) a weekly newsletter with relevant information and opportunities; (2) regular emails to students including deadlines and reminders; (3) emails to students about job opportunities; and (4) regular orientation sessions to guide students from entry through graduation.

A great deal of the professional advisors’ time is devoted to one-on-one advising with students. This facilitates student success by providing individualized guidance about semester course planning and course sequencing, major and minor exploration, graduation requirements and extracurricular opportunities, including research and professional engagement. The advising staff relies on Appointment Manager software to streamline appointment scheduling, and staff increasingly rely on Inspire/Civitas Learning resources to facilitate outreach and retention for high-risk students.

The professional advising staff members also provide advising related to post-graduate and career opportunities. Professional advisors routinely identify employment opportunities among local employers, provide information about the career trajectory of recent graduates, help students identify and develop professional and scholarly interests and goals and regularly provide resources on resume design, interviewing skills and networking.

Discussions with students indicated that students evaluate the program’s professional advising staff and peer advisors as outstanding resources that support and facilitate their success. Both lower- and upper-division students stated that they are provided strong guidance as they move through the pre-major and major/minor requirements, that they are aware available resources and that they are able to access advising resources as needed.

A recent Advising Satisfaction Survey revealed extraordinarily high satisfaction with the range of advising resources provided by the department. An overwhelming majority of students (96-100%) expressed satisfaction across all indicators including ability to schedule an appointment, guidance on course selection, access to accurate and timely information about requirements and receipt of useful resources and referrals.

**Recommendations for the Program**

As described previously, we observed many important strengths of the undergraduate program at USU. We also observed some challenges, including ways that undergraduate teaching appears to function outside the central priorities of the department. There were several observations related to the perceived devaluing of undergraduate instruction. It is our belief that many of these recommendations can be addressed/resolved in the proposed Office of Psychology Student Success (OPSS) described below.

**Undergraduate Program Structure and Expectations**

We observed that the undergraduate committee is deeply committed to providing high quality undergraduate instruction in many ways, including strong face to face teaching, strong online instruction, and strong broadcast teaching. The members of this committee also supervise undergraduate research, provide university and career advising that supports the full-time advisors in the department, and engage in other service at USU and in the larger region (e.g., with the Rocky Mountain Psychological Association). Despite the undergraduate steering committee’s engagement, their success and the impressive number of hours they consistently invest in the program, they face
organizational obstacles that affect them and the undergraduate program. First, the eight members of the undergraduate committee include four women who are not tenure-track, a woman on the Logan campus who is tenure track, and three men who are tenured or tenure track and located outside of Logan at regional campuses. This status presents a number of obstacles. Few of those most directly involved in undergraduate teaching have the teaching protections of tenure, increasing their risks in the classroom relative to tenured faculty, and these individuals do not have the long-term job security that comes with tenure or tenure-track employment. They also do not have the status that tenure confers, inside the department and in interactions with administrators, faculty, and others across the USU community. It is likely that untenured and regional members of the committee feel devalued relative to their tenured and tenure-track peers on the Logan campus, both in their professional relationships and in the perceived value of the work that they do.

Second, as is well-known, women do disproportionately more service work in academic departments than do men, particularly service work that does not lead to promotion (Babcock, Recalde, Vesterlund & Weingart, 2017; Bird, Li & Wang, 2004; Porter, 2007). Despite challenges related to status and workloads, the members of the undergraduate committee provide important support to the department in their service endeavors. More specifically, because many members of the undergraduate committee are not tenured or tenure-track, these roles do not appear likely to lead to tenure in the department regardless of one’s effort, years of investment, or success. Simply stated, the undergraduate program is staffed as though it is a lower-priority service endeavor rather than a central mission of the Psychology Department.

Third, these staffing outcomes appear to reflect department priorities. Tenured and tenure-track faculty members must have a role statement that specifies research as an area of excellence to be eligible for promotion and for tenure-track employment. There appears to be limited institutional support for the investment by tenured and tenure-track faculty members in undergraduate teaching roles. In addition to the research emphasis required for tenure and tenure-track employment, another important aspect of the reward structure for faculty reinforces this lack of investment. Although faculty members generally have 50% of their time allocated for research and 40% for teaching, research outcomes (particularly grant submissions and peer-reviewed publications) appear more important, and teaching appears less so. If tenure and tenure-track faculty members recognize these potential biases, then they likely believe that they place their success at USU at risk if they reduce their research emphasis to dive deeply into the undergraduate program.

These evaluation pressures appear to bring limited incentive for faculty for undergraduate teaching. Students, faculty, and the department as a whole appear likely to benefit from increased interaction of the strong research faculty with the undergraduate program. Building expectations and explicit evaluation reinforcements for high-quality undergraduate teaching by faculty would reduce perceived and actual career risks that faculty may face for investing time and effort into undergraduate instruction. These changes would require faculty support for revisions to their evaluation criteria to emphasize participation in undergraduate teaching. We recognize that faculty carry many roles, particularly research and grant acquisition alongside graduate instruction and mentoring. Even a small increase in required undergraduate teaching for faculty appears likely to improve the connections between faculty and the undergraduate program, provide more access to faculty for undergraduate students, and provide a fertile recruiting ground for potential graduate students at USU or elsewhere.

Individual faculty members who teach in the undergraduate program are universally committed to high-quality instruction and to the success of their undergraduate students.
Alongside these positives, faculty members appear to be unfamiliar with the undergraduate program as a whole or the ways their classes fit into the larger undergraduate program. To be very clear, these statements are not negatives about any faculty member or members but instead are reflections of the priorities of the department and the evaluation requirements that tenured and tenure-track faculty members must navigate to succeed at USU.

Fourth, the undergraduate curriculum appears disconnected with the graduate curriculum, and this structure appears to contribute to the separation of the faculty from undergraduate program. Faculty members appear to have few opportunities to engage with students and to recruit students directly into faculty members’ research areas and interests as well as into graduate study at USU or elsewhere. Therefore, we recommend that faculty teach more in the undergraduate program (for example, to rotate the undergraduate social psychology class among social-psychology-oriented faculty). We also recommend additional curricular flexibility, including the options for faculty to develop options to tie classes to faculty expertise (e.g., special topics courses).

**Graduate Student Teaching Mentorship**

We observed some opportunities for change in graduate student teacher preparation.

Graduate students reported being pleased with the university teaching course, and they consistently recommended that the department expand it beyond the current single credit. We encourage this as well to address research advising and mentoring as well as other topics, including topics growing in relevance in 2019, such as active shooter training. Additionally, the graduate students generally noted very strong support from faculty for teaching classes, including faculty members who provide existing teaching materials, provide encouragement, support, and regular meetings, and encourage or require potential graduate instructors to sit in the relevant class to observe faculty for an entire semester. Graduate students noted that the preparation by faculty members varied, and some graduate students reported some other issues. For example, some graduate students reported learning their teaching assignments near the last minute (e.g., the day before textbook orders are due). We encourage more systematic expectations or requirements for graduate student instruction, and, as we do elsewhere in this report, we encourage the revision of faculty evaluation guidelines to include explicit expectations and reinforcement for faculty to provide teaching mentorship to graduate students.

**Graduate student research mentorship.** A potential barrier for faculty involvement with undergraduates comes from the structure of the Undergraduate Apprenticeship (PSY 4950), which requires every student to devote substantial hours of participation to community service and to research. There are therefore many undergraduate students who require research supervision and mentorship each semester, and many of students then work exclusively or nearly exclusively with graduate student supervisors. Students reported that many faculty do not respond to email requests from undergraduate students who seek research experiences, and undergraduate students may rarely meet with faculty or may not meet faculty at any point during their research experience. With presumably hundreds of requests each semester, how can faculty meaningfully engage with undergraduate students seeking the required research experiences?

Many of these undergraduate students join teams composed of students who are deeply invested in the research topics and outcomes as well as students who there to fulfill the requirement. As noted previously, undergraduate and graduate students noted that faculty supervision often appears distant, even though faculty members reported extensive supervision and support of graduate students who largely run these teams. Undergraduate students had generally outstanding feedback about their


interactions with graduate students, whom the undergraduates perceived as being more accessible than faculty. For many undergraduates, this experience comprises the entirety of their research experience.

The variable preparation has the potential to raise a number of issues. First, undergraduate students may not learn much about research. Second, at least some graduate instructors appear to miss the opportunity to learn critical team leadership skills for collaborative scholarship, even as they serve in these roles. Third, because there does not appear to be formal instruction or record-keeping about graduate students’ research mentorship, these endeavors may be difficult for graduate students to place on their CVs. In the highly competitive world of academic hiring, an applicant’s documented experiences of learning to lead research teams in complex collaborative research projects could be an important asset.

To address these issues, we recommend several steps. First, we recommend that the department establish learning experiences (potentially part of the current university teaching class or an expanded version of the course) for graduate students, including ethics education related to research, advising, and mentoring. Second, we recommend formal record-keeping and evaluation processes so that graduate students can demonstrate to USU faculty, potential employers, and others that the graduate students have received instruction, have engaged in these endeavors, and have succeeded as documented by systematic evaluation. Third, we recommend additional faculty involvement— involvement that is systematically reinforced by the evaluation criteria for faculty, as discussed elsewhere.

Curriculum Needs

**Pre-major requirements.** Having a pre-major requirement is common across psychology departments and having a rigorous pre-major GPA of 3.0 ensures high quality students. However, it may also exclude or discourage transfer students, first-generation students, students of color, and specifically Hispanic students. We understand that lowering the GPA requirements may lower the standard of students, however, we suggest that the department conduct an analysis of whether this high GPA is prohibiting specific student populations from becoming majors. Additionally, the pre-major requirements include six courses, 18 credit hours. In many programs across the country, 18 credit hours is almost a minor. Having students complete all of these courses may deter potential majors, particularly those whose identities are noted above. The Psychology Department may want to consider streamlining this process, potentially with support from the OPSS.

**Potential faculty disengagement.** Other aspects of the curriculum perpetuate faculty disengagement. As noted in this report, the required curriculum is large, and it reflects the history of the department. The USU department of psychology contains a very strong group of scholars across a wide range of psychological fields, but tenured and tenure track faculty members appear to rarely, if ever, have the opportunity to share their expertise with advanced undergraduate students outside of research assistantships. Creating opportunities for faculty to teach advanced special topics classes in their research fields, to students who are interested and excited to engage in these topics and who may also be potential graduate students, would increase faculty awareness and investment in the undergraduate program as a whole and would provide opportunities for students to interact with faculty in new ways.

Alignment with APA 2.0. While the program has a number of different classes offered (28 different courses), a careful audit of these courses in how they align with the APA Guidelines for
Undergraduate Psychology Majors (APA, 2007) is needed. APA (2007) has some specific strategies on how to accomplish this. From a broad perspective, the Psychology Department may want to assess how the objectives of each psychology course focus on the program objectives, assess how required courses reflect a strong core of foundational knowledge (e.g., statistics, research methods, social, developmental, biological/neuroscience, cognitive, and abnormal/clinical). For example, consider moving Tests and Measurements (5330) out of the required courses as this typically is not a core course. From a more focused perspective, the Psychology Department may want to audit the curriculum to determine how it is: (a) developing job and academic skills, (b) ensuring that common assessment strategies exist across multiple sections of the same course, (c) statistics and methods courses are required prior to upper division courses, and (d) “incorporate core elements of the major in one (or more) required capstone experiences and evaluate student achievement through integrated assessment strategies.” (APA, 2007, p. 62).

PSY 4950 (potential capstone course). Finally, if PSY 4950 is the psychology major capstone course, the department may reconsider revising the timing of this course (as it is suggested to take it three semesters prior to graduation) and offering various other opportunities for different topics (e.g., special topics taught by leaders in the field in the department). Additionally, the Society for Teaching of Psychology (STP) recently commissioned a working group on the capstone experience (http://teachpsych.org/page-1603017). They offer advising and resources on redesigning the capstone experience. They even offer different types of capstone experiences including complete syllabi (http://teachpsych.org/otrp/syllabi/index.php#capstone). Again, this is something that the department may address and consider in the OPSS.

Online courses. The online options at USU have grown substantially so that the entire undergraduate curriculum is now available online. Many students across Utah, the nation, and the world avail themselves of these opportunities, and many on campus students are consistently choosing online options instead of face to face options, choices that have reportedly increased the complexity of scheduling and other departmental administrative tasks. The increased online offerings bring many well-studied benefits and some challenges, including IT challenges that may require substantial time and effort each semester, time that may cut into teaching.

Although many on-campus students take online psychology courses, these online courses (along with broadcast courses discussed below) are the primary vehicle for reaching off-campus students largely across Utah and also across the United States and the world. Off campus students, particularly those dispersed across Utah, are more likely to be nontraditional students, parents, students who may be low SES, and students who are diverse in other ways. Due to these differences in identities that lead some students to online rather than face to face classes, the online courses and opportunities should be equitable with on-campus courses. There are some opportunities for growth.

The current advising staff advises online students as well as on-campus students. The growing load of online students, similar to the growing number of on-campus majors and minors, increases the load for the advising staff as well as faculty at sites other than Logan. Additionally, although there are general USU advisors at satellite campuses and broadcast locations, these advisors are not psychology advisors, and the current advising staff strongly recommends that students get psychology-specific advising for students’ degree completion and careers. The growing demands of advising students at remote locations adds to the substantial and growing load for advisors in the Psychology Department.

There is currently not an honors option for online or broadcast students. Students’ locations and identities contribute to their decisions about on-campus, online, and broadcast classes; therefore, we
recommend working with the USU Honors program to extend the honors option to these students to preserve equitable access. On-campus honors students may run their own studies in collaboration with faculty, and we recognize that these opportunities are difficult at best to extend to online students (for reasons related to participant pool access, IRB review, ethics and other supervision, etc.). Despite these difficulties, we encourage the department to develop honors options that can be realistically, ethically, and equitably offered to advanced online students. These may differ from on-campus experiences or may extend the mission of the Undergraduate Research Lab. The current limitations also mean that options are likely limited to get to know students well enough to write strong and individual letters of recommendation. The opportunity to participate in honors options, a high-impact student-faculty engagement, can improve retention, applications to graduate school, and students’ investment in psychology as a major and a potential career, all of which are important benefits for students, faculty, and the field as a whole.

We also noted some cultural difficulties in online education. Educators who work primarily online and in broadcast formats reported feeling academically and socially isolated. They are outside of typical faculty interactions in the on-campus department, interact with many (sometimes very many) students largely through electronic media, and have limited interactions with other psychology faculty and professionals in general. These important and time-consuming activities are generally performed in isolation, and some faculty reported feeling lonely. These responses in part reflect the nature of online education, and at the same time we encourage the department to strive to incorporate these faculty into meetings, retreats, and collaborative decision-making. Again, the OPSS should consider systematically addressing the needs and goals for online learning.

Another important difficulty in online education reflects the role of the Center for Innovative Design and Instruction, which builds class shells and launches online and broadcast courses. The design of these courses obviously affects the teaching of these courses, and design can impact students’ experiences and, in turn, student evaluations, which shape instructors’ professional reviews, success, and retention. Despite the importance of design, there exist only limited options for instructors to provide input to online course designers. We recommend design and related feedback opportunities for faculty before, during, and after their online courses.

**Broadcast courses.** Broadcast classes are quite unique and a foundational part of the USU mission to reach the entire state of Utah. These classes have powerful benefits. They provide opportunities for students to ask questions directly to faculty during class, even when faculty and students are distributed across the state. Broadcast classes also reach a diverse body of students, particularly non-traditional students, students who are parents, students whose economic and/or family conditions preclude travel to or residence in Logan, and students who are otherwise diverse. There are some inherent challenges. The delay in electronic communication makes it quite difficult to navigate questions, particularly for students across many locations. Also, students are at dispersed locations without direct faculty oversight.

Therefore, classroom management can be problematic. If students talk to each other, stare into their phones, set up their phones to record and then leave, or engage in other distracting activities, there are few options for faculty to address these behaviors. The USU system appears likely to benefit from on-site support for classroom management. Also, when students work on papers, the one-on-one consultations with faculty can be extremely time-consuming, even when conducted online. When faculty drive to meet students in person, an experience that faculty report is positive for students, this requires extensive driving time and miles in addition to the actual conversation time. Unlike other faculty members, those who teach broadcast from remote locations must log many road miles each
semesters; this is required time that does not clearly contribute to faculty evaluations. Beyond these issues, these faculty members are typically one of the few faculty in any field at their location and likely the only psychologist. These roles are inherently isolating and lonely.

Curricular and Student Assessment Plans

The USU Psychology Department does a great job at assessing their majors. However, the department should consider adding to additional assessment goals. First, as the psychology minor is growing steadily, there currently is not a single assessment of students’ learning or their experiences within the program. The department should consider devising an assessment plan for the minor. Second, as the majority of classes are taught online (whether students are on or off campus), there needs to be a more rigorous and standardized assessment of online instruction. Currently, the department uses IDEA, however, from our interviews it appears that individual faculty members may select and choose the criteria in which they are assessed on. Therefore, we suggest that the department investigates the use of IDEA or other standardized online assessments (e.g., Quality Matters) to ensure consistent high-quality online education.

The Need and Support for an Office of Psychology Student Success (OPSS)

The department has a demonstrated commitment to student success. To strengthen and sustain existing efforts, however, the undergraduate program requires additional resources to better facilitate students’ trajectory through the program, provide stronger extracurricular engagement opportunities and to support retention, inclusion and post-graduate success of all students. Additional resources would also allow the program to develop a rigorous assessment strategy that would align the program’s mission with its implementation and enable an evidence-based approach to student success.

To support these efforts, the reviewers strongly endorse the establishment of an Office of Psychology Student Success (OPSS). According to the preliminary proposal, the OPSS would strengthen the program in five key areas: (1) advising, (2) undergraduate research, (3) professional training; (4) field experience and (5) assessment. This structure and their foci would address several challenges and augment several current strengths of the program.

Advising

First, the OPSS would enhance advising capacity by adding an additional full-time professional advisor to the existing staff and expanding the space of the current advising office. Increased capacity would increase the program’s ability to provide individualized advising to all students, including online and distance students. The addition of advising staff would also enable the senior professional advisor, Tressa Haderlie, to devote more time to conducting assessment, analyzing student data, and improving and updating the department web page.

Enhanced advising capacity and space would also facilitate the cultivation and strengthening of an undergraduate student community. Discussions with upper division students indicated that while some students find community within their research projects or labs, other students perceive a need for building stronger ties within and among students, faculty and staff.

Research

Second, the OPSS would increase the program’s capacity to provide students with research opportunities. This would benefit both students and faculty by facilitating more effective screening of students and matching of students to faculty mentors. Lower-division students expressed confusion about how access research opportunities. Several perceived that many opportunities are only available
to the most high-achieving students (e.g., upper-division and Honors students) and that their outreach efforts to potential faculty mentors often went unanswered. Improved matching capacity would also reduce the burden on research faculty who receive unsolicited requests from unknown students to join ongoing projects or labs.

The OPSS could also enhance the range of current research opportunities available to students by supporting an Idea Lab, Replication Lab, and/or the current Undergraduate Research Lab. Support for a broader range of research opportunities could also facilitate broader research engagement by students who access the major through online and distance education programs.

**Professional Training of Faculty and Staff**

The OPSS would provide students with enhanced training opportunities in order to enhance their skills and support their success at USU and post-graduation. For example, centralized training on proposal writing, data management and citation manager could prepare students for research opportunities. Similarly, training on resume writing and interviewing could provide vital professional preparation for students.

Discussions with students indicated that most guidance related to professional development and graduate school preparation is provided one-on-one informally with faculty and graduate students. Centralizing professional training opportunities would provide guidance for a broader range of students in order to support students’ success and professional development.

**Field Experiences**

The OPSS would institutionalize a broader range of non-research-based field experiences to prepare students for post-graduate professional success. Up to 80% of current majors will not pursue graduate training. Therefore, providing opportunities for students to gain professional skills and training through applied internships or service-based learning opportunities is essential.

**Assessment**

The OPSS would provide enhanced ability to conduct rigorous, routine programmatic assessments that can inform department structure, design and practice. Enhanced assessment capacity could address several current needs including the (1) quality and effectiveness of online, broadcast and face to face instruction; (2) the mechanisms driving growth in the minor and the effectiveness of the minor in meeting students professional and pedagogical needs; (3) the impact and effectiveness of the current capstone course (PSY4950) on student success; (4) assessment of the pre-major and required coursework to determine the appropriate structure of course sequencing; and (5) the impact of the major on recruitment, inclusion and success of women, students of color and first generation students.

**General Conclusions**

In conclusion, the members of the review team wish to express gratitude for the opportunity to assess the undergraduate program in Psychology at USU. The ample materials provided to the review team combined with our site visit provided a deep and broad understanding of the program’s mission, objectives and current assets. As noted above, we are impressed with the current strengths of the program, including the undergraduate faculty’s demonstrated commitment to high quality instruction and mentorship and the exceptional contributions of the professional advising staff. We are also impressed with the program’s commitment to the land-grant mission of serving students across the state through robust regional campus-based, broadcast and online instruction. These strengths have placed the program on a very strong trajectory, as evidenced by the growth of both the major and minor
program in recent years. Our recommendations aim to support this growth by strengthening the educational experience of undergraduate majors and minors and by recognizing and rewarding faculty who demonstrate a commitment to undergraduate instruction and mentoring. In addition to specific recommendations detailed above, we strongly endorse the department’s proposal to establish an OPSS. We believe the OPSS can support and reinforce existing efforts to strengthen the program and help build a world-class undergraduate experience for Psychology students in years to come.

References


**Institution’s Response:** OVERVIEW

While the psychology department’s undergraduate program has multiple strengths, the department is dedicated to updating and revitalizing it. At the department faculty retreat (8/16/19) the self-study documents and external site-visit report were discussed and a plan was put in motion. Specifically, four broad actions will be taken.

First, a small working-group of (volunteer) faculty and (advising) staff has come together in the fall, 2019, to discuss the structure, revision to the curriculum, and assessment plan. The first meeting was October 21, 2019. The curriculum will be assessed and revised by this working group. The revision will be based on the following parameters related to (a) student learning and (b) program management.

In the context of student learning, a revised curriculum will:
- Help us demonstrably produce quality majors
- Be actively owned by the faculty at every "level"
- Be aligned with our faculty expertise
- Be aligned with American Psychological Association standards

In the context of management, a revised curriculum will:
- Be a right-sized major that is right sized at each "level"
- Be less complex in the context of pre-requisites, course-sequencing, and student choice
- Have fewer bottlenecks
- Have right-sized TA support
Once the review is complete and a revision plan is accepted by the taskforce, the undergraduate program steering committee, and the full faculty of the department, the undergraduate program steering committee will then be tasked with implementation. Changes are expected to take 18-24 months to fully implement.

Second, the working group will also evaluate the structure and function of undergraduate program leadership in order to (a) make the program more nimble to changes and challenges, and (b) manage assessment and evaluate success.

Third, department leadership will assess and evaluate graduate student teaching training in an effort to create a more comprehensive system of training and supports for success.

Finally, department leadership will create an Office of Psychology Student Success in an effort to create a formalized space and management structure designed to support undergraduate student success.

PSYCHOLOGY DEPARTMENT UNDERGRADUATE PROGRAM FULL PLAN

The Psychology Department at Utah State University has a strong undergraduate program that can be improved. Thus far, the self-study has exposed three key challenges for our undergraduate program:

• The lack of clarity and alignment among program mission, program goals, and course goals, along with an underdeveloped program infrastructure to nurture and support clarity and alignment.
• The lack of a deep, authentic, program-wide, assessment strategy.
• The format and nature of the major in the context of rapid growth of the major and diversification of instructional methods.

Herein we are proposing a process for a comprehensive review of the curriculum to address these challenges. Specifically, these challenges will be addressed with:

1. A Program Revision process
2. A new Office of Psychology Student Success
PROGRAM REVISION PROCESS

Over the next 24 months, the undergraduate program will continue the assessment process that began in the summer of 2018. It will be focused on two tasks: improving alignment and assessment, and improving enrollment management.

IMPROVING ALIGNMENT AND ASSESSMENT

Alignment. While the department does have a mission, the undergraduate program does not currently. The program has goals defined, too, but those goals have not been reviewed for alignment with the department’s mission in some time. Likewise, all course have course-objectives. But there has been no systematic attempt to align course-goals with program goals and with the program mission. The program revision will put policies, processes, and procedures in place to assess and develop program- and course-goals. There will also be a process put in place for ongoing review.

Assessment. While a graduation requirement has been in place for some time, and has served as the program’s primary assessment strategy, assessment has not been systematically aligned with program- and course-goals. Students are required to take the ETS Major Field Test as a graduation requirement. This exam, however, is not tethered to program-wide learning objectives and course-level learning objectives (while present) are not systematically tied to the program objectives. This is not to say that students aren’t learning. This is to say that the current major does not align from course objective to program objective and then to assessment. The tasks of defining program goals, and then course goals to program goals (as outlined above) will result in assessment procedures that will provide program data such that the undergraduate program can make evidence-based decisions in the future, and measure student progress on program goals and thus, student success. Finally, while data are collected, there is has not been a systematic review and use to improve student outcomes.

IMPROVING ENROLLMENT MANAGEMENT

Growth of demand for psychology courses, growth in the psychology major, and growth in online courses have created multiple bottlenecks and issues in the undergraduate program. There are major goals for this part of the program revision:

1. Improve outcomes for students.
2. Improve retention at the university and retention in the psychology major.
3. Reduce barriers to on-time graduation.

Several issues have been identified and the work outlined in this document is certain to identify more. Some of these issues include:

- There are courses in the curriculum that are not regularly taught by TT or NTT faculty (refer to a table where we show this).
- There are courses on the books that have not been assessed for this alignment with the goals of the major.
- The PSY4950/Capstone experience has out-grown its current format.
- While undergraduate research skills are seen as paramount, undergraduate research skills have not be integrated.
- Course content delivery between online, broadcast, and face-to-face across instructors and courses is not consistent (i.e., PSY5330 Tests and Measurement is sometimes taught as a psychometrics course and other times taught as a Tests course).
- The core methods sequence (PSY3010, PSY3500, PSY5330) has not been tuned for content, overlap, or requirements of upper-division courses.
- The timing and content of the Orientation to Psychology as a Major and a Profession course (PSY2010) could use some thinking and alignment with program goals.
• What belongs in the major as ‘required’ courses has not been considered in some time. Some major requirements are the result of expertise (PSY1400) while others are the result of the department’s past expertise (PSY1110).
• The course groupings (Social, Personality; Multicultural, Gender; Cog, Advanced BA) have created some enrollment issues over time.
• There is little space for faculty engagement in special topics courses that could be popular and align with program goals.
• Ethics training is not scaffolded in the curriculum.
• Diversity content exists in two course (one is required), but not integrated across the curriculum.

OFFICE OF PSYCHOLOGY STUDENT SUCCESS

A new Office of Psychology Student Success will be launched. While a specific mission statement and set of measurable goals will be developed, the Office will be guided by four principles:

1. Above all, the office will help produce great psychology majors.
2. Support student diversity (very broadly defined). The Office will focus on student diversity, supporting underrepresented students in experiences inside and outside of the department.
3. Support students in developing discipline specific skillsets (filling in the gaps around the curriculum).
4. Focus on an evidence-based approach; assessment and evaluation is a core principle, and deliver a report to the faculty on an annual basis.

The Office is a major initiative that will move the department toward addressing two of the three key challenges:

• The lack of clarity and alignment among program mission, program goals, and course goals, along with an underdeveloped program infrastructure to nurture and support clarity and alignment.
• The lack of a deep, authentic, program-wide, assessment strategy.

STRUCTURE

The Office will support 5 activities:

1. Advising. Academic advising is a foundational support for our students. As such, advising proximity to the success center and inter-connections will be crucial in having the office achieve its goals.
2. Undergraduate Research. Undergraduate Research is one of the High Impact Practices (REF) and is a core skillset that supports the all of the principles outlined above. The UR arm of the office will take an developmental approach and provide at least four avenues to get students engaged in undergraduate research:
   a. Student-Faculty Matching for undergraduate research projects. This will reduce burden on faculty who receive requests regularly to “get involved in their labs.” That process will be taken on (including potential screening) by the UR Branch.
   b. The Idea Lab: where groups of students can be mentored on projects that emerge from undergraduate researchers, graduate assistants, or faculty. This will provide a scaffolded opportunity for students to be involved in research projects: show up, bring a project idea, survey the project ideas that are pre-determined, and get involved.
   c. Like the Idea Lab, the Replication Division will be designed to get students involved in projects that are replications. Leveraging resources from the open-science collaborative, the Replication Division will provide undergraduate research opportunities for interested students. Again, this scaffolded approach
will scale as students can be involved in various parts of the research process.

d. The **Open Slots & Opportunities Wall** will provide a space for students to learn about opportunities and for graduate-students, faculty, and the community to advertise them.

3. The office will also support students’ progress on Goal 4 (supporting students in development skillsets) in undergraduate research via **training opportunities**, including training on funding mechanisms like URCO Grants, and conference opportunities like RMPA (supporting applicants, presenters, and conference attendees), understanding the Graduate School possibilities, and skills like data management, presentations and poster design, writing, and using a citation manager.

4. **Field Experiences.** The Office will make progress on the goals of the office by identifying, nurturing, evaluating, and placing students into curriculum-aligned field experiences. The office will support students on field experiences via training opportunities.

5. **Assessment:** The Office of Psychology Student Success will be responsible for ongoing program assessment.

Figure 1. Major tasks of the Office for Psychology Student Success.
**SUPPORTS**

**Staff:** Undergraduate advising staff will be assigned administratively to the office. Effort from department staff (e.g., business services, project management and communication) will be appropriately allocated to the effort.

**Load:** This office will have a director (Director of the Office of Psychology Student Success) who is a faculty member. Directing the office will be considered a part of course-load (one course per semester; reviewed on an annual basis in order to unload). An associate director for distance education may also be a part of the office with load-compensation to be determined.

**Graduate Student Support:** The office will be supported by 40 hours of graduate teaching assistants per year, to be allocated as determined by the director (e.g., 2 GTAs in .5FTE slots, 4 GTAs in .25FTE slots). These assignments, too, will be reviewed on an annual basis to determined need.

**Undergraduate Student Support:** Undergraduate student peer mentors will be identified, and specific task-assignments will be determined.

**Space:** Optimal needs for space will be determined, available space will be assessed.

**Operating Budget:** An operating budget for the office will be determined and funds will be identified.

**Development:** The office will be a major focus of development efforts in the department in the next few years.

**APPROACH**

In order to address the issues that we have outlined and identified during the self-study—which is to be informed by feedback from the external evaluation team (Woody, Richmond, Glass) and the full faculty—we are proposing the following teams, tasks, and timelines.

**TEAMS**

- **Psychology Faculty** at Utah State University: the full faculty will be invited to participate in this revision and will be kept up-to-date as to the progress of the effort. There will be multiple instances and opportunities for input and participation.

- **Undergraduate Program Steering Committee:** all faculty who have primary role in undergraduate program (Grewe, Sperry, Earl, Bench, Johnson, Levin/C, Madden/C, and Blais) will be considered the key action-oriented team.

- **Program Revision Taskforce:** the department head (Bates), undergraduate program chair (Grewe), and an advisor (Haderlie), plus open invitation to any faculty-member who is interested and has the capacity to engage. The Revision Taskforce will be responsible for coordinating and organizing this effort; the Undergraduate Program Steering Committee will be tasked with consulting, providing feedback, and ultimately approving it.
**TIMELINE & OVERVIEW OF TASKS**

- **March 2019:** Undergraduate Program external evaluation site visit.
  - **Day 1:** Program overview, and students
  - **Day 2:** Courses, faculty, and students

- **April 2019:** The self-study documents will be distributed at the April 2019 psychology department faculty meeting. Input and feedback will be gathered and used to inform timeline and tasks going forward.

- **May 2019:**
  - Report from external evaluation committee will be received, considered, and incorporated into future plans.
  - Undergraduate Program Steering Committee Retreat: 8 hours over two days. UG committee will attend, full faculty will be invited, retreat will be led by taskforce.
    - **Agenda Day 1: Program Goals and Alignment**
      - Development of a new mission statement for UG program
      - Development of new set of program objectives
      - Development of processes related to alignment of program learning objectives and courses objectives
      - Development of assessment strategy
    - **Agenda Day 2: Office of Psychology Student Success**
      - Development of mission statement for the office
      - Development of Office “branches”: Advising
      - Development of Office “branches”: Undergraduate Research
      - Development of Office “branches”: Field Experiences
      - Initial development of resource requests: load, graduate student support, undergraduate student support, operating budget, space.

- **June, July 2019:** taskforce.

- **August 2019:**
  - Undergraduate Program Revision Meeting: Development of presentation to faculty at annual fall faculty retreat
  - Annual Fall Faculty Retreat
    - Presentation to the full faculty using the following agenda for a 60m session:
      - Overview and summary of Program Goals and Alignment; request for feedback
      - Overview and summary of Office of Psych Student Success; request for feedback

- **September 2019:**
  - Undergraduate Program Revision Taskforce Meeting: draft revision document
• Undergraduate Program Steering Committee Meeting: review Program Revision draft

• **November 2019:**
  o Undergraduate Program Revision Taskforce Meeting: new draft revision document
  o Undergraduate Program Steering Committee Meeting: review new Program Revision draft

• **December 2019:** Presentation to full faculty at December meeting to consider the Program Revision draft

• **January-March 2020:** Curriculum revision implementation begins.

• **Fall 2020:** Revised curriculum and program processes go live.
ITEM FOR ACTION

Utah State University (USU) submits the attached program review of the Nutrition Science program in the College of Agriculture and Applied Sciences for consideration and action by the Board of Trustees.

EXECUTIVE SUMMARY

The Nutrition Science (NS) program is one of three Bachelor of Science (BS) degrees offered by the Department of Nutrition, Dietetics, and Food Sciences. A Bachelor of Science (BS) Nutrition Science degree was recently (Fall 2018) approved to replace the previous emphasis area within the BS Nutrition, Dietetics, and Food Sciences degree. The new BS NS degree offers two optional emphasis areas in Pre-Health Professions and Sports Nutrition. Having a BS degree in NS, rather than an emphasis in NS for the broader BS degree in Nutrition, Dietetics, and Food Sciences is beneficial because it: 1) distinguished NS from the other disciplines in the department and recognizes that NS has a core curriculum different than both Food Science and Dietetics; 2) it allows for better advising and tracking of students and graduates; and 3) makes it easier for students interested in the unique training provided by our program to recognize what degree is most appropriate for them.

The Nutrition Science program is designed for students who are interested in studying the molecular and cellular aspects of how nutrition relates to human health and disease. This degree prepares students for employment in the food and supplement industries, government or private agencies in the area of nutrition and health, research laboratories, or for advanced degree programs in nutrition or related fields.

The Nutrition Science program produced a comprehensive self-study in preparation for a review team visit which took place in March 2019. The department and college responded to the review team’s report and subsequently this Regents R411 program review report was prepared for review by the Board of Trustees.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees accept this review of the Nutrition Science program in the College of Agriculture and Applied Sciences at Utah State University.
WHEREAS, Utah State University submits this program review on the Nutrition Science program in the College of Agriculture and Applied Sciences, and

WHEREAS, a comprehensive review of Nutrition Science program by the external review team has determined that this department is continuing a rich tradition of excellence in its professional education, research dissemination, and service, and

WHEREAS, The Department, the College, and the University are committed to making progress on recommendations made by the external review team, and

WHEREAS, The report has the support of the President and Provost of Utah State University;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby accept the program review on the Nutrition Science program in the College of Agriculture and Applied Sciences and that this review be forwarded to the Utah State Board of Regents of the Utah System of Higher Education as an information item.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:
Institution Submitting Review: Utah State University
Program Title: Nutrition Science
School or Division or Location: College of Agriculture and Applied Sciences
Department(s) or Area(s) Location: Department of Nutrition, Dietetics, and Food Sciences
Institutional Board of Trustees' Approval Date: MM/DD/YEAR

Review Type (check one):

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<td>5.1</td>
<td>Seven-Year Program Review</td>
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<td>5.2</td>
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Chief Academic Officer (or Designee) Signature:
I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

____________________________________
Signature                                    Date: MM/DD/YEAR
Printed Name: Renee V. Galliher
Seven-Year Program Review
Utah State University
Nutrition Science in the Department of Nutrition, Dietetics, and Food Sciences
8/28/2019

Reviewers:
- Mark Haub, Kansas State University
- John Finley, Louisiana State University
- Gretchen Peacock, Utah State University

Program Description:
The Nutrition Science (NS) program is one of three Bachelor of Science (BS) degrees offered by the Department of Nutrition, Dietetics, and Food Sciences. A Bachelor of Science (BS) Nutrition Science degree was recently (Fall 2018) approved to replace the previous emphasis area within the BS Nutrition, Dietetics, and Food Sciences degree. The new BS NS degree offers two optional emphasis areas in Pre-Health Professions and Sports Nutrition. Having a BS degree in NS, rather than an emphasis in NS for the broader BS degree in Nutrition, Dietetics, and Food Sciences is beneficial because it: 1) distinguished NS from the other disciplines in the department and recognizes that NS has a core curriculum different than both Food Science and Dietetics; 2) it allows for better advising and tracking of students and graduates; and 3) makes it easier for students interested in the unique training provided by our program to recognize what degree is most appropriate for them.

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Data Form: Faculty, student, and financial data for the past five years.

R411 Data Table

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Program Assessment:

Faculty
There are 6 core faculty who are identified as being part of the NS program, and a total of 31 faculty in the NDFS department. These core faculty are all well-qualified and are both strong teachers and strong researchers. In addition, student feedback suggests that faculty are meeting student needs by being available, knowledgeable, and personable.

Courses and Curriculum
The current NS curriculum is designed to provide students a strong background in nutrition science via specific courses in this area. Additionally, the NS program is well-suited to provide a strong science background that is directly relevant for those students who will be applying to medical school and other health care profession areas (physical or occupational therapy and physician assistant). Although there is some wisdom in the current approach, we believe it would be beneficial for students to have increased flexibility in terms of non-NS classes, and that it would benefit students to have more NS specific courses. Currently, NS majors are required to take 26 credits of NS courses. Five of the required courses are at the 5000-level and are cross-listed undergraduate / graduate courses. The number of required NS credits is lower than some other programs at peer institutions (see Table 1 for comparison information) with a higher percentage of courses being cross-listed with graduate courses. Based on comparisons, it seems other programs share content delivery with their colleagues in dietetics programs, which is an efficient means of content delivery for the university. The NS faculty appear to do this for the dietetics program(s) and it is collaborative to share instructional opportunities. For example, several NS programs require Life Cycle/Span Nutrition, which is required in the Utah State Dietetics Emphasis program. Increasing the number of undergraduate-specific courses will enhance academic diversity and variety to assist with recruitment and retention of students; and, potentially generate more revenue for the unit. Specific recommendations we have in this area are as follows:

- Increase number of NS major courses; particularly those at the 2000 and 3000 levels
- Explore the need for the extensive number of chemistry courses and consider reducing the number of required chemistry courses
- Explore reducing the required Math courses – perhaps only requiring college algebra. Also consider an introductory statistics class as the QI requirement.
- Consider allowing students to have a minor (e.g., maybe Biology would be an appropriate minor for pre-health students)
One option might be to have ‘sub-plans’ for pre-med versus plans for those entering the workforce after the BS degree (e.g., Extension agent, Health Worker/Navigator, WIC employee).

Reducing required chemistry and math courses will open opportunities for more nutrition related classes particularly for nutrition and sports nutrition options. Pre-professional students will likely still need to continue with conventional chemistry etc. to meet medical / health professional school requirements.

Increasing the number of NS specific courses will likely require more instructors and/or more sharing of courses across the department. Suggestions include:

- Sharing more classes with the dietetics program in terms of having NS students in dietetics courses (or courses taught by faculty affiliated with the dietetics program). Currently NS faculty have dietetics students in their classes but there appears to be fewer dietetics courses open to NS students. Overall, we believe there is merit in working to integrate across programs in departments where possible rather than having separate (but similar) classes for each major.
- Explore ways to hire more nutrition instructors. One recommended option is to hire a lecturer who could teach a 4-4 load focused on undergraduate courses (perhaps split across the NS program and other areas is NDFS). Given that so many of the faculty in the NS program are on research role statements with lower teaching loads, it will be difficult for current faculty to meet all of the teaching needs of the program while still meeting the research mission of the department and college.

Overall, we believe that encouraging more flexibility in education opportunities will be helpful for the NS majors – especially those with career paths other than health profession areas. In addition, it is important to focus on skills such as communication skills, leadership and teamwork in the of training students.

In addition to some modifications to the curriculum, an increased focus on undergraduate research would be beneficial to NS majors. Students expressed interest in engaging in research and some frustration that it was challenging to find opportunities for research. Faculty are encouraged to invite undergraduate students to be part of their research teams, support students in applying for URCO grants, and explore having a larger cohort of honors students. There seemed to be a disconnect in the communication, as faculty expressed that communication was provided, while students who were interested did not seem to receive the communication at a time they could participate.

The department may want to consider whether offering a NS minor would be beneficial to the program and department. It seems likely a NS minor would be popular with other disciplines across campus.

**Student Recruitment**

Student numbers in the NS major are low and while we understand numbers may increase this year, we believe the program should consider ways to better market their program and recruit new majors. That being said, we also believe the program should work with the department head and dean to identify the optimal size of the program and then use strategies, as needed, to reach this target size.

A major issue identified is that most incoming USU students do not know the NS major (or NDFS) exists and have no concept of the opportunities the program represents.

Suggestions for recruitment into major include:
• Be more proactive in recruiting / identifying majors
  o Use social media - identify students with social media skills, build a website and have students manage it for credit
  o Utilize social media and regional TV and newspapers to announce breakthrough research, extramural funding and recent publications
  o Connect with regional science and food editors
• Make illustrations on recruitment brochures more relevant and target recruitment materials more. For example, use an athlete for the sports nutrition emphasis; use a picture of medical personnel for the pre-professional emphasis area.
• Explore participation in FFA and 4-H. Does university extension have tools to reach out to high school or incoming freshman?
• Utilize and emphasize being the sole pre-health program in the college
  o Focus on Nutrition as relevant major for a variety of pre-health fields
  o Offer seminars or orientation sessions for incoming freshman
  o Work with junior colleges in region to recruit and facilitate transfer to USU. This could include suggested courses that could be taught at junior college with assured credit transfer

Alumni, Community, and Student Relations
There are limited scholarship opportunities for students. Reaching out to alumni and engaging in networking may help expand these opportunities.

To promote cohesive student groups (and perhaps more engaged alumni), a student Nutrition club may be considered. The club could engage in community outreach and service in addition to more academic activities.

Consider nutrition seminars and retreats for physicians and health professionals. Leverage Logan ski resorts and summer sports a public service activity. This could be a good service (physicians need more nutrition education) and a revenue source.

A recommendation would be to require students take a selection of NDFS classes. This increases variety, which was requested by students, and it generates programmatic SCH – which might be of value to the department and college. If some general education requirements are decreased, there would not necessarily be an increased number of required courses. To serve as an excellent pre-health or pre-medicine program, the flexibility with electives is paramount. Most other NS programs nationally are structured to train excellent and well-prepared students for entry into health care professional programs – especially dentistry, medicine, optometry, and physician assistant programs.

Institution's Response:

Courses and Curriculum
We agree with recommendation to increase the number of major courses available to our students especially at the 2000 and 3000 level, and in general make available a selection of courses that add flexibility of electives within the major. To this end, when new curriculum is developed in the future, we will prioritize the creation of 2000-3000 level classes over upper level classes. The current situation and limiting
factors are that nutrition science faculty already carry full teaching loads and the first and second years of our current curriculum are largely filled with math and biology/chemistry courses that fulfill prerequisites for other courses in our curriculum or that are often required for medical school. To address the first limiting factor, the review committee suggested that courses currently taught be faculty in the dietetics program, should be made available to nutrition science students. We agree with this recommendation, and we will work with the administration to make available to nutrition science students such current dietetics-only courses as Nutrition Assessment (NDFS 4550), Maternal and Child Nutrition (NDFS 4790), and Education and Counseling Methods in Dietetics 1 and 2 (NDFS 4050, 4060), and Medical Nutrition Therapy 1 and 2 (NDFS 4550, 4560). We believe there is great opportunity to dissolve silos currently separating dietetics and nutrition science and thereby adding vitality to both programs. This will be part of the discussion and planning as the department revamps its dietetics programs over the next few years to meet new licensing requirements for registered dietitians.

To make room for additional flexibility in our nutrition science programs, we have already begun employing a variety of course analytics looking at the need and role of prerequisite courses, especially in math, physics, and chemistry. For example, if we remove the requirement for NS students to take Trigonometry and Calculus, we free up 5 credit hours for students to take major courses during their freshmen and sophomore years. The recommendation to increase flexibility by decreasing general education credits will be difficult because general education requirements are established by the university and have been carefully considered in developing our curricula.

We have previously considered offering a nutrition science minor, however our faculty did not support this idea based on the premise that there are already enough people with marginal qualifications claiming nutritional expertise. Overall, faculty support a dual major philosophy of nutrition science with biology, exercise physiology, or other complimentary allied health degrees. An additional point to consider is that requiring our students to have another minor, would likely only add to the prerequisites and that the review committee indicated we should scrutinize as really necessary. Nutrition science students sometimes currently earn minors in related programs such as chemistry.

Recruitment into Major
While student numbers in the nutrition science program were identified as low, the numbers largely saturate the teaching resources held within the program and many of the nutrition science courses invariably fill to capacity. Still, targeted recruitment into nutrition science was a major driving force for the recent separation of bachelor degrees in the department thereby allowing emphasis areas under nutrition science including Pre-Health and Sports Nutrition. We have already developed targeted advertising for those programs and are currently working with the College of Agriculture and Applied Science's (CAAS) marketing team, as well as the College ambassadors and our program advisor Ms. Launa Julander to work on ways to increase the visibility of our program to current and prospective students.

Alumni, Community and Student Relations
We appreciate the reviewers’ comments regarding alumni and community relations and recognize that strengthening these relations will increase the visibility of our program. Given our limited resources our immediate effort in this respect will be to consider starting a Nutrition Science club. This effort will be led by our students, and faculty will actively engage with students of this club to foster networking opportunities with alumni and community. We anticipate that many of our students will be interested in organizing leadership and outreach activities including hosting nutrition seminars and retreats for health/medical professionals.
General Recommendation
The committee's review clearly identified a need for our curriculum to include additional core Nutrition Science courses and provide for more flexibility in our curriculum. We agree with the reviewers that an efficient way to address this would be to increase the integration of the department's nutrition science and dietetics programs. There is great opportunity to achieve this as our dietetics program is in the midst of transitions as they respond to the changes in the requirements of dietetics professionals to occur in the near future. In particular, the department will be dropping the Coordinated Program while maintaining and expanding the Didactic Program. Our planning for this transition will consider how the department's current curricula and specific course offerings can be shared across both nutrition science and dietetics. In addition, we will work to make our program more visible to prospective and current students in the ways previously discussed.
ITEM FOR ACTION

RE: Review and Acceptance of the External Audit Reports

The external audit reports are submitted to the Board of Trustees for consideration. The audit reports listed below have received the appropriate administrative review.

EXECUTIVE SUMMARY

Audits of University financial statements are conducted by various external agencies. The State of Utah Auditor’s Office performed the comprehensive audit on the University financial statements for the year ended 30 June 2019. The State of Utah Auditor’s Office also performed the required audit on the Edith Bowen Laboratory School financial statements for the year ended 30 June 2019. The firm Jones Simkins LLP performed the comprehensive audit on the Utah State University Research Foundation’s financial statements for the year ended 30 June 2019. The firm Jones Simkins LLP also performed the required audit on Utah Public Radio’s financial statements for the year ended 30 June 2019.

The reports listed below are scheduled for review by the Board of Trustees Audit Committee prior to the Board of Trustees meeting on January 10, 2020.

2. Utah State University Research Foundation Financial Statements and Management Letter for the Year Ended 30 June 2019

RECOMMENDATION

The President, Vice President for Business and Finance, and the Audit Committee recommend that the Board of Trustees accept the external audit reports.
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Audits of University financial statements are conducted by various external agencies; and

WHEREAS, A meeting of the Utah State University Board of Trustees Audit Committee was held on January 10, 2020 for the purpose of reviewing the external audit reports; and

WHEREAS, The following individuals are members of the Utah State University Board of Trustees Audit Committee: Kent K. Alder, Chair; Jody K. Burnett; Gina Gagon; Wayne L. Niederhauser; and David A. Petersen; and

WHEREAS, The following reports were reviewed:

2. Utah State University Research Foundation Financial Statements and Management Letter for the Year Ended 30 June 2019

WHEREAS, The President, Vice President for Business and Finance, and the Audit Committee recommend the Board of Trustees accept the external audit reports:

NOW, THEREFORE, BE IT RESOLVED, That the Utah State University Board of Trustees hereby accepts the above listed audit reports.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES

Date

Members of the Audit Committee:
Kent K. Alder, Chair
Jody K. Burnett
Gina Gagon
Wayne L. Niederhauser
David A. Petersen
ITEM FOR ACTION

RE: Capital Improvement Priority List for FY 2020-21

The attached Capital Improvement Priority List for FY 2020-21 is submitted to the Board of Trustees for consideration. It has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

The Utah Legislature appropriates state funds for the purpose of capital facilities improvement. The attached Capital Improvement Priority List for FY 2020-21 emphasizes critical repairs, renovations, and infrastructure projects.

RECOMMENDATION

The President and Vice President for Business and Finance recommend that the Board of Trustees approve the Capital Improvement Priority List for FY 2020-21 as presented.
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, the Utah Legislature appropriates state funds for the purpose of capital facilities improvement;

WHEREAS, Utah State University is required to submit its prioritized recommendation for such projects to the Board of Regents after approval by the Utah State University Board of Trustees; and

WHEREAS, the President and Vice President for Business and Finance have reviewed the Capital Improvement List for FY 2020-21 and recommend its approval to the Utah State University Board of Trustees:

NOW, THEREFORE, BE IT RESOLVED that the Utah State University Board of Trustees hereby approves the Capital Improvement Priority List for FY 2020-21 as presented.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES

___________________

Date
<table>
<thead>
<tr>
<th>Priority</th>
<th>Building Name</th>
<th>Project Name</th>
<th>Project Description</th>
<th>Requested Amount</th>
<th>Cumulative Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Medium Voltage Upgrade</td>
<td>North overhead to underground conversion. Oil switches and circuit breakers. Underground cable and switch replacement at Measer, Animal Science, Geology, and University Inn.</td>
<td>$500,000.00</td>
<td>$500,000.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Planning and Design Fund</td>
<td>Funds to be used for general programming, designs and studies for current or future projects. Preliminary design work for estimating future project requests.</td>
<td>$175,000.00</td>
<td>$675,000.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Campus-Wide Health, Life Safety, Code Compliance &amp; Asbestos Abatement</td>
<td>To include but not limited to: handrails, hardware, ADA, asbestos abatement, mold abatement, code compliance and misc. safety issues, etc.</td>
<td>$150,000.00</td>
<td>$825,000.00</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Campus Concrete Replacement</td>
<td>Replacement of exterior concrete campus-wide focusing on areas that pose a safety hazard.</td>
<td>$300,000.00</td>
<td>$1,125,000.00</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Campus-Wide Bike Racks &amp; Site Furnishings</td>
<td>Install and replace bike racks, benches, handrails and other fixed outdoor furnishings and infrastructure.</td>
<td>$60,000.00</td>
<td>$1,185,000.00</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Campus-Wide Security and Electronic Access Control</td>
<td>Expand and upgrade electronic card access system and security cameras to existing buildings to improve building security.</td>
<td>$200,000.00</td>
<td>$1,385,000.00</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Campus Sign System</td>
<td>Plan, install and/or replace way-finding signage across campus.</td>
<td>$50,000.00</td>
<td>$1,435,000.00</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Site &amp; Safety Lighting</td>
<td>Campus-wide site and safety lighting upgrade. Priority: Mold cast replacement.</td>
<td>$350,000.00</td>
<td>$1,785,000.00</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Campus Wide Classroom</td>
<td>Upgrade classrooms across campus. Upgrades include HVAC, blinds, paint, floor coverings, electrical infrastructure, and pathways for future classroom IT equipment.</td>
<td>$250,000.00</td>
<td>$2,035,000.00</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Fieldhouse</td>
<td>Fieldhouse flooring replacement</td>
<td>Abate and replace Fieldhouse floor and track surface.</td>
<td>$1,000,000.00</td>
<td>$3,035,000.00</td>
</tr>
<tr>
<td>11</td>
<td>USU Price</td>
<td>USU Price Security and Access Control</td>
<td>Expand and upgrade electronic card access system and security cameras to existing buildings to improve building security.</td>
<td>$150,000.00</td>
<td>$3,185,000.00</td>
</tr>
<tr>
<td>12</td>
<td>USU Price</td>
<td>USU Price Central Chiller Replace</td>
<td>Replace one of the central chillers.</td>
<td>$350,000.00</td>
<td>$3,535,000.00</td>
</tr>
<tr>
<td>13</td>
<td>USU Price WIB</td>
<td>USU Price WIB Controls Upgrade</td>
<td>Replace and upgrade HVAC control system.</td>
<td>$350,000.00</td>
<td>$3,885,000.00</td>
</tr>
<tr>
<td>14</td>
<td>USU Price BDAC</td>
<td>USU Price BDAC Windows Replacement</td>
<td>Replace all of the windows in the BDAC building.</td>
<td>$375,000.00</td>
<td>$4,260,000.00</td>
</tr>
<tr>
<td>15</td>
<td>USU Price Trucking Building</td>
<td>USU Price Trucking Building Re-roof</td>
<td>Re-roof the building.</td>
<td>$100,000.00</td>
<td>$4,360,000.00</td>
</tr>
<tr>
<td>16</td>
<td>Spectrum Parking Lot</td>
<td>Spectrum Parking Lot Paving</td>
<td>Repave North Spectrum parking lot and install underground storm water detention system - Phase 1.</td>
<td>$1,500,000.00</td>
<td>$5,860,000.00</td>
</tr>
<tr>
<td>17</td>
<td>Old Main</td>
<td>Old Main Painting</td>
<td>Re-paint and restore existing paint on wood trim including the tower.</td>
<td>$600,000.00</td>
<td>$6,460,000.00</td>
</tr>
<tr>
<td>18</td>
<td>New Utility Tunnel</td>
<td>Install a new utility tunnel with main steam, condensate and chilled water piping from the Performance Hall to 700 N.</td>
<td>$3,000,000.00</td>
<td>$9,460,000.00</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Merrill Cazier Library</td>
<td>Merrill Cazier Library Sci-Tech side phase II</td>
<td>Finish re-roofing the buildup section of the roof.</td>
<td>$900,000.00</td>
<td>$10,360,000.00</td>
</tr>
<tr>
<td>20</td>
<td>Eccles Conference Center</td>
<td>Eccles Conference Center Building Reroof</td>
<td>Existing roof needs to be replaced.</td>
<td>$850,000.00</td>
<td>$11,210,000.00</td>
</tr>
<tr>
<td>21</td>
<td>700 North Phase II</td>
<td>700 North Street Improvements Design</td>
<td>Design only. Construction to be funded the following year.</td>
<td>$200,000.00</td>
<td>$11,410,000.00</td>
</tr>
<tr>
<td>22</td>
<td>800 East Sidewalk</td>
<td>Add additional sidewalk on 800 East connecting Blue Square crosswalk to 1000 North.</td>
<td>$750,000.00</td>
<td>$12,160,000.00</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Roosevelt Student Center</td>
<td>Roosevelt Student Center Hydronic System Upgrade</td>
<td>Update hydronic system in the Student Center including boiler and heat exchangers.</td>
<td>$300,000.00</td>
<td>$12,460,000.00</td>
</tr>
<tr>
<td>24</td>
<td>ESLC</td>
<td>ESLC Tiered Classroom</td>
<td>Classroom 130 - replace carpet in large tiered auditorium classroom.</td>
<td>$95,000.00</td>
<td>$12,555,000.00</td>
</tr>
<tr>
<td>25</td>
<td>Lillywhite</td>
<td>Lillywhite Elevator Upgrade</td>
<td>Modernization of the elevator at Lillywhite</td>
<td>$200,000.00</td>
<td>$12,755,000.00</td>
</tr>
<tr>
<td>26</td>
<td>Geology</td>
<td>Geology Generator Replacement</td>
<td>Replace generator in Geology.</td>
<td>$200,000.00</td>
<td>$12,955,000.00</td>
</tr>
<tr>
<td>27</td>
<td>Old Main</td>
<td>Old Main Masonry Restoration</td>
<td>Masonry restoration of brick and stone.</td>
<td>$750,000.00</td>
<td>$13,705,000.00</td>
</tr>
<tr>
<td>28</td>
<td>Champ Drive</td>
<td>Champ Drive Bus Station Turnaround Replacement</td>
<td>Asphalt replacement and turnaround redesign at Ag Science &amp; Family Life.</td>
<td>$500,000.00</td>
<td>$14,205,000.00</td>
</tr>
<tr>
<td>29</td>
<td>Natural Resources</td>
<td>Natural Resources Building Reroof</td>
<td>Existing roof needs to be replaced.</td>
<td>$1,100,000.00</td>
<td>$15,305,000.00</td>
</tr>
<tr>
<td>30</td>
<td>Fieldhouse</td>
<td>Fieldhouse Window Replacement</td>
<td>Replaces windows in Fieldhouse.</td>
<td>$400,000.00</td>
<td>$15,705,000.00</td>
</tr>
</tbody>
</table>
ITEM FOR ACTION

RE: Proposal to Accept Revisions to Tenured and Term appointments: Evaluation, Promotion and Retention Policy 405

The attached policy is submitted to the Board of Trustees for consideration. It has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

The University desires to update Code 405 with the attached version. Revisions to this policy were submitted by the Professional Responsibilities and Procedures Committee to the Faculty Senate and Executive Committee.

The following is a summary of the revision to Policy 405.2 | 405.3 | 405.5 | 405.9:

- The new policy provides for the inclusion of community engagement in teaching, research or creative endeavors.

RECOMMENDATION

The President of the Faculty Senate recommend that the Board of Trustees approve the revisions to Policy 405 Tenured and Term appointments: Evaluation, Promotion, and Retention of the Utah State University Policy Manual.
WHEREAS, The University desires to revise Policy 405 Tenured and Term appointments: Evaluation, Promotion, and Retention as outlined in the attached document;

WHEREAS, Revisions and/or amendments to this policy were submitted by the Professional Responsibilities and Procedures Committee to the Faculty Senate and Executive Committee for review and comment; and

WHEREAS, The procedures for amending policies outlined in Section 200 of the University Policy Manual have been followed:

NOW, THEREFORE, BE IT RESOLVED, That the USU Board of Trustees approve the revisions to Policy 405 Tenured and Term appointments: Evaluation, Promotion and Retention effective 10 January 2020.

RESOLUTION APPROVED BY BOARD OF TRUSTEES:

Date
405.2 TENURE AND PROMOTION: CRITERIA FOR CORE FACULTY RANKS

2.1 Criteria for the Award of Tenure and for Promotion from Assistant to Associate Professor

The foregoing criteria are to be applied to the following areas:

(1) Teaching.

Teaching includes but is not limited to all forms of instructional activities: classroom performance, broadcast and online instruction, mentoring students inside and outside the classroom, student advising and supervision, thesis and dissertation direction, and curriculum development. Documentation supporting teaching performance must include student and peer evaluations, and may include, but is not restricted to: proficiency in curriculum development as demonstrated through imaginative or creative use of instructional materials such as syllabi, instructional manuals, edited readings, case studies, media packages and computer programs; authorship of textbooks; teaching and/or advising awards; authorship of refereed articles on teaching; success of students in post-graduate endeavors; evidence of mentoring inside and outside the classroom, including work with graduate or undergraduate researchers, graduate instructors or undergraduate teaching fellows, applicants for major scholarships or grants, implementation of high impact practices such as community-engaged teaching, first-year seminars, or strategies that promote student retention efforts, and Honors or other independent study work; recognition by peers of substantive contributions on graduate committees; service on professional committees, panels, and task forces; and invited lectures or panel participation.

(2) Research or Creative Endeavors.

Research or creative endeavors encompass a wide variety of scholarly activities that lead to the advancement of knowledge and/or to original contributions in the arts and humanities. Documentation supporting such activities must include peer recognition of their value and may include, but is not restricted to: publication of books, or monographs, or articles in peer reviewed media; intellectual contributions represented by patents, inventions and other intellectual property; effective community engagement as part of the effort, participation in symposia and authorship of chapters in review volumes; creative work in the arts and humanities that receives regional and national recognition; success in competition for extramural funding.

(3) Extension.

Extension provides the public, primarily within the state, with research-based information and other university resources. Documentation supporting extension performance must include peer evaluation and may include, but is not restricted to: active programs with various extension constituents; recognition by extension clients for an effective effort; effective community engagement; innovative techniques; effective use of the media; publications appropriate to the assignment; responses to requests from private and government entities for advisory help and consulting; publications in peer-reviewed and/or professional media; service
on professional committees, panels and task forces; and peer recognition of the value of the extension effort.

405.3 TENURE AND PROMOTION: CRITERIA FOR LIBRARIANS

(2) Research or Creative Endeavors.

Research or creative endeavors encompass a wide variety of scholarly activities that lead to the advancement of knowledge. Documentation supporting such activities must include peer recognition of their value and may include, but is not restricted to: publication of books, or monographs, or articles in peer reviewed media; intellectual contributions represented by patents, inventions and other intellectual property; effective community engagement as part of the effort; community engaged scholarship; participation in symposia and authorship of chapters in state-of-the-art review volumes; creative work using computer/telecommunication technology which receives regional and national recognition; success in competition for extramural funding.

(3) Extension.

Extension provides the public, primarily within the state, with research-based information and other university resources. Documentation supporting extension performance may include, but is not restricted to: active library/information support with various extension constituents; recognition by extension clients for an effective effort; effective community engagement; innovative techniques; community engagement; effective use of the media; publications appropriate to the assignment; responses to requests from private and government entities for advisory help and consulting; publications in peer-reviewed and/or professional media; service on professional committees, panels and task forces; and peer recognition of the value of the extension effort.

405.5 TENURE AND PROMOTION: CRITERIA FOR PROFESSIONAL CAREER AND TECHNICAL EDUCATION FACULTY RANKS

5.1 Criteria for the Award of Tenure and for Promotion from Professional Career and Technical Education Assistant Professor to Professional Career and Technical Education Associate Professor

The foregoing criteria are to be applied to the following areas:

(1) Teaching.

Teaching includes, but is not limited to, all forms of career and technical education instructional activities: classroom performance, student advising and supervision, oversight of independent learning, mentoring students inside and outside the classroom, and curriculum development.
Documentation supporting teaching performance must include student and peer evaluations, and may include, but is not restricted to: proficiency in identifying the needs of the identified audience; curriculum development as demonstrated through imaginative or creative use of up-to-date instructional methods materials such as workshops, conferences, classes, lectures, newsletters, syllabi, instructional manuals, assigned readings, case studies, media presentations, packages and computer-assisted instruction, programs; authorship of extension bulletins, self-instruction textbooks or other instructional materials; program development teaching and/or advising awards; authorship of refereed articles on teaching; evidence of mentoring inside and outside the classroom, including work with graduate or undergraduate researchers, graduate instructors or undergraduate teaching fellows, applicants for major scholarships or grants, implementation of high impact practices such as community-engaged teaching, first-year seminars, or strategies that promote student retention efforts, and Honors or other independent study work; success of students in post-instructional licensing procedures or employment placements; service on professional committees, panels and task forces; and invited presentations or panel participation and professional lectures or consultations.

405.9 TERM APPOINTMENTS AND PROMOTION: CRITERIA

10.1 Criteria for Promotion to the Penultimate Ranks:

(1) Teaching.

Teaching includes all forms of instructional activities: classroom performance, mentoring students inside and outside the classroom, student advising, clinical supervision, thesis and dissertation direction, and curriculum development. Evidence supporting teaching performance must include student and peer evaluations where appropriate, and may include, but is not restricted to: proficiency in curriculum development as demonstrated through imaginative or creative use of up-to-date instructional materials such as syllabi, instructional manuals, edited readings, case studies, media packages, and computer programs; authorship of textbooks; teaching and/or advising awards; authorship of refereed articles on teaching; success of students in post-graduate endeavors; evidence of mentoring inside or outside the classroom, including work with graduate or undergraduate researchers, graduate instructors or undergraduate teaching fellows, applicants for major scholarships or grants, implementation of high impact practices such as community-engaged teaching, first-year seminars, or strategies that promote student retention efforts, and Honors or other independent study work; recognition by peers of substantive contributions on graduate committees; service on professional committees, panels, and task forces; invited lectures or panel participation.

(2) Research or Creative Endeavors.

Research encompasses a wide variety of scholarly activities that lead to the advancement of knowledge. Evidence supporting such activities must include peer recognition of their value and may include, but is not restricted to: publication of books, monographs, or articles in peer-reviewed media; invitations to participate in symposia and to write chapters in state-
the-art review volumes; **effective community engagement as part of the effort** community engaged scholarship; and success in competition for extramural funding.
ITEM FOR ACTION

RE: Proposal to Accept Revisions to Promotion Advisory Committee Policy 405

The attached policy is submitted to the Board of Trustees for consideration. It has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

The University desires to update Code 405 with the attached version. Revisions to this policy were submitted by the Professional Responsibilities and Procedures Committee to the Faculty Senate and Executive Committee.

The following is a summary of the revision to Policy 405.11.2

• The new clarify purpose, scope and responsibility of the Promotion Advisory Committee.

RECOMMENDATION

The President of the Faculty Senate recommend that the Board of Trustees approve the revisions to Policy 405 Promotion Advisory Committee of the Utah State University Policy Manual.
RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, The University desires to revise Policy 405 Promotion Advisory Committee as outlined in the attached document;

WHEREAS, Revisions and/or amendments to this policy were submitted by the Professional Responsibilities and Procedures Committee to the Faculty Senate and Executive Committee for review and comment; and

WHEREAS, The procedures for amending policies outlined in Section 200 of the University Policy Manual have been followed:

NOW, THEREFORE, BE IT RESOLVED, That the USU Board of Trustees approve the revisions to Policy 405 Promotion Advisory Committee effective 10 January 2020.

RESOLUTION APPROVED BY BOARD OF TRUSTEES:

Date
11.2 Promotion Advisory Committee (original)

When a faculty member with term appointment is being considered for promotion, the department head or supervisor shall, in consultation with the academic dean or vice president for extension, and, where applicable, the chancellor or regional campus dean appoint a promotion advisory committee of at least five faculty members who have higher rank than does the candidate for promotion, a majority of whom are tenured. The department head or supervisor shall appoint a chair other than him or herself. The promotion advisory committee shall be appointed during the fall semester of the year upon the request of the faculty member who seeks promotion.

At least one member shall be chosen from outside the academic unit. If there are fewer than five qualified faculty members in the academic unit, the department head or supervisor shall, in consultation with the academic dean, or vice president for extension, and, where applicable, the chancellor or regional campus dean, fill the vacancies with qualified faculty of related academic units.

The department head or supervisor for each committee shall fill vacancies on the committee. The department head or supervisor may, with the approval of the academic dean or vice president for extension, and, where applicable, the chancellor or regional campus dean, replace members of the promotion advisory committee. The candidate may request removal of committee members subject to the approval of the department head or supervisor and the academic dean or vice president for extension, and, where applicable, the chancellor or regional campus dean.

(Paragraph breaks not in the original)
11.2 Promotion Advisory Committee Formation and Meeting (track changes)

When a faculty member with term appointment is hired, being considered for promotion, the department head or supervisor shall, in mutual agreement with the faculty member, consultation with the academic dean or vice president for extension, and, where applicable, the chancellor or regional campus dean, appoint a promotion advisory committee. The committee shall consist of at least five faculty members who have higher rank than does the candidate for promotion, a majority of whom are tenured, at least one of whom is a faculty member with a term appointment of higher rank than the candidate, and and at least one member shall be chosen from outside the academic unit. Neither the Department Head nor supervisor may serve as the chair of the committee or as a member of the committee. The department head or supervisor shall appoint a chair of the committee other than him- or herself themselves. The promotion advisory committee shall be appointed during the fall semester of the year upon the request of the faculty member who seeks promotion no later than the fall semester of the first year following the faculty member’s hire date and the committee will meet at this time. The committee will meet annually during fall semester, at the faculty member’s request, until promotion occurs.

At least one member shall be chosen from outside the academic unit. If there are fewer than five qualified faculty members in the academic unit, the department head or supervisor shall, in consultation-mutual agreement with the faculty member, the academic dean, or vice president for extension, and, where applicable, the chancellor or regional campus dean, fill the vacancies with qualified faculty members from closely related academic units.

The department head or supervisor for each committee shall fill vacancies on the committee. The department head or supervisor may, with the approval of the academic dean or vice president for extension, and, where applicable, the chancellor or regional campus dean, replace members of the promotion advisory committee provided that this is done in mutual agreement with the faculty member. The candidate may request removal of committee members subject to the approval of the department head or supervisor and the academic dean or vice president for extension, and, where applicable, the chancellor, or regional campus dean.

(Paragraph breaks not in the original)

405.11.2(2) Promotion Advisory Committee Meeting

In no more than three years following initial promotion to the next academic rank, the department head or supervisor will ensure a promotion advisory committee is in place or form a new one adhering to the process described in 405.11.2, to advise the faculty member in regard to aspects of promotion to the next academic rank. After the first
meeting, subsequent meetings will be held at the request of the faculty member to provide counsel and guidance on promotion to the next academic rank. The promotion advisory committee shall meet at any time upon request of the faculty member, and in no case, later than the third year following the most recent promotion.

All promotion advisory committee members, including the faculty member, shall participate in all committee meetings, either physically or by electronic conferencing. An ombudsperson must be present in person or by electronic conferencing. At each meeting the promotion advisory committee will ensure that the faculty member has an up-to-date and duly signed role statement. The committee will discuss with the faculty member their performance relative to their role statement in the context of meeting criteria required for achieving promotion to the next academic rank. When the faculty member wishes to be considered for promotion to the next academic rank, the promotion advisory committee shall meet upon request of the faculty member during the spring semester of the academic year prior to the academic year when the candidate’s dossier will be reviewed for promotion.

Within 30 days after any meeting with the faculty member and their promotion advisory committee, the committee chair shall write a report on the guidance given to the faculty member based on the committee’s discussion. All members of the promotion advisory committee and the ombudsperson shall read and sign the final draft of the report. The report will then be sent to the faculty member and their department head or supervisor, the academic dean or vice president for extension, and, where applicable, the chancellor.
ITEM FOR ACTION

RE: Proposal to Accept Revisions to Faculty with Special Appointments Policy 401.5(4)

The attached policy is submitted to the Board of Trustees for consideration. It has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

The University desires to update Code 401.5(4) with the attached version. Revisions to this policy were submitted by the Professional Responsibilities and Procedures Committee to the Faculty Senate and Executive Committee.

The following is a summary of the revision to Policy 401.5(4).

• The new policy includes addition of Career and Technical Education Contract Faculty.

RECOMMENDATION

The President of the Faculty Senate recommend that the Board of Trustees approve the revisions to Policy 401 Faculty with Special Appointments of the Utah State University Policy Manual.
RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES  

WHEREAS, The University desires to revise Policy 401 Faculty with Special Appointments as outlined in the attached document; 

WHEREAS, Revisions and/or amendments to this policy were submitted by the Professional Responsibilities and Procedures Committee to the Faculty Senate and Executive Committee for review and comment; and 

WHEREAS, The procedures for amending policies outlined in Section 200 of the University Policy Manual have been followed: 

NOW, THEREFORE, BE IT RESOLVED, That the USU Board of Trustees approve the revisions to Policy 401 Faculty with Special Appointments effective 10 January 2020. 

RESOLUTION APPROVED BY BOARD OF TRUSTEES: 

______________________________________

Date
(2) Visiting Ranks.

Faculty members from other academic institutions who are participants in a university exchange program or who are employed to teach one or more semesters for an academic department while on leave from another academic institution are appointed to one of the following ranks: visiting instructor, visiting assistant professor, visiting associate professor, or visiting professor.

(3) Temporary Ranks.

The term “temporary” may precede all tenure-eligible academic ranks. In extraordinary circumstances, academic units may fill faculty appointments on a temporary basis. The temporary nature and the length of the term of such a position must be clearly specified in advance. The term cannot exceed one academic year and is renewable up to an additional two years. An exception may be made for long-term international assignment. Temporary appointments shall not be used as long-term strategies for accomplishing the duties of academic departments or academic units.

(4) Career and Technical Education Contract Faculty.

Faculty members who teach only in career and technical education programs leading to a certificate level credential need to meet requirements specific to the CTE instructional area. These faculty will be hired to instruct in CTE certificate programs on an at-will, contractual basis in alignment with programs that address regional workforce demands. Appointment as a career and technical education contract faculty member requires a minimum of six years of documented, applicable work experience at an industry defined level of competency, hold current industry credentials, and must meet accreditation standards. Up to three years of academic training from an accredited college may be substituted for three years of work experience at the discretion of the hiring committee and dependent upon individual program accreditation standards.

5.3 Limitations on Positions: Faculty with Special Appointments

(1) No tenure eligibility.

Faculty members with special appointments are ineligible for tenure.

(2) Limitations on faculty participation.

The participation of faculty members holding adjunct, temporary, or visiting positions is subject to the following limitations: (a) they may participate in the processes of setting policy within their departments only to the extent determined by their appointing departments; (b) they may serve as voting members of appointed faculty committees except those relating to appointment, retention, tenure, or promotion of tenured and/or tenure-eligible faculty and faculty with term appointments; (c) they may not be counted among the number of faculty members for the purposes of apportioning the Faculty Senate members; and (d) they are ineligible to be elected to Section 401, Page 10
401.5 FACULTY WITH SPECIAL APPOINTMENTS

5.1 Description and Appointment Requirements

The faculty with special appointments consists of those individuals whose appointments confer a limited association with the university. Such appointments are made to establish an association with professional peers for temporary or part-time service.

Faculty members with special appointments must possess qualifications and experience commensurate with those required for tenured and/or tenure-eligible or term appointment faculty. Proposed special appointments must be considered by appropriate departmental procedures. Periodic reviews of the performance of faculty members with special appointments may be conducted. Faculty members with special appointments are not eligible for tenure.

5.2 Academic Ranks

The academic ranks for the faculty with special appointments follow.

(1) Adjunct Ranks.

Faculty members whose association with an academic department is secondary to an appointment within a different department, institution, organization, or other personal and professional interests can be appointed as adjunct faculty. The term “adjunct” may precede any faculty title in the tenure and term appointment ranks. Adjunct appointments are made for less than 50 percent time only.

(2) Visiting Ranks.

Faculty members from other academic institutions who are participants in a university exchange program or who are employed to teach one or more semesters for an academic department while on leave from another academic institution are appointed to one of the following ranks: visiting instructor, visiting assistant professor, visiting associate professor, or visiting professor.

(3) Temporary Ranks.

The term “temporary” may precede all tenure-eligible academic ranks. In extraordinary circumstances, academic units may fill faculty appointments on a temporary basis. The temporary nature and the length of the term of such a position must be clearly specified in advance. The term cannot exceed one academic year and is renewable up to an additional two years. An exception may be made for long-term international assignment. Temporary appointments shall not be used as long-term strategies for accomplishing the duties of academic departments or academic units.

(4) Career and Technical Education Contract Faculty.
Faculty members who teach only in career and technical education programs leading to a certificate level credential need to meet requirements specific to the CTE instructional area. These faculty will be hired to instruct in CTE certificate programs on an at-will, contractual basis in alignment with programs that address regional workforce demands. Appointment as a career and technical education contract faculty member requires a minimum of six years of documented, applicable work experience at an industry defined level of competency, hold current industry credentials, and must meet accreditation standards. Up to three years of academic training from an accredited college may be substituted for three years of work experience at the discretion of the hiring committee and dependent upon individual program accreditation standards.

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Faculty members with special appointments are ineligible for tenure.

(2) Limitations on faculty participation.

The participation of faculty members holding adjunct, temporary, or visiting positions is subject to the following limitations: (a) they may participate in the processes of setting policy within their departments only to the extent determined by their appointing departments; (b) they may serve as voting members of appointed faculty committees except those relating to appointment, retention, tenure, or promotion of tenured and/or tenure-eligible faculty and faculty with term appointments; (c) they may not be counted among the number of faculty members for the purposes of apportioning the Faculty Senate members; and (d) they are ineligible to be elected to and to vote for members of the Faculty Senate.
ITEM FOR ACTION

RE: Proposal to Revise 300 Level Policies

The attached policies are submitted to the Board of Trustees for consideration. The policies received appropriate administrative review and approval.

EXECUTIVE SUMMARY

The University desires to revise the following policies:

- Policy 348 Medical, Dental, and Life Insurance Programs
- Policy 349 Early Retirement Incentive Program
- Policy 357 Disability Insurances
- Policy 363 Sick Leave
- Policy 384 Wage and Salary Administration
- Policy 386 Criminal Background Checks
- Policy 387 Benefited Employment
- Policy 397 Non-Benefited and Student Employment

The University desires to delete the following policies:

- Policy 391 Employment of Convicted Felons
- Policy 394 Faculty and Professional Staff Employment

Each policy attached includes an executive summary of the changes, redlined version of the policy, and the final version of the policies.

Consistent with USU Policy 201, the proposed policy revisions were submitted to Faculty Senate and Staff Employees Association for review and comment; and approved by the Executive Committee and President.

RECOMMENDATION

The President and the Vice President for Business and Finance recommend that the Board of Trustees approves the revisions and deletions of the presented 300 Level Policies of the Utah State University Policy Manual.
RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES  

WHEREAS, The University desires to revise Policy 348 Medical, Dental, and Life Insurance Programs; Policy 349 Early Retirement Incentive Program; Policy 357 Disability Insurances; Policy 363 Sick Leave; Policy 384 Wage and Salary Administration; Policy 386 Criminal Background Checks; Policy 387 Benefited Employment; Policy 397 Non-Benefited and Student Employment; and  

WHEREAS, The University desires to delete Policy 391 Employment of Convicted Felons and Policy 394 Faculty and Professional Staff Employment; and  

WHEREAS, The policies were submitted to Faculty Senate and Staff Employees Association for review and comment; and approved by the Executive Committee and President; and  

WHEREAS, The procedures for revising and deleting policies outlined in Section 201 of the University Policy Manual have been followed:  

NOW, THEREFORE, BE IT RESOLVED, That the USU Board of Trustees approves the revisions and deletions of the presented 300 Level Policies of the Utah State University Policy Manual.  

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES:  

________________________________________  
Date
Policy 348 Medical, Dental, and Life Insurance Programs – Updates policy references, premium information, pre-existing condition language for medical insurance. Eliminates the ability for an employee to discontinue their medical insurance coverage at any time. Clarifies special death benefit language. Clarifies that the Summary Plan Documents (SPDs) govern the programs.

Policy 349 Early Retirement Incentive Program – Changes annual earnings definition and clarifies spouse eligibility for Medicare.

Policy 357 Disability Insurance
  Short-Term Disability – Adds required Genetic Information Nondiscrimination Act (GINA) language. Clarifies automatic enrollment into short-term disability. Clarifies Family and Medical Leave Act (FMLA). Clarifies that the Summary Plan Documents (SPDs) govern the programs. Revises employment status section. Adds information about engaging with USU’s Americans with Disabilities Act (ADA) Coordinator for requests for reasonable accommodation.
  Long-Term Disability – Changes plan benefit language. Removes employment status section. Removes processes and language that are addressed in the SPD which is the governing document.

Policy 363 Sick Leave – Clarifies language. Adds references to related policies and programs. Changes accrual to begin the day an employee begins employment. Adds opportunity for emergency negative balance of sick leave accrual. Clarifies accruals in hours versus days. Clarifies expectation that employees notify supervisor if they are not going to report to work. Changes sick leave reporting of non-exempt employees to 15-minute intervals. Adds language permitting parents of newly adopted child to take up to 6 weeks of sick leave. Clarifies process to convert sick leave to annual leave.


Policy 391 Employment of Convicted Felons – Deletes policy. Key elements are included in the update of Policy 386 Criminal Background Checks.

Policy 394 Faculty and Professional Staff Employment – Combines and deletes Policies 394 and 387 into one policy titled “Benefited Employment.”
ITEM FOR ACTION

RE: Updates to University Policy 348: Dental Insurance, Policy 356: Life Insurance, and Policy 358: Medical Insurance; Combining all three into one Policy 348: Medical, Dental, and Life Insurance Programs

SUMMARY OF KEY CHANGES


- **Updates Premium Information** - Deletes old references to cost share and now references that premium schedules are available from HR.

- **Updates Pre-existing Condition Language for Medical Insurance** - Per the Affordable Care Act (ACA), insurance companies cannot refuse to cover a person due to a pre-existing condition.

- **Eliminates the ability for an employee to discontinue their medical insurance coverage at any time.** Employees may only enroll or discontinue insurance coverage during open enrollment or if they experience a life event.

- **Clarifies Special Death Benefit Language** - Clarifies to whom the special death benefit and accrued vacation leave is paid. Clarifies continuation of coverage until the last day of the month following the month of death and that the University will pay full premium.

- **Clarifies that the Summary Plan Documents (SPDs) Govern the Programs** - Updated references and directs employees to refer to the plan document for detailed benefit information. Removed processes and language that is addressed in SPD which is the governing document.
348.1 XXX.1 PURPOSE AND SCOPE

POLICY

The University provides eligible employees and their eligible dependents a broad range of protection against the cost of non-work-related illness or injuries, or death. Benefit-eligible employees may enroll in the University's self-funded dental insurance program. Specific information regarding the dental insurance program can be obtained from the Office of Human Resources.

348.2 XXX.2 POLICY

PROCEDURES

2.1 Medical and Dental Insurances Enrollment

Benefit-eligible employees may enroll in the University's self-funded medical and dental insurance programs within 30 days of their first day of work hire date. Employees who do not enroll within 30 days of their first day of work hire date will not be eligible to enroll until the next annual enrollment period, unless they experience a qualifying life event.

Employees may change, add, or drop coverage during annual announced open enrollment periods or when they experience a qualifying life event held once each year. Medical plans may only be changed during the annual open enrollment period. Employees may discontinue their medical insurance coverage at any time.

Employees experiencing a qualifying life event with a change in family status may change their medical insurance coverages outside of open enrollment periods by notifying the Office of Human Resources and completing the necessary paperwork within 30 days of any of the following events:

- marriage or divorce
- birth, adoption, or newly acquired guardianship of a child
- death of a spouse or a dependent
- change in status of employment
- dependent status change

Benefit-eligible employees may enroll in the University's self-funded dental insurance program within 31 days of hire. Employees who enroll for dental coverage must remain
in the plan for a minimum of one full year unless they leave employment with the University. Employees who waive or cancel their participation in the dental insurance program may not enroll for dental coverage for three full years from the waiver/cancellation date.

Current employees may enroll or re-enroll for dental coverage during announced enrollment periods held twice each year.

2.2.1 Premiums

Utah State University pays a significant portion of the medical and dental insurance premiums for each benefit-eligible employee. Employees who work 50% to 74% time in a benefit-eligible position pay a larger percentage of the insurance premium(s) than those whose positions are greater than or equal to 75% time.

Premium schedules are available from the Office of Human Resources.

For fiscal year base employees, the University pays 80% of the dental insurance premium for appointments of 75% time or greater (based on a fiscal year base of 2,080 hours) during the plan year. The employee is responsible for the remaining 20%.

2.2 Life Insurance

The University provides employee basic group term, employee supplemental, and dependent life insurance programs. coverage equal to one times the employee's annual salary (rounded up to the nearest $1,000). The policy provides for double indemnity in the case of accidental death. The University pays the full premium for the employee basic term coverage. Other life insurance programs are voluntary and are paid by the employee.

2.3 Special Death Benefits

In the event of an employee's death, the University will pay to the designated beneficiary one month's salary from the date of death plus accrued and unused annual leave up to the maximum allowed under USU Policy 345: Annual Leave. In addition, medical and dental insurance coverage with premiums paid by the University will be provided until the last day of the month following the month of death to those enrolled in the insurance program prior to the death of the employee, and the University will pay the full premium the beneficiary and dependents of the beneficiary until the last day of the month following the month of death, as long as they were enrolled in the insurance programs prior to the death of the employee.

XXX.3 RESPONSIBILITIES

3.1 Office of Human Resources

Responsible for providing advice and assistance in implementing this policy in accordance with the University's medical insurance programs policy.

3.2 Employees

Ensure timely and accurate submittal of any necessary forms to enroll, modify,
For academic year base employees, the University pays the 80% of the dental insurance premium on appointments of 75% time or greater of the academic year base. The employee is responsible for the remaining 20%.

Personnel working less than these percentages pay a greater portion of the premium according to a pro-rated schedule available from the Office of Human Resources.

POLICY MANUAL
BENEFITS

Number 356
Subject: Life Insurance
Covered Employees: Benefit Eligible Employees
Date of Origin: January 24, 1997
Effective Date of Last Revision: July 1, 1999

356.1 POLICY

The University offers benefit-eligible employees several death benefits, as described herein.

356.2 PROCEDURES

2.1 Basic Group Term Life Insurance for Employees

The University provides group term life insurance coverage equal to one times the employee's annual salary (rounded up to the nearest $1,000). The policy provides for double indemnity in the case of accidental death. The University pays the full premium for this coverage.

Benefit-eligible employees may enroll within 31 days of their hire date without providing proof of insurability. Employees must provide proof of insurability if they enroll after 31 days of their hire date.

2.2 Supplemental Group Term Life Insurance for Employees

Benefit eligible employees may elect to enroll in supplemental group term life insurance in addition to the basic insurance provided by the University (356.2.1). The employee-
pays the full premium for this supplemental coverage. The premiums are age-based and the cost is available in the Office of Human Resources. Elected coverage over certain dollar amounts will require proof of insurability.

2.3 Optional Dependent Life Insurance
Benefit-eligible employees may enroll their spouses and eligible dependent children in group term life insurance. All options have a double indemnity clause for accidental death. The employee pays the entire premium for any spouse/dependent coverage elected. Additional information is available in the Office of Human Resources. The Office of Human Resources is responsible for administering and facilitating the group life insurance programs; however, each enrolled employee carries the responsibility to stay current with the eligibility and enrollment requirements of the policies. Evidence of insurability is required for coverage over certain dollar amounts.

2.4 Special Death Benefits

In the event of an employee's death, the University will pay one month's salary from the date of death plus any unused annual leave to the beneficiary. In addition, medical and dental insurance coverage with premiums paid by the University will be provided to the beneficiary and dependents of the beneficiary until the last day of the month following the month of death, as long as they were enrolled in the insurance programs prior to the death of the employee.

3.1 Office of Human Resources

Responsible for providing advice and assistance in implementing this policy.
The University provides eligible employees and their eligible dependents a broad range of protection against the cost of non-work-related illnesses or injuries.

358.2 PROCEDURES

2.1 Initial Enrollment and Change of Coverage

Benefit-eligible employees may enroll in the University’s self-funded medical insurance program within 30 days of their hire date. Employees who do not enroll within 30 days of their hire date will not be eligible to enroll until the next annual enrollment. There is an 8-month pre-existing condition period where no benefits will be paid for a pre-existing condition unless “proof of insurability” can be ascertained, and less than 63 days have expired from termination of the previous job. A pre-existing condition is a medical condition which existed, or for which symptoms existed, within the prior 6 months of the individual’s effective employment date at Utah State University.

Employees may add coverage during announced open enrollment periods held once each year. Medical plans may only be changed during the annual open enrollment period. Employees may discontinue their medical insurance coverage at any time.

Employees with a change in family status may change their medical insurance coverage outside of enrollment periods by notifying the Office of Human Resources and completing the necessary paperwork within 30 days of any of the following events:

- marriage or divorce
- birth, adoption, or newly acquired guardianship of a child
- death of a spouse or a dependent
- change in status of employment
- dependent status change

2.2 Premiums

Utah State University pays a significant portion of the medical insurance premium for each benefit-eligible employee. Employees who work 50% to 74% time in a benefit-eligible position pay a larger percentage of the insurance premium than those whose positions are greater than or equal to 75% time.

Premium schedules are available from the Office of Human Resources.

358.3 RESPONSIBILITY

3.1 Office of Human Resources

Responsible for providing advice and assistance in implementing this policy in accordance with the University’s medical insurance policy.
University Policy 348: Medical, Dental, and Life Insurance Programs

Category: 300 Human Resources
Sub Category: Benefits
Covered Individuals: Benefit Eligible Employees
Responsible Executive: Vice President for Business and Finance
Policy Custodian: Office of Human Resources, Executive Director of Human Resources
Last Revised: January 10, 2020
Previous USU Policy Number: Policy 348 Dental Insurance, Policy 356 Life Insurance, and Policy 358 Medical Insurance

348.1 PURPOSE AND SCOPE

The University provides eligible employees and their eligible dependents a broad range of protection against the cost of non-work-related illnesses, injuries, or death.

348.2 POLICY

2.1 Medical and Dental Insurances

Benefit-eligible employees may enroll in the University's medical and dental insurance programs within 30 days of their first day of work. Employees who do not enroll within 30 days of their first day of work will not be eligible to enroll until the next annual enrollment period, unless they experience a qualifying life event.

Employees may change, add or drop coverage during annual open enrollment periods or when they experience a qualifying life event. Employees experiencing a qualifying life event may change their insurance coverages outside of open enrollment periods by notifying the Office of Human Resources and completing the necessary paperwork within 30 days of any of the following:

- marriage or divorce
- birth, adoption, or newly acquired guardianship of a child
- death of a spouse or a dependent
- change in status of employment
- dependent status change

2.1.1 Premiums

Utah State University pays a significant portion of the medical and dental insurance premiums for each benefit eligible employee. Employees who work 50% to 74% time in a benefit eligible position pay a larger percentage of the insurance premium(s) than those whose positions are greater than or equal to 75% time. Premium schedules are available from the Office of Human Resources.

2.2 Life Insurance

The University provides employee basic term, employee supplemental, and dependent life insurance programs. The University pays the full premium for the employee basic term coverage. Other life insurance programs are voluntary and are paid by the employee.
2.3 Special Death Benefits

In the event of an employee’s death, the University will pay to the designated beneficiary one month’s salary from the date of death plus accrued annual leave up to the maximum allowed under USU Policy 345: Annual Leave. In addition, medical and dental insurance coverage will be provided until the last day of the month following the month of death to those enrolled in the insurance program prior to the death of the employee, and the University will pay the full premium.

348.3 RESPONSIBILITIES

3.1 Office of Human Resources

Provides advice and assistance in implementing this policy in accordance with the University’s insurance programs.

3.2 Employees

Ensure timely and accurate submittal of any necessary forms to enroll, modify, or drop coverage.

Information below is not included as part of the contents of the official Policy. It is provided only as a convenience for readers/users and may be changed at any time by persons authorized by the President, subject to review by the USU Policy Committee.

RESOURCES

Procedures

• None

Guidance

• None

Related Forms and Tools

• None

Contacts

• Human Resources Solution Center, hr@usu.edu, (435) 797-0122

POLICY HISTORY

Original issue date: 1997/01/24, 1997/01/24, and 1997/01/24

Last review date: 2020/01/10

Next scheduled review date: 

Previous revision dates: 1997/01/24, 1999/07/01, and 2017/10/24, 2020/01/10
ITEM FOR ACTION

RE:  Update to University Policy 349: Early Retirement Incentive Program

SUMMARY OF KEY CHANGES

• **Changes Annual Earnings Definition**- Changes annual earnings to the most recently completed calendar year gross earnings (i.e. as of December 31 of the prior calendar year) vs. annual earnings for the 12 months immediately prior to the actual date of early retirement. This will improve consistency in determining early retirement benefit amounts and reduce errors and confusion caused by the current definition. It will also permit automation of early retirement estimates, eligibility, and workflow routing in ServiceNow.

• **Clarifies Spouse Eligibility for Medicare**- Adds language to explain if an early retiree’s spouse reaches Medicare eligibility age, he/she will be removed from USU’s medical plan and encouraged to apply for Medicare.
University Policy 349: Early Retirement Incentive Program

Category: 300 Human Resources
Sub Category: Benefits
Covered Individuals: Benefit Eligible Employees
Responsible Executive: Vice President for Business and Finance
Policy Custodian: Office of Human Resources, Executive Director of Human Resources
Last Revised: January 12, 2018 2020/01/10
Previous USU Policy Number: Not applicable

349.1 PURPOSE AND SCOPE

Entrance into the early retirement incentive program is strictly voluntary and is available to employees who obtain administrative approval and qualify based on the eligibility requirements below. Administrative approval may be granted after determining that the early retirement incentive request is in the mutual best interest of the employee and the University. The policy provides two mutually exclusive early retirement options for eligible employees: a five-year option or a six-year option.

349.2 POLICY

23.1 Initiation of the Early Retirement Agreement

Eligible employees desiring to participate in this program must advise their immediate supervisor, normally the department head or director, as soon as possible prior to the proposed date of early retirement. Academic year appointees may only enter the early retirement incentive program on January 1 or July 1 of any year, unless a different date is mutually agreed upon in writing by the department head, dean and provost, in consultation with the Office of Human Resources. If a request for Early Retirement is pre-approved to begin drafting the agreement, the department initiates the early retirement process by requesting the Office of Human Resources to prepare the Early Retirement Agreement.

23.2 Five-Year Option: Eligibility and Benefits

23.2.1 For an employee to be eligible to request participation in the five-year option of the early retirement incentive program, the following criteria must be met: the employee must be a benefit-eligible employee, the employee’s age must be at least 57, the employee’s age and years of service at Utah State University in a benefit-eligible position must be greater than or equal to 75.

23.2.2 All service of 50% time or more per year under University appointment will qualify for credit even if there are breaks in service during prior years. Approved leaves of absence with pay will be eligible for credit. Periods of leave without pay will not be credited.

23.2.3 Five-Year-Option Incentives

23.2.3.1 Participants in this program shall be paid a financial incentive that is the lesser of 20% of the employee’s annual earnings for the 12-month period immediately prior to the actual date of early retirement, or the estimated single social security benefit available to the individual at Full Retirement Age (FRA) as defined by social security law. Incentive payments shall be paid...
in monthly installments (annual incentive base divided by twelve) for a maximum of 5 years or until FRA as a bridge to future social security benefits. Early retirement incentive payments will cease the first day of the month following the 5-year period or the FRA, whichever occurs first.

23.2.3.2 The incentive for participants shall be adjusted annually at a rate determined by the University administration. This annual adjustment will normally be at the same salary rate as that given to University employees performing at a satisfactory level. The early retirement incentive base may never exceed the estimated single Social Security benefit available to the individual at FRA.

2.2.3.2.4 Five-Year-Option Benefits

23.2.4.1 Benefits for which the retiring employee will be eligible during the five-year option of early retirement are:

2.2.4.2 Medical and dental insurance coverage on the University's group plans continued to the same extent and on the same terms that such coverage is available under applicable University policies to non-retired personnel. The premium rate will be based on the 12-month salary annual earnings used to calculate the employee's annual earnings preceding the date of early retirement benefit. The retiree will have the applicable share of the medical and dental premiums deducted from the monthly early retirement incentive payment. Upon reaching Medicare eligibility age, the retiree will be removed from the University medical plan and is encouraged to apply for Medicare. Continuation of the dental plans is allowed for the duration of the early retirement agreement.

32.3 Six-Year-Option: Eligibility and Benefits

32.3.1 For an employee to be eligible to request participation in the six-year option of the early retirement incentive program, the following criteria must be met: the employee must be a benefit-eligible employee, the employee's age must be at least 56, the employee's age and plus years of service at Utah State University in a benefit-eligible position must be greater than or equal to 75.

32.3.2 All service of 50% time or more per year under University appointment will qualify for credit even if there are breaks in service during prior years. Approved leaves of absence with pay will be eligible for credit. Periods of leave without pay will be not credited.

32.3.3 Six-Year-Option Incentives

32.3.3.1 Participants in this program shall be paid a financial incentive that is the lesser of 16.67% of the employee's annual earnings for the 12-month period immediately prior to the actual date of early retirement, or the estimated single social security benefit available to the individual at Full Retirement Age (FRA) as defined by social security law. Incentive payments shall be paid in monthly installments (annual incentive base divided by twelve) for a maximum of 6 years or until FRA as a bridge to future social security benefits. Early retirement incentive payments will cease the first day of the month following the 6-year period or the FRA, whichever occurs first.

32.3.3.2 The incentive for participants shall be adjusted annually at a rate determined by the University administration. This annual adjustment will normally be at the same salary rate as that given to University employees performing at a satisfactory level. The early retirement incentive base may never exceed the estimated single Social Security benefit available to the individual at FRA.

32.3.4 Six-Year-Option Benefits

32.3.4.1 Benefits for which the retiring employee will be eligible during the six-year option of early retirement are:
2.3.4.2 Medical and dental insurance coverage on the University’s group plans continued to the same extent and on the same terms that such coverage is available under applicable University policies to non-retired personnel. The premium rate will be based on the annual earnings used to calculate the employee’s 12-month salary preceding the date of early retirement benefit, except that an additional surcharge of 15% of the University’s portion of premiums will be assessed to the early retiree. The retiree will have the applicable share of the medical and dental premiums, including the 15% surcharge, deducted from the monthly early retirement incentive payment. Upon reaching Medicare eligibility age, the early retiree or spouse will be removed from the University medical plan and encouraged to apply for Medicare. Continuation of the dental plan is allowed for the duration of the early retirement agreement.

3.2.4 Benefits Applicable to Both the Five- and Six-Year Options

2.4.1 Participants in early retirement are eligible for the same benefits given to regular retirees. (See Retirement Policy 361.4)

2.4.2 Accrued annual leave will be paid in a lump sum at the time of early retirement and at the salary rate as of the last date of regular employment.

2.4.3 In the event of an early retiree’s death during the Early Retirement agreement, incentive payments will continue until the end of the calendar month following the month in which the early retiree died. The surviving eligible family member(s) may continue insurance benefits by paying the early retiree rate for the remainder of the eligible early retirement period provided the eligible family member(s) is not Medicare eligible. For information regarding the continuation of medical coverage, see Policy 347, Continuation of Insurance Coverage.

2.4.4 The Consolidated Omnibus Budget Reconciliation Act (COBRA) runs concurrently with early retirement. An employee, whose early retirement incentive program ends prior to becoming eligible for Medicare, may elect to enroll in the University’s Continuation of Coverage program (Policy 347) until he/she is Medicare eligible.

Note: No further contribution will be made by the University to the employee’s basic retirement program.

2.5 Re-employment

32.5.1 Employees who retire under the early retirement incentive program may be re-employed only on the recommendation and the approval of administration (Department Head/Dean, Vice President, and Provost/President). Re-employment of a previously tenured employee will always occur without tenure.

2.5.2 Re-employment must be wage/hourly and non-benefitted.

2.5.3 Reemployment, while on early retirement, at a percentage of time greater than 33 1/3% time on an academic year base appointment or 25% time on a fiscal year base appointment will not be allowed.

2.5.4 Engaging in a pre-arranged strategy for termination/retirement with a guarantee or promise of subsequent rehiring is not permitted.

4.12.5.5 For employees participating in the Utah Retirement System: There are restrictions with regard to receiving pension payments from Utah Retirement Systems (URS) when an employee is re-employed at any organization that participates in URS including Utah State University. Employees on early retirement agreements, who are receiving pension payments from URS, who wish to return to work at USU in any paid position, are highly encouraged to contact URS. Refer to URS for these restrictions.
349.3 RESPONSIBILITIES

3.1 Responsible Office/Party

3.1.1 Department Heads and Supervisors
Responsible for notifying and coordinating with the Office of Human Resources of any approved request for early retirement in order to facilitate the necessary documentation to complete the process.

3.1.2 Employees
Responsible for receiving pre-approval from the department to begin drafting the agreement to participate in the early retirement incentive program.

3.1.3 Office of Human Resources
Responsible for advising the department and employee and drafting the Early Retirement Agreement.

349.4 REFERENCES

- USHE Policy R962, Retirement Programs

349.5 RELATED USU POLICIES

- Policy 347: Continuation of Insurance Coverage
- Policy 361: Retirement Plans and Retirement Benefits

349.6 DEFINITIONS

6.1 Annual Earnings — Annual earnings are defined as the earnings of the employee as designated in the University budget or revised by an approved Electronic Personnel Action Form (EPAF) for the 12-month period preceding the date of early retirement. Not included in annual earnings are payments for the following: overtime, extra service payments, consulting, teaching workshops, extension classes, overseas adjustment, and/or other special forms of pay. Eligible part-time employees who request and are granted an early retirement option will receive an incentive amount based on their part-time salary. Calendar year gross earnings for the most recently completed calendar year (i.e. as of December 31 of the prior calendar year).

6.2 Medicare Eligibility Age — Normal Medicare eligibility age means the normal age at which an otherwise qualified individual may enroll in Medicare by virtue of attaining a specific age, or by otherwise being qualified as defined by Medicare.

6.3 Participant — An eligible employee approved for the early retirement incentive program.

6.4 Full Retirement Age (FRA) — For Social Security purposes, the retirement age at which full retirement benefits may begin.
Information below is not included as part of the contents of the official Policy. It is provided only as a convenience for readers/users and may be changed at any time by persons authorized by the President, subject to review by the USU Policy Committee.

RESOURCES

Procedures

- Hyperlink to procedures TBD

Guidance

- None

Related Forms and Tools

- Link to ServiceNow form TBD

Contacts

- Human Resources Solution Center, hr@usu.edu, (435) 797-0122

POLICY HISTORY

Original issue date: 1997/01/24

Last review date: 2018/01/12 2020/01/10

Next scheduled review date:

Previous revision dates: 2005/07/01, 2007/07/01, 2018/01/12, and 2020/01/10
349.1 PURPOSE AND SCOPE

Entrance into the early retirement incentive program is strictly voluntary and is available to employees who obtain administrative approval and qualify based on the eligibility requirements below. Administrative approval may be granted after determining that the early retirement incentive request is in the mutual best interest of the employee and the University. The policy provides two mutually exclusive early retirement options for eligible employees: a five-year option or a six-year option.

349.2 POLICY

2.1 Initiation of the Early Retirement Agreement

Eligible employees desiring to participate in this program must advise their immediate supervisor, normally the department head or director, as soon as possible prior to the proposed date of early retirement. Academic year appointees may only enter the early retirement incentive program on January 1 or July 1 of any year, unless a different date is mutually agreed upon in writing by the department head, dean and provost, in consultation with the Office of Human Resources. If a request for Early Retirement is pre-approved to begin drafting the agreement, the department initiates the early retirement process by requesting the Office of Human Resources to prepare the Early Retirement Agreement.

2.2 Five-Year Option: Eligibility and Benefits

2.2.1 For an employee to be eligible to request participation in the five-year option of the early retirement incentive program, the following criteria must be met: the employee must be a benefit-eligible employee, the employee’s age must be at least 57, the employee’s age plus years of service at Utah State University in a benefit-eligible position must be greater than or equal to 75.

2.2.2 All service of 50% time or more per year under University appointment will qualify for credit even if there are breaks in service during prior years. Approved leaves of absence with pay will be eligible for credit. Periods of leave without pay will be not credited.

2.2.3 Five-Year-Option Incentives

2.2.3.1 Participants in this program shall be paid a financial incentive that is the lesser of 20% of the employee’s annual earnings, or the estimated single social security benefit available to the individual at Full Retirement Age (FRA) as defined by social security law. Incentive payments shall be paid in monthly installments (annual incentive base divided by twelve) for a maximum of 5 years or until FRA as a bridge to future social security benefits. Early retirement incentive payments will cease the first day of the month following the 5-year period or the FRA, whichever occurs first.
2.2.3.2 Incentive for participants shall be adjusted annually at a rate determined by the University administration. This annual adjustment will normally be at the same salary rate as that given to University employees performing at a satisfactory level. The early retirement incentive base may never exceed the estimated single Social Security benefit available to the individual at FRA.

2.2.4 Five-Year-Option Benefits

2.2.4.1 Benefits for which the retiring employee will be eligible during the five-year option of early retirement are:

2.2.4.2 Medical and dental insurance coverage on the University's group plans continued to the same extent and on the same terms that such coverage is available under applicable University policies to non-retired personnel. The premium rate will be based on the annual earnings used to calculate the employee's early retirement benefit. The retiree will have the applicable share of the medical and dental premiums deducted from the monthly early retirement incentive payment. If the early retiree or spouse reaches Medicare eligibility age, he or she will be removed from the University medical plan and encouraged to apply for Medicare. Continuation of the dental plans is allowed for the duration of the early retirement agreement.

2.3 Six-Year-Option: Eligibility and Benefits

2.3.1 For an employee to be eligible to request participation in the six-year option of the early retirement incentive program, the following criteria must be met: the employee must be a benefit-eligible employee, the employee's age must be at least 56, the employee's age plus years of service at Utah State University in a benefit-eligible position must be greater than or equal to 75.

2.3.2 All service of 50% time or more per year under University appointment will qualify for credit even if there are breaks in service during prior years. Approved leaves of absence with pay will be eligible for credit. Periods of leave without pay will be not credited.

2.3.3 Six-Year-Option Incentives

2.3.3.1 Participants in this program shall be paid a financial incentive that is the lesser of 16.67% of the employee's annual earnings, or the estimated single social security benefit available to the individual at Full Retirement Age (FRA) as defined by social security law. Incentive payments shall be paid in monthly installments (annual incentive base divided by twelve) for a maximum of 6 years or until FRA as a bridge to future social security benefits. Early retirement incentive payments will cease the first day of the month following the 6-year period or the FRA, whichever occurs first.

2.3.3.2 The incentive for participants shall be adjusted annually at a rate determined by the University administration. This annual adjustment will normally be at the same salary rate as that given to University employees performing at a satisfactory level. The early retirement incentive base may never exceed the estimated single Social Security benefit available to the individual at FRA.

2.3.4 Six-Year-Option Benefits

2.3.4.1 Benefits for which the retiring employee will be eligible during the six-year option of early retirement are:

2.3.4.2 Medical and dental insurance coverage on the University's group plans continued to the same extent and on the same terms that such coverage is available under applicable University policies to non-retired personnel. The premium rate will be based on the annual earnings used to calculate the employee's early retirement benefit, except that an additional surcharge of 15% of the University's portion of premiums will be assessed to the early retiree. The retiree will have the applicable share of the medical and dental premiums, including the 15% surcharge, deducted from the monthly early retirement
incentive payment. If the early retiree or spouse reaches Medicare eligibility age, he or she will be removed from the University medical plan and encouraged to apply for Medicare. Continuation of the dental plan is allowed for the duration of the early retirement agreement.

2.4 Benefits Applicable to Both the Five- and Six-Year Options

2.4.1 Participants in early retirement are eligible for the same benefits given to regular retirees. (See Retirement Policy 361.4)

2.4.2 Accrued annual leave will be paid in a lump sum at the time of early retirement and at the salary rate as of the last date of regular employment.

2.4.3 In the event of an early retiree’s death during the Early Retirement agreement, incentive payments will continue until the end of the calendar month following the month in which the early retiree died. The surviving eligible family member(s) may continue insurance benefits by paying the early retiree rate for the remainder of the eligible early retirement period provided the eligible family member(s) is not Medicare eligible. For information regarding the continuation of medical coverage, see Policy 347: Continuation of Insurance Coverage.

2.4.4 The Consolidated Omnibus Budget Reconciliation Act (COBRA) runs concurrently with early retirement. An employee, whose early retirement incentive program ends prior to becoming eligible for Medicare, may elect to enroll in the University’s Continuation of Coverage program (Policy 347) until he/she is Medicare eligible.

Note: No further contribution will be made by the University to the employee’s basic retirement program.

2.5 Re-employment

2.5.1 Employees who retire under the early retirement incentive program may be re-employed only on the recommendation and the approval of administration (department head/director, dean/vice president, and provost/president). Re-employment of a previously tenured employee will always occur without tenure.

2.5.2 Re-employment must be wage/hourly and non-benefited.

2.5.3 Reemployment, while on early retirement, at a percentage of time greater than 33 1/3% time on an academic year base appointment or 25% time on a fiscal year base appointment will not be permitted.

2.5.4 Engaging in a pre-arranged strategy for termination/retirement with a guarantee or promise of subsequent rehiring is not permitted.

2.5.5 For employees participating in the Utah Retirement System: There are restrictions with regard to receiving pension payments from Utah Retirement Systems (URS) when an employee is re-employed at any organization that participates in URS including Utah State University. Employees on early retirement agreements, who are receiving pension payments from URS, who wish to return to work at USU in any paid position, are highly encouraged to contact URS. Refer to URS for these restrictions.

349.3 RESPONSIBILITIES

3.1 Responsible Office/Party

3.1.1 Department Heads and Supervisors
Responsible for notifying and coordinating with the Office of Human Resources of any approved request for early retirement in order to facilitate the necessary documentation to complete the process.

3.1.2 Employees
Responsible for receiving pre-approval from the department to begin drafting the agreement to participate in the early retirement incentive program.

3.1.3 Office of Human Resources
Responsible for advising the department and employee and drafting the Early Retirement Agreement.

349.4 REFERENCES
  • USHE Policy R962, Retirement Programs

349.5 RELATED USU POLICIES
  • Policy 347: Continuation of Insurance Coverage
  • Policy 361: Retirement Plans and Retirement Benefits

349.6 DEFINITIONS

6.1 Annual Earnings – Calendar year gross earnings for the most recently completed calendar year (i.e. as of December 31 of the prior calendar year).

6.2 Medicare Eligibility Age – The normal age at which an otherwise qualified individual may enroll in Medicare by virtue of attaining a specific age, or by otherwise being qualified as defined by Medicare.

6.3 Participant – An eligible employee approved for the early retirement incentive program.

6.4 Full Retirement Age (FRA) – For Social Security purposes, the retirement age at which full retirement benefits may begin.

Information below is not included as part of the contents of the official Policy. It is provided only as a convenience for readers/users and may be changed at any time by persons authorized by the President, subject to review by the USU Policy Committee.

RESOURCES

Procedures
  • Hyperlink to procedures TBD

Guidance
  • None

Related Forms and Tools
  • Link to ServiceNow form TBD

Contacts
  • Human Resources Solution Center, hr@usu.edu, (435) 797-0122
POLICY HISTORY

Original issue date: 1997/01/24

Last review date: 2020/01/10

Next scheduled review date:

Previous revision dates: 2005/07/01, 2007/07/01, 2018/01/12, and 2020/01/10
ITEM FOR ACTION

RE:  Combining Disability policies 357 Long-Term Disability (LTD) & 362 Short-Term Disability (STD) in one policy for Disability Insurance Programs

SUMMARY OF KEY CHANGES

Changes to Short-Term Disability policy:

- Added required Genetic Information Nondiscrimination Act (GINA) language.
- Clarified that employees are automatically enrolled into short-term disability (STD) and must waive this benefit if they don’t want this coverage.
- Clarified that that STD payments are subject to state and federal taxes.
- Clarified that Family and Medical Leave Act (FMLA) runs concurrently with STD where applicable.
- Clarified that the summary plan documents (SPDs) govern the programs and point employees to refer to the plan documents for detailed benefit information. Removed processes and language that are addressed in SPDs which are the governing documents.
- Revised the employment status section to clarify when an employee may be terminated while on STD. Clarified that an employee can be terminated if they are unable to return to work after STD is exhausted (and reference the option for LTD).
- Added information about engaging with USU's Americans with Disabilities Act (ADA) Coordinator for requests for reasonable accommodation.

Changes to Long-Term Disability policy:

- Changed the plan benefit language to instruct employees to refer to the plan document for benefit information for Long-Term Disability (LTD).
- Removed the employment status section since STD portion addresses that an employee can be terminated if they are unable to return to work after STD is exhausted.
- Removed processes and language that are addressed in the SPD which is the governing document.
POLICY MANUAL

BENEFITS

XXX362 Number XXX362
Subject: Short-Term Disability Insurance Programs
Covered Employees: Benefit Eligible Employees
Date of Origin: January 24, 1997
Effective Date of Last Revision: July 1, 1999

XXX362.1 PURPOSE AND SCOPE

The short term disability insurance programs are designed to replace a substantial portion of a benefit-eligible employee's income if he or she is unable to perform his or her regular occupation due to a qualifying event as determined by the disability insurance provider because of bodily injury, illness, or mental impairment. In addition, the employee must be under the care of a physician to be eligible for coverage. Per the Genetic Information Nondiscrimination Act (GINA) of 2008, the University does not discriminate on the basis of genetic information.

XXX362.2 POLICY PROCEDURES

2.1 Short Term Disability (STD) Insurance Program Premiums

All benefit-eligible employees are automatically enrolled in the STD insurance program. Employees may opt out of the STD insurance program within 30 days of hire or annually during the open enrollment period.

Payments received from the STD insurance provider are subject to federal and state taxes.

An employee may use 20% of accrued sick leave to coordinate supplement STD insurance short term disability payments (i.e., 8 hours of accrued sick leave per week of STD for 100% FTE). If the employee has no accrued sick leave, he or she may use accrued vacation leave to supplement the payments with partial sick leave payments. For each day of disability, the employee may use 20% of one sick leave day to increase the combined payment to a maximum of 86 2/3%.
STD leave will run concurrently with Family Medical Leave (FMLA), as applicable.

The University does not discriminate on the basis of Genetic Information (GINA).

2.2 Plan Benefits

STD benefits are paid according to the STD summary plan document. If there are discrepancies between the policy and the summary plan document, the plan document will prevail.

2.3 Employment Status and Other Benefits

An employee receiving benefits shall not be terminated for using STD benefit from the University. The employee may be terminated for business decisions (e.g. reduction in force, termination of funding, etc.). Upon returning from STD, the employee shall resume the duties of his or her regular position or a position of equivalent status, seniority, and pay when the short term disability period is completed, unless the employee continues disability under the Long Term Disability Program.

Returning to work at the conclusion of a disability period requires the release of the employee to obtain a release from the attending healthcare provider indicating the employee is fit to return to work. This release must identify any work restrictions that may apply. If there are work restrictions, the University’s Americans with Disabilities Act (ADA) Coordinator will determine, in coordination with the employee’s supervisor, appropriate work accommodations. An employee can be terminated if they are unable to return to work after STD is exhausted (refer to 2.4 Long-Term Disability (LTD) insurance program).

An employee who voluntarily resigns while receiving STD benefits will continue to have STD coverage as determined by the STD insurance provider until the eligibility period expires.

The University will continue to make contributions to the appropriate retirement plan or grant credit toward retirement on behalf of an employee on STD short-term disability as applicable. Employee premiums for medical, and dental, and life insurance coverages are waived during the period of disability.

The University pays 67% and the employee pays 33% of the premium for the short-term disability program.

2.2 Waiting Period and Duration

There is a mandatory 10 working-day waiting period before any benefits may begin.

If an employee has no sick leave days available to cover all or a portion of the 10-day period, he or she may use annual leave or leave without pay. Academic year base faculty...
may be covered with salary from their department for the 10-day waiting period. Benefits begin on day 11 of the disability.

The employee may continue to receive benefits for up to 150 calendar days (approximately 5 months) from the first day of disability.

2.3 Plan Benefits

The benefits are $66.2/3\%$ of the employee's budgeted salary for the period of disability, up to 150 calendar days (approximately 5 months).

If an employee has accumulated sick leave, he or she may coordinate short-term disability payments with partial sick leave payments. For each day of disability, the employee may use 20\% of one sick leave day to increase the combined payment to a maximum of $66.2/3\%$.

In situations of partial disability where the employee is able to perform some duties of his or her job, short-term disability payments and income earned from other sources are coordinated using the formula specified in the plan.

2.4 Employment Status

An employee receiving benefits shall not be terminated from the University. The employee shall resume the duties of his or her regular position when the short-term disability period is completed, unless the employee continues disability under the Long Term Disability Program. Return to work at the conclusion of a disability period requires the release of the employee's attending physician showing the employee is fit to return to work. This release should also identify any work restrictions that may apply. An employee who voluntarily resigns while receiving benefits will continue to have coverage until the eligibility period expires.

The University will continue to make contributions to the retirement plan on behalf of an employee on short-term disability. Employee premiums for medical, dental, and life insurance coverage are waived during the period of disability.

2.4 Long Term Disability (LTD) Insurance Program

All benefit-eligible employees are covered automatically enrolled in the long-term disability (LTD) insurance program. Eligibility for long-term disability benefits are based on a qualifying event defined by the long-term disability vendor. LTD benefits and applicable retirement benefits are paid according to the LTD summary plan document. The University pays the entire premiums for of the LTD insurance program benefits are paid by the University.

The long-term disability benefits are paid according to the contract between USU and the insurance vendor for the period of the disability.
3.1 **Supervisors**

Manage job vacancies and coordinate information with the Office of Human Resources when an employee is on STD leave. Responsible for contacting the ADA Coordinator for requested workplace accommodations.

3.2 **Employees**

Comply with requests for documentation such as application for STD insurance benefits and provide necessary medical information, as well as a return to work release from the attending healthcare provider.

3.3 **Office of Human Resources**

Responsible for assisting in the implementation of this policy in accordance with the University's disability summary plan documents short-term disability plan.

357.4 **REFERENCES**

- ADAAA (Americans with Disabilities Act as Amended 2008)
- COBRA (Consolidated Omnibus Budget Reconciliation Act)
- FMLA (Family and Medical Leave Act as revised in 2010)
- GINA (Genetic Information Nondiscrimination Act of 2008)

357.5 **RELATED USU POLICIES**

- University Policy 323: Employees with Disabilities
- University Policy 347: Continuation of Insurance Coverage
- University Policy 351: Family and Medical Leave

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Utah State University

**POLICY MANUAL**

**BENEFITS**
357.1 PURPOSE

The Long-Term Disability (LTD) program is designed to replace a substantial portion of a benefit-eligible employee's income if the employee is unable to perform regular occupation due to a qualifying event as defined by the long-term disability vendor.

357.2-357.3 POLICY

3.1 Eligibility and Premiums

All benefit-eligible employees are automatically enrolled in the long-term disability program. Eligibility for long-term disability benefits are based on a qualifying event defined by the long-term disability vendor. Premiums for the LTD benefits are paid by the University.

3.2 Waiting Period and Duration

To qualify for LTD benefits, the covered employee must be continuously disabled for 150 calendar days (approximately 5 months) due to a non-work-related injury or illness.

3.3 Plan Benefits

The long-term disability benefits are paid according to the contract between USU and the insurance vendor for the period of the disability. Retirement plan contributions or credit earned towards years of service will continue on behalf of the employee on long-term disability as per the LTD contract.

While on LTD, an employee and his/her covered dependents may elect to continue COBRA coverage on the University’s group medical and dental plan, at the full premium cost, for 18 months from the first date of LTD. The 18 months of COBRA may be extended to 29 months if the employee and/or dependent(s) is determined under the Social Security Act to have been disabled at any time during the first 60 days of the COBRA coverage. After 18 months (or 29 months as defined above), the employee (and any covered dependents) will no longer have access to or be covered by the USU medical
and dental plans. The University does not discriminate on the basis of Genetic Information (GINA).

3.4 Employment Status

An employee receiving LTD benefits will be terminated from USU. Employees receiving LTD benefits who are able to return to work within 12 months from the date of termination will be eligible to apply for any open position for which the employee is qualified and will receive priority interview status, provided the position is at a salary grade that is of equal or lesser value to the position the employee held prior to LTD. Employees will have this priority interview status for 12 months from the date the employees were released from LTD.

357.4 RESPONSIBILITY

4.1 Departments

Responsible for processing the appropriate electronic personnel action form (EPAF) and other departmental paperwork as necessary.

4.2 Employees

Responsible for working with the Office of Human Resources and the University’s LTD insurance vendor.

4.3 Office of Human Resources

Responsible for assisting in the implementation of this policy in accordance with the University’s long-term disability contract. Responsible for implementing business processes that ensure compliance with this policy and the carrier’s contract. Responsible for working with the department and employee to ensure both parties understand and follow requirements of the LTD policy and contract.
University Policy 357: Disability Insurance Programs

Category: 300 Human Resources
Sub Category: Benefits
Covered Individuals: Benefit Eligible Employees
Responsible Executive: Vice President for Business and Finance
Policy Custodian: Office of Human Resources, Executive Director for Human Resources
Last Revised: 2020/01/10
Previous USU Policy Number: Policy 357 Long-Term Disability and Policy 362 Short-Term Disability

357.1 PURPOSE AND SCOPE

The disability insurance programs are designed to replace a substantial portion of a benefit-eligible employee's income if he or she is unable to perform his or her regular occupation due to a qualifying event as determined by the disability insurance provider. Per the Genetic Information Nondiscrimination Act (GINA) of 2008, the University does not discriminate on the basis of genetic information.

357.2 POLICY

2.1 Short-Term Disability (STD) Insurance Program

All benefit-eligible employees are automatically enrolled in the STD insurance program. Employees may opt out of the STD insurance program within 30 days of hire or annually during the open enrollment period.

Payments received from the STD insurance provider are subject to federal and state taxes.

An employee may use 20% of accrued sick leave to supplement STD insurance payments (i.e. 8 hours of accrued sick leave per week of STD for 100% FTE). If the employee has no accrued sick leave, he or she may use accrued vacation leave to supplement the payments.

STD leave will run concurrently with the Family and Medical Leave Act (FMLA), as applicable.

2.1.1 Plan Benefits

STD benefits are paid according to the STD summary plan document. If there are discrepancies between the policy and the summary plan document, the plan document will prevail.

2.1.2 Employment Status and Other Benefits

An employee shall not be terminated for using STD benefits. The employee may be terminated for business decisions (e.g. reduction in force, termination of funding, etc.). Upon returning from STD, the employee shall resume the duties of his or her regular position or a position of equivalent status, seniority, and pay. Returning to work at the conclusion of a disability period requires the employee to obtain a release from the attending healthcare provider that indicates the employee is fit to return to work. This release must identify any work restrictions that may apply. If there are work restrictions, the University's Americans with Disabilities Act (ADA) Coordinator will determine, in coordination with the employee’s supervisor, appropriate work accommodations. An employee can be terminated if they are unable to return to work after STD is exhausted (refer to 2.4 Long-Term Disability (LTD) insurance program).
An employee who voluntarily resigns while receiving STD benefits will continue to have STD coverage as determined by the STD insurance provider.

The University will continue to make contributions to the appropriate retirement plan or grant credit toward retirement on behalf of an employee on STD as applicable. Employee premiums for medical and dental coverages are waived during the period of disability.

2.2 Long-Term Disability Insurance Program

All benefit-eligible employees are covered under the long-term disability (LTD) insurance program. LTD benefits and applicable retirement benefits are paid according to the LTD summary plan document. The University pays the entire premium of the LTD insurance program.

357.3 RESPONSIBILITIES

3.1 Supervisors

Manage job vacancies and coordinate information with the Office of Human Resources when an employee is on STD leave. Responsible for contacting the ADA Coordinator for requested workplace accommodations.

3.2 Employees

Comply with requests for documentation such as application for STD insurance benefits and provide necessary medical information, as well as a return to work release from the attending healthcare provider.

3.3 Office of Human Resources

Administer the policy and process in accordance with the University’s disability summary plan documents.

357.4 REFERENCES

- ADA (Americans with Disabilities Act as Amended 2008)
- FMLA (Family and Medical Leave Act as revised in 2010)
- GINA (Genetic Information Nondiscrimination Act of 2008)

357.5 RELATED USU POLICIES

- University Policy 323: Employees with Disabilities
- University Policy 351: Family and Medical Leave

Information below is not included as part of the contents of the official Policy. It is provided only as a convenience for readers/users and may be changed at any time by persons authorized by the President, subject to review by the USU Policy Committee.

RESOURCES

Procedures

- None
Guidance

• None

Related Forms and Tools

• None

Contacts

• Human Resources Solution Center, hr@usu.edu, (435) 797-0122

POLICY HISTORY

Original issue date: 1997/01/24 and 1997/01/24

Last review date: 2020/01/10

Next scheduled review date:

Previous revision dates: 2012/09/06, 1999/07/01, and 2020/01/10
ITEM FOR ACTION

Re: Update to University Policy 363: Sick Leave

SUMMARY OF KEY CHANGES

- Changes made since last review Nov. 13:
  - Clarification for: “A natural birth mother of a newborn child may take additional sick leave as directed by her physician.” For eligible employees, FMLA will run concurrently with sick leave.
  - Added hyphens to Short- and Long-Term Disability terms

- Adds references to other related policies and programs that work in coordination with sick leave (i.e. FMLA, STD, Worker’s Comp, and ADA).

- Changes the accrual to begin the day an employee begins employment versus being based on starting either the first half or last half of the month.

- Adds opportunity for an employee, who has exhausted all paid leaves and has need for additional sick leave, to gain approval from supervisor for an additional 80 hours (resulting in a negative balance) of sick leave. Supports the employee to transition with pay to Short-Term Disability.

- Clarifies accruals in hours versus days to match how Banner accrues and displays balances.

- Clarifies expectation that employees notify their supervisor if they are not going to report to work. Clarifies that an employee’s department should work with HR to determine appropriateness before making requests for healthcare provider certifications.

- Changes sick leave reporting of non-exempt employees to 15-minute intervals from one hour to match annual leave policy and Banner functionality.

- Adds language permitting parents of newly adopted child to take up to 6 weeks of sick leave (was 4 weeks) for adoption to match birth parents.

- Clarifies the process to convert sick leave to annual leave. This language had not been revised since going live with Banner. Also clarifies that HR will notify leave managers of any conversion of unused sick leave.
POLICY MANUAL

BENEFITS

Number 363
Subject: Sick Leave
Covered Employees: Benefit Eligible Budgeted Employees
Date of Origin: January 24, 1997
Effective Date of Last Revision: July 1, 1999
Effective Date:

363.1 PURPOSE

The University grants sick leave to employees who are temporarily disabled due to personal illness, injury, or incapacity, birth, adoption; or for the illness, injury, or incapacity, birth, or adoption of the employee's family member (see Policy 363.4 Definitions).

363.2 DEFINITIONS of Dependents

Family Member

For the purpose of this policy, dependents family members are defined as spouse, domestic partner, dependent children (including newborn, adopted or step-children), and parents/parents-in-law.

363.3 POLICY

1.1 Eligibility

Benefit eligible Budgeted employees working on a fiscal or academic year base appointment at 50% time or greater are eligible for sick leave benefits. This policy works in coordination with Short-Term Disability, Workers’ Compensation, the Family and Medical Leave Act (FMLA), and the Americans with Disabilities Act Amendments Act (ADAAA).

1.2 Definition of Dependents
For the purpose of this policy dependents are defined as spouse, dependent children (including newborn, adopted or step children), and parents/parents-in-law.

### 3.1 Sick Leave

#### 3.1.1.3 Accrual

1) (1) Sick leave accrual will begin on the effective date of the first day of the month for employee’s University appointment. First month accruals will be prorated for any employee hired after the first of the month hired between the 1st and the 15th of the month. For employees hired between the 16th and the end of the month, the accrual will begin on the first day of the following month.

2) (2) Full-time employees accrue sick leave at the rate of 8 hours per employed month. Eligible part-time employees accrue sick leave on a pro-rata basis.

3) (3) Sick leave will not accrue while an employee is on leave without pay, special development leave, or sabbatical leave, and long-term disability. Sick leave does accrue while an employee is on short-term disability, but at a reduced rate. If an employee has exhausted all paid leaves and has need for additional sick leave, a supervisor may, at his/her discretion, approve up to an additional 80 hours (resulting in a negative balance) of sick leave through the normal leave submittal and approval processes.

4) (4) Unused sick leave can accumulate to a maximum of 1,040 hours which may be carried from one fiscal year to the next. Unused sick leave will not be paid as a cash settlement to the employee when his/her employment ends.

5) (5) An employee who leaves employment with the University and then is rehired within one year in a benefit eligible position will have his/her accrued sick leave restored.

### 3.2 1.4 Disability when Employment Is Ending

If an employee becomes disabled just before his/her employment ends and the employee's termination date is set before the disability begins, the employee will be paid for the sick leave used until his/her employment ends. If no sick leave exists, the employee will use annual leave or leave without pay to cover the period until his/her employment ends.
PROCEDURES

2.1 General Sick Leave Reporting

Employees should notify their supervisor as soon as practicable if they are not going to report to work. Applications for sick leave must be submitted to the appropriate department or unit no later than within two business days after the employee returns to duty. The University reserves the right to require substantiation of all illness charged to sick leave and/or require a release to return to work from the employee’s healthcare provider. If the employee is absent for more than three days, a certificate from a healthcare provider may be required by the department head or supervisor. Departments should work with the Office of Human Resources before making a request for a healthcare provider certification. Human Resources will determine if a request is appropriate.

The employee's supervisor may require the employee to provide a Fitness for Duty certification before returning to work after sick leave. The employee will be notified of this requirement by his/her supervisor before the employee returns to work. Fitness for duty examinations, if required, must be job-related and paid for by the requesting department.

Sick leave taken by faculty, administrators, and exempt (professional) employees who are absent should be reported in full-day increments. If the amount of sick leave taken is less than half a day, it should not be reported.

Sick leave taken by non-exempt (classified) employees should be reported in 15-minute increments. In some areas it may be appropriate to account for classified employees’ leave in increments of less than one hour for job costing and other such purposes. In such cases, leave may be recorded within the department in 15-minute increments, then tallied and reported in 1-hour increments on the monthly leave reports.

If the length of the disability, illness, or injury is longer than the employee’s accrued sick leave, the employee may use accumulated annual leave or leave without pay under the FMLA as approved by the University and in accordance with University Policy 351: the Family and Medical Leave, Policy (351) provided the employee qualifies for FMLA.

If the disability, illness, or injury extends beyond 10 working days, an employee who is covered by short-term disability insurance may apply for the benefits of that program. (See Policy 357: Disability Insurance Programs).

2.2 Sick Leave Coordinated with Short-Term Disability
After 10 working days of illness, sick leave may be coordinated with the short-term disability program. If the employee has no sick leave, the 10-day waiting period before short-term disability begins may be taken as annual leave or leave without pay.

### 2.3 Sick Leave Coordinated with Worker’s Compensation

All employees are eligible to receive worker’s compensation for job-related injuries or illnesses. If an employee is to receive sick leave payment for absences under worker’s compensation, the employee must sign over to the University all compensation received through the worker’s compensation insurance program. Sick leave will be applied to the remaining portion not covered by the worker’s compensation benefit so the employee receives a normal pay check while on leave.

### 2.4 Sick Leave Taken for Maternity/Paternity Situations

For eligible employees, FMLA will run concurrently with sick leave. If an employee does not qualify for FMLA, the employees may use sick leave for maternity/paternity situations as follows:

1. An employee who is a natural birth mother of a newborn child may take sick leave as directed by her physician, usually up to six weeks for a normal delivery. Additional leave may be taken in accordance with the Family and Medical leave policy using annual leave or leave without pay.

2. An employee who is the parent of a newborn or newly adopted child may take up to six weeks of accrued sick leave immediately following the birth or adoption of the child, as needed. Additional leave may be taken in accordance with the Family and Medical Leave Policy using annual leave or leave without pay.

3. Employees who are the parents of newly adopted children may take up to four weeks of sick leave immediately following the child's placement in their home. Additional leave may be taken in accordance with the Family and Medical Leave Policy using annual leave or leave without pay.

### 2.5 Internal Transfer of Sick Leave

When an employee transfers from one department unit of the University to another, any balance of accrued sick leave will be entitled to transfer with the employee's accrued sick leave to their new department unit.

### 3.5 Sick Leave Conversion to Annual Leave

If an employee ends a calendar year with a sick leave balance of at least 384 hours and has used less than 32 hours of sick leave in that calendar year, the employee is eligible to convert sick leave hours to annual leave. The amount converted will be the total amount of sick leave used subtracted from 32. For example, if an eligible employee used 6 hours of sick leave, they would be eligible to convert 316.67 hours of sick leave to annual leave.
of sick leave in the calendar year, 26 hours of sick leave would be converted to annual leave (32 – 6 hours taken = 26 hours converted). Hours are automatically converted for eligible employees.

(1) Eligible employees may convert unused sick leave to annual leave under the following guidelines:

(a) Conversion is allowed only after the employee has accrued 48 days of sick leave before the year of conversion.

(b) Only sick leave earned during the current calendar year may be converted.

(c) Unused sick leave days in excess of 8 days earned in the current calendar year may be converted to annual leave at the end of that calendar year. This formula allows for up to 4 days that may be converted in any given year. (Example: A person using 2 of 12 earned sick days in a particular calendar year would have 10 unused sick days or 2 days more than 8. Those 2 days could be converted to 2 days of annual leave.)

(2) The following procedures outline the steps for the conversion of sick leave to annual leave:

(a) Shortly after the conclusion of each calendar year, the Office of Human Resources will notify employees who are eligible to convert sick leave to annual leave.

(b) Eligible employees, with their department heads' acknowledgment, must notify the Office of Human Resources in writing of their intent to convert, on or before February 15.

(c) Converted sick leave will accrue to the next year's annual leave balance and will be managed under the annual leave policy.

363.3 RESPONSIBILITY

4.1 3.1 Department Heads and Supervisors

Responsible for reviewing employees' absences to ensure that this policy is followed and not abused. They will be responsible for working with employees and Human Resources to coordinate sick leave with other benefits, if the illness exceeds 10 days or is the result of job-related injuries or illnesses. They will complete monthly summary sick leave reports on each employee and provide this information to the Office of Human Resources.

4.2 3.3 Employees

Responsible for using absences appropriately and for notifying their supervisor when they cannot report to work. May also be responsible for providing documentation of an absence charged to sick leave when requested.
4.3.2 Office of Human Resources

Responsible for advising and assisting departments regarding this policy and for providing monthly and annual summary leave reports for department heads and supervisors. They will coordinate with supervisors and notifying employees department leave managers of any the conversion of unused sick leave. The Office of Human Resources maintains the centralized data base record of sick leave for University employees.

3.3 Employees

Responsible for using absences responsibly and for notifying their supervisor when they cannot report to work. May also be responsible for providing documentation of an absence charged to sick leave.
University Policy 363: Sick Leave

Category: 300 Human Resources  
Sub Category: Benefits  
Covered Individuals: Benefit Eligible Employees  
Responsible Executive: Vice President for Business and Finance  
Policy Custodian: Office of Human Resources, Executive Director for Human Resources  
Last Revised: 2020/01/10

363.1 PURPOSE AND SCOPE

The University grants sick leave to employees due to personal illness, injury, incapacity, birth, adoption; or for the illness, injury, or incapacity of an employee’s family member (see Policy 363.4 Definitions).

363.2 POLICY

Benefit eligible employees working on a fiscal or academic year base appointment at 50% time or greater are eligible for sick leave benefits. This policy works in coordination with Short-Term Disability, Workers' Compensation, the Family and Medical Leave Act (FMLA), and the Americans with Disabilities Act Amendments Act (ADAAA).

2.1 Sick Leave Accrual

Sick leave accrual begins on the effective date of the employee’s University appointment. First month accruals will be prorated for any employee hired after the first of the month.

Full-time employees accrue sick leave at the rate of 8 hours per employed month. Eligible part-time employees accrue sick leave on a pro-rata basis.

Sick leave will not accrue while an employee is on leave without pay, special development leave, or sabbatical leave. Sick leave does accrue while an employee is on short-term disability. If an employee has exhausted all paid leaves and has need for additional sick leave, a supervisor may, at his/her discretion, approve up to an additional 80 hours (resulting in a negative balance) of sick leave through the normal leave submittal and approval processes.

Sick leave can accrue to a maximum of 1,040 hours which may be carried from one year to the next. Unused sick leave will not be paid as a cash settlement to the employee when his/her employment ends.

An employee who leaves employment with the University and then is rehired within one year in a benefit eligible position will have his/her accrued sick leave restored.

2.2 Sick Leave Reporting

Employees should notify their supervisor as soon as practicable if they are not going to report to work. Requests for sick leave must be submitted no later than two business days after the employee returns to duty. The University reserves the right to require substantiation of every illness charged to sick leave and/or require a release to return to work from the employee’s
healthcare provider. If the employee is absent for more than three days, a certificate from a healthcare provider may be required. Departments should work with the Office of Human Resources before making a request for a healthcare provider certification. Human Resources will determine if a request is appropriate.

Exempt employees who are absent for less than 4 hours in a day do not need to report sick leave; however, if they are absent 4 or more hours in a day, actual hours taken should be reported.

Non-exempt employees report sick leave absences in 15-minute increments.

If the length of the disability, illness, or injury is longer than the employee’s accrued sick leave, the employee may use accumulated annual leave or leave without pay under the FMLA in accordance with University Policy 351: Family and Medical Leave, provided the employee qualifies for FMLA.

If the disability, illness, or injury extends beyond 10 working days, an employee covered by short-term disability insurance may apply for the benefits of that program. (See Policy 357: Disability Insurance Programs).

2.3 Sick Leave Taken for Maternity/Paternity Situations

An employee who is the parent of a newborn or newly adopted child may take up to six weeks of accrued sick leave immediately following the birth or adoption of the child. A natural birth mother of a newborn child may take additional sick leave as directed by her physician. For eligible employees, FMLA will run concurrently with sick leave.

2.4 Internal Transfer of Sick Leave

When an employee transfers from one department to another, any balance of accrued sick leave will transfer with the employee to their new department.

2.5 Sick Leave Conversion to Annual Leave

If an employee ends a calendar year with a sick leave balance of at least 384 hours and has used less than 32 hours of sick leave in that calendar year, the employee is eligible to convert sick leave hours to annual leave. The amount converted will be the total amount of sick leave used subtracted from 32. For example, if an eligible employee used 6 hours of sick leave in the calendar year, 26 hours of sick leave would be converted to annual leave (32 – 6 hours taken = 26 hours converted). Hours are automatically converted for eligible employees.

363.3 RESPONSIBILITY

3.1 Department Heads and Supervisors

Responsible for reviewing employees’ absences to ensure that this policy is followed. Responsible for working with employees and Human Resources to coordinate sick leave with other benefits.

3.2 Employees

Responsible for using absences appropriately and for notifying their supervisor when they cannot report to work. Responsible for providing documentation of an absence charged to sick leave when requested.
3.3 Office of Human Resources

Responsible for advising and assisting departments regarding this policy and for notifying department leave managers of any conversion of unused sick leave.

363.4 DEFINITIONS

4.1 Family Member

For the purpose of this policy, family members are defined as spouse, domestic partner, children (including adopted or stepchildren), and parents/parents-in-law.

Information below is not included as part of the contents of the official Policy. It is provided only as a convenience for readers/users and may be changed at any time by persons authorized by the President, subject to review by the USU Policy Committee.

RESOURCES

Procedures

• None

Guidance

• None

Related Forms and Tools

• None

Contacts

• Human Resources Solution Center, hr@usu.edu, (435) 797-0122

POLICY HISTORY

Original issue date: 1997/01/24

Last review date: 2020/01/10

Next scheduled review date:

Previous revision dates: 1999/07/01, 2020/01/10
ITEM FOR ACTION

RE: Updates to University Policy 384: Wage and Salary Administration

SUMMARY OF KEY CHANGES

• Clarify Types and Timing of Salary Adjustments- Added clarifying language regarding various adjustments (i.e. general, merit, equity, promotion and tenure (for faculty), promotional, skill-based, re-classification, and demotion) and the basis on which each may be granted.

• Clarify Red Circle Adjustments- Added clarifying language regarding employees whose salary is above the maximum of their assigned grade (known as “red-circle rate”) that they may still receive the annual general adjustment funded by Legislature.

• Clarify Approval for “unusually meritorious”- Now specifies that the respective Dean or Vice President, in consultation with Human Resources, determine whether “unusually meritorious” circumstances exist to approve salary increases for employees already, or who would become, red-circled due to an increase.

• Increase Discretion for Starting Offers- Increases the limit for department authority to offer a starting salary from “above the first quartile” to “above the midpoint” of the salary grade. “Above midpoint” offers require consultation with Human Resources.

• Clarify Communication of Salary Grades- Specifies that Human Resources provide new salary grade information to Staff Employees Association and the Executive Committee.

• Add Definitions- Adds a “Definitions” section to define common terms used in the policy.
384.1 PURPOSE AND SCOPE

The Utah State University employee compensation program works toward a competitive level of compensation that is externally competitive and internally equitable for all employees. The compensation program recognizes the role of programming priorities, tempered with the economic realities of compensation. The compensation program is will be implemented in compliance with all legal and regulatory objectives.

384.2 POLICY

2.1 New Fiscal Year Salary Adjustments

2.1.1 As part of the University’s annual salary budget setting process, annual salary allocation guidelines will be developed and distributed by the Office of the Vice President for Business and Finance.

2.1.2 Following issuance of the annual salary allocation guidelines, Department Heads or Directors may recommend salary adjustments to the respective Dean or Vice President. If such adjustments exceed the percentage increase specified in the annual salary allocation guidelines, the Dean or Vice President shall consult with the Office of Human Resources prior to approving said salary adjustments. Affected employees are to be notified of salary adjustments only after approvals have occurred.

2.1.3 Merit and equity adjustments proposed for employees already at a red-circle rate, or that would create a red-circle rate, will only be allowed in unusually meritorious cases as approved by the respective Dean or Vice President in consultation with Human Resources.

2.1.4 Subject to funding, wage and salary adjustments will be made using one of the following programs:

a. General adjustment for employees meeting expectations (includes faculty)

   This type of adjustment is based on legislative appropriations and University funds.

a.b. (1) Merit adjustment (includes faculty).

   An employee may be given a merit adjustment based on job performance. Merit adjustment guidelines approved by the University’s administration will be distributed each year prior to the preparation of annual department operating budgets. The guidelines apply to all University faculty and staff, regardless of the source of funds from which employees are paid.
Merit adjustments are effective July 1 or at another date set by the department and approved by the appropriate dean or vice president. A request for an adjustment date other than July 1 must be communicated to the Provost for final approval.

b. c. (2)-Equity adjustment (includes faculty)

An employee may be given an equity adjustment when there is a significant difference between the employee's current salary and internal and/or external salary comparisons. Equity adjustments will generally be given on July 1 or another date as directed by the administration. The administration will provide guidance annually as to what constitutes an equity adjustment. Funds for these adjustments come primarily from departmental resources and may also come from centrally held funds targeted for this purpose.

d. (3)-Promotion and tenure (faculty only)

The process for faculty promotions and tenure is found in USU Policy 405: Tenured and Term Appointments: Evaluation, Promotion, and Retention.

2.2 Salary adjustments outside of new fiscal year adjustments

2.2.1 Subject to funding, salary adjustments outside of new fiscal year adjustments may be made using one of the following:

a. Merit adjustment (excludes faculty)

An employee may be given a merit adjustment based on job performance.

b. Equity adjustment (includes faculty)

An employee may be given an equity adjustment when there is a significant difference between the employee's current salary and internal and/or external salary comparisons.

c. (3)-Promotional adjustment (includes faculty)

An faculty or staff employee may receive a promotional adjustment based on a transfer to a higher salary range for staff, an advancement in faculty rank for faculty, or assuming an administrative assignment for faculty. The adjustment is normally effective on the date of the promotion. When a shortage of funds prevents the award of a promotional adjustment, special consideration should be given to the promoted employee when merit adjustments are awarded.

The amount of the promotional adjustment should take into consideration the following:

- the promoted employee's current rate in relation to the new salary range,
- the individual's qualifications to perform the new job,
- the rate of pay and performance level of other employees occupying the same job classification, and
- the established amount for rank advancement (for faculty).

The promoted employee's new salary should be at least at the minimum of the new salary range.
d. (4) Skill-based pay adjustment (excludes faculty).

An employee who works in a department that has a skill-based pay program receives adjustments when the employee achieves a skill level previously agreed upon by the supervisor and the employee. When an employee who works in a department with a skill-based pay program achieves a skill level previously agreed upon by the supervisor and the employee, the employee may receive a salary adjustment subject to the same approval process as other salary adjustments. Skill-based program adjustments are predetermined between the supervisor and the employee.

d.e. (5) Job reclassification adjustment (excludes faculty).

When an employee's position is reclassified to an equal or lower salary grade or range, no salary adjustments may be made based on equity in consultation with Human Resources. If the reclassification results in a higher salary grade, the employee may receive a salary adjustment, at the discretion of the Department Head/Director. The new salary should be at least at the minimum of the new salary grade or range. If funds are not available to pay at least the minimum salary in the range or to pay an adjustment, salary adjustments may be postponed until annual merit adjustments are given or until sufficient funds become available.

(6) Red-circle rate (excludes faculty).

Adjustments that would result in above-maximum, or red-circle rates, will not be allowed except in unusually meritorious cases. Unless approved, an employee at a red-circle rate is not eligible for any wage or salary adjustments until normal structure adjustments or job reevaluations result in his/her rates being below the salary range maximum.

f. (7) Demotion adjustment (excludes faculty).

Demotion adjustments are generally limited to reductions-in-force or demotions for cause. Department Heads or supervisors must consult the Office of Human Resources regarding plans to demote an employee regardless of whether or not a wage or salary decrease is intended.

An employee may be given a base salary decrease if he/she is demoted. If the employee's rate is above the maximum rate of the lower job, the decrease should be at least equal to the salary grade or range maximum of the lower classification. Further decreases should be based on an assessment of the demoted employee's qualifications compared to the pay and performance of other employees in the same job classification. Demotion adjustments are generally limited to reductions-in-force or demotions for cause. Department heads or supervisors must advise the Office of Human Resources of plans to demote an employee regardless of whether or not a wage or salary decrease is intended.

2.2.2 All types of proposed salary adjustments as provided in section 2.2.1 for employees at a "red-circle" rate, or that would create a "red-circle" rate, will only be allowed in unusually meritorious cases as approved by the Dean or Vice President in consultation with Human Resources.

2.3 Wage and Salary program information (excludes faculty)

Wage and Staff salary grades and ranges are established to provide competitive compensation information to administrators who make salary decisions to University employees. The Office of Human Resources is responsible for conducting periodic wage and salary surveys. Salary grade and range assignments and adjustments will be based on the objective analysis of the salary survey data, as well as an evaluation of the availability of qualified personnel in internal equity, the relevant labor market, job evaluation, and the economic reality of University's funding budget.

https://www.usu.edu/policies/384/
2.4 Salary ranges will be assigned to every position using the University's job evaluation program which assesses the relative level of each job based on complexity, impact, level of discretion, and working conditions.

2.3 Starting salaries (excludes faculty)

New staff employees are typically to be hired at a salary between the minimum and within the first quartile of the appropriate salary grade range. Departments may set starting salaries up to and including the midpoint of the salary grade between the minimum and first quartile without prior approval. Starting salaries may be set above the first quartile, up to, but typically not to exceed, the salary range midpoint. For starting salaries above the midpoint of the salary grade, departments must obtain prior approval from the Office of Human Resources. Criteria for higher starting salaries may include significant prior experience above minimum qualifications, exceptional skills, and extreme market conditions.

2.4 Approvals (includes faculty)

The necessary approvals from department heads/directors and the Office of Human Resources must be obtained before notification or communication of a base salary decision to an employee. All exceptions to annual base salary adjustments must be approved by appropriate administrative levels both within the college/unit and central administration. In addition, skill-based pay or similar plans must be recommended by the appropriate dean, vice president, or the Provost, reviewed by the Office of Human Resources, and approved by the President.

384.3 RESPONSIBILITIES

3.1 Department Heads/Directors and Supervisors

Responsible for assigning job duties to positions. When changes in duties are significant enough to consider reclassification, departments should contact the Office of Human Resources to initiate the process.

3.2 Office of Human Resources

Participates in periodic salary surveys and analyzing current labor market salaries to determine and recommending appropriate salary grades/ranges. Responsible for recommending. Provides consultation and advice regarding compensation administration and appropriate job classification. Determines the classification of each non-faculty job by assisting with the writing and updating of job descriptions, assigning job titles and classification numbers, performing job evaluations, and assigning job titles and salary grades/ranges (subject to appropriate administrative review and approval). The Office of Human Resources is responsible for ongoing cooperation with departmental administrators, and for ensuring the proper classification of each position through works with departmental administrators to ensure the proper classification of each position. Conducts periodic job classification audits.

The Office of Human Resources is also responsible for analyzing current labor market salaries and recommending appropriate salary ranges. New salary range information is to be given to the Classified Employees Council, the Professional Employees Council, and the Executive Committee for review.

4.3 Employees

Employees whose positions are changed without a request for reclassification are responsible for raising the matter with the appropriate department administrators. If, in the employee's opinion, a satisfactory response does not occur, the employee should follow the applicable procedures outlined in policy 325.

385.4 REFERENCES

- None

https://www.usu.edu/policies/384/
385.5 RELATED USU POLICIES

• Policy 405: Tenured and Term Appointments: Evaluation, Promotion, and Retention

385.6 DEFINITIONS

6.1 Demotion
A transfer or reassignment of an employee to a vacant job title with a lower salary grade range than his/her previous job. Demotions may be voluntary or involuntary.

6.2 Promotion
For staff employees, an assignment of an employee to a vacant job with a higher salary grade range than his/her previous job. For faculty, an advancement in rank or accepting an administrative assignment.

6.3 Transfer
A reassignment of an employee to a job title with the same salary grade.

6.4 Reclassification
A change in the classification or evaluation of a job title as a result of a significant redefinition of a new job duties title to an existing position, either filled or vacant. Human Resources/Compensation bases this change on an evaluation of the role, responsibilities, and minimum qualifications of the position.

6.5 Red-Circle Rate
A rate of pay which exceeds the maximum rate for the assigned salary grade job classification.

6.6 Salary Grade
A letter assigned to a particular wage or salary limits for a job. Each range is divided into quartiles and which has a defined minimum and maximum rate of pay and is divided into quartiles.

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RESOURCES

Procedures
• None

Guidance
• None

Related Forms and Tools

https://www.usu.edu/policies/384/
University Policy 384

Wage and Salary Administration

- None

Contacts

- None

POLICY HISTORY

Original issue date: 1997/01/24

Last review date: 2020/01/10

Next scheduled review date: N/A

Previous revision dates: 1997/01/24
384.1 PURPOSE AND SCOPE

The Utah State University employee compensation program works toward a level of compensation that is externally competitive and internally equitable for all employees. The compensation program recognizes the role of programming priorities, tempered with the economic realities of compensation. The compensation program is implemented in compliance with all legal and regulatory objectives.

384.2 POLICY

2.1 New Fiscal Year Salary Adjustments

2.1.1 As part of the University’s annual salary budget setting process, annual salary allocation guidelines will be developed and distributed by the Office of the Vice President for Business and Finance.

2.1.2 Following issuance of the annual salary allocation guidelines, Department Heads or Directors may recommend salary adjustments to the respective Dean or Vice President. If such adjustments exceed the percentage increase specified in the annual salary allocation guidelines, the Dean or Vice President shall consult with the Office of Human Resources prior to approving said salary adjustments. Affected employees are to be notified of salary adjustments only after approvals have occurred.

2.1.3 Merit and equity adjustments proposed for employees already at a red-circle rate, or that would create a red-circle rate, will only be allowed in unusually meritorious cases as approved by the respective Dean or Vice President in consultation with Human Resources.

2.1.4 Subject to funding, salary adjustments will be made using one of the following:

a. General adjustment for employees meeting expectations (includes faculty)

   This type of adjustment is based on legislative appropriations and University funds.

b. Merit adjustment (includes faculty)

   An employee may be given a merit adjustment based on job performance.

c. Equity adjustment (includes faculty)

   An employee may be given an equity adjustment when there is a significant difference between the employee's current salary and internal and/or external salary comparisons.

d. Promotion and tenure (faculty only)
The process for faculty promotions and tenure is found in USU Policy 405: Tenured and Term Appointments: Evaluation, Promotion, and Retention.

2.2 Salary adjustments outside of new fiscal year adjustments

2.2.1 Subject to funding, salary adjustments outside of new fiscal year adjustments may be made using one of the following:

a. Merit adjustment (excludes faculty)
   An employee may be given a merit adjustment based on job performance.

b. Equity adjustment (includes faculty)
   An employee may be given an equity adjustment when there is a significant difference between the employee's current salary and internal and/or external salary comparisons.

c. Promotional adjustment (includes faculty)
   An employee may receive a promotional adjustment based on an assignment to a higher salary grade for staff, an advancement in faculty rank for faculty, or accepting an administrative assignment for faculty.

   The amount of the promotional adjustment should take into consideration the following:

   • the promoted employee's current rate in relation to the new salary grade,
   • the employee's qualifications to perform the new job,
   • the rate of pay and performance level of other employees occupying the same job classification, and
   • the established amount for rank advancement (for faculty).

   The promoted employee's new salary should be at least the minimum of the new salary grade.

d. Skill-based program pay adjustment (excludes faculty)

   When an employee who works in a department with a skill-based pay program achieves a skill level previously agreed upon by the supervisor and the employee, the employee may receive a salary adjustment subject to the same approval process as other salary adjustments.

e. Job reclassification adjustment (excludes faculty)

   When an employee's position is reclassified to an equal or lower salary grade, salary adjustments may be made based on equity in consultation with Human Resources. If a reclassification results in a higher salary grade, the employee may receive a salary adjustment, at the discretion of the Department Head/Director. The new salary should be at least the minimum of the new salary grade.

f. Demotion adjustment (excludes faculty)

   Demotion adjustments are generally limited to reductions-in-force or demotions for cause. Department Heads or Supervisors must consult the Office of Human Resources regarding plans to demote an employee regardless of whether or not a wage or salary decrease is intended.

   An employee may be given a base salary decrease if he/she is demoted. If the employee's rate is above the maximum rate of the lower job, the decrease should be at least equal to the salary
grade maximum of the lower classification. Further decreases should be based on an assessment of the demoted employee’s qualifications compared to the pay and performance of other employees in the same job classification.

2.2.2 All types of proposed salary adjustments as provided in section 2.2.1 for employees at a “red-circle” rate, or that would create a “red-circle: rate, will only be allowed in unusually meritorious cases as approved by the Dean or Vice President in consultation with Human Resources.

2.3 Salary program information (excludes faculty)

Staff salary grades and ranges are established to provide competitive compensation information to administrators who make salary decisions. The Office of Human Resources participates in periodic salary surveys. Salary grade and range assignments and adjustments will be based on the objective analysis of salary survey data, internal equity, the relevant labor market, job evaluation, and the economic reality of University funding.

2.4 Starting salaries (excludes faculty)

New staff employees are typically hired at a salary within the first quartile of the appropriate salary grade. Departments may set starting salaries up to and including the midpoint of the salary grade without prior approval. For starting salaries above the midpoint of the salary grade, departments must obtain prior approval from the Office of Human Resources. Criteria for higher starting salaries may include significant experience above minimum qualifications, exceptional skills, and extreme market conditions.

384.3 RESPONSIBILITIES

3.1 Department Heads/Directors and Supervisors

Responsible to assign job duties to positions. When changes in duties are significant enough to consider reclassification, departments should contact the Office of Human Resources to initiate the process.

3.2 Office of Human Resources

Participates in periodic salary surveys and analyzes current labor market salaries to determine appropriate salary grades. Provides consultation and advice regarding compensation administration and appropriate job classification. Determines the classification of each non-faculty job by performing job evaluations and assigning job titles and salary grades. Works with departmental administrators to ensure the proper classification of each position. Conducts periodic job classification audits.

385.4 REFERENCES

- None

385.5 RELATED USU POLICIES

- Policy 405: Tenured and Term Appointments: Evaluation, Promotion, and Retention

385.6 DEFINITIONS

6.1 Demotion

A reassignment of an employee to a job title with a lower salary grade. Demotions may be voluntary or involuntary.

6.2 Promotion

https://www.usu.edu/policies/384/
For staff employees, an assignment of an employee to a job with a higher salary grade. For faculty, an advancement in rank or accepting an administrative assignment.

6.3 Reclassification
The assignment of a new job title to an existing position, either filled or vacant. Human Resources/Compensation bases this change on an evaluation of the role, responsibilities, and minimum qualifications of the position.

6.4 Red-Circle Rate
A rate of pay which exceeds the maximum rate for the assigned salary grade.

6.5 Salary Grade
A letter assigned to a particular salary range which has a defined minimum and maximum rate of pay and is divided into quartiles.

Information below is not included as part of the contents of the official Policy. It is provided only as a convenience for readers/users and may be changed at any time by persons authorized by the President, subject to review by the USU Policy Committee.

RESOURCES

Procedures

• None

Guidance

• None

Related Forms and Tools

• None

Contacts

• None

POLICY HISTORY

Original issue date: 1997/01/24

Last review date: 2020/01/10

Next scheduled review date: N/A

Previous revision dates: 1997/01/24, 2020/01/10
ITEM FOR ACTION

Updates to University Policy 386: Criminal Background Checks

SUMMARY

- **Compliance with Regents Policy R847** – University Policy 386 is updated to bring it into compliance with Regents Policy. Some definitions were added to match the Regents Policy including Minor, Diminished Capacity Adult, Reasonable Cause, and Security Sensitive Positions.

- **Background Review Committee** – A committee has been created and given responsibility to review background checks with questionable results. This committee membership includes representation from General Counsel, Human Resources, and Public Safety.

- **Definition of Minor** – This definition was included in the policy to align with Regents Policy and state statute (53B-1-110 Criminal background checks of prospective and existing employees of higher education institutions) which defines a minor for the purposes of criminal background checks as a person younger than 21 years of age.

- **Procedures** – Procedures were removed from the policy and will be stated on the USU Risk Management website.

- **Policy Format** – This policy was reformatted to the new USU policy format.
386.1 PURPOSE

In order to promote a safe environment, this policy by providing specific requirements procedures for conducting criminal background checks of certain prospective and existing employees and volunteers of Utah State University.

386.2 REFERENCES

- 2.1 Board of Regents Policy R847, Criminal Background Checks
- 2.2 Utah Code 53A-3-410 (Criminal background checks on school personnel -- Notice -- Payment of cost -- Request for review)
- 2.3 Utah Code 53B-1-110 Higher Education Criminal Background Checks
- 2.4 Board of Regents Policy R165, Concurrent Enrollment
- USU Policy 534 Protection of Minors
- USU Policy 535 Volunteer Services

386.3 DEFINITIONS

3.1 Adjunct Faculty

An individual who has an established relationship with an academic department and participates in departmental teaching, research, or service activities with or without remuneration. Adjunct positions are not the major work assignment of the individual, but are adjunct to the person’s major role in another area, or they may be individuals whose major roles are external to the University.

3.2 Applicant
An individual offered employment, transfer or promotion, contingent on acceptable results of a criminal background check and other reviews required for the position by the University such as financial/credit checks, degree transcripts or license documentation, or student loan status.

3.3-1 Background Review Committee

The Background Review Committee consists of representation from General Counsel, Human Resources, and Public Safety. The Committee reviews the results of criminal background checks where prior convictions exist, assesses the risk to the University, and determines whether an individual should be considered eligible to obtain or retain a position.

The Background Review Committee may delegate initial review, where appropriate.

3.4-2 Criminal Background Check

A commercial or governmental process of searching public records to determine whether an individual has been convicted of criminal conduct anywhere in the United States of America within a minimum of the last seven years.

3.5 Department Administrator

A department administrator holds the title of Director, Manager, Department Head, Dean, Vice-President, etc.

3.6-4 Employee

An individual who has received and accepted a legitimate offer of employment from an appropriate hiring authority and whose new hire Electronic Personnel Action Form (EPAF) has been applied to the electronic payroll system.

3.5 Diminished Capacity Adult

A person who lacks decision-making capacity, which requires: (1) possession of a set of values and goals; (2) the ability to communicate and to understand information; and (3) the ability to reason and to deliberate about one’s choices.

3.7-6 Minor

For the purpose of this policy, Utah Code §53B-1-110(1) defines a minor as a person younger than 21 years of age. Utah Policy defines a minor as a person younger than 21 years of age.

3.8-7 Reasonable Cause

May exist with respect to a position or with respect to an individual. As to a position, reasonable cause exists such that a periodic criminal background check for any employee holding a security sensitive
position is warranted. As to an individual, reasonable cause exists where the known facts or circumstances about a particular employee are sufficient to warrant, by a person of reasonable prudence, that the employee poses an unreasonable risk to persons or property and/or that a history or report of crime will be found. Where the known facts and circumstances are sufficient to cause a person of reasonable prudence to believe that the employee poses an unreasonable risk to persons or property.

3.9.8 Security Sensitive Positions

Positions whose duties require, provide for, or encompass the potential to incur human, financial, or property loss or other harm to the University and its constituents. A security sensitive position should include at least one of the following elements:

3.1 Access to minors, including child care in a child care center, or to diminished capacity adults;

1) 3.2 Relationships with students where exceptional trust and responsibility are involved, such as instructors, counselors, health care providers, coaches, and residence hall personnel;
2) 3.3 Responsibility for providing direct medical care, treatment, or counseling and/or access to pharmaceuticals, toxins, hazardous or controlled substances;
3) 3.4 Direct access to laboratory materials and other property that have the potential of being diverted from their proper use either for financial gain or for harmful, dangerous or illegal purposes;
4) 3.5 Decision-making authority for committing University funds or financial resources through contracts and commitments and/or direct access to or responsibility for handling cash, checks, credit/debit cards or cash equivalents, University property, disbursements or receipts;
5) 3.6 Access to building and residence hall master control and key systems;
6) 3.7 Access to confidential information or sensitive personal information such as employment, health, donor, financial and other records, including data that could facilitate identity theft;
7) 3.8 Access to and responsibility for the maintenance, upgrading, and repair of the University’s computer networks and/or information technology systems; and
8) 3.9 Responsibility for police, security, guards, or other significant health or safety issues.

3.9 Positions with Significant Contact with Minors

An employee Any position which involves working with a Covered Program as defined in USU Policy 534: Protection of Minors involves significant contact with minor persons if there is a reasonable expectation that in the course of the normal, routine responsibilities of the position, the employee and a minor would interact on a one-on-one basis. For example, teachers with office hour consultations, mentors, counselors, test center employees, coaches, and advisors could all reasonably expect to interact one-on-one with students as a normal, routine part of their work and hence would have “significant contact” with one or more minor persons during the course of their employment.

3.10 Volunteer
An individual providing volunteer service to USU as defined in USU Policy 535: Volunteer Services.

386.4 POLICY

4.1 Criminal background checks will be performed:

1) After an offer of employment has been accepted;
2) When a current employee/volunteer moves into a security sensitive position or a position with significant contact with minors; or
3) For reasonable cause.

4.2 Section 4.1 applies to the following groups or individuals: In accordance with Board of Regents Policy R847, criminal background checks are required under the following circumstances:

1) All benefit eligible employees;
2) All persons employed by USU in a teaching capacity including, but not limited to, adjunct, temporary, and concurrent enrollment faculty, professors, instructors, and lecturers;
3) Graduate students acting as teaching, laboratory, and/or research assistants;
4) Any employees/volunteers with significant contact with minors; and
5) Any employees/volunteers in security sensitive positions. Any employee/volunteer in a security sensitive position with financial responsibility over funds of the University may also be required to submit to a financial/credit check.

386.5 RESPONSIBILITIES

5.1 Human Resources

Manages the background check process for all employees/volunteers.

5.2 Background Review Committee

Reviews background checks with questionable results. 4.1 New Employees

All new employees whose positions involve significant contact with minors or are considered to be security sensitive must submit to a criminal background check as a condition of employment. The Office of Human Resources will determine which positions meet these criteria.

EXCEPTION: Applicants for adjunct faculty (other than concurrent enrollment instructors—see 386.4[c]), temporary (less than three months), or non-benefit-eligible part-time positions are exempt but are required to self-disclose any criminal background and sign an agreement to conform to University rules. However, when appropriate, department administrators may choose to include otherwise exempt applicants after consulting with the Background Review Committee.

4.2 Existing Employees

An existing employee must submit to a criminal background check where a department administrator, in consultation with the Office of Human Resources, determines that reasonable-cause exists.

4.3 Concurrent Enrollment Faculty
Concurrent Enrollment Faculty—USU employees, whether full time or adjunct faculty, who are concurrent enrollment instructors with unsupervised access to K-12 students shall submit to a criminal background check consistent with §53A-3-410 of the Utah Code. (See Policy and Procedures R165, Concurrent Enrollment, paragraph 9.2.)

4.4 Leave Without Pay Participants

Employees, as defined in section 4.1, who are accepted into a leave without pay status for more than 12 months will be required to undergo a background check prior to returning to service at USU.

386.5 PROCEDURES

5.1 Written Release of Information

The University will obtain a written and signed release of information prior to conducting a criminal background check for an applicant. The University will request a written and signed release of information prior to conducting a criminal background check for an existing employee.

5.2 Notice that a Background Check has been Requested

If the existing employee does not provide a written and signed release as requested pursuant to 5.1, the employee shall receive written notice that the background check has been requested.

5.3 Criminal Background Check Requirements

At a minimum, the background check must verify the applicant or employee's social security number, obtain information regarding past employment, and perform a nationwide search of the individual's criminal background in the individual's counties of residence for the last seven years.

5.4 Payment of Fees

Each department will pay the cost of criminal background checks.

5.5 Risk Assessment

If a criminal background check shows prior convictions within the past seven years, the Background Review Committee will assess the overall risk to the University. That risk assessment will include but not be limited to: (1) number of convictions, (2) nature and severity of convictions, (3) the length of time that has elapsed since the last conviction, (4) likelihood of recidivism, (5) the security sensitivity of the position sought by the applicant or held by the existing employee, and (6) other factors that may be relevant. The Background Review Committee, in consultation with the hiring administrator, will determine whether an individual with a criminal history should be considered eligible to obtain or retain the position, or whether additional documentation is required.

5.6 Opportunity to Respond

Before an applicant is denied employment or an employee is subjected to an adverse employment action based on information obtained in the background report, the applicant or employee shall receive a copy of the report, written notice of the reasons for denial or adverse action, a written description of his/her rights under the Fair Credit Reporting Act, and shall have an opportunity to respond to the contents of the criminal background check and any proposed action taken by the
University as a result of this check. Notification of intent to respond must be given to the Office of Human Resources Office within three (3) business days of receiving the report if the applicant or employee desires to respond to the background report. The University will provide the applicant or employee a reasonable opportunity to address the information contained in the report.

5.7 Financial/Credit Check

If an applicant is applying for, or an employee holds, a security-sensitive position with access to sensitive personal information or financial responsibilities over the funds of the University, the department administrator, in consultation with the Office of Human Resources, may require an additional financial/credit check to be performed.

5.8 Degree Transcripts or License Documentation

If the position requires a degree or license, the department administrator may request a copy of the applicant's degree transcripts or license documentation.

5.9 Student Loan Status

Per Board of Regents Policy R847, if an applicant or employee has a student loan, the departmental administrator may check on the loan status. The department administrator, in consultation with the Office of Human Resources, may deny employment or take adverse employment action if the applicant or employee has a delinquent or defaulted student loan.

5.10 Limitations on the Use of Information

The information contained in the background check will be available only to those individuals involved in making employment decisions or performing the background investigation. This information will be used only for the purpose of making an employment decision. A copy of the background check will be provided to the applicant upon request.
University Policy 386: Criminal Background Checks

Category: Human Resources
Sub Category: Employment
Covered Individuals: All USU Employees and Volunteers
Responsible Executive: Vice President for Business and Finance
Policy Custodian: Human Resources
Last Revised: 2020/01/10
Previous USU Policy Number: N/A

386.1 PURPOSE AND SCOPE

This policy promotes a safe environment by providing specific requirements for conducting criminal background checks of certain prospective and existing employees and volunteers of Utah State University.

386.2 POLICY

2.1 Criminal Background Checks will be performed:

2.1.1 After an offer of employment has been accepted;

2.1.2 When a current employee/volunteer moves into a security sensitive position or a position with significant contact with minors;

2.1.3 For reasonable cause.

2.2 Section 2.1 applies to the following groups or individuals:

2.2.1 All benefit eligible employees;

2.2.2 All persons employed by USU in a teaching capacity including, but not limited to, adjunct, temporary, and concurrent enrollment faculty, professors, instructors, and lecturers;

2.2.3 Graduate students acting as teaching, laboratory, and/or research assistants;

2.2.4 Any employees/volunteers with significant contact with minors; and

2.2.5 Any employees/volunteers in security sensitive positions. Any employee/volunteer in a security sensitive position with financial responsibility over funds of the University may also be required to submit to a financial/credit check.

386.3 RESPONSIBILITIES

3.1 Human Resources

Manages the background check process for all employees/volunteers.

3.2 Background Review Committee

Reviews background checks with questionable results.
386.4 REFERENCES

- Board of Regents Policy R847, Criminal Background Checks
- Board of Regents Policy R165, Concurrent Enrollment
- Utah Code 53B-1-110 Higher Education Criminal Background Checks

386.5 RELATED USU POLICIES

- USU Policy 534: Protection of Minors
- USU Policy 535: Volunteer Services

386.6 DEFINITIONS

6.1 Background Review Committee

- This committee consists of representation from General Counsel, Human Resources, and Public Safety. The committee reviews the results of criminal background checks where prior convictions exist, assesses the risk to the University, and determines whether an individual should be considered eligible to obtain or retain a position.
- The Background Review Committee may delegate initial review, where appropriate.

6.2 Criminal Background Check

- A commercial or governmental process of searching public records to determine whether an individual has been convicted of criminal conduct within a minimum of the last seven years.

6.3 Diminished Capacity Adult

- A person who lacks decision-making capacity, which requires: (1) possession of a set of values and goals; (2) the ability to communicate and to understand information; and (3) the ability to reason and to deliberate about one’s choices.

6.4 Employee

- An individual who has received and accepted a legitimate offer of employment from an appropriate hiring authority.

6.5 Minor

- For the purposes of this policy, Utah Code §53B-1-110(1) defines a minor as a person younger than 21 years of age.

6.6 Positions with Significant Contact with Minors

- Any position which involves working with a Covered Program as defined in USU Policy 534: Protection of Minors.

6.7 Reasonable Cause

- May exist with respect to a position or with respect to an individual. As to a position, reasonable cause exists such that a periodic criminal background check for any employee holding a security sensitive position is warranted. As to an individual, reasonable cause exists where the known facts or circumstances about a particular employee are sufficient to warrant, by a person of reasonable prudence, that the employee poses an unreasonable risk to persons or property and/or that a history or report of crime will be found.
6.8 Security Sensitive Positions

- Positions whose duties require, provide for, or encompass the potential to incur human, financial, or property loss or harm to the University and its constituents. A security sensitive position includes at least one of the following elements:
  
  i. Access to minors, including child care in a child care center or to diminished capacity adults.
  ii. Relationships with students where exceptional trust and responsibility are involved, such as instructors, counselors, health care providers, coaches, and residence hall personnel;
  iii. Responsibility for providing direct medical care, treatment, or counseling and/or access to pharmaceuticals, toxins, hazardous, or controlled substances;
  iv. Direct access to laboratory materials and other property that have the potential of being diverted from their proper use either for financial gain or for harmful, dangerous, or illegal purposes;
  v. Decision-making authority for committing University funds or financial resources through contracts and commitments and/or direct access to or responsibility for handling cash, checks, credit/debit cards, or cash equivalents, University property, disbursements, or receipts;
  vi. Access to building and residence hall master control and key systems;
  vii. Access to confidential information or sensitive personal information such as employment, health, donor, financial, and other records, including data that could facilitate identity theft;
  viii. Access to and responsibility for the maintenance, upgrading, and repair of the University’s computer networks and/or information technology systems; and
  ix. Responsibility for police, security guards, and other significant health or safety issues.

6.9 Volunteer

- An individual providing volunteer service to USU as defined in USU Policy 535: Volunteer Services.

Information below is not included as part of the contents of the official Policy. It is provided only as a convenience for readers/users and may be changed at any time by persons authorized by the President, subject to review by the USU Policy Committee.

RESOURCES

Procedures
None

Guidance
None

Related Forms and Tools
None

Contacts
None

POLICY HISTORY

Original issue date: 2008/10/17

Last review date: 2019/09/27

https://www.usu.edu/policies/386
Next scheduled review date: TBD

Previous revision dates: 2008/10/17, 2009/05/01, 2020/01/10.
ITEM FOR ACTION

RE: Updates to University Policy 387: Classified Staff Employment

KEY

SUMMARY OF KEY CHANGES

- **Update Policy References** - Combined Policies 394: Faculty and Professional Staff Employment and Policy 387: Classified Staff Employment into a single Policy 387 titled: “Benefited Employment.” A majority of what is included in this policy is the same for both the exempt and non-exempt classifications of employees. It is unnecessary to have two separate policies where the majority of the information in each is nearly identical. Variations between the two employment categories are clarified in their respective provisions of the policy titled Exempt and Non-Exempt.

- **Add Definitions** - Added a “Definitions” section to define common terms used in the policy.

- **Update AA/EO Language** - Added language that search committee chairs will receive and will need to review material relating to conducting equitable searches. Also specified that searches must contain the University’s Notice of Non-discrimination when advertised.

- **Clarify Background Check Requirements** - Added a statement regarding the background check requirement for all newly hired benefited employees; referenced the updated Background Check policy (386).

- **More Flexible Posting Requirement for Exempts** - Added an “Exempt” provision to the policy as part of policy consolidation. Decrease the minimum advertising period from 30 calendar days to 14 calendar days for exempt searches including faculty searches. Departments may still advertise for longer periods if desired. Clarified that all exempt positions be advertised nationally through the Human Resources Office for diversity good faith efforts as well as meeting potential immigration requirements for foreign national employees hired under USU searches.

- **Clarify Non-Exempt Promotions Options** - Added a “Non-exempt” provision to the policy as part of policy consolidation. Clarified language regarding the non-competitive promotion of non-benefited hourly employees to a benefited non-exempt position within a department to meet current practices and to provide clarification on eligibility.
387.1 PURPOSE

To outline the University’s policy for employing benefited employees.

387.2 DEFINITIONS

**Benefited Employee:**
An employee is considered benefit eligible (i.e., eligible for all USU benefits) if they are budgeted to work at least 20 hours a week and their position is budgeted for employee benefits. Affordable Care Act (ACA) eligible employees are not considered fully benefited employees as they are only eligible for medical coverage.

**Exempt Employee:**
An employee who, based on salary and duties performed, is exempt from the minimum wage and overtime provisions of the Fair Labor Standards Act (FLSA). (Note: Faculty, under FLSA, are considered exempt employees.)

**Fair Labor Standards Act (FLSA):**
Federal law establishing overtime pay, minimum wage, and child labor requirements affecting full-time and part-time employees.

**Non-Exempt Employee:**
An employee who, based on salary and duties performed, is not exempt from the minimum wage and overtime provisions of the Fair Labor Standards Act (FLSA) and must be compensated at a rate of one and one-half times the employee's regular pay rate for hours worked over 40 in a workweek.
The Office of Human Resources is the official University employment entity for classified benefited staff employment, and is responsible to assure nondiscriminatory, equal opportunity practices in recruiting, screening, and/or testing of applicants for classified employment at the University without regard to race, color, religion, sex, national origin, age, disability, veteran's status, or sexual orientation.

Utah State University is also an affirmative action employer and in units underrepresented by minorities and/or women (according to their availability), the Office of Human Resources is responsible to ensure good faith efforts to seek and recruit individuals from these groups. According to law, Utah State University will take affirmative steps to hire qualified veterans and people with disabilities. This policy covers benefited exempt (including faculty) and non-exempt employees. Faculty have additional requirements under Faculty Code (see policies 401-407 for more information).

The Office of Human Resources works with the Office of Equity to ensure nondiscriminatory, equal opportunity practices in recruiting, screening, and/or testing applicants for employment. For more information on the University’s commitment to affirmative action and equal opportunity, refer to Policy 303: Affirmative Action/Equal Opportunity.

All search committee chairs shall receive and review materials from the Office of Equity related to conducting equitable searches. Search committee chairs are responsible to share that information with the committee prior to beginning the applicant review process. Additionally, all advertisements must include the University’s Notice of Non-discrimination.

Utah State University is committed to hiring only United States citizens or non-citizens aliens lawfully authorized to work in the United States.

All newly hired benefited employees will be subject to a criminal background check (see Policy 386: Background Checks for more information). All offers of benefited employment should be contingent upon successful completion of a criminal background check.

The University will employ minors only in accordance with applicable state laws and rules and federal laws and regulations.

Any questions regarding the hiring of classified staff should be directed to the Office of Human Resources.
Costs (such as advertising, employment agency fees, interview and recruitment travel, long-distance telephone charges, etc.) are the responsibility of the hiring department and must be authorized in advance by the department head/director.

More than one person may be hired from one job requisition if the title and minimum qualifications are the same, the job responsibilities are similar, and funding is available. Each position must have its own unique University position number.

The committee chair is responsible for notifying all applicants about the status of the position in a timely manner. This includes communicating with applicants, ensuring applicant statuses are updated in the applicant tracking system (ATS), and closing the job requisition in the ATS.

Documents and notes concerning applicants that are not captured in the applicant tracking system must be retained in either paper or electronic form by the hiring department for three years after the job requisition closes.

Department personnel may make an offer to another member of the applicant pool if it is within 3 months of the job requisition close date.

A former employee of Utah State University may be rehired into his/her former position without a competitive hiring process if:

A. the rehire occurs within 12 months of termination;
B. the former employee’s position was not filled in the interim; and
C. the employee does not receive more than a 5% increase from their previous salary in that position. Salary increases may not exceed the limits of the assigned salary grade. For additional information refer to Policy 384: Wage and Salary Administration.

**387.4 EXEMPT POSITIONS**

Positions that are classified as exempt are required to be advertised for a minimum of 14 calendar days on the University’s employment website. Requests to reduce this requirement must be submitted to the Office of Human Resources for approval.

All exempt positions are required to be advertised nationally through the Office of Human Resources in order to attract a broad and diverse applicant pool and meet government immigration requirements for employees seeking permanent residency.

**387.5 NON-EXEMPT POSITIONS**

Positions that are classified as non-exempt are required to be advertised for a minimum of 7 calendar days on the University’s employment website. Requests to reduce this requirement must be submitted to the Office of Human Resources for approval.
A competitive search is not required when a position is changed from non-benefited hourly to a benefited position within a department and:

A. the position for which the hourly employee was originally hired was filled through a competitive process (either through the Office of Human Resources or Career Services); and the employee has been employed in the hourly position for at least six months;
B. the job responsibilities have not substantially changed, the employee meets the minimum requirements of the benefited position, and the employee does not receive more than a 5% pay increase; and
C. there is an available university position number or an approved new position request.

387.6 RELATED POLICIES

- Policy 386: Background Checks
- Policy 388: Retention, Disposition, Access, and Confidentiality of Applicant Information
- Policy 392: Employment of Relatives
- Policy 395: Introductory Period of Employment
- Policy 398: Reduction-in-force
- Policy 399: Termination of Exempt and Non-Exempt Staff

387.2 PROCEDURES

2.1 Open Positions

(1) To initiate a search for a classified employee, the department head or director requests permission from the dean or vice president to fill an open position or establish a new one by submitting a Position Request Form.

If the request is approved, the completed Position Request Form is submitted to the Office of Human Resources to determine if a job description exists for the position. If there is no job description, a designated representative from the Office of Human Resources will assist the department head or director in completing the Job Description form. This form lists essential and nonessential functions for the position.

The Position Request and Job Description forms are reviewed by the Affirmative Action/Equal Opportunity (AA/EO) Office and returned to the Office of Human Resources.

All job openings (including internal searches) must be listed with the Office of Human Resources as soon as possible through completion of the Advertising Request Form by the department head or director.
(2) The Office of Human Resources, in consultation with the AA/EO Office, will contact the hiring department to determine search requirements based on circumstances and AA/EO needs from the following choices:

(a) Promote from within the department when there is only one employee who is clearly the most qualified and either there are no AA/EO needs or the appointment enhances departmental diversity.

(b) Search within the department when there are multiple qualified employees and AA/EO objectives will be met or are currently satisfied.

(c) Search within the University community when it is felt there are sufficient qualified University employees to compete for the open position.

(d) Select from a list of centrally held candidates who have priority status for interviewing.

(e) Search based on the appropriate external search process.

If a search is not required (2a or 2d above), the candidate selected must have the minimum qualifications for the position.

2.2 Recruitment

Classified job openings are kept open for seven calendar days if there is not an available pool of qualified applications at the Office of Human Resources. Jobs may remain open for longer periods for affirmative action or other reasons.

(1) The Office of Human Resources will take the following steps to attract a broad and diverse pool of qualified applicants:

(a) provide recorded job lines that applicants can call for titles of current job openings.

(b) post job openings on the Office of Human Resources Job Board.

(c) announce internal searches on a dedicated job line, and send announcements to each department and to individuals who have indicated interest in particular areas. These openings will also be posted on bulletin boards around campus and advertised in campus newsletters, indicating the positions are only open to University employees who have been competitively hired through the Office of Human Resources or the Student, Part-time and Temporary Employment Office.

(d) list jobs (except internal search positions) with Utah Job Service and other agencies.

(e) assist the hiring department with placement and wording of advertisements for the position. All advertising will include an AA/EO statement. For openings in units that are
underrepresented by minorities and/or women, the Office of Human Resources (or search committee if one exists) will conduct an affirmative action search by advertising locally, and proactively seeking community resources to post/list job announcements to target applicants from these groups.

(f) provide a listing of job openings available via TTY, large print, audio, and Braille format upon request.

(2) Advertising is not required when a position is changed from hourly to budgeted salary within a department and:

(a) the position for which the hourly employee was originally hired was listed and filled through a competitive process (either the Office of Human Resources or Student, Part-time and Temporary Employment Office),

(b) the job responsibilities and the base salary have not changed substantially;

(c) the new budgeted position has been approved through completion of the Position Request Form, and

(d) the individual was competitively hired, and has been employed on an hourly basis for at least six months.

(3) Costs (such as advertising, employment agency fees, interview and recruitment travel, long-distance telephone charges, etc.) are the responsibility of the hiring department and must be authorized in advance by the department head.

(4) If any change in the status or advertising information of a job opening occurs, the Office of Human Resources should be notified immediately to modify or stop further recruiting efforts.

(5) If circumstances require that an opening be filled immediately, the University reserves the right to close the job opening in less than seven calendar days. This requires the prior approval of the Office of Human Resources. The University will conform to Affirmative Action/Equal Opportunity guidelines.

(6) All advertisements will indicate to potential applicants that the University is an Affirmative Action/Equal Opportunity employer. In affirmative action searches, advertisers are encouraged to expand this statement to indicate that minorities, women, people with disabilities, and veterans are encouraged to apply.

(7) All job applicants are required to complete an Employment Application Form. Application forms contain important information for applicants and critical releases they must sign. Completed application forms must be submitted as early as possible in the interviewing process. Under normal circumstances, no offer of employment may be made before the University receives the completed application form.
2.3 Selection

(1) The Office of Human Resources will review applications and refer qualified applicants to departments for interviews. The candidate's employment application and a referral card will also be forwarded to the hiring department.

(2) Search committees are not required for classified positions; however, if search committees are used, their composition must be reviewed by the Office of Human Resources and should consist of male, female, and ethnic minority members, when possible.

(3) Employment applications received directly by departments must be forwarded to the Office of Human Resources. Tests administered outside the Office of Human Resources must be reviewed by that office for compliance with federal guidelines. The Office of Human Resources is responsible for maintaining complete official files, resumes, and tests for classified job openings.

(4) All applicants for employment should provide names of individuals who can be contacted as professional references. Reference checks are normally made by the hiring department.

*References are to be considered with all other sources of information about applicants. Receipt of unsatisfactory responses constitutes grounds for denial/termination of employment.*

*False information supplied to the University, including, but not limited to, information supplied on resumes, application forms, or during interviews relating to experience, credentials, past employment, salary history, job responsibilities, or other personal information, is grounds for withdrawal of employment offer and/or termination of employment.*

(5) If the candidate selected does not meet departmental affirmative action goals, written justification must be submitted on why the selected person should be hired. The written documentation must include the name of the selected candidate and the reason for not meeting affirmative action goals, and be submitted to the dean or vice president for approval before an offer is extended to the individual. Upon approval of the dean or vice president, the documentation is sent to the Office of Human Resources for review. If the Director of the Office of Human Resources, in consultation with the AA/EO Office, approves the hire, the hiring department may make an offer to the candidate.

(6) Once the selected candidate accepts the position, all other applicants' referral cards must be completed and forwarded to the Office of Human Resources. The referral card will include a written statement of the specific reasons for nonselection. Applications of unsuccessful candidates are retained by the Office of Human Resources for consideration for other job openings.
2.4 Hiring

(1) The hiring department is responsible for hiring decisions for classified staff positions. Offers of employment may be made to the successful candidate either verbally or in writing.

(2) The Employment Action Form will be submitted to the appropriate office for processing.

(3) If the proposed salary is not within established ranges for the particular job classification, the hiring department must obtain prior approval from the Office of Human Resources. Department heads or supervisors must have any salary outside of these ranges approved before communicating salary information to the prospective employee.

(4) Appointment of new employees is effective only when compliance with all applicable hiring policies and procedures (including the department's affirmative action goals) is confirmed.

(a) More than one person may be hired from one Advertising Requisition if the job responsibilities and skills qualifications are similar and funding is available.

(b) A department may make an offer to another member of the applicant pool if the original hiree ends employment within 3 months of hire.

(c) An individual who ended employment in good standing may return to his/her vacated position (at the same salary) if an offer has not been made to hire another individual for the vacated position.

(5) The hiring department will be responsible for notifying applicants not selected. Supervisors should use care in conveying reasons for nonselection so as to preserve the dignity of applicants and to keep the University free of possible liability. Assistance with this procedure can be obtained from the Office of Human Resources.

(6) A file containing information about each candidate interviewed will be retained by the hiring department for two years after the position closes.

2.5 Employment Eligibility Verification (I-9)

(1) All persons hired to work in the United States after November 6, 1986, must submit documents proving their identity and their eligibility to work in the U.S. as required by the Immigration Reform and Control Act of 1986. Any time after an offer of employment has been accepted, but before the third working day of employment, newly hired employees must complete a U.S. Department of Justice Form I-9 "Employment Eligibility Verification." This form is available through the Office of Human Resources.
If the form is not completed by the third working day, the prospective employee will be paid for time spent on the job before being notified of noncompliance by the Office of Human Resources or the Student, Part-time and Temporary Employment Office and placed on leave without pay status until the I-9 is filled out. Leave without pay will be for an indefinite period of time during which the new employee may not work. The hiring department will take full responsibility if the I-9 is filled out incorrectly and is responsible for paying any fines levied by the U.S. Immigration and Naturalization Service.

(2) If an alien employee is hired, but at a later time fails to maintain employment authorization (does not receive an extension of his/her visa within specified time limits), the employee will be placed on leave without pay status. For example, a J visa must be extended before the expiration date listed on the IAP-66 Form. An H visa will be adjudicated within 60 days of receipt of application by the U.S. Immigration and Naturalization Service, or interim employment authorization will be granted for up to 120 days.

2.6 Introductory Employment Period

Classified employees will have an introductory period of six months from the date of hire, during which their performance will be closely monitored. It is expected that all classified staff will become competent in their jobs during the introductory period. (See policy 395.)

387.3 RESPONSIBILITY

3.1 Department Heads and Supervisors

Responsible to administer hiring procedures according to this policy and coordinate all hiring procedures through the Office of Human Resources.

3.2 Office of Human Resources

Responsible for ensuring that correct hiring practices are followed and for designating who is responsible for recruitment and hiring. In addition, the Office of Human Resources will conduct a review at least annually, to ensure that all application procedures, tests, and other measures for classified employment are not discriminatory based on AA/EO categories listed on page 1 of this policy.

3.3 Affirmative Action/Equal Opportunity Office

Responsible for ensuring that good faith affirmative action efforts are undertaken to obtain a diverse applicant pool and to meet affirmative action goals. In addition, the AA/EO Office monitors all application procedures, tests, and other measures for classified employment on a yearly basis.
University Policy 387: Benefited Employment

Category: 300 Human Resources
Sub Category: Benefits
Covered Individuals: Benefit Eligible Employees
Responsible Executive: Vice President for Business and Finance
Policy Custodian: Office of Human Resources, Executive Director for Human Resources
Last Revised: 2020/01/10
Previous USU Policy Number: Policy 387 Classified Staff Employment and Policy 394 Faculty and Professional Staff Employment

387.1 PURPOSE
To outline the University’s policy for employing benefited employees.

387.2 POLICY

2.1 The Office of Human Resources is the official University entity for benefited staff employment. This policy covers benefited exempt (including faculty) and non-exempt employees. Faculty have additional requirements under Faculty Code (see policies 401-407 for more information).

The Office of Human Resources works with the Office of Equity to ensure nondiscriminatory, equal opportunity practices in recruiting, screening, and/or testing applicants for employment. For more information on the University’s commitment to affirmative action and equal opportunity, refer to Policy 303: Affirmative Action/Equal Opportunity.

All search committee chairs shall receive and review materials from the Office of Equity related to conducting equitable searches. Search committee chairs are responsible to share that information with the committee prior to beginning the applicant review process. Additionally, all advertisements must include the University’s Notice of Non-discrimination.

Utah State University is committed to hiring only United States citizens or non-citizens lawfully authorized to work in the United States.

All newly hired benefited employees will be subject to a criminal background check (see Policy 386: Background Checks for more information). All offers of benefited employment should be contingent upon successful completion of a criminal background check.

Costs (such as advertising, employment agency fees, interview and recruitment travel, long-distance telephone charges, etc.) are the responsibility of the hiring department and must be authorized in advance by the department head/director.

More than one person may be hired from one job requisition if the title and minimum qualifications are the same, the job responsibilities are similar, and funding is available. Each position must have its own unique University position number.
The committee chair is responsible for notifying all applicants about the status of the position in a timely manner. This includes communicating with applicants, ensuring applicant statuses are updated in the applicant tracking system (ATS), and closing the job requisition in the ATS.

Documents and notes concerning applicants that are not captured in the applicant tracking system must be retained in either paper or electronic form by the hiring department for three years after the job requisition closes.

Department personnel may make an offer to another member of the applicant pool if it is within 3 months of the job requisition close date.

A former employee of Utah State University may be rehired into his/her former position without a competitive hiring process if:

- the rehire occurs within 12 months of termination;
- the former employee’s position was not filled in the interim; and
- the employee does not receive more than a 5% increase from their previous salary in that position. Salary increases may not exceed the limits of the assigned salary grade. For additional information refer to Policy 384: Wage and Salary Administration.

2.2 Advertisement of Positions

2.2.1 Exempt Positions

Positions that are classified as exempt are required to be advertised for a minimum of 14 calendar days on the University’s employment website. Requests to reduce this requirement must be submitted to the Office of Human Resources for approval.

All exempt positions are required to be advertised nationally through the Office of Human Resources in order to attract a broad and diverse applicant pool and meet government immigration requirements for employees seeking permanent residency.

2.2.2 Non-Exempt Positions

Positions that are classified as non-exempt are required to be advertised for a minimum of 7 calendar days on the University’s employment website. Requests to reduce this requirement must be submitted to the Office of Human Resources for approval.

A competitive search is not required when a position is changed from non-benefited hourly to a benefited position within a department and:

- the position for which the hourly employee was originally hired was filled through a competitive process (either through the Office of Human Resources or Career Services); and the employee has been employed in the hourly position for at least six months;
- the job responsibilities have not substantially changed, the employee meets the minimum requirements of the benefited position, and the employee does not receive more than a 5% pay increase; and
- there is an available university position number or an approved new position request.

387.3 RELATED USU POLICIES

- Policy 386: Background Checks
- Policy 388: Retention, Disposition, Access, and Confidentiality of Applicant Information
- Policy 392: Employment of Relatives
- Policy 395: Introductory Period of Employment

www.usu.edu/policies/387
University Policy 387

Benefited Employment

- Policy 398: Reduction-in-force
- Policy 399: Termination of Exempt and Non-Exempt Staff

387.4 DEFINITIONS

4.1 Benefited Employee

An employee is considered benefit eligible (i.e. eligible for all USU benefits) if they are budgeted to work at least 20 hours a week and their position is budgeted for employee benefits. Affordable Care Act (ACA) eligible employees are not considered fully benefited employees as they are only eligible for medical coverage.

4.2 Exempt Employee

An employee who, based on salary and duties performed, is exempt from the minimum wage and overtime provisions of the Fair Labor Standards Act (FLSA). (Note: Faculty, under FLSA, are considered exempt employees.)

4.3 Fair Labor Standards Act (FLSA)

Federal law establishing overtime pay, minimum wage, and child labor requirements affecting full-time and part-time employees.

4.4 Non–Exempt Employee

An employee who, based on salary and duties performed, is not exempt from the minimum wage and overtime provisions of the Fair Labor Standards Act (FLSA) and must be compensated at a rate of one and one-half times the employee's regular pay rate for hours worked over 40 in a workweek.

Information below is not included as part of the contents of the official Policy. It is provided only as a convenience for readers/users and may be changed at any time by persons authorized by the President, subject to review by the USU Policy Committee.

POLICY HISTORY

Original issue date: 1997/01/24

Last review date: 2020/01/10

Next scheduled review date: N/A

Previous revision dates: 1999/07/01, 2004/01/30, 2020/01/10
ITEM FOR ACTION

RE: Updates to University Policy 397: Hourly Employment

SUMMARY OF CHANGES

- **Update Policy Title**- Renamed Policy 397 to Non-Benefited and Student Employment to distinguish non-benefited hourly employees from non-exempt hourly employees.

- **Update Department Name and Responsibilities**- Updated Student Employment to Career Services to reflect the Department’s current name. Clarified responsibilities of Career Services and the Office of Human Resources as they relate to the employment and hiring of non-benefited employees.

- **Update AA/EO Language**- Updated language to align with current definitions from the Office of Equity.

- **Add Student Visa Language**- Added language regarding employment authorization to include student visas since this policy includes student employment for foreign national student employees.

- **Clarify Minimum Age Requirements**- Clarified the minimum age of minor workers as 16 per discussions with Risk Management. Minors between the ages of 14-15 have more restrictions on when they can work, how many hours, and the types of positions they can hold. These restrictions diminish when the minor turns 16. It limits the risk to the university by only hiring employees age 16 or older. Exceptions to this need to be reviewed with HR. ([https://www.youthrules.gov/know-the-limits/index.htm](https://www.youthrules.gov/know-the-limits/index.htm))

- **Delete Student Spouse/Partner Priority**- Removed the priority for partners/spouses of students for non-benefited positions with the support of James Morales as neither office was practicing this.

- **Clarify and Define Employment Types**- Clarified sections for hourly and student employees. Added sections for Teaching Non-Benefited and Set Amount Employees. These employees have not been previously included in a policy.
University Policy 397: Non-Benefited and Student Employment

Category: Personnel
Sub Category: Employment
Covered Individuals: Non-Benefited and Student Employment
Responsible Executive: Vice President for Business and Finance
Policy Custodian: Human Resources, Executive Director
Last Revised: 2020/01/10

397.1 PURPOSE AND SCOPE

To define employment parameters for non-benefited employees including hourly, set amount, student, and teaching non-benefited employees and to clarify that The Student, Part-time and Temporary Employment Office and the Office of Human Resources are the official employment entities for hourly all non-benefited, non-student job postings. Career Services is the official employment entity for job postings specifically designated for student employment employment and assure nondiscriminatory, equal opportunity practices in recruiting, screening, and/or testing applicants for employment, advertising, screening, and/or testing applicants without regard to race, color, religion, sex, national origin, age, disability, veteran's status, or sexual orientation.

397.2 DEFINITIONS

2.1 Hourly Employee

Any part-time (generally less than 50% time) and/or temporary employee whose name does not appear in the University budget. Hourly employees are paid an hourly rate for actual hours worked. These employees are not benefit-eligible; they participate in and only receive FICA, and are covered by unemployment insurance, and workers' compensation insurance. Hourly employees are considered "at-will" under Policy 390: Employment-At-Will and are not eligible to participate in the employee grievance process. Hourly service does not accrue as seniority credit for benefits available to benefit-eligible employees— if an hourly employee is later hired appointed into a benefit-eligible position. Hourly employees are not covered by any other policies unless specifically stated.

Student

Any of the following:

An undergraduate taking at least 12 credit hours per semester;

A graduate student taking at least 9 credit hours, or at least 6 credit hours and employed as a graduate assistant for at least 15 hours per week, or, following the completion of coursework, 3 credit hours of thesis/dissertation per semester;

An individual who has been accepted for enrollment for at least 12 credit hours the next academic semester.

2.2 Student Employee
Student employees are paid an hourly rate for actual hours worked; with the exception of assistantships, which are limited to graduate students. Students are supervised in their work and must record their hours and submit them for approval. Students cannot volunteer for positions that are normally paid positions. These employees are not benefit-eligible; FICA taxes do not apply to service performed by students employed by Utah State University where the student is currently pursuing a course of study. Service does not accrue as seniority credit for benefits if a student employee is later hired into a benefit-eligible position.

2.3 Part-time Student

An individual taking from 1-11 credit hours per semester

2.3 Teaching Non-Benefited Employee

Teaching non-benefited employees are paid to teach a minimum of one course per semester and are not covered under faculty code. These employees are not benefit-eligible; they participate in FICA and are covered by unemployment and workers' compensation insurance. Service rendered in these positions does not accrue as seniority credit for benefits if a teaching non-benefited employee is later hired into a benefit-eligible position. These employees are hired at the discretion of the hiring department.

2.4 Set Amount Employee

Set amount employees are paid on a set amount (lump sum) pay basis rather than a rate for actual hours worked. For the purposes of the Affordable Care Act (ACA), these employees are required to record actual hours worked. If an employee meets the definition of full-time under the ACA, the employee must then be offered health insurance. Paying an employee a set amount does not exempt the University from minimum wage or overtime requirements. These employees are not benefit-eligible; they participate in FICA and are covered by unemployment and workers' compensation insurance. Service rendered in these positions does not accrue as seniority credit for benefits if the employee is later hired into a benefit-eligible position.

2.4 Student Spouse

An individual legally married to a student.

2.5 Temporary Position

An hourly position lasting 4 months or less on either a full- or part-time basis.

2.5.6 Minor

An individual under the age between the ages of 16 and 18.

397.3 POLICY

3.1 Employment Eligibility

Utah State University is committed to hiring only United States citizens or non-citizens lawfully authorized to work in the United States. International students on F-1 or J-1 visas are subject to both Utah State University employment policies and United States of America visa requirements that limit employment. In the event of a conflict, the more restrictive limitation will apply. The University only employ minors in accordance with applicable state laws and rules and federal laws and regulations. With the exception of Extension, 4-H, and Youth Programs, individuals must be 16 years of age or older to be employed by the University. If it is determined that there is a need to hire a minor.
under the age of 16, outside of the aforementioned listed entities, please contact Human Resources. For information regarding the protection of minors, please see Policy 534: Protection of Minors.

Hourly employees are regarded as "at-will" employees (see policy 390).

Any questions regarding the hiring of hourly employees should be directed to the Student, Part-time and Temporary Employment Office or the Office of Human Resources.

3.1.1 Student Work Hours

In fostering the USU Mission principle that "academics come first," student employees are encouraged to limit their hours during the academic year in order to devote sufficient attention to their studies. Qualified student/student spouse applicants will be given priority for half-time and less than half-time hourly positions at the University. Undergraduate and graduate students may not work in University positions requiring more than 90 hours of work per month except during regularly scheduled break periods between semesters or holiday break periods. This policy does not apply to extra-service employment by budgeted faculty and staff, graduate and research assistants, or temporary academic appointees based on specialized skills or achievements in teaching or research, and emergency temporary coverage for sudden loss of classroom or laboratory staff while the opening is being advertised.

397.4 RESPONSIBILITIES

4.1 Office of Human Resources and Career Services

It is the responsibility of these offices to ensure adherence to fair and equitable hiring practices. Human Resources and Career Services work together with the Office of Affirmative Action/Equal Opportunity to ensure nondiscriminatory, equal opportunity practices in recruiting, screening, and/or testing applicants for employment. For more information on the University’s commitment to affirmative action and equal opportunity refer to Policy 303: Affirmative Action/Equal Opportunity.

397.3 PROCEDURES

3.1 Office of Responsibility
The Student, Part-time and Temporary Employment Office has responsibility for parttime hourly positions that are paid hourly and are 20 hours per week or less and full-time temporary positions. The Office of Human Resources has responsibility for hourly positions that are more than 20 hours per week.

3.2 Open Positions
(1) Hourly positions of 20 hours per week or less and temporary positions are opened by notifying the Student, Part-time and Temporary Employment Office using the Student/Temporary Employment Requisition.
(2) Hourly positions of more than 20 hours per week are opened by submitting an Advertising Request form to the Office of Human Resources.
(3) Positions will be advertised through the Student, Part-time and Temporary Employment Office for a minimum of one working day and/or until at least three applicants have been referred to the hiring department.
(4) All open positions will be posted for at least the minimum time on the Student, Part-time and Temporary Employment Office and/or Office of Human Resources Job Boards.
(5) International students must obtain a work authorization form from the International Students and Scholars Office before applying for an open position.

3.3 Selection and Hiring

(1) The hiring department will notify the responsible office (Student, Part-time and Temporary Employment or Office of Human Resources) as soon as an employment decision has been made so the posted position can be removed from the Job Board.

(2) The hiring department will complete a Student/Temporary Employment Data (STED) form and an Employment Eligibility Verification form (I-9) and submit them to the responsible office (Student, Part-time and Temporary Employment or Office of Human Resources) as soon as possible. Federal law mandates that new hires be reported within 20 days of the date of hire. W-4 forms of citizens and resident aliens must accompany the STED form. All non-resident aliens must fill out the W-4 form in the Controller’s Office.

(3) If an employee is hired and these procedures have not been followed, he or she will be immediately dismissed. The department will be required to advertise the position and the released employee may be a candidate for the opening.

397.4 RESPONSIBILITY

4.1 Office of Human Resources and Student, Part-time and Temporary Employment Office

It is the responsibility of these offices to ensure adherence to fair and equitable hiring practices.

397.5 RELATED USU POLICIES

- Policy 303: Affirmative Action/Equal Opportunity
- Policy 390: Employment-at-Will
- Policy 534: Protection of Minors

Information below is not included as part of the contents of the official Policy. It is provided only as a convenience for readers/users and may be changed at any time by persons authorized by the President, subject to review by the USU Policy Committee.

POLICY HISTORY

Original issue date: 1997/01/24

Last Review date: 2020/01/10

Previous revision dates: 1999/07/01, 1997/01/24, 2020/01/20
University Policy 397: Non-Benefited and Student Employment

Category: Personnel
Sub Category: Employment
Covered Individuals: Non-Benefited and Student Employment
Responsible Executive: Vice President for Business and Finance
Policy Custodian: Human Resources, Executive Director
Last Revised: 2020/01/10

397.1 PURPOSE AND SCOPE

To define employment parameters for non-benefited employees including hourly, set amount, student, and teaching non-benefited employees and to clarify that the Office of Human Resources is the official employment entity for all non-benefited, non-student job postings. Career Services is the official employment entity for job postings specifically designated for student employment.

397.2 POLICY

2.1 Employment Eligibility

Utah State University is committed to hiring only United States citizens or non-citizens lawfully authorized to work in the United States. International students on F-1 or J-1 visas are subject to both Utah State University employment policies and United States of America visa requirements that limit employment. In the event of a conflict, the more restrictive limitation will apply.

With the exception of Extension, 4-H, and Youth Programs, individuals must be 16 years of age or older to be employed by the University. If it is determined that there is a need to hire a minor under the age of 16, outside of the aforementioned listed entities, please contact Human Resources. For information regarding the protection of minors, please see Policy 534: Protection of Minors.

2.1.1 Student Work Hours

In fostering the USU Mission principle that “academics come first,” student employees are encouraged to limit their hours during the academic year in order to devote sufficient attention to their studies.

397.3 RESPONSIBILITIES

3.1 Human Resources and Career Services

Human Resources and Career Services work together with the Office of Affirmative Action/Equal Opportunity to ensure nondiscriminatory, equal opportunity practices in recruiting, screening, and/or testing applicants for employment. For more information on the University’s commitment to affirmative action and equal opportunity refer to Policy 303: Affirmative Action/Equal Opportunity.

397.4 RELATED USU POLICIES

- Policy 303: Affirmative Action/Equal Opportunity
- Policy 390: Employment-at-Will
• Policy 534: Protection of Minors

397.5 DEFINITIONS

5.1 Hourly Employee

Hourly employees are paid an hourly rate for actual hours worked. These employees are not benefit-eligible; they participate in FICA and are covered by unemployment and workers’ compensation insurance. Hourly employees are considered “at-will” under Policy 390: Employment-At-Will and are not eligible to participate in the employee grievance process. Hourly service does not accrue as seniority credit for benefits if an hourly employee is later hired into a benefit-eligible position.

5.2 Minor

An individual under the age of 18.

5.3 Set Amount Employee

Set amount employees are paid on a set amount (lump sum) pay basis rather than a rate for actual hours worked. For the purposes of the Affordable Care Act (ACA), these employees are required to record actual hours worked. If an employee meets the definition of full-time under the ACA, the employee must then be offered health insurance. Paying an employee a set amount does not exempt the University from minimum wage or overtime requirements. These employees are not benefit-eligible; they participate in FICA and are covered by unemployment and workers’ compensation insurance. Service rendered in these positions does not accrue as seniority credit for benefits if the employee is later hired into a benefit-eligible position.

5.4 Student Employee

Student employees are paid an hourly rate for actual hours worked; with the exception of assistantships, which are limited to graduate students. Students are supervised in their work and must record their hours and submit them for approval. Students cannot volunteer for positions that are normally paid positions. These employees are not benefit-eligible; FICA taxes do not apply to service performed by students employed by Utah State University where the student is currently pursuing a course of study. Service does not accrue as seniority credit for benefits if a student employee is later hired into a benefit-eligible position.

5.5 Teaching Non-Benefited Employee

Teaching non-benefited employees are paid to teach a minimum of one course per semester and are not covered under faculty code. These employees are not benefit-eligible; they participate in FICA and are covered by unemployment and workers’ compensation insurance. Service rendered in these positions does not accrue as seniority credit for benefits if a teaching non-benefited employee is later hired into a benefit-eligible position. These employees are hired at the discretion of the hiring department.
Information below is not included as part of the contents of the official Policy. It is provided only as a convenience for readers/users and may be changed at any time by persons authorized by the President, subject to review by the USU Policy Committee.

POLICY HISTORY

Original issue date: 1997/01/24

Last Review date: 2020/01/10

Previous revision dates: 1999/07/01, 1997/01/24, 2020/01/20
ITEM FOR ACTION

Deletion of University Policy 391: Employment of Convicted Felons

SUMMARY

- **Overview** – Policy 391 is being deleted due to the fact that Policy 386 Criminal Background Checks has been updated to include the key elements of Policy 391. Per the Criminal Background Checks policy, any questionable criminal background checks will be reviewed by the Background Review Committee.
391.1 POLICY

It is the policy of the University to base hiring decisions on job-related criteria. The University reserves the right to determine the criminal background record of any applicant and to deny employment based on that record for job-related reasons and/or risks to University employees, students, or property.

The Office of Human Resources may be consulted for advice in cases where an individual may be denied employment based on a criminal record.
ITEM FOR ACTION

RE: Removal of University Policy 394: Faculty and Professional Staff Employment

KEY

- Red – Deletions

SUMMARY OF CHANGES

- **Combine and Delete Policy**- Combined Policies 394 and 387 into one policy titled “Benefited Employment.” Going forward Policy 387 will contain all the current benefited employee information, including both the exempt and non-exempt classifications. Proposing that Policy 394 be removed from the policy library.
394.1 POLICY

Utah State University strives to employ highly qualified, competent faculty and professional staff employees while promoting equal opportunity and diversity.

Utah State University prohibits discrimination in employment based on race, color, religion, sex, national origin, age, disability, veteran's status, or sexual orientation.

Utah State University is committed to hiring only United States citizens or aliens lawfully authorized to work in the United States.

Any questions regarding the hiring of faculty and professional staff should be directed to the Office of Human Resources (OHR) or the Affirmative Action/Equal Opportunity (AA/EO) Office.

For additional issues related to hiring of faculty, see policy 404.

394.2 PROCEDURES

2.1 Permission to Open Positions

A. When a department head/director determines a need to fill an open faculty or professional (exempt) position, a Request to Fill Open Position form must be completed.
NOTE: If this is a new position, a New Position Request must also be completed and sent through appropriate channels for HR and budget purposes.

If the Request to Fill Open Position form is approved by the dean/vp, it is submitted to the AA/EO Office.

B. Request for a specific type of search should be based on departmental needs and Affirmative Action (AA) requirements. Departments are encouraged to contact OHR or the AA/EO Office to discuss the choices and requirements prior to completing the form. Information about meeting affirmative action requirements can be obtained through the dean/vp office, the HR Partners, or the AA/EO Office. The types of searches to consider include:

6.2—waive normal search requirements in accordance with USU Policy Number 385 (Appointments of Opportunity);

6.3—promote from within the department when there is only one employee who is clearly qualified and there are no affirmative action goals for the specific job group or the action will meet the affirmative action goal;

6.4—search within the department when there are multiple qualified employees and there are no affirmative action goals for the specific job group or the action will meet the affirmative action goal;

6.5—search within the entire University community when it is felt there are sufficient qualified University employees to compete for the open position;

6.6—search based on the external search process.

NOTE: In accordance with USU Policy Number 398 (Reduction-in-Force [RIF]), HR maintains a list of individuals terminated because of a RIF. These persons have a “right to first interview” if they meet the requirements of a specific position and that position is equal to or less than the position they previously held. HR will contact the department to discuss this process when there are qualified individuals under Policy 398 for a specific position.

C. After comment by AA/EO, the Request to Fill Open Position form will go to the Provost’s Office (for all positions relating to academic departments and Extension) or Vice President for Business and Finance (for all positions relating to non-academic departments) for final approval. The form will be sent to OHR to:

1. Notify the department that the request has been approved.

2. Determine if an in-house job description exists for the position. If a job description does not exist, OHR will work with the department to develop an
appropriate job description listing essential functions of the job.

If an open or University/Department-wide search is not required (B1 and B2 above), the candidate selected must have the minimum qualifications required for the position. Upon approval of the Request to Fill Open Position form, the procedure may advance to “2.6 Appointment Procedures.”

D. If a search is required to fill the position, the department head or director will appoint a search committee. This committee will be appointed in consultation with and approval of the dean or vice president. The Dean/VP is responsible for promoting ethnic and gender diversity on search committees. One person will be designated as chair for the committee.

2.2 Advertising the Position

A. After the appointment of the search committee and before advertising is placed (i.e., Exempt Positions Advertising Request approved), the following MUST be accomplished:

1. An OHR representative will meet with the chair of the search committee and/or an individual designated to provide administrative support to the search. This hiring orientation includes instructions on the advertising and hiring process. During the session, the OHR representative will:

   306.9.1 review the job description for a listing of essential functions of the job;

   306.9.2 present an orientation of the hiring process and respond to questions which might arise; and

   306.9.3 provide a hiring packet containing hiring process information which includes (but is not limited to):

      (1) a copy of “Procedures for the Employment of Faculty and Professional Staff;”

      (2) an Exempt Positions Advertising Request form;

      (3) Applicants AA Information cards (“green card”);

      (4) an Applicants Selection/Nonselection form;

      (5) a Finalists Selection/Nonselection form; and

      (6) other forms and information as required.

2. A representative from the AA/EO Office must meet with the search committee prior to submission of the Exempt Positions Advertising Request form. This meeting will include, as a minimum:

   a. discussion of the unit’s affirmative action status; assistance in
developing proactive procedures to increase the diversity of the applicant pool (specifically women and minorities when there is underutilization) to reach unit goals;

b. discussion of AA requirements relating to veterans and persons with disabilities;

c. discussion of Equal Opportunity (EO) requirements and recommendations on conducting non-discriminatory searches; and

d. reviewing the Advertising Request form and position announcement as it relates to AA and EO issues and providing recommendations to the committee to assist them in finalizing these documents.

306 After the above meetings are completed, the chair of the search committee completes the Exempt Positions Advertising Request form, finalizes the position announcement and forwards the form with supporting documentation (the position announcement as a minimum) through the department head/director and dean/ vp for their approval and then to the AA/EO Office for final review. The AA/EO Office will forward the completed form to OHR.

The OHR is available to assist the search committee with the development and placement of advertisements. The following guidelines are recommended:

3. The position be advertised for a minimum of 30 calendar days from the date it first appears in the source with the widest circulation (i.e., for national advertising, The Chronicle of Higher Education or other national-level publications). If unforeseen circumstances warrant a shorter search, a memo explaining the circumstances and requesting such should be included with the Request to Fill Open Position form.

4. In order to seek a broad and diverse applicant pool, all faculty and professional positions will be advertised nationally.

5. A standardized advertising format, provided by the University, will be utilized wherever possible.

2.3 Search for and Review of Applicants

307 After an application is received, a letter of acknowledgment and the Applicant AA Information Card (with the name, job number and job title completed on the card), is sent to each applicant.

308 The committee screens each application according to the advertised criteria which is found on the full position announcement. This full position announcement is found,
at a minimum, on the HR employment opportunities web site and should be referenced in all advertisements.

After the closing/review date specified in the advertisements, a list of finalists is developed. The names of all applicants are entered on the Applicants Selection/Nonselection form. Finalists are identified by entering “finalist” on the form. Those finalists to be interviewed on campus are identified by checking the “interview” column on the form. Reasons for nonselection, based on the advertised qualifications, are listed beside the names of those applicants not selected for further consideration.

AA/EO guidance suggests that at least three qualified candidates are identified as finalists to be interviewed. If the search fails to produce three qualified finalists, a memorandum must be forwarded with the Applicants Selection/Nonselection form (through the AA/EO Office to the Provost’s Office) which details reasons why approval is sought to interview fewer than three finalists and outlining, at a minimum, the following:

1. Efforts to obtain a broad and diverse applicant pool (i.e., advertising, networking, etc.):

2. If applicant pool is small, provide rationale for this.

The forms and a copy of the curriculum vitae/resume of all finalists to be interviewed are given to the department head/director with the Applicants Selection/Nonselection form. A summary of the committee’s recommendations may also be included.

The department head or director reviews the information and, if he/she approves, signs the form and forwards the information to the dean or vice president.

The dean or vice president reviews the information and if he/she approves, signs the form, and forwards it, along with attached materials, to OHR.

NOTE: The signatures by the department head/director and dean/vice president indicates that: (1) they agree with the selections put forward by the search committee; (2) they agree that good faith efforts have been made to attract a diverse applicant pool when there is underutilization of women and/or minorities in the specific job group represented by the position; and (3) they agree that equal opportunity laws and regulations have been followed.

The OHR forwards the form to the AA/EO Office to check for compliance with AA/EO guidelines. The AA/EO Office resolves any concerns and then forwards
the packet to the President or Provost’s Office with a recommendation to approve or not approve.

NOTE: Interviews are not to be scheduled with finalists until the President/Provost’s Office has approved the Applicants Selection/Nonselection form.

If the committee (or department head/director or dean/VP) decides at a later date that persons indicated as finalists but not interviewed now need to be interviewed, they may do so by forwarding a copy of the curriculum vitae/resume of the person(s) to be interviewed to OHR. OHR will then send the Applicants Selection/Nonselection form through the AA/EO Office to the Provost’s Office for approval. If the person to be interviewed is a new applicant, a new Applicants Selection/Nonselection form must marked as an “Addendum” and processed as outlined above.

2.4 Arranging and Conducting Interviews

The President or Provost's Office reviews the Applicants Selection/Nonselection Form and associated materials, resolves concerns, authorizes interviews, and returns the packet to the Office of Human Resources.

Those applicants not selected as finalists should be notified in writing at this time. Interviews are scheduled, conducted, and the top finalists are determined.

2.5 Making an Employment Offer

Following approval of the department head and the dean/vice president, an offer may be extended to the selected candidate. (If the selected candidate declines the offer, an offer may be made to any of the other finalists.) The Finalist Selection/Nonselection Form is then completed, listing all finalists and giving specific reasons for those not offered the position. The candidate must be informed in writing that the offer is subject to approval by central administration. Certain administrative positions as defined by the Board of Trustees will be subject to their approval.

The form is then forwarded to the AA/EO Office and the President or Provost's Office for review. After review, the form is returned to the OHR.

2.6 Appointment Procedures

When the candidate accepts the preliminary offer, the Employment Action Form is prepared and forwarded to the dean or vice president. After the dean or vice-president signs the form, it is forwarded to the Provost or Vice President for
Business and Finance and then to the OHR. A copy is provided by OHR to the AA/EO Office.

For certain administrative positions, the President recommends the appointment to the Board of Trustees, who approve or disapprove the appointment.

After final approval, official notice of appointment is sent to the selected candidate by the President.

When the Employment Action Form has all required signatures, the hiring department will communicate to the candidate that his/her appointment has been approved.

Unsuccessful finalists must be notified by the search committee that the position has been filled.

2.7 Verifying Employment Eligibility (Completing an I-9 Form)

(1) All persons hired to work in the United States after November 6, 1986, must submit document(s) proving their identity and their eligibility to work in the U.S., as required by the Immigration Reform and Control Act of 1986. Any time after an offer of employment has been accepted, but before the end of the third day of employment, newly hired employees must complete a U.S. Department of Justice Form I-9 "Employment Eligibility Verification. This form is available through OHR.

(2) If the form is not completed by the third working day, the new employee will be paid for time spent on the job before being notified of noncompliance by the Office of Human Resources or the Student Employment Office and placed on leave without pay status until the I-9 is filled out. Leave without pay will be for an indefinite period of time during which the prospective employee may not work. The hiring department will take full responsibility for an I-9 application that has been accepted, but completed incorrectly and is responsible for paying any fines levied by the U.S. Immigration and Naturalization Service.

(3) If an alien employee is hired, but at a later time fails to maintain employment authorization (does not receive an extension of his/her visa within specified time limits), the employee will be placed on leave without pay status. For example, a J visa must be extended before the expiration date listed on the IAP-66 Form. An H visa will be adjudicated within 60 days of receipt of application by the U.S. Immigration and Naturalization Service, or interim employment authorization will be granted for up to 120 days.

394.3 RESPONSIBILITY

3.1 Department Heads, Directors, Deans and Vice Presidents
Responsible for ensuring the hiring procedures are followed according to this policy and for coordinating all hiring procedures through OHR and AA/EO offices.

3.2 Office of Human Resources and Affirmative Action/Equal Opportunity Office

Responsible for ensuring that sound and equitable hiring practices are followed and providing administrative, equal opportunity, and affirmative action guidance during the search for a qualified candidate.
ACTION AGENDA

1. Faculty and Staff Adjustments

2. Request to Approve Construction of a Greenhouse Facility, a Non-State Funded Project
ITEM FOR ACTION

RE: Faculty and Staff Adjustments

The attached faculty and staff adjustments are submitted for the Trustees consideration. They have received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

The faculty and staff adjustments include two (2) new appointments.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the attached faculty and staff adjustments.
WHEREAS, The President and the Provost recommend that the Board of Trustees approve two (2) new appointments.

NOW, THEREFORE, BE IT RESOLVED, That the USU Board of Trustees hereby approve the recommendation of the faculty and staff adjustments.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

__________________________
Date
Faculty and Staff Adjustments

New Appointments

S.J. and Jessie E. Quinney College of Natural Resources

Sunshine L. Brosi to be Associate Professor with tenure, Department of Wildland Resources, S.J. and Jessie E. Quinney College of Natural Resources; effective 01 August, 2020, replacing Mike King. B.A. Warren Wilson College, 1999; M.S. University of Kentucky 2001; Ph.D. The University of Tennessee, 2010.

Wayne A. Freimund to be Professor with tenure, Department of Environment and Society, S.J. and Jessie E. Quinney College of Natural Resources; effective 01 April 2020, replacing Rebecca Schild. A.S. University of Minnesota, 1981; B.S. University of Minnesota, 1986; M.S. West Virginia University, 1990; Ph.D. University of Minnesota, 1994.
ITEM FOR ACTION

RE: Request to Approve Construction of a Greenhouse Facility, a Non-State Funded Project

Details of the request to construct a Greenhouse Facility, a non-state funded project described below are submitted for the Utah State University Board of Trustees’ review and approval. The President and Vice President for Business and Finance have reviewed the request and recommend approval.

EXECUTIVE SUMMARY

Utah State University desires approval to construct a new Greenhouse Facility, a non-state funded project, located at the USU Salt Lake Center.

The new Greenhouse Facility will serve the existing Horticulture program, which currently has one full-time faculty member and offers coursework at the Salt Lake Center. The facility will be an 1,800 square foot, pre-manufactured building and will be located northeast of the main building. The new greenhouse will consist of a head house and a greenhouse and will not include restrooms, which are conveniently located in the adjacent Salt Lake Center building.

The Horticulture program needs both classroom and class lab space for coursework, and the new greenhouse will provide the class lab space which will be located adjacent to the existing classroom space. The greenhouse space currently used for the program is located at the old Granite campus, in space not owned by USU. The space is not large enough and is now located remotely from the Salt Lake Center.

Additionally, the Horticulture program teams with the “New Roots” program which assists local refugee families in providing seeds, seedlings, and instruction on best gardening practices in Utah. The program teaches participants how to start their own plants from seeds and New Roots provides small farms to transplant the greenhouse starts. The collaboration between the Horticulture program and New Roots enriches the learning experience of students through real life interactions and applications.

The estimated cost of the facility is $495,500 and will be funded with refugee program funds and Salt Lake Center funds. No funds will be requested from the State for construction, capital improvements, or operations and maintenance.

RECOMMENDATION

The President and Vice President for Business and Finance recommend that the Board of Trustees approve the request to construct a Greenhouse Facility, a non-state funded project.
WHEREAS, Utah State University desires approval to construct a new Greenhouse Facility, a non-state funded project, located at the USU Salt Lake Center, and

WHEREAS, The new Greenhouse Facility will serve the existing Horticulture program, which currently has one full-time faculty member and offers coursework at the Salt Lake Center, and

WHEREAS, The facility will be an 1,800 square foot, pre-manufactured building and will be located northeast of the main building, and

WHEREAS, The new greenhouse will consist of a head house and a greenhouse and will not include restrooms, which are conveniently located in the adjacent Salt Lake Center building, and

WHEREAS, The Horticulture program needs both classroom and class lab space for coursework, and the new greenhouse will provide the class lab space which will be located adjacent to the existing classroom space, and

WHEREAS, The greenhouse space currently used for the program is located at the old Granite campus, in space not owned by USU, and

WHEREAS, The space is not large enough and is now located remotely from the Salt Lake Center, and

WHEREAS, The Horticulture program teams with the “New Roots” program which assists local refugee families in providing seeds, seedlings, and instruction on best gardening practices in Utah, and

WHEREAS, The program teaches participants how to start their own plants from seeds and New Roots provides small farms to transplant the greenhouse starts, and

WHEREAS, The collaboration between the Horticulture program and New Roots enriches the learning experience of students through real life interactions and applications, and

WHEREAS, The estimated cost of the facility is $495,500 and will be funded with refugee program funds and Salt Lake Center funds, and

WHEREAS, No funds will be requested from the State for construction, capital improvements, or operations and maintenance, and

WHEREAS, The President and Vice President for Business and Finance recommend that the Board of Trustees approve the request to construct a Greenhouse Facility, a non-state funded project:

NOW, THEREFORE, BE IT RESOLVED, That the USU Board of Trustees hereby approves the request to construct a Greenhouse Facility, a non-state funded project.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

__________________

Date
INFORMATION AGENDA

1. Recruitment, Retention and Completion Committee Report
2. Bad Debt Write-off Recommendations for Fiscal Year Ending June 30, 2019
3. Leased Facilities Report
4. Report of Institutional Discretionary Funds
5. Report of Investments for July 2019
6. Report of Investments for August 2019
7. Revised and New 500-Level Policies
   a. Summary Sheet
   b. Policy 515 Travel
   c. Policy 534 Protection of Minors
   d. Policy 535 Volunteer Services
   e. Policy 536 International Travel
   f. Policy 537 Institutional Space Assignment and Utilization for Classrooms and Classroom Laboratories
Fall 2020 Semester
Undergraduate Admissions Application Report
November 15, 2019
Office of Admissions
## All Campus Three Year Summary

### November 15, 2019

<table>
<thead>
<tr>
<th>Logon Face-to-Face</th>
<th>Logon Broadcast &amp; Online</th>
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<td>275</td>
<td>281</td>
<td>262</td>
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Page 2
USU Marketing Efforts- Fall 2019

- **Emails** - 477.08 K to prospective students. These include weekly recruitment emails, event invitations and reminders to 192,000 students in our prospect pool. (Averaging about 12,000/day)
- **Texts** – 40,948 to prospective students. These include open house and event invitations and general texts.
- **Phone Calls** - 27,752 phone calls inviting to events. Phone calls to admitted students spring semester.
- **Mailers Sent** - 307,096 direct mails for events, admissions and scholarships.
- **Name Purchases** - 140,000 names purchased by specific demographics- location, major, academic criteria.

Recruitment Efforts – Fall 2019

**Open House Summary**

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<td>In-State</td>
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<td>8</td>
<td>9</td>
<td>9</td>
<td>10</td>
<td>9</td>
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<tr>
<td>Total Students</td>
<td>1968</td>
<td>2362</td>
<td>2283</td>
<td>1555</td>
<td>1711</td>
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<td>Total Parents/Family</td>
<td>1986</td>
<td>2205</td>
<td>2302</td>
<td>1606</td>
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<td>Total Attendance</td>
<td>4081</td>
<td>4537</td>
<td>4585</td>
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<td>Scholarships Offered</td>
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<td>1102</td>
<td>1207</td>
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<td>Out-of-State</td>
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<td>16</td>
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<td>13</td>
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<tr>
<td>Total Students</td>
<td>593</td>
<td>611</td>
<td>527</td>
<td>549</td>
<td>603</td>
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<tr>
<td>Total Parents/Family</td>
<td>687</td>
<td>706</td>
<td>684</td>
<td>652</td>
<td>755</td>
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<td>Total Attendance</td>
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<td>1320</td>
<td>1211</td>
<td>1169</td>
<td>1358</td>
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<tr>
<td>Scholarships Offered</td>
<td>269</td>
<td>328</td>
<td>324</td>
<td>376</td>
<td>474</td>
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</table>

- **Recruiter or Ambassador High School Visits** - visits to the high schools for admit days, specific classes, student government, games, etc. Often college recruiters will go with Admissions to these visits – 482 visits
- **Ice Cream Run** - visit high schools and drop off new materials, discuss scholarships and bring Aggie Ice Cream- 78 Utah High Schools, 55 Idaho High Schools
- **Counselor Conference** - (Logan, Salt Lake and Blanding) 199 Utah High School Counselors in attendance
- **Campus Tours** - students get a campus tour, housing tour, advising appointment and aggie ice cream- 2,340 students and parents
- **Special Group Tours** - organized groups for tours or specific requests such as the cadaver lab- 1,178 students
- **Football Games** - Hosted students to every home football game- 350 students
- **National and Regional College Fairs** - Salt Lake, Western & Central Montana, Western and Central Wyoming, Denver, Phoenix, Tucson, Mesa, Seattle, Spokane, Portland, Idaho Falls, Las Vegas, Texas, Boise, Blanding, and Oregon.

- **True Blue Senior Preview Day** - High School seniors learned about academic programs, admissions/scholarship, housing and campus tours – 410 Student / 634 Total

- **True Blue Student Life Day** – high school students take tour of campus and attend football game - 59 Students, 153 total

- **Transfer Days** - Catered to transfer students including tours and advising - 35 students

- **True Blue Leadership Day** - high school student government to learn about leadership opportunities at USU - 264 students

- **True Blue Research & Academics Day** – high ability students to learn about research opportunities at USU - 101 students

- **True Blue Diversity Day** - diversity students bussed in to learn about admissions, scholarships and involvement at USU - 302 students

* Academic College Involvement
Upcoming Recruitment Efforts- Spring 2020

- **Utah Higher Ed Days- January 14 -March 13**
  USU along with all other USHE institutions visits every high schools in the state of Utah to present Utah Higher Ed options to high school juniors. Estimate 10,000 juniors in attendance

- **Idaho Higher Ed Days- February 24- March 20**
  USU is the only UT institution invited on the Idaho High School Tour. Every ID high school is presented higher ed options to high school juniors.

- **Ambassador Selection**
  We will have approximately 800 students apply for the university Ambassador program. Students will go through a rigorous selection process and 25 students will be selected.

- **Local Parent Night/ LatinX Nights- Jan 8 & 9**
  Parent nights for parents with students 9-12th grade to learn about admissions, scholarships, concurrent enrollment and orientation. Specific presentations in Spanish for LatinX families. Held at the five local high schools.

- **Transfer Open Houses - Snow College- Feb 5, SLCC- Feb 6**
  Admissions, Student Affairs and Colleges visit Snow College and Salt Lake Community College to present transfer options, articulation and scholarships to prospective students.

- **True Blue Transfer Day - Feb 21**
  Catered to transfer students including tours and advising.

- **True Blue Diversity & First Gen (Price Campus) -Feb 21**
  Showcase price campus opportunities for diverse and first generation students

- **Admitted Student Phone Calling Blitz – Feb 22 & 24**
  Current Students (Ambassadors, A-Team and College Ambassadors) call all admitted students to congratulate and talk next steps to be an Aggie- approx. 11,000 students to call.

- **Admitted Student Day- March 27**
  Admitted students can see what it’s like to be an Aggie for a Day. Prospective students are paired with current students in their major, college receptions and “next steps” to become an Aggie. Estimate 1,200 in attendance

- **True Blue Day Juniors- April 3**
  USU preview day for high school juniors

- **True Blue Day Juniors (Price)- April 17**
  USU preview day for high school juniors

- **USULC – June 8-11 & 15-18**
  USU Leadership Conference hosts elected high school student government leaders on campus providing workshops and activities. Estimate 1,200 in attendance, grades 10th- 12th.

- **LIA Leadership Bootcamp- June 10-13**
  Host LIA Leadership on campus to take back to individual LIA groups

- **Campus Tours-** Daily at 10 am and 1:45 pm
  Students get a campus tour, housing tour, advising appointment and aggie ice cream

- **Special Group Tours-** By request
  Organized groups for tours or specific requests such as the cadaver lab

- **Basketball Games-** USU Home Games
  Host students to every home football game- 100 students per game

- **National and Regional College Fairs –** Dallas & Houston, TX; Las Vegas, NV; Sacramento, San Francisco, Los Angeles, Ventura, Orange County, Tulare & San Diego, CA
ITEM FOR INFORMATION

RE:    Bad Debt Write-off Recommendation for Fiscal Year Ending 30 June 2019

The attached information is submitted for the Trustees’ information. The material has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

The bad debt write-off recommendations for fiscal year ending 30 June 2019 represented on Schedule 1 and Schedule 2 attached.

Short-term Loans, Returned Checks, E & G Tuition/Fees, USUE Tuition/Fees, and State Line Tuition/Fees

This document provides an analysis of the recommended write-off for FY 2019 in each of the five categories of receivables and a comparative analysis for FY 2017 and 2018.

The comparative analysis for short-term loans shows that the recommended FY 2019 dollar amount of write-off is $106 less than FY 2018. The percent of approximate annual dollar volume for FY 2019 is 6.91 percent and FY 2018 was 4.11 percent.

The comparative analysis for returned checks shows that the recommended FY 2019 dollar amount of write-off is $916 more than FY 2018. The percent of approximate annual dollar volume for FY 2019 is 1.42 percent and FY 2018 was 0.19 percent.

The comparative analysis for E & G tuition/fees shows that the recommended FY 2019 dollar amount of write-off is $65,404 less than FY 2018. The percent of approximate annual dollar volume for FY 2019 is 0.08 percent and FY 2018 was 0.12 percent.

The comparative analysis for USUE tuition/fees shows that the recommended FY 2019 dollar amount of write-off is $30,360 less than FY 2018. The percent of approximate annual dollar volume for FY 2019 is 1.00 percent and FY 2018 was 1.47 percent.

The comparative analysis for State Line tuition/fees shows that the recommended FY 2019 dollar amount of write-off is $17,437 less than FY 2018. The percent of approximate annual dollar volume for FY 2019 is 0.05 percent and FY 2018 was 0.11 percent.

Auxiliaries, Services, and Other

This document provides a comparative analysis for FY 2017, 2018, and 2019 of the dollar amounts recommended for bad debt write-off by entity. The recommended bad debt write-off for FY 2019 is $122,610 compared with $137,799 for FY 2018 and $139,699 for FY 2017.

Auxiliaries, Service Enterprises, and other entities were asked to submit accounts for write-off approval. The total amount submitted for write-off represents approximately 0.79 percent of total credit sales. Normal collection efforts, including statements, telephone calls, collection letters,
and collection agencies have been used as warranted before the accounts were submitted for write-off approval.
BAD DEBT WRITE-OFF RECOMMENDATIONS
SHORT-TERM LOANS, RETURNED CHECKS
E & G TUITION/FEES, AND STATE LINE TUITION/FEES
Fiscal Year Ending 30 June 2019

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<th>Program</th>
<th>Approximate Annual Dollar Volume</th>
<th>Bad Debt Expense</th>
<th>Percent of Approximate Annual Dollar Volume</th>
<th>Funding Source</th>
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<td>$12,769</td>
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Note A: The bad debt expense for returned checks is funded from service charges.

Note B: The bad debt expense for short-term loans is written off against the interest earned on loans and when necessary the principal balance of the individual loan funds.

Note C: The bad debt expense for tuition and fees is written off against the tuition and fee revenue.

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<th>Percent of Approximate Annual Dollar Volume</th>
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### COMPARATIVE SCHEDULE OF BAD DEBT WRITE-OFF RECOMMENDATIONS
#### AUXILIARIES, SERVICES, AND OTHER

**Fiscal Year Ending June 30, 2019**

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<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>Three-Year Total</th>
<th>Three-Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Auxiliaries</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bookstore</td>
<td>23,122</td>
<td>20,272</td>
<td>15,728</td>
<td>59,122</td>
<td>19,707</td>
</tr>
<tr>
<td>Dining Services</td>
<td>30,086</td>
<td>26,670</td>
<td>59,515</td>
<td>116,271</td>
<td>38,757</td>
</tr>
<tr>
<td>Health Center</td>
<td>7,485</td>
<td>9,330</td>
<td>1,712</td>
<td>18,527</td>
<td>6,176</td>
</tr>
<tr>
<td>Housing</td>
<td>73,136</td>
<td>79,500</td>
<td>44,840</td>
<td>197,476</td>
<td>65,825</td>
</tr>
<tr>
<td><strong>Total Auxiliaries</strong></td>
<td>133,829</td>
<td>135,772</td>
<td>121,795</td>
<td>391,396</td>
<td>130,465</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statesman Newspaper</td>
<td>5,816</td>
<td>1,808</td>
<td>815</td>
<td>8,439</td>
<td>2,813</td>
</tr>
<tr>
<td>Veterinary Diagnostic Lab</td>
<td>-</td>
<td>219</td>
<td>-</td>
<td>219</td>
<td>73</td>
</tr>
<tr>
<td>Caine College of the Arts - Equipment</td>
<td>54</td>
<td>-</td>
<td>-</td>
<td>54</td>
<td>18</td>
</tr>
<tr>
<td><strong>Total Other</strong></td>
<td>5,870</td>
<td>2,027</td>
<td>815</td>
<td>8,712</td>
<td>2,904</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>139,699</td>
<td>137,799</td>
<td>122,610</td>
<td>400,108</td>
<td>133,369</td>
</tr>
</tbody>
</table>
ITEM FOR INFORMATION

RE: Leased Facilities Report

The attached Annual Facility Lease and Rental Report is submitted to the Board of Trustees for information.

EXECUTIVE SUMMARY

The attached Annual Facility Lease and Rental Report is a listing of all facility leases of significance by the University as of 30 June 2019.

The listing involves leases for a wide variety of locations and uses. Several of the facilities are leased in locations around the State of Utah for Statewide Campuses or programs sponsored by the Center for Persons with Disabilities, which require access by clients in those areas.
### Annual Facility Detail

<table>
<thead>
<tr>
<th>Location - Dept/Project</th>
<th>Gross Square Feet</th>
<th>Annual Cost Per Square Foot Net or Full Service</th>
<th>Annual Cost</th>
<th>Terms in Months and Expiration Date</th>
<th>Source of Funding</th>
<th>Escalation Change</th>
<th>Monthly Lease Payment</th>
<th>Type of Space</th>
<th>Changes to Lease Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blanding, 1575 South Hwy 191 - UDOT - Cert. Tech. Ed. training program in trucking and heavy equipment operations.</td>
<td>56,628</td>
<td>$0.12</td>
<td>$7,045</td>
<td>39 mo. 6/30/19</td>
<td>USU-CEU San Juan, Blanding</td>
<td>Escalates 1.04% annually</td>
<td>$87</td>
<td>Classroom/Office</td>
<td></td>
</tr>
<tr>
<td>Blanding - Montezuma Creek Seminary Building - 375 North 400 West - USU Eastern San Juan Campus</td>
<td>2,354</td>
<td>$2.55</td>
<td>$6,000</td>
<td>60 mo. 12/31/19</td>
<td>USU-CEU San Juan, Blanding</td>
<td>None</td>
<td>$500</td>
<td>Classroom/Office</td>
<td></td>
</tr>
<tr>
<td>Blanding - Nursing Program - San Juan County Bldg, 904 N 400 W</td>
<td>2,354</td>
<td>$2.55</td>
<td>$6,000</td>
<td>60 mo. 12/31/19</td>
<td>USU-CEU San Juan, Blanding</td>
<td>None</td>
<td>$500</td>
<td>Classroom/Office</td>
<td></td>
</tr>
<tr>
<td>Brigham City, Life Span Learning Center - DFCM, 265 West 1100 South, Brigham City UT**</td>
<td>36,034</td>
<td>$5.74</td>
<td>$201,004</td>
<td>12 mo. 6/30/20</td>
<td>State line item &amp; Other funds appropr.</td>
<td>Review annually</td>
<td>$16,750</td>
<td>Classroom/Office</td>
<td></td>
</tr>
<tr>
<td>Brigham City, Life Span Learning Center - DFCM, 265 West 1100 South, Brigham City UT **</td>
<td>1,955</td>
<td>$2.00</td>
<td>$3,900</td>
<td>12 mo. 6/30/20</td>
<td>State line item &amp; Other funds appropr.</td>
<td>Review annually</td>
<td>$936</td>
<td>Laboratory</td>
<td></td>
</tr>
<tr>
<td>Brigham City, Life Span Learning Center - DFCM, 265 West 1100 South, Brigham City UT **</td>
<td>10,740</td>
<td>$2.00</td>
<td>$21,480</td>
<td>12 mo. 6/30/20</td>
<td>State line item &amp; Other funds appropr.</td>
<td>Review annually</td>
<td>$1,790</td>
<td>Storage</td>
<td></td>
</tr>
<tr>
<td>Brigham City, CPD - Up-to-3 Early Learning Intervention - Reeder Holdings - 10 South 400 East, Brigham City UT</td>
<td>2,253</td>
<td>$6.93</td>
<td>$13,371</td>
<td>24 mo. 6/30/20</td>
<td>State line item &amp; Other funds appropr.</td>
<td>Escalates 2% annually</td>
<td>$1,114</td>
<td>Classroom/Office</td>
<td></td>
</tr>
<tr>
<td>Castle Dale, 65 North Center - Daines Behling - CPD SW Early Intervention</td>
<td>1,100</td>
<td>$4.91</td>
<td>$5,400</td>
<td>60 mo. 6/30/21</td>
<td>Other funds</td>
<td>None</td>
<td>$450</td>
<td>Classroom/Office Delete</td>
<td>(1,100)</td>
</tr>
<tr>
<td>Castle Dale, 15 E 600 N Downstairs Unit, CPD-SW Early Learning Intervention</td>
<td>1,200</td>
<td>$5.00</td>
<td>$6,000</td>
<td>24 mo. 10/01/20</td>
<td>Other funds</td>
<td>None</td>
<td>$500</td>
<td>Classroom/Office Add</td>
<td>1,200</td>
</tr>
<tr>
<td>Cedar City, Regional Field Office - 621 N 400 W, UCC Program</td>
<td>3,200</td>
<td>$5.63</td>
<td>$18,000</td>
<td>36 mo. 2/01/22</td>
<td>Other funds</td>
<td>None</td>
<td>$1,500</td>
<td>Office/Other</td>
<td></td>
</tr>
<tr>
<td>Cedar City, Nursing Program Admin, SW Tech College - 757 W 800 S (211M)</td>
<td>120</td>
<td>$20.00</td>
<td>$2,400</td>
<td>12 mo. 06/30/20</td>
<td>Other funds</td>
<td>None</td>
<td>$200</td>
<td>Office</td>
<td></td>
</tr>
<tr>
<td>Cedar City, Nursing Program Admin, SW Tech College - 757 W 800 S (211L)</td>
<td>120</td>
<td>$20.00</td>
<td>$2,400</td>
<td>12 mo. 06/30/20</td>
<td>Other funds</td>
<td>None</td>
<td>$200</td>
<td>Office Add</td>
<td>120</td>
</tr>
<tr>
<td>Logan, Cache County 4-H - Bridgerland Tech College - 1410N 1000W, Rm 1910</td>
<td>2,741</td>
<td>$0.00</td>
<td>$1</td>
<td>12 mo. 12/31/19</td>
<td>Grant</td>
<td>None</td>
<td>$0</td>
<td>Classroom/Office</td>
<td></td>
</tr>
<tr>
<td>Logan, 1770 North Research Parkway, Ste 140, North Logan - USU Small Business Development Ctr</td>
<td>1,281</td>
<td>$11.60</td>
<td>$14,857</td>
<td>60 mo. 3/31/23</td>
<td>Other funds</td>
<td>Escalates 3% annually</td>
<td>$1,238</td>
<td>Classroom/Office</td>
<td></td>
</tr>
<tr>
<td>Logan, 1700 North Research Parkway, Ste B, North Logan - USU High-Bay Facility</td>
<td>5,000</td>
<td>$13.91</td>
<td>$69,556</td>
<td>130 mo. 4/30/24</td>
<td>Other funds</td>
<td>Escalates 3% annually</td>
<td>$5,756</td>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>Moab, 1105 South Hwy 191, Unit 1 R.C. Leasing - CPD-SW Early Intervention</td>
<td>1,200</td>
<td>$9.00</td>
<td>$10,800</td>
<td>12 mo. 6/30/20</td>
<td>Grant</td>
<td>None</td>
<td>$900</td>
<td>Classroom/Office</td>
<td></td>
</tr>
<tr>
<td>Moab, 1181 S Highway 191, Bldg #2, UCC Program</td>
<td>1,700</td>
<td>$7.76</td>
<td>$13,200</td>
<td>12 mo. 12/15/19</td>
<td>Other funds</td>
<td>None</td>
<td>$1,100</td>
<td>Office/Other</td>
<td></td>
</tr>
<tr>
<td>Nephi - Juab County School District Office-346 East 600 North, Nephi, UT Academic and Institutional Services (MOU = lease doc? Not on master property list)</td>
<td>2,788</td>
<td>$7.75</td>
<td>$21,600</td>
<td>36 mo. 6/30/20</td>
<td>Other funds</td>
<td>None</td>
<td>$1,800</td>
<td>Classroom</td>
<td></td>
</tr>
<tr>
<td>Orem/Provo Education Center, Central Park West Bldg, 1875 South State - Regional Campus</td>
<td>3,507</td>
<td>$17.11</td>
<td>$60,007</td>
<td>123 mo. 6/30/26</td>
<td>Other funds</td>
<td>Escalates 2.5% annually</td>
<td>$5,001</td>
<td>Classroom/Office</td>
<td></td>
</tr>
</tbody>
</table>
### Annual Facility Detail

<table>
<thead>
<tr>
<th>Location - Dept./Project</th>
<th>Gross Square Feet</th>
<th>Annual Cost Per Square Foot Net or Full Service</th>
<th>Annual Cost</th>
<th>Terms in Months and Expiration Date</th>
<th>Source of Funding</th>
<th>Escalation</th>
<th>Monthly Lease Payment</th>
<th>Type of Space</th>
<th>Action</th>
<th>Square Footage</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price, Price River Dr LLC, 540 W Price River Dr - CPD SW Early Intervention</td>
<td>1,650</td>
<td>$13.09</td>
<td>$21,600</td>
<td>60 mo. 6/30/22</td>
<td>Grant</td>
<td>$300 annually</td>
<td>$1,800</td>
<td>Classroom/Office</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salt Lake City, Wells Fargo Bldg., 299 South Main Street, Development Office</td>
<td>2,305</td>
<td>$5.93</td>
<td>$13,680</td>
<td>Month-to-month</td>
<td>Other funds</td>
<td>None</td>
<td>$1,140</td>
<td>Office/Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salt Lake City, 250 West 3900 South, Bldg B - 115 &amp; 130, Regional Campus</td>
<td>853</td>
<td>$12.00</td>
<td>$10,236</td>
<td>65 mo. 6/30/20</td>
<td>Other funds</td>
<td>None</td>
<td>$853</td>
<td>Classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. George, Dixie State University, 225 South University Avenue, Office #572</td>
<td>98</td>
<td>$33.67</td>
<td>$3,300</td>
<td>Month-to-month</td>
<td>Grant</td>
<td>None</td>
<td>$275</td>
<td>Office</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. George, Dixie State University, 225 South University Avenue, Office #353</td>
<td>144</td>
<td>$22.92</td>
<td>$3,300</td>
<td>Month-to-month</td>
<td>Grant</td>
<td>None</td>
<td>$275</td>
<td>Office</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vernal, Manner Business Park, 2574W 500N, Bldg 2 Unit 2 - CPD Utah Assistive Technology Program</td>
<td>1,940</td>
<td>$16.19</td>
<td>$12,000</td>
<td>60 mo. 8/31/23</td>
<td>Grant</td>
<td>$50 annually</td>
<td>$1,000</td>
<td>Office/Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washington DC, 211 Jeff Davis Hwy, Apt. 602N - Gates Hudson - CHASS</td>
<td>1,294</td>
<td>$25.51</td>
<td>$33,012</td>
<td>12 mo. 6/14/20</td>
<td>Other funds</td>
<td>4% annually</td>
<td>$2,751</td>
<td>Residential</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washington DC, 211 Jeff Davis Hwy, Apt. 216N - Gates Hudson - CHASS</td>
<td>1,705</td>
<td>$28.03</td>
<td>$47,676</td>
<td>12 mo. 7/31/20</td>
<td>Other funds</td>
<td>5% annually</td>
<td>$3,973</td>
<td>Residential</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washington DC, 211 Jeff Davis Hwy, Apt. 515N - Gates Hudson - CHASS</td>
<td>1,294</td>
<td>$25.78</td>
<td>$33,360</td>
<td>12 mo. 5/06/20</td>
<td>Other funds</td>
<td>4% annually</td>
<td>$2,780</td>
<td>Residential</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washington DC, 211 Jeff Davis Hwy, Apt. 1008S - Gates Hudson - CHASS</td>
<td>1,442</td>
<td>$24.46</td>
<td>$35,268</td>
<td>12 mo. 4/30/20</td>
<td>Other funds</td>
<td>4% annually</td>
<td>$2,939</td>
<td>Residential</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>West Valley City, 2250 South 1300 West, Metro Business Flex 8, UCC Program</td>
<td>2,194</td>
<td>$5.74</td>
<td>$12,600</td>
<td>12 mo. 5/31/19</td>
<td>Other funds</td>
<td>None</td>
<td>$1,050</td>
<td>Office/Other</td>
<td>Delete</td>
<td>(2,194)</td>
<td>-$12,600</td>
</tr>
</tbody>
</table>

**TOTAL** | 155,370 | $4.59 | $713,870 | | | | $3,000 | | |

**Notes:**

Line 13 - Blanding, 1575 South Hwy 191 - Renewal pending improvement negotiations

Line 21 - Castle Dale, 65 North Center - Terminated 12/31/18
ITEM FOR INFORMATION


The Report of Institutional Discretionary Funds and Institutional Discretionary Funds Supplemental Report of Budget Variances are submitted to the Board of Trustees for review. The reports have received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

Institutional discretionary funds are funds available for expenditure or transfer at the direction of the President of the University, generated from one or both of the following sources:

A. Investment Income – Earnings resulting from the investment of cash balances in the Education and General Current Funds, and earnings resulting from the investment of other funds.

B. Unrestricted Gifts and Grants – Gift and grant funds which are not restricted by the source to specific purposes, and are deposited in the Education and General Current Fund for expenditure or transfer.

Board of Regents Policy R548 requires that a three-year report of discretionary funds be submitted as part of the annual appropriated operating budget process. The report includes the actual expenditures of discretionary funds for the most recent fiscal year (2018-2019), estimates for the current fiscal year (2019-2020), and preliminary estimates of receipts and uses of funds for the request year (2020-2021).

The Supplemental Report of Budget Variances includes the actual sources of funds available; and the expenditures/transfers of these discretionary funds for the most recent fiscal year (2018-2019), the original budget for the year, and the actual variance from the budget.
# Report of Institutional Discretionary Funds

## I. Sources of Institutional Discretionary Funds

<table>
<thead>
<tr>
<th></th>
<th>2018-19 Actual</th>
<th>2019-20 Estimate</th>
<th>2020-21 Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Carry forward</strong></td>
<td>$668,757</td>
<td>$706,922</td>
<td>$676,622</td>
</tr>
<tr>
<td><strong>B. Current Funds Interest</strong></td>
<td>7,542,214</td>
<td>7,200,000</td>
<td>7,400,000</td>
</tr>
<tr>
<td><strong>C. Unrestricted Gifts and Grants</strong></td>
<td>239,699</td>
<td>300,000</td>
<td>300,000</td>
</tr>
<tr>
<td><strong>D. Total Amount Available</strong></td>
<td><strong>8,450,670</strong></td>
<td><strong>8,206,922</strong></td>
<td><strong>8,376,622</strong></td>
</tr>
</tbody>
</table>

## II. Expenditures & Transfers by Category and Project

<table>
<thead>
<tr>
<th>Category/Project</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Academic Program Enrichment</strong></td>
<td>81,726</td>
<td>50,000</td>
<td>20,000</td>
</tr>
<tr>
<td><strong>B. Cultural Enrichment</strong></td>
<td>20,000</td>
<td>10,000</td>
<td>10,000</td>
</tr>
<tr>
<td><strong>C. Scholarships, Fellowships and Student Aid</strong></td>
<td>4,784,431</td>
<td>4,500,000</td>
<td>4,500,000</td>
</tr>
<tr>
<td><strong>D. Faculty Development and Recognition</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E. Campus Development</strong></td>
<td>277,145</td>
<td>200,000</td>
<td>100,000</td>
</tr>
<tr>
<td><strong>F. Seed Money for Program Grants and Contracts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>G. Fund Raising and Institutional Development</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>H. Equipment Acquisitions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I. Supplemental Library Support</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>J. Other E&amp;G Current Operating Support</strong></td>
<td>62,858</td>
<td>70,300</td>
<td>71,000</td>
</tr>
<tr>
<td><strong>K. Transfers To/From Other Funds</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Other Funds</td>
<td>102,930</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Support of Athletic Department</td>
<td>2,386,948</td>
<td>2,400,000</td>
<td>2,500,000</td>
</tr>
<tr>
<td>3. Quasi-Endowment Funds</td>
<td>(280,077)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. USU Eastern Current Funds</td>
<td>307,787</td>
<td>300,000</td>
<td>300,000</td>
</tr>
<tr>
<td><strong>L. TOTAL EXPENDITURES &amp; TRANSFERS</strong></td>
<td>7,743,748</td>
<td>7,530,300</td>
<td>7,501,000</td>
</tr>
</tbody>
</table>

## III. Carry Forward

<table>
<thead>
<tr>
<th></th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Carry Forward</strong></td>
<td>$706,922</td>
<td>$676,622</td>
<td>$875,622</td>
</tr>
</tbody>
</table>
# Utah State University
## Institutional Discretionary Funds
### Supplemental Report of Budget Variances
#### For The Fiscal Year Ended June 30, 2019

### 2018-19 Sources of institutional discretionary funds

<table>
<thead>
<tr>
<th></th>
<th>2018-19 Actual</th>
<th>2018-19 Budgeted</th>
<th>Dollar Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Carryforward</strong></td>
<td>668,757</td>
<td>668,757</td>
<td>-</td>
</tr>
<tr>
<td><strong>B. Current funds interest</strong></td>
<td>7,542,214</td>
<td>5,600,000</td>
<td>1,942,214</td>
</tr>
<tr>
<td><strong>C. Unrestricted gifts and grants</strong></td>
<td>239,699</td>
<td>300,000</td>
<td>(60,301)</td>
</tr>
<tr>
<td><strong>D. Total available</strong></td>
<td>8,450,670</td>
<td>6,568,757</td>
<td>1,881,913</td>
</tr>
</tbody>
</table>

### 2018-19 Expenditures by category and project

<table>
<thead>
<tr>
<th>Category</th>
<th>2018-19 Actual</th>
<th>2018-19 Budgeted</th>
<th>Dollar Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Academic program enrichment</strong></td>
<td>81,726</td>
<td>10,000</td>
<td>71,726</td>
</tr>
<tr>
<td><strong>B. Cultural enrichment</strong></td>
<td>20,000</td>
<td>20,000</td>
<td>-</td>
</tr>
<tr>
<td><strong>C. Scholarships, fellowships &amp; student aid</strong></td>
<td>4,784,431</td>
<td>2,700,000</td>
<td>2,084,431</td>
</tr>
<tr>
<td><strong>D. Faculty development and recognition</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>E. Campus development</strong></td>
<td>277,145</td>
<td>277,145</td>
<td>-</td>
</tr>
<tr>
<td><strong>F. Seed money for program grants and contracts</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>G. Fund raising and institutional development</strong></td>
<td>80,000</td>
<td>(80,000)</td>
<td>(80,000)</td>
</tr>
<tr>
<td><strong>H. Equipment acquisitions</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>I. Supplemental library support</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>J. Other E&amp;G current operating support</strong></td>
<td>62,858</td>
<td>100,000</td>
<td>(37,142)</td>
</tr>
<tr>
<td><strong>K. Transfers to/from other funds</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1. Other funds</td>
<td>102,930</td>
<td>102,930</td>
<td>-</td>
</tr>
<tr>
<td>2. Support of Athletic department</td>
<td>2,386,948</td>
<td>3,000,000</td>
<td>(613,052)</td>
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<tr>
<td>4. USU Eastern Current Funds</td>
<td>307,787</td>
<td>260,000</td>
<td>47,787</td>
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<tr>
<td><strong>L. Total expenditures/transfers</strong></td>
<td>7,743,748</td>
<td>6,150,000</td>
<td>1,593,748</td>
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</tbody>
</table>

### 2018-19 Carryforward

<table>
<thead>
<tr>
<th></th>
<th>2018-19 Actual</th>
<th>2018-19 Budgeted</th>
<th>Dollar Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Carryforward</strong></td>
<td>706,922</td>
<td>418,757</td>
<td>288,165</td>
</tr>
</tbody>
</table>
ITEM FOR ACTION

RE: Report of Investments for July 2019

The Report of Investments for July 2019 is submitted to the Board of Trustees for consideration. It has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY


CASH MANAGEMENT INVESTMENT POOL

The average daily fair value invested during July 2019 was $355,176,593, up $10,041,928 over June 2019. Total investment gain was $596,297, down $1,181,460 from June 2019, reflecting the increase in the amount available for investing and a decrease in total investment return. The annualized total investment return was 2.01%, down 4.17% from June 2019.

Year-to-date numbers show that the average daily fair value invested for FY 2019-2020 was $355,176,593, up $31,132,491 (9.61%) over FY 2018-2019. Total interest income for FY 2019-2020 amounted to $805,942, up $185,194 (29.83%) over FY 2018-2019, reflecting an increase in the amount available for investing and an increase in interest rates.

The total amount invested at 31 July 2019 was $360,210,078, up $41,335,329 (12.96%) over 31 July 2018.

ENDOWMENT POOL

The average daily fair value invested during July 2019 was $202,869,221, up $8,676,150 over June 2019. Interest and dividend income of $291,319 plus net realized gains of $129,674 totaled $420,993 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2019-2020 was $202,869,221, up $22,754,252 (12.63%) over FY 2018-2019. Total realized income for FY 2019-2020 was $420,993, down $8,354,564 (95.20%) from FY 2018-2019. This decrease resulted from $125,688 more in interest and dividends and $8,480,252 less in net realized gains during FY 2019-2020.
The total amount invested at 31 July 2019 was $203,120,825, up $21,149,620 (11.62%) over 31 July 2018.

OTHER INVESTMENTS

The average daily fair value invested during July 2019 was $199,047,099, down $9,406,857 from June 2019. Interest and dividend income of $181,726 plus net realized gains of $12,729 totaled $194,455 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2019-2020 was $199,047,099, up $3,969,545 (2.03%) over FY 2018-2019. Total realized income for FY 2019-2020 was $194,455, down $167,044 (46.21%) from FY 2018-2019. This decrease resulted from $29,957 less in interest and dividend income and $137,087 less in net realized gains during FY 2019-2020.

The total amount invested at 31 July 2019 was $199,646,046, up $4,220,694 (2.16%) over 31 July 2018.

ENDOWMENT TRUSTS

The average daily fair value invested during July 2019 was $5,959,790, up $184,966 over June 2019. Interest and dividend income of $11,292 plus net realized gains of $19,249 totaled $30,541 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2019-2020 was $5,959,790, down $5,160 (0.09%) from FY 2018-2019. Total realized income for FY 2019-2020 was $30,541, up $2,542 (9.08%) over FY 2018-2019. This increase resulted from $1,952 more in interest and dividend income and $590 more in net realized gains during FY 2019-2020.

The total amount invested at 31 July 2019 was $5,957,370, down $87,304 (1.44%) from 31 July 2018.

PLANT FUND TRUSTS

The average daily fair value invested during July 2019 was $23,473,880, down $1,821,259 from June 2019. Interest income totaled $57,138 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2019-2020 was $23,476,880, down $16,373,691 (41.09%) from FY 2018-2019. Total realized income for FY 2019-2020 was $57,138, down $30,455 (34.77%) from FY 2018-2019. This decrease reflects the decreased amount available for investing and an increase in the rate of return.
The total amount invested at 31 July 2019 was $23,431,599, down $15,743,549 (40.19%) from 31 July 2018.

**SUMMARY OF INVESTMENT TRANSACTIONS**

The University's average daily fair value invested for the month of July was $714,404,933. Purchases totaled $53,834,183 and sales totaled $42,243,280. From this activity the University realized net gains of $161,652 and earnings of $1,183,543.

**RECOMMENDATION**

The President and Vice President for Business and Finance recommend that the Board of Trustees approve the Report of Investments for July 2019.
WHEREAS, The attached Report of Investments containing authorized transactions, documentation, and supporting papers has been filed for review by the Board of Trustees pertaining to the investment activities; and

WHEREAS, The investment transactions listed on the attached Report of Investments have been approved by the USU Controller's Office; and

WHEREAS, The investment activities listed on the attached Report of Investments are in accordance with the Utah State Money Management Act, the rules of the Utah State Money Management Council, the Utah State Uniform Prudent Management of Institutional Funds Act, and the laws and rules of Utah State University and the State of Utah; and

WHEREAS, The Chief Financial Officer for Utah State University, David T. Cowley, Vice President for Business and Finance, has certified to the best of his knowledge and belief all investment transactions listed on the attached Report of Investments were made in accordance with the guidelines, rules, and laws; and

WHEREAS, Vice President Cowley requests approval of the attached Report of Investments for the period 1 July 2019 to 31 July 2019 and comparative year-to-date totals for the periods 1 July 2019 to 31 July 2019 and 1 July 2018 to 31 July 2018; and

WHEREAS, The President of Utah State University has reviewed the attached report and recommends its approval by the Utah State University Board of Trustees; and

WHEREAS, The USU Board of Trustees has reviewed and given due consideration, review, and authorization of the investment transactions listed on the attached Report of Investments for the period 1 July 2019 to 31 July 2019 and comparative year-to-date totals for the periods 1 July 2019 to 31 July 2019 and 1 July 2018 to 31 July 2018;

NOW, THEREFORE, BE IT RESOLVED, That the USU Board of Trustees hereby approves the attached Report of Investments as presented and ratifies the transactions listed on said Report of Investments for July 2019.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date
UTAH STATE UNIVERSITY
REPORT OF INVESTMENTS
JULY 2019

The following schedules (A through E2) provide a report of the University’s Investments. To the best of my knowledge, Utah State University is in compliance with the Utah State Money Management Act and the rules of the Utah State Money Management Council and the Utah State Uniform Prudent Management of Institutional Funds Act.

Danford R. Christensen
Controller
1/2/20
Date

David T. Cowley
Vice President for Business and Finance
1/2/20
Date
# UTAH STATE UNIVERSITY
## CASH MANAGEMENT INVESTMENT POOL
### SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

<table>
<thead>
<tr>
<th>Schedule A-1</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Beginning Fair Value</th>
<th>Purchases</th>
<th>Sales Proceeds</th>
<th>Change in Fair Value</th>
<th>Ending Fair Value</th>
<th>Average Daily Fair Value</th>
<th>Total Interest Income</th>
<th>Less Service Charges</th>
<th>Net Interest Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul 2019</td>
<td>$347,726,134</td>
<td>$45,811,657</td>
<td>$33,118,068</td>
<td>($209,645)</td>
<td>$360,210,078</td>
<td>$355,176,593</td>
<td>$805,942</td>
<td>$15,773</td>
<td>$790,169</td>
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<tr>
<td>Aug 2019</td>
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<td>May 2020</td>
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<td>Jun 2020</td>
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</tbody>
</table>

**Comparative Totals:**

<table>
<thead>
<tr>
<th></th>
<th>Year-to-date</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2019-20</td>
<td>$347,726,134</td>
</tr>
<tr>
<td></td>
<td>$45,811,657</td>
</tr>
<tr>
<td></td>
<td>$33,118,068</td>
</tr>
<tr>
<td></td>
<td>($209,645)</td>
</tr>
<tr>
<td></td>
<td>$360,210,078</td>
</tr>
<tr>
<td></td>
<td>$355,176,593</td>
</tr>
<tr>
<td></td>
<td>$805,942</td>
</tr>
<tr>
<td></td>
<td>$15,773</td>
</tr>
<tr>
<td></td>
<td>$790,169</td>
</tr>
<tr>
<td>FY 2018-19</td>
<td>310,863,104</td>
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<tr>
<td></td>
<td>22,625,438</td>
</tr>
<tr>
<td></td>
<td>13,455,229</td>
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<tr>
<td></td>
<td>(1,158,564)</td>
</tr>
<tr>
<td></td>
<td>318,874,749</td>
</tr>
<tr>
<td></td>
<td>324,044,102</td>
</tr>
<tr>
<td></td>
<td>620,748</td>
</tr>
<tr>
<td></td>
<td>14,069</td>
</tr>
<tr>
<td></td>
<td>606,679</td>
</tr>
<tr>
<td>Amt Change</td>
<td>41,335,329</td>
</tr>
<tr>
<td></td>
<td>31,132,491</td>
</tr>
<tr>
<td></td>
<td>185,194</td>
</tr>
<tr>
<td></td>
<td>1,704</td>
</tr>
<tr>
<td></td>
<td>183,490</td>
</tr>
<tr>
<td>% Change</td>
<td>12.96%</td>
</tr>
<tr>
<td></td>
<td>9.61%</td>
</tr>
<tr>
<td></td>
<td>29.83%</td>
</tr>
<tr>
<td></td>
<td>12.11%</td>
</tr>
<tr>
<td></td>
<td>30.24%</td>
</tr>
</tbody>
</table>

**Note:** The Cash Management Investment Pool includes cash of all funds over estimated daily operating requirements.
<table>
<thead>
<tr>
<th></th>
<th>Purchases</th>
<th>Cost</th>
<th>Sales</th>
<th>Change in Fair Value</th>
<th>Total Investment Income</th>
<th>Average Daily Fair Value</th>
<th>Annualized Total Investment Return</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweep Account</td>
<td>$32,851,657</td>
<td>$23,118,068</td>
<td>$23,118,068</td>
<td>$46,965</td>
<td>$46,965</td>
<td>$25,331,031</td>
<td>2.22%</td>
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<tr>
<td>Money Market Account</td>
<td>42,576</td>
<td>42,576</td>
<td>42,576</td>
<td>16,200,000</td>
<td>16,200,000</td>
<td>3.15%</td>
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<tr>
<td>Utah Public Treasurers' Investment Fund</td>
<td>244</td>
<td>244</td>
<td>244</td>
<td>100,000</td>
<td>100,000</td>
<td>2.93%</td>
<td></td>
</tr>
<tr>
<td>Commercial Paper and Corporate Notes</td>
<td>12,960,000</td>
<td>402,677</td>
<td>$45,567</td>
<td>448,244</td>
<td>160,312,555</td>
<td>3.36%</td>
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<tr>
<td>Obligations of U. S. Government</td>
<td>10,000,000</td>
<td>10,000,000</td>
<td>293,962</td>
<td>(232,186)</td>
<td>61,776</td>
<td>142,758,007</td>
<td>0.52%</td>
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<tr>
<td>Municipal Bonds</td>
<td>19,518</td>
<td>(23,026)</td>
<td>(3,508)</td>
<td>10,475,000</td>
<td>10,475,000</td>
<td>-0.40%</td>
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</tr>
<tr>
<td>Total</td>
<td>$45,811,657</td>
<td>$33,118,068</td>
<td>$33,118,068</td>
<td>$805,942</td>
<td>($209,645)</td>
<td>$596,297</td>
<td>2.01%</td>
</tr>
</tbody>
</table>
## UTAH STATE UNIVERSITY
### SUMMARY OF CASH MANAGEMENT INVESTMENT POOL TRANSACTIONS
#### For the Month of July 2019

<table>
<thead>
<tr>
<th>Cash Management Investment Pool</th>
<th>Purchases</th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Shares</td>
<td>Cost</td>
<td>Shares</td>
<td>Cost</td>
<td>Receipts</td>
<td>Gain/(Loss)</td>
<td>Earnings</td>
</tr>
<tr>
<td>Sweep Account</td>
<td>$32,851,657</td>
<td>$23,118,068</td>
<td>$23,118,068</td>
<td>$0</td>
<td>46,965</td>
<td></td>
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</tr>
<tr>
<td>Money Market Account</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>42,576</td>
<td></td>
</tr>
<tr>
<td>Utah Public Treasurers'</td>
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<td>244</td>
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</tr>
<tr>
<td>Investment Fund</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>402,677</td>
<td></td>
</tr>
<tr>
<td>Corporate Bonds and Floaters</td>
<td>12,960,000</td>
<td></td>
<td></td>
<td>10,000,000</td>
<td>10,000,000</td>
<td>0</td>
<td>293,962</td>
</tr>
<tr>
<td>Municipal Bonds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>19,518</td>
<td></td>
</tr>
<tr>
<td>Total Cash Management Investment Pool</td>
<td>$45,811,657</td>
<td>$33,118,068</td>
<td>$33,118,068</td>
<td>$0</td>
<td>$805,942</td>
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<tr>
<td></td>
<td>Beginning Fair Value</td>
<td>Purchases</td>
<td>Sales Proceeds</td>
<td>Change in Fair Value</td>
<td>Ending Fair Value</td>
<td>Average Daily Fair Value</td>
<td>Total Interest and Dividends</td>
</tr>
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<tr>
<td>Jul 2019</td>
<td>$202,617,616</td>
<td>$6,768,704</td>
<td>$6,536,581</td>
<td>$271,086</td>
<td>$203,120,825</td>
<td>$202,869,221</td>
<td>$291,319</td>
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<tr>
<td>Aug 2019</td>
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<td>Feb 2020</td>
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<td>Jun 2020</td>
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</table>

Comparative Totals:

<table>
<thead>
<tr>
<th></th>
<th>Beginning Fair Value</th>
<th>Purchases</th>
<th>Sales Proceeds</th>
<th>Change in Fair Value</th>
<th>Ending Fair Value</th>
<th>Average Daily Fair Value</th>
<th>Total Interest and Dividends</th>
<th>Realized Gain or (Loss)</th>
<th>Total Realized Income</th>
<th>Less Expenses</th>
<th>Net Realized Income/(Loss)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2019-20</td>
<td>$202,617,616</td>
<td>$6,768,704</td>
<td>$6,536,581</td>
<td>$271,086</td>
<td>$203,120,825</td>
<td>$202,869,221</td>
<td>$291,319</td>
<td>$129,674</td>
<td>$420,993</td>
<td></td>
<td>$420,993</td>
</tr>
<tr>
<td>FY 2018-19</td>
<td>178,258,733</td>
<td>26,337,385</td>
<td>26,172,381</td>
<td>3,547,468</td>
<td>181,971,205</td>
<td>180,114,969</td>
<td>165,631</td>
<td>8,609,926</td>
<td>8,775,557</td>
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<td>2,165,000</td>
<td>3,547,468</td>
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<td>16,027,415</td>
<td>16,027,415</td>
<td>75,697</td>
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<td>% Change</td>
<td>11.62%</td>
<td>12.63%</td>
<td>12.63%</td>
<td>75.88%</td>
<td>-98.49%</td>
<td>-95.20%</td>
<td>-95.20%</td>
<td>0.00%</td>
<td>-95.20%</td>
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</tr>
</tbody>
</table>

Note: The Endowment Pool includes endowment funds designated for long-term investment. Included in this pool are endowment funds invested in the University's Cash Management Investment Pool (CMIP) consisting of $16,027,659 principal beginning balance, a $16,052,641 ending balance, and a $17,098,497 average daily balance for the current month. Current month interest and dividends from the CMIP were $38,755 bringing the total to $38,755 year-to-date. These amounts have also been reported in Schedules A-1 and A-2.

*The July beginning fair value has been adjusted to reflect the amount distributed to expendable accounts at fiscal year end.
## UTAH STATE UNIVERSITY
### SUMMARY OF ENDOWMENT POOL TRANSACTIONS
#### For the Month of July 2019

<table>
<thead>
<tr>
<th>Purchases</th>
<th>Sales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shares</td>
<td>Cost</td>
</tr>
<tr>
<td>-----------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Endowment Pool Transactions</strong></td>
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<tr>
<td><strong>Cash Management Investment Pool</strong></td>
<td></td>
</tr>
<tr>
<td>Utah State University</td>
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</tr>
<tr>
<td>CMIP Interest</td>
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<td><strong>Equity funds</strong></td>
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<td>Dimensional - DFA Small Cap</td>
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<td>Longfellow</td>
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<td>3,990,033</td>
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<tr>
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<td>CEP VII</td>
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<td>CVP X</td>
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## UTAH STATE UNIVERSITY
### SUMMARY OF ENDOWMENT POOL TRANSACTIONS
#### Schedule F
#### For the Month of July 2019

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<tr>
<th>Purchases</th>
<th>Sales</th>
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<td>Shares</td>
<td>Cost</td>
</tr>
<tr>
<td><strong>Cash</strong></td>
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<tr>
<td>Longfellow</td>
<td></td>
</tr>
<tr>
<td>US Bank Cash</td>
<td></td>
</tr>
<tr>
<td><strong>Accruals / Payable</strong></td>
<td></td>
</tr>
<tr>
<td>Endowment Pool</td>
<td></td>
</tr>
<tr>
<td>Goldman Sachs</td>
<td></td>
</tr>
<tr>
<td>US Bank - Accruals</td>
<td>$502</td>
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<tr>
<td>US Bank - Pending Trades</td>
<td>38,578</td>
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<td><strong>Longfellow</strong></td>
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<tr>
<td>Longfellow Investment Management</td>
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<tr>
<td>US Bank Receivable - Interest Accrual</td>
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<tr>
<td></td>
<td>$6,768,704</td>
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## UTAH STATE UNIVERSITY
DEFENSIVE RETURN POOL
SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

<p>| Schedule C1A |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|</p>
<table>
<thead>
<tr>
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<th>Sales</th>
<th>Change</th>
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<th>Average Daily Fair Value</th>
<th>Total Interest and Dividends</th>
<th>Realized Gain or (Loss)</th>
<th>Total Realized Income</th>
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<td></td>
<td></td>
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<td>Oct 2019</td>
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<td>Mar 2020</td>
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<tr>
<td>Apr 2020</td>
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<tr>
<td>May 2020</td>
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<td>Jun 2020</td>
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</tbody>
</table>

Comparative Totals:
Year-to-date
Amt Change  5,455,224  4,965,553  (29,893)  (140,359)  (170,252)
% Change    3.24%  2.95%  -14.27%  -96.14%  -47.90%

Note: The Defensive Return Pool is comprised of quasi-endowment funds designated for long-term investment. Included in this pool are quasi-endowment funds invested in the University's Cash Management Investment Pool (CMIP) consisting of $56,197,814 principal beginning balance, a $55,970,742 ending balance, and a $55,026,153 average daily balance for the current month. Current month interest and dividends from the CMIP were $125,119 bringing the total to $125,119 year-to-date. These amounts have also been reported in Schedules A-1 and A-2.

*The July beginning fair value has been adjusted to reflect the amount distributed to expendable accounts at fiscal year end.
<table>
<thead>
<tr>
<th>Shares</th>
<th>Cost</th>
<th>Shares</th>
<th>Cost</th>
<th>Receipts</th>
<th>Gain/(Loss)</th>
<th>Earnings</th>
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<tbody>
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<td>(352,191)</td>
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<tr>
<td>MS Opp Mortgage Inc Fund</td>
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<tr>
<td>Woodbury</td>
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<tr>
<td>Woodbury IFRI</td>
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<td></td>
</tr>
<tr>
<td>Woodbury Capital II, LP</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Woodbury Capital III, LP</td>
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<td></td>
</tr>
<tr>
<td>Money Market / Cash</td>
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<td>Morgan Stanley Bank N.A.</td>
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<td>Receivable / In Transit / Unsettled Purchases</td>
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<td>$5,636</td>
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## UTAH STATE UNIVERSITY
### OTHER INVESTMENTS
#### SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

<table>
<thead>
<tr>
<th>Schedule C2A</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Beginning Fair Value</th>
<th>Purchases</th>
<th>Sales Proceeds</th>
<th>Change in Fair Value</th>
<th>Ending Fair Value</th>
<th>Average Daily Interest and Gain or (Loss)</th>
<th>Total Realized Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul 2019</td>
<td>$25,838,919</td>
<td>$26,901</td>
<td>$141,321</td>
<td>$166,536</td>
<td>$25,891,035</td>
<td>$2,175</td>
<td>$7,093</td>
</tr>
<tr>
<td>Aug 2019</td>
<td>$26,901</td>
<td></td>
<td>$141,321</td>
<td>$166,536</td>
<td>$25,891,035</td>
<td>$2,175</td>
<td>$7,093</td>
</tr>
<tr>
<td>Sep 2019</td>
<td>$141,321</td>
<td></td>
<td></td>
<td></td>
<td>$25,891,035</td>
<td>$2,175</td>
<td>$7,093</td>
</tr>
<tr>
<td>Oct 2019</td>
<td>$166,536</td>
<td></td>
<td></td>
<td></td>
<td>$25,891,035</td>
<td>$2,175</td>
<td>$7,093</td>
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<td></td>
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<td>$25,891,035</td>
<td>$2,175</td>
<td>$7,093</td>
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<td>$25,891,035</td>
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<td>$25,891,035</td>
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<td>$7,093</td>
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<tr>
<td>Jan 2020</td>
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<td>$7,093</td>
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<td>$25,891,035</td>
<td>$2,175</td>
<td>$7,093</td>
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<td>Mar 2020</td>
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<td>$7,093</td>
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<td>Apr 2020</td>
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<td>$7,093</td>
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<td>May 2020</td>
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<td>$25,891,035</td>
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<td>$7,093</td>
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<tr>
<td>Jun 2020</td>
<td>$25,891,035</td>
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<td></td>
<td>$25,891,035</td>
<td>$2,175</td>
<td>$7,093</td>
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</table>

Comparative Totals:

<table>
<thead>
<tr>
<th></th>
<th>Beginning Fair Value</th>
<th>Purchases</th>
<th>Sales Proceeds</th>
<th>Change in Fair Value</th>
<th>Ending Fair Value</th>
<th>Average Daily Interest and Gain or (Loss)</th>
<th>Total Realized Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2019-20</td>
<td>$25,838,919</td>
<td>$26,901</td>
<td>$141,321</td>
<td>$166,536</td>
<td>$25,891,035</td>
<td>$2,175</td>
<td>$7,093</td>
</tr>
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<td>FY 2018-19</td>
<td>26,596,404</td>
<td>1,902</td>
<td>101,529</td>
<td>628,788</td>
<td>27,125,565</td>
<td>2,239</td>
<td>3,821</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Amt Change</th>
<th>% Change</th>
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</thead>
<tbody>
<tr>
<td>FY 2019-20</td>
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<tr>
<td>FY 2018-19</td>
<td>(996,008)</td>
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<tr>
<td>Amt Change</td>
<td>(64)</td>
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<tr>
<td>% Change</td>
<td>85.63%</td>
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</tbody>
</table>

*The July beginning fair value has been adjusted to reflect the amount transferred to the Defensive Return Pool at fiscal year end.
### UTAH STATE UNIVERSITY
**SUMMARY OF OTHER INVESTMENT TRANSACTIONS**

**Schedule C2C**

**For the Month of July 2019**

<table>
<thead>
<tr>
<th>Other Investments</th>
<th>Purchases</th>
<th>Sales</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Shares</td>
<td>Cost</td>
</tr>
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<td><strong>Corporate Bonds and Notes</strong></td>
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<tr>
<td>U.S. Treasury Bond</td>
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<tr>
<td><strong>Common and Preferred Stock</strong></td>
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<tr>
<td>Morgan Stanley Workday, Inc</td>
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<td>Multi-Strategy Equity</td>
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<td><strong>Fidelity</strong></td>
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<td>The Growth Fund of America - Class A</td>
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<td>9,356</td>
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<tr>
<td><strong>Alternatives</strong></td>
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<td>InvenTrust Properties</td>
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<td>Inventrust Properties Corp</td>
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<tr>
<td><strong>Money Market / Cash</strong></td>
<td></td>
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<tr>
<td>Charles Schwab - Cash</td>
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<tr>
<td>Charles Schwab - Money Market</td>
<td>901</td>
<td>3,484</td>
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<td>Fidelity - Money Market</td>
<td>13,079</td>
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<td><strong>Receivable / In Transit / Unsettled Purchases</strong></td>
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<tr>
<td>Commonfund</td>
<td>102,054</td>
<td>102,054</td>
</tr>
<tr>
<td>U.S. Treasury Bond</td>
<td>674</td>
<td>647</td>
</tr>
<tr>
<td>Xenia</td>
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</tr>
<tr>
<td><strong>Total Other Investments</strong></td>
<td>$26,901</td>
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</tr>
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</table>
### UTAH STATE UNIVERSITY
**ENDOWMENT TRUSTS**
**SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME**

**Schedule D-1**

<table>
<thead>
<tr>
<th>Month</th>
<th>Beginning Fair Value</th>
<th>Sales Proceeds</th>
<th>Change in Fair Value</th>
<th>Ending Fair Value</th>
<th>Average Daily Fair Value</th>
<th>Total Interest and Dividends</th>
<th>Realized Gain or (Loss)</th>
<th>Total Realized Income/(Loss)</th>
<th>Less Expenses</th>
<th>Net Realized Income/(Loss)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul 2019</td>
<td>$5,962,210</td>
<td>$528,097</td>
<td>($15,506)</td>
<td>$5,957,370</td>
<td>$5,959,790</td>
<td>$11,292</td>
<td>$19,249</td>
<td>$30,541</td>
<td>$626</td>
<td>$29,915</td>
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</table>

#### Comparative Totals:

**Year-to-date**

| FY 2018-19 | $5,962,210 | $528,097 | $517,431 | ($15,506) | $5,957,370 | $5,959,790 | $11,292 | $19,249 | $30,541 | $626 | $29,915 |
| FY 2018-19 | 5,885,226  | 463,103  | 454,388  | 150,733   | 6,044,674  | 5,964,950  | 9,340   | 18,659  | 27,999  | 625  | 27,374  |
| Amt Change | (87,304)   | (5,160)  | 1,952    | 590       | (87,304)   | (5,160)    | 1,952   | 2,542   | 2,542   | 1    | 2,541   |
| % Change   | -1.44%     | -0.09%   | 20.90%   | 3.16%     | -1.44%     | -0.09%     | 20.90%  | 3.16%   | 9.08%   | 0.16%| 9.28%   |

**Note:** Endowment Trusts include externally managed endowment trusts.
## UTAH STATE UNIVERSITY
### SUMMARY OF ENDOWMENT TRUST INVESTMENT TRANSACTIONS
#### Schedule D-2
#### For the Month of July 2019

<table>
<thead>
<tr>
<th>Purchases</th>
<th>Sales</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purchases</strong></td>
<td><strong>Sales</strong></td>
</tr>
<tr>
<td><strong>Shares</strong></td>
<td><strong>Cost</strong></td>
</tr>
<tr>
<td>Common and Preferred Stock</td>
<td></td>
</tr>
<tr>
<td>Abbvie Inc Com</td>
<td>3,600.000</td>
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<tr>
<td>Blackstone Group Inc Cl A</td>
<td>5,600.000</td>
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<tr>
<td>Corteva Inc</td>
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<tr>
<td>DowDupont Inc</td>
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<tr>
<td>SeaDrill Partners LLC</td>
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<tr>
<td>Funds held at Morgan Stanley - Dividends</td>
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</tr>
<tr>
<td>Mutual Funds - Equity</td>
<td></td>
</tr>
<tr>
<td>Funds held at Wells Fargo - Dividends</td>
<td></td>
</tr>
<tr>
<td>Mutual Funds - Bond</td>
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</tr>
<tr>
<td>Federated Total Return Bond Fund</td>
<td>9.686</td>
</tr>
<tr>
<td>Metropolitan West Total Return Bond Fund</td>
<td>7.806</td>
</tr>
<tr>
<td>Wells Fargo Advantage Core Bond Fund</td>
<td>5.531</td>
</tr>
<tr>
<td>Federated Total Return Bond Fund</td>
<td>9.683</td>
</tr>
<tr>
<td>Metropolitan West Total Return Bond Fund</td>
<td>7.805</td>
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<tr>
<td>Wells Fargo Advantage Core Bond Fund</td>
<td>5.531</td>
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<tr>
<td>Funds held at Wells Fargo - Dividends</td>
<td></td>
</tr>
<tr>
<td>Money Market &amp; Cash Funds</td>
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<tr>
<td>Morgan Stanley Bank N.A. #</td>
<td>267,952</td>
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<tr>
<td>Wells Fargo #451</td>
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<td>Wells Fargo #451</td>
<td>29</td>
</tr>
<tr>
<td><strong>Total Endowment Trusts</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Purchases</th>
<th>Sales</th>
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</thead>
<tbody>
<tr>
<td><strong>Endowment Trusts</strong></td>
<td><strong>Sales</strong></td>
</tr>
<tr>
<td><strong>Purchases</strong></td>
<td><strong>Sales</strong></td>
</tr>
<tr>
<td><strong>Shares</strong></td>
<td><strong>Cost</strong></td>
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## UTAH STATE UNIVERSITY
### PLANT FUND TRUSTS
#### SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

<table>
<thead>
<tr>
<th></th>
<th>Beginning Fair Value</th>
<th>Purchases</th>
<th>Sales Proceeds</th>
<th>Change in Fair Value</th>
<th>Ending Fair Value</th>
<th>Average Daily Fair Value</th>
<th>Total Interest Income</th>
<th>Realized Gain or (Loss)</th>
<th>Total Realized Income</th>
<th>Less Expenses</th>
<th>Net Realized Income/(Loss)</th>
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<tbody>
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<td>Aug 2019</td>
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</tbody>
</table>

### Comparative Totals:
#### Year-to-date

<table>
<thead>
<tr>
<th></th>
<th>Beginning Fair Value</th>
<th>Purchases</th>
<th>Sales Proceeds</th>
<th>Change in Fair Value</th>
<th>Ending Fair Value</th>
<th>Average Daily Fair Value</th>
<th>Total Interest Income</th>
<th>Realized Gain or (Loss)</th>
<th>Total Realized Income</th>
<th>Less Expenses</th>
<th>Net Realized Income/(Loss)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2018-19</td>
<td>40,294,519</td>
<td>33,623</td>
<td>1,147,351</td>
<td>(5,643)</td>
<td>39,175,148</td>
<td>39,850,571</td>
<td>87,593</td>
<td>87,593</td>
<td>87,593</td>
<td>87,593</td>
<td>87,593</td>
</tr>
<tr>
<td>Amt Change</td>
<td>(15,749,314)</td>
<td>(28,336)</td>
<td>(555,526)</td>
<td>5,643</td>
<td>(15,644,405)</td>
<td>(15,970,794)</td>
<td>(30,455)</td>
<td>0</td>
<td>(30,455)</td>
<td>0</td>
<td>(30,455)</td>
</tr>
<tr>
<td>% Change</td>
<td>-40.19%</td>
<td>-41.09%</td>
<td>-34.77%</td>
<td>0.00%</td>
<td>-40.19%</td>
<td>-41.09%</td>
<td>-34.77%</td>
<td>0.00%</td>
<td>-34.77%</td>
<td>0.00%</td>
<td>-34.77%</td>
</tr>
</tbody>
</table>

**Note:** Plant Fund Trusts include all debt service reserve and construction fund accounts in compliance with bond issue covenants.
### UTAH STATE UNIVERSITY

**SUMMARY OF PLANT TRUST INVESTMENT TRANSACTIONS**

For the Month of July 2019

<table>
<thead>
<tr>
<th>Plant Trusts</th>
<th>Purchases</th>
<th>Sales</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Shares</td>
<td>Cost</td>
</tr>
<tr>
<td>US Bank</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Home Loan Bank</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utah Public Treasurers' Investment Fund</td>
<td>$58,287</td>
<td>$1,403,711</td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wells Fargo - Federal Home Loan Bank</td>
<td>9,896</td>
<td>9,896</td>
</tr>
<tr>
<td>Utah Public Treasurer's Investment Fund</td>
<td>58,286</td>
<td>58,286</td>
</tr>
<tr>
<td><strong>Total Plant Trusts</strong></td>
<td><strong>$58,287</strong></td>
<td><strong>$1,471,893</strong></td>
</tr>
</tbody>
</table>
ITEM FOR ACTION

RE: Report of Investments for August 2019

The Report of Investments for August 2019 is submitted to the Board of Trustees for consideration. It has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY


CASH MANAGEMENT INVESTMENT POOL

The average daily fair value invested during August 2019 was $373,630,766, up $18,454,173 over July 2019. Total investment gain was $1,771,053, up $1,174,756 over July 2019, reflecting the increase in the amount available for investing and an increase in total investment return. The annualized total investment return was 5.69%, up 3.68% over July 2019.

Year-to-date numbers show that the average daily fair value invested for FY 2019-2020 was $364,403,680, up $22,002,918 (6.43%) over FY 2018-2019. Total interest income for FY 2019-2020 amounted to $1,775,973, up $469,930 (35.98%) over FY 2018-2019, reflecting an increase in the amount available for investing and an increase in interest rates.

The total amount invested at 31 August 2019 was $398,056,895, up $11,119,635 (2.87%) over 31 August 2018.

ENDOWMENT POOL

The average daily fair value invested during August 2019 was $202,308,240, down $560,981 from July 2019. Interest and dividend income of $194,822 plus net realized gains of $262,373 totaled $457,195 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2019-2020 was $202,588,730, up $21,323,566 (11.76%) over FY 2018-2019. Total realized income for FY 2019-2020 was $878,188, down $8,082,453 (90.20%) from FY 2018-2019. This decrease resulted from $160,292 more in interest and dividends and $8,242,745 less in net realized gains during FY 2019-2020.

The total amount invested at 31 August 2019 was $201,495,654, up $18,636,140 (10.19%) over 31 August 2018.
OTHER INVESTMENTS

The average daily fair value invested during August 2019 was $202,587,539, up $3,540,440 over July 2019. Interest and dividend income of $245,144 plus net realized gains of $160,097 totaled $405,241 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2019-2020 was $200,817,319, up $4,695,756 (2.39%) over FY 2018-2019. Total realized income for FY 2019-2020 was $599,696, down $129,848 (17.80%) from FY 2018-2019. This decrease resulted from $98,552 less in interest and dividend income and $31,296 less in net realized gains during FY 2019-2020.

The total amount invested at 31 August 2019 was $205,529,031, up $6,623,239 (3.33%) over 31 August 2018.

ENDOWMENT TRUSTS

The average daily fair value invested during August 2019 was $5,866,732, down $93,058 from July 2019. Interest and dividend income of $22,416 plus net realized gains of $19,793 totaled $42,209 in realized gains for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2019-2020 was $5,913,261, down $94,695 (1.58%) from FY 2018-2019. Total realized income for FY 2019-2020 was $72,750, up $54,029 (288.60%) over FY 2018-2019. This increase resulted from $6,037 more in interest and dividend income and $47,992 more in net realized gains during FY 2019-2020.

The total amount invested at 31 August 2019 was $5,776,093, down $281,156 (4.64%) from 31 August 2018.

PLANT FUND TRUSTS

The average daily fair value invested during August 2019 was $40,537,270, up $17,060,390 over July 2019. Interest income of $89,627 minus net realized losses of $2,864 totaled $86,763 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2019-2020 was $32,007,075, down $7,371,435 (18.72%) from FY 2018-2019. Total realized income for FY 2019-2020 was $143,901, down $29,341 (16.94%) from FY 2018-2019. This decrease reflects the decreased amount available for investing and an increase in the rate of return.

The total amount invested at 31 August 2019 was $79,264,914, up $42,253,735 (114.16%) over 31 August 2018.

SUMMARY OF INVESTMENT TRANSACTIONS

The University's average daily fair value invested for the month of August was $751,372,315. Purchases totaled $178,514,018 and sales totaled $82,391,823. From this activity the University
realized net gains of $439,399 and earnings of $1,330,359.

**RECOMMENDATION**

The President and Vice President for Business and Finance recommend that the Board of Trustees approve the Report of Investments for August 2019.
WHEREAS, The attached Report of Investments containing authorized transactions, documentation, and supporting papers has been filed for review by the Board of Trustees pertaining to the investment activities; and

WHEREAS, The investment transactions listed on the attached Report of Investments have been approved by the USU Controller's Office; and

WHEREAS, The investment activities listed on the attached Report of Investments are in accordance with the Utah State Money Management Act, the rules of the Utah State Money Management Council, the Utah State Uniform Prudent Management of Institutional Funds Act, and the laws and rules of Utah State University and the State of Utah; and

WHEREAS, The Chief Financial Officer for Utah State University, David T. Cowley, Vice President for Business and Finance, has certified to the best of his knowledge and belief all investment transactions listed on the attached Report of Investments were made in accordance with the guidelines, rules, and laws; and

WHEREAS, Vice President Cowley requests approval of the attached Report of Investments for the period 1 August 2019 to 31 August 2019 and comparative year-to-date totals for the periods 1 July 2019 to 31 August 2019 and 1 July 2018 to 31 August 2018; and

WHEREAS, The President of Utah State University has reviewed the attached report and recommends its approval by the Utah State University Board of Trustees; and

WHEREAS, The USU Board of Trustees has reviewed and given due consideration, review, and authorization of the investment transactions listed on the attached Report of Investments for the period 1 August 2019 to 31 August 2019 and comparative year-to-date totals for the periods 1 July 2019 to 31 August 2019 and 1 July 2018 to 31 August 2018;

NOW, THEREFORE, BE IT RESOLVED, That the USU Board of Trustees hereby approves the attached Report of Investments as presented and ratifies the transactions listed on said Report of Investments for August 2019.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date
The following schedules (A through E2) provide a report of the University’s Investments. To the best of my knowledge, Utah State University is in compliance with the Utah State Money Management Act and the rules of the Utah State Money Management Council and the Utah State Uniform Prudent Management of Institutional Funds Act.

Danford R. Christensen  
Controller  
1/2/20  
Date

David T. Cowley  
Vice President for Business and Finance  
1/2/20  
Date
### UTAH STATE UNIVERSITY
### CASH MANAGEMENT INVESTMENT POOL
### SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

#### Schedule A-1

<table>
<thead>
<tr>
<th></th>
<th>Beginning Fair Value</th>
<th>Sales (Purchases)</th>
<th>Ending Fair Value</th>
<th>Change</th>
<th>Average Daily Fair Value</th>
<th>Total Interest Income</th>
<th>Less Service Charges</th>
<th>Net Interest Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul 2019</td>
<td>$347,726,134</td>
<td>$45,811,657</td>
<td>$360,210,078</td>
<td>($209,645)</td>
<td>$355,176,593</td>
<td>$805,942</td>
<td>$15,773</td>
<td>$790,169</td>
</tr>
<tr>
<td>Aug 2019</td>
<td>360,210,078</td>
<td>$110,464,352</td>
<td>398,056,895</td>
<td>801,022</td>
<td>373,630,766</td>
<td>970,031</td>
<td>0</td>
<td>970,031</td>
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<td>Sep 2019</td>
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#### Comparative Totals:

Year-to-date

| FY 2019-20 | $347,726,134 | $156,276,009 | $106,536,625 | $591,377 | $398,056,895 | $364,403,680 | $1,775,973 | $15,773 | $1,760,200 |
| Amt Change | 11,119,635   | 22,002,918   | 5,571,439    | 1,734     | 11,119,635   | 22,002,918   | 469,930    | 1,734   | 468,196    |
| % Change   | 2.87%        | 6.43%        | 35.98%       | 12.35%    | 2.87%        | 6.43%        | 35.98%     | 12.35%  | 36.24%     |

Note: The Cash Management Investment Pool includes cash of all funds over estimated daily operating requirements.
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<thead>
<tr>
<th></th>
<th>Purchases</th>
<th>Cost</th>
<th>Sales</th>
<th>Sales</th>
<th>Earnings</th>
<th>Change in Fair Value</th>
<th>Total Investment Income</th>
<th>Average Daily Fair Value</th>
<th>Annualized Total Investment Return</th>
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<td>$56,464,352</td>
<td>$44,924,807</td>
<td>$44,924,807</td>
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<td>$52,272</td>
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<td>67,732</td>
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<td>19,518</td>
<td>58,815</td>
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<td>Sales Shares</td>
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<td>Gain/(Loss)</td>
<td>Earnings</td>
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<td>12,182</td>
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<td><strong>Total Cash Management Investment Pool</strong></td>
<td><strong>$110,464,352</strong></td>
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<td><strong>$73,418,557</strong></td>
<td><strong>$73,418,557</strong></td>
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<td><strong>$970,031</strong></td>
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### UTAH STATE UNIVERSITY
#### ENDOWMENT POOL
#### SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

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<tr>
<th>Period</th>
<th>Beginning Fair Value</th>
<th>Purchases</th>
<th>Sales Proceeds</th>
<th>Change in Fair Value</th>
<th>Ending Fair Value</th>
<th>Average Daily Fair Value</th>
<th>Total Interest and Dividends</th>
<th>Realized Gain or (Loss)</th>
<th>Total Realized Income</th>
<th>Less Expenses</th>
<th>Net Realized Income/(Loss)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jul 2019</td>
<td>$202,617,616</td>
<td>$6,768,704</td>
<td>$6,536,581</td>
<td>$271,086</td>
<td>$203,120,825</td>
<td>$202,869,221</td>
<td>$291,319</td>
<td>$129,674</td>
<td>$420,993</td>
<td>$420,993</td>
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<tr>
<td>Aug 2019</td>
<td>203,120,825</td>
<td>2,942,358</td>
<td>2,681,056</td>
<td>(1,866,473)</td>
<td>201,495,654</td>
<td>202,308,240</td>
<td>194,822</td>
<td>262,373</td>
<td>457,195</td>
<td>$19,534</td>
<td>437,661</td>
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<td>Sep 2019</td>
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<td>202,308,240</td>
<td>194,822</td>
<td>262,373</td>
<td>457,195</td>
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<td>Nov 2019</td>
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<td>202,308,240</td>
<td>194,822</td>
<td>262,373</td>
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<td>202,308,240</td>
<td>194,822</td>
<td>262,373</td>
<td>457,195</td>
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<td>194,822</td>
<td>262,373</td>
<td>457,195</td>
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<td>202,308,240</td>
<td>194,822</td>
<td>262,373</td>
<td>457,195</td>
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<td>Mar 2020</td>
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<td>202,308,240</td>
<td>194,822</td>
<td>262,373</td>
<td>457,195</td>
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<td>Apr 2020</td>
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<td>194,822</td>
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<td>May 2020</td>
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<td>202,308,240</td>
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<td>262,373</td>
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<td>Jun 2020</td>
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<td>202,308,240</td>
<td>194,822</td>
<td>262,373</td>
<td>457,195</td>
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</table>

Comparative Totals:

<table>
<thead>
<tr>
<th>Period</th>
<th>Fair Value</th>
<th>Purchases</th>
<th>Proceeds</th>
<th>Change in Fair Value</th>
<th>Total Fair Value</th>
<th>Interest and Dividends</th>
<th>Realized Gain or (Loss)</th>
<th>Total Realized Income</th>
<th>Less Expenses</th>
<th>Net Realized Income/(Loss)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2019-20</td>
<td>$202,617,616</td>
<td>$6,768,704</td>
<td>$6,536,581</td>
<td>$271,086</td>
<td>$203,120,825</td>
<td>$291,319</td>
<td>$129,674</td>
<td>$420,993</td>
<td>$420,993</td>
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<tr>
<td>FY 2018-19</td>
<td>178,258,733</td>
<td>2,942,358</td>
<td>2,681,056</td>
<td>(1,866,473)</td>
<td>201,495,654</td>
<td>194,822</td>
<td>262,373</td>
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</tbody>
</table>

**Note:** The Endowment Pool includes endowment funds designated for long-term investment. Included in this pool are endowment funds invested in the University's Cash Management Investment Pool (CMIP) consisting of $16,052,641 principal beginning balance, a $16,164,870 ending balance, and a $16,148,525 average daily balance for the current month. Current month interest and dividends from the CMIP were $41,773 bringing the total to $80,528 year-to-date. These amounts have also been reported in Schedules A-1 and A-2.

*The July beginning fair value has been adjusted to reflect the amount distributed to expendable accounts at fiscal year end.*
<table>
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<th>Endowment Pool Transactions</th>
<th>Shares</th>
<th>Cost</th>
<th>Shares</th>
<th>Cost</th>
<th>Receipts</th>
<th>Gain/(Loss)</th>
<th>Earnings</th>
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# UTAH STATE UNIVERSITY
DEFFENSIVE RETURN POOL
SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

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<th>Purchases</th>
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<th>Total Interest and Dividends</th>
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Comparative Totals:
Year-to-date
FY 2019-20 $172,609,233 $4,003,441 $2,038,080 $4,079,858 $178,654,452 $174,693,427 $422,880 $125,278 $548,158
Amt Change 7,360,790 5,686,780 (83,274) (71,117) (154,391)
% Change 4.30% 3.36% -16.45% -36.21% -21.98%

Note: The Defensive Return Pool is comprised of quasi-endowment funds designated for long-term investment. Included in this pool are quasi-endowment funds invested in the University's Cash Management Investment Pool (CMIP) consisting of $55,970,742 principal beginning balance, a $57,255,192 ending balance, and a $57,409,707 average daily balance for the current month. Current month interest and dividends from the CMIP were $149,908 bringing the total to $275,027 year-to-date. These amounts have also been reported in Schedules A-1 and A-2.

*The July beginning fair value has been adjusted to reflect the amount distributed to expendable accounts at fiscal year end.
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<thead>
<tr>
<th>Shares</th>
<th>Cost</th>
<th>Shares</th>
<th>Cost</th>
<th>Receipts</th>
<th>Gain/(Loss)</th>
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<td>Ending Fair Value</td>
<td>Average Daily Fair Value</td>
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<td>Jul 2019</td>
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Comparative Totals:

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<th>FY 2018-19</th>
<th>Amt Change</th>
<th>% Change</th>
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<tr>
<td></td>
<td>$25,838,919</td>
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<td>Purchases</td>
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<td>24,543</td>
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*The July beginning fair value has been adjusted to reflect the amount transferred to the Defensive Return Pool at fiscal year end.
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<th>Shares</th>
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<th>Shares</th>
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<th>Gain/(Loss)</th>
<th>Earnings</th>
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**UTAH STATE UNIVERSITY**
**ENDOWMENT TRUSTS**
**SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME**

Schedule D-1

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<th></th>
<th>Beginning Fair Value</th>
<th>Sales in Fair Value</th>
<th>Change in Fair Value</th>
<th>Ending Fair Value</th>
<th>Average Daily Interest and Dividends</th>
<th>Total Realized Gain or (Loss)</th>
<th>Total Realized Income/(Loss)</th>
<th>Net Realized Income/(Loss)</th>
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<tr>
<td><strong>FY 2018-19</strong></td>
<td>$5,962,210</td>
<td>$967,243</td>
<td>($209,433)</td>
<td>$5,776,093</td>
<td>$5,913,261</td>
<td>$33,708</td>
<td>$39,042</td>
<td>$72,750</td>
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<td><strong>FY 2018-19</strong></td>
<td>5,885,226</td>
<td>1,087,057</td>
<td>1,068,249</td>
<td>6,057,249</td>
<td>6,007,956</td>
<td>27,671</td>
<td>(8,950)</td>
<td>18,721</td>
</tr>
<tr>
<td><strong>Amt Change</strong></td>
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<td><strong>% Change</strong></td>
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</tr>
</tbody>
</table>

**Note:** Endowment Trusts include externally managed endowment trusts.
<table>
<thead>
<tr>
<th>Purchases</th>
<th>Sales</th>
<th>Gain/(Loss)</th>
<th>Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shares</td>
<td>Cost</td>
<td>Shares</td>
<td>Cost</td>
</tr>
<tr>
<td><strong>Endowment Trusts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Common and Preferred Stock</strong></td>
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<td></td>
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</tr>
<tr>
<td>Corteva Inc</td>
<td>1,393,000</td>
<td>$43,241</td>
<td>1,393,000</td>
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<tr>
<td>The Carlyle Group LP</td>
<td>7,500,000</td>
<td>142,015</td>
<td>160,089</td>
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<td>Vodafone Group PLC</td>
<td>11,300,000</td>
<td>$204,985</td>
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<tr>
<td>Funds held at Morgan Stanley - Dividends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Common &amp; Preferred Stock Options</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Cisco Sys Inc (expires 08/16/2019)</td>
<td>50,000</td>
<td>(18,312)</td>
<td>(13,217)</td>
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<tr>
<td>Cisco Sys Inc (expires 01/17/2020)</td>
<td>50,000</td>
<td>(10,729)</td>
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<tr>
<td><strong>Mutual Funds - Equity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Causeway Intl Value Fund I</td>
<td>17.271</td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>Lazard Intl Equity Port - Instl #632</td>
<td>0.562</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Northern Mid Cap Index Fund</td>
<td>16.297</td>
<td>290</td>
<td></td>
</tr>
<tr>
<td>Causeway Intl Value Fund I</td>
<td>17.267</td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>Lazard Intl Equity Port - Instl #632</td>
<td>0.562</td>
<td>10</td>
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<tr>
<td>Northern Mid Cap Index Fund</td>
<td>16.294</td>
<td>290</td>
<td></td>
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<tr>
<td>Funds held at Wells Fargo - Dividends</td>
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</tr>
<tr>
<td><strong>Mutual Funds - Bond</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dodge &amp; Cox Income Fund Com #147</td>
<td>9.363</td>
<td>103</td>
<td>131,207</td>
</tr>
<tr>
<td>Metropolitan West Total Return Bond Fund</td>
<td>7.620</td>
<td>83</td>
<td>140,996</td>
</tr>
<tr>
<td>Wells Fargo Advantage Core Bond Fund</td>
<td>5.724</td>
<td>75</td>
<td>118,209</td>
</tr>
<tr>
<td>Dodge &amp; Cox Income Fund Com #147</td>
<td>9.499</td>
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<tr>
<td>Federated Total Return Bond Fund</td>
<td>9.362</td>
<td>103</td>
<td>131.189</td>
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<tr>
<td>Metropolitan West Total Return Bond Fund</td>
<td>7.618</td>
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<td>140.971</td>
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<tr>
<td>Wells Fargo Advantage Core Bond Fund</td>
<td>5.724</td>
<td>75</td>
<td>118.192</td>
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<tr>
<td>Funds held at Wells Fargo - Dividends</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Money Market &amp; Cash Funds</strong></td>
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<td></td>
</tr>
<tr>
<td>Morgan Stanley Bank N.A. #</td>
<td>232,423</td>
<td>218,202</td>
<td>218,202</td>
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<tr>
<td>Wells Fargo #451</td>
<td>5,433</td>
<td>4,881</td>
<td>4,881</td>
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<td>Wells Fargo #451</td>
<td>5,432</td>
<td>4,880</td>
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<tr>
<td><strong>Total Endowment Trusts</strong></td>
<td>$439,146</td>
<td>$406,703</td>
<td>$426,496</td>
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<td></td>
<td>Beginning Fair Value</td>
<td>Purchases</td>
<td>Sales in Fair Value</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------</td>
<td>-----------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Sep 2019</td>
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<tr>
<td>Oct 2019</td>
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<td>Nov 2019</td>
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<td>Dec 2019</td>
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<td>Jan 2020</td>
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<td>Feb 2020</td>
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<td>Mar 2020</td>
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<td>Apr 2020</td>
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<td>May 2020</td>
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<tr>
<td>Jun 2020</td>
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</table>

Comparative Totals:

Year-to-date

<table>
<thead>
<tr>
<th></th>
<th>Fair Value</th>
<th>Purchases</th>
<th>Sales in Fair Value</th>
<th>Change in Fair Value</th>
<th>Ending Fair Value</th>
<th>Average Daily Fair Value</th>
<th>Total Income</th>
<th>Realized Gain or (Loss)</th>
<th>Total Realized Income</th>
<th>Less Expenses</th>
<th>Net Realized Income/(Loss)</th>
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<tbody>
<tr>
<td>FY 2018-19</td>
<td>40,294,519</td>
<td>131,245</td>
<td>3,414,926</td>
<td>341</td>
<td>79,264,914</td>
<td>32,007,075</td>
<td>$146,765</td>
<td>($2,864)</td>
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<td>$143,901</td>
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<tr>
<td>Amt Change</td>
<td></td>
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<td>% Change</td>
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</tbody>
</table>

Note: Plant Fund Trusts include all debt service reserve and construction fund accounts in compliance with bond issue covenants.
<table>
<thead>
<tr>
<th>Plant Trusts</th>
<th>Purchases</th>
<th></th>
<th>Sales</th>
<th></th>
<th>Gain/(Loss)</th>
<th>Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Shares</td>
<td>Cost</td>
<td>Shares</td>
<td>Cost</td>
<td>Receipts</td>
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<tr>
<td>US Bank</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Federal Home Loan Bank</td>
<td></td>
<td>$832,864</td>
<td></td>
<td>$830,000</td>
<td>($2,864)</td>
<td>$1,003</td>
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<tr>
<td>Utah Public Treasurers' Investment Fund</td>
<td>$58,774,761</td>
<td>2,111,438</td>
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<td>2,111,438</td>
<td>0</td>
<td>88,624</td>
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<tr>
<td>Total Plant Trusts</td>
<td>$58,774,761</td>
<td>$2,944,302</td>
<td>$2,941,438</td>
<td>($2,864)</td>
<td>$89,627</td>
<td></td>
</tr>
</tbody>
</table>

*UTAH STATE UNIVERSITY*

SUMMARY OF PLANT TRUST INVESTMENT TRANSACTIONS

For the Month of August 2019

Schedule E-2
ITEM FOR INFORMATION

RE: Revised and New 500 Level Policies

The attached policies are submitted to the Board of Trustees as information. The policies received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

The University revised Policy 515 Travel and introduced the following new policies: Policy 534 Protection of Minors, Policy 535 Volunteer Services, Policy 536 International Travel, and Policy 537 Institutional Space Assignment and Utilization for Classrooms and Classroom Laboratories. Each policy attached includes an executive summary of the changes, redlined version of the policy (if applicable), and the final version of the policies.

Consistent with USU Policy 203, the revised and new policies were presented to and approved by the Executive Committee and President.
Policy 515 Travel – Clarifies language and adds definitions.

Policy 534 Protection of Minors – Add definitions and clarifies types of programs.

Policy 535 Volunteer Services – New policy designed to establish requirements for screening and engaging volunteers at USU. Ensures compliance with the Fair Labor Standards Act and is intended to protect both employees and volunteers.

Policy 536 International Travel – New policy designed to establish requirements and best practices for USU administrators, faculty, staff, students, and others who participate in international university-related travel. This policy was created to define university-related travel to international destinations, to formalize the framework for risk assessments, health and safety plans, to establish the approval process for international university-related travel, and to set up the review process for international travel assistance and insurance programs and fees.

Policy 537 Institutional Space Assignment and Utilization for Classrooms and Classroom Laboratories – New policy designed to encourage the effective and efficient utilization of institutional classroom and classroom laboratories through appropriate space assignment and scheduling.
ITEM FOR ACTION

Re: Update Policy 515 – Travel

SUMMARY OF CHANGES

- In general, changes the word “reimbursement” to “allowed”. The word “reimbursement” has become obsolete and too narrow, since many travel expenses are paid for with University funds, especially when using the All-Card (which can be used for all University expenses, including any travel expenses such as meals, lodging, etc.) or the Travel-Card (used for specific travel expenses paid in advance).

- Adds the word “guest” to clarify that certain travel expenses paid by, or on behalf of non-employees, are “allowed”, may be reimbursed to the guest, and are not taxable. Examples are job candidates coming to the University for interviews, or guest speakers, etc.

- Removes the language related to international lodging in regards to a limit on the cost of lodging. Since we don’t do lodging per diems, the cap language, which referred to federal lodging per diems, was confusing and not appropriate. The cap related to campgrounds is also being removed as it is obsolete and not in line with our general lodging policy of paying actual expenses.

- Clarifies that group travel meals and business meals while traveling are considered “provided meals”, and as such, per diems will be adjusted for these meals the same as a meal provided by a conference.

- Adds definitions for the following:
  - Guest
  - Group Travel Meal
  - Business Meal
  - Per Diem Adjustment for Group Travel Meals or Business Meals
University Policy 515: Travel

Category: Business and Financial Administration  
Sub Category: General  
Covered Individuals:  
Responsible Executive: Vice President  
Policy Custodian: Vice President for Business & Finance, Vice President  
Last Revised: 2019/11/13 2019/04/01

515.1 PURPOSE AND SCOPE

Utah State University operates an Internal Revenue Service (IRS) Accountable Plan for reimbursing University business related travel expenses. When IRS criteria are met, amounts reimbursed travel expenses allowed under an Accountable Plan are considered to be non-taxable to the employee, whether reimbursed to the employee or guest, or paid directly to the vendor with University funds.

This policy determines when an actual expense reimbursement is allowed or whether a per diem or mileage allowance may be used. The University reserves the right to set per diem or mileage allowances at or below the applicable current Federal rates. Rates will be reviewed at least annually in January for adjustment at the beginning of the next University fiscal year. Travel expenses are to be allowed reimbursed uniformly throughout the University.

The University is accountable for how public monies are spent, and expects that travel expenses will be scrutinized. Those who travel on behalf of the University hold a position of trust and authority, requiring the demonstration of integrity by judicious use of such funds.

It is the responsibility of the Department Administrator to determine when travel is authorized. It is the responsibility of the traveler to certify via electronic approval that all expenses are correct and incurred in performance of University related business. Wherever possible, the University will establish controls within the reimbursement process to ensure that departments meet their fiduciary responsibilities related to University travel.

When University funds are not available to reimburse all expenses, an individual is not obligated to travel. However, if the individual chooses to travel, it is expected that the traveler will assume the remainder of the cost.

All University travel must be supported by a properly completed Travel Authorization (TA) form unless the only expenses are relating to the operation of University owned vehicles, including departmental and Motor Pool vehicles. The TA form is available at https://servicenow.usu.edu.

515.2 POLICY

2.1 Approved Rates for Reimbursement

2.1.1 Transportation

2.1.1.1 Private Automobile
The allowed reimbursement rate for University business related use of a private automobile will be determined utilizing Motor Pool data for cost of operation adjusted for cost of fuel. Rates will not be greater than the approved IRS rate. The current rates can be found at https://travel.usu.edu/travel_procedures https://travel.usu.edu/index.

2.1.2 Automobile at Airfare Rate

When traveling out-of-state, and the traveler elects to drive his or her own vehicle the entire trip (in lieu of using a commercial carrier), allowed expenses reimbursement will be the lesser of:

- The allowed mileage rate;
- The associated expenses of flying as allowed and documented by the department.

2.1.3 Rental Vehicles

Allowed expenses reimbursement for rental vehicles will be based on actual receipts with reductions for any personal use outside of the University travel period.

2.1.4 Commercial Aircraft

Allowable reimbursable air transportation costs are limited to those fares less than first class. Reimbursement will be based on actual costs as supported by an itemized receipt.

2.1.5 Private Aircraft

The allowed rate reimbursement will be at the rate of ten cents higher than the private automobile reimbursement rate per mile for one person and fifteen cents higher than the private automobile reimbursement rate per mile for two or more persons.

2.1.2 Lodging

2.1.2.1 Domestic and International Travel

Lodging will be allowed reimbursed at actual costs as supported by itemized receipts.

2.1.2.2 International Travel

Lodging will be reimbursed at actual costs as supported by itemized receipts not to exceed the maximum allowable Federal lodging per diem rate. Per Federal guidelines, if reasonable lodging accommodations cannot be secured at a location where the actual cost is within the maximum lodging per diem allowed, the traveler may request reimbursement on an actual expense basis, not to exceed 300 percent of the maximum lodging per diem allowance. Approval of actual expenses in excess of the maximum lodging per diem allowed should usually happen in advance of travel and at the discretion of the Department Administrator.

2.1.2.3 Lodging at Other than a Motel/Hotel

Travelers may elect to stay with friends, relatives, personal accommodations other than the traveler’s permanent residence, personally owned campers, or personally owned trailer homes instead of staying in a motel/hotel. With proof of staying overnight away from home on approved University business, the allowed expenses traveler will be reimbursed as follows:

- $25.00 per night with no receipts required; or
- Actual cost up to $40.00 per night with a receipt from a facility such as a campground or trailer park.

2.1.3 Meals

https://www.usu.edu/policies/515/
2.1.3.1 Travel Requiring an Overnight Stay – Either actual costs or per diem must be used for the entire trip.

2.1.3.1.1 Actual Costs (applicable to both domestic and international travel)

- Expenses for meals based on actual costs are allowed but must be supported by itemized receipts. If reimbursement for actual costs of meals is requested, then all meals for that entire trip must be reimbursed at actual costs.

2.1.3.1.2 Per Diem

2.1.3.1.2.1 Per Diem (domestic travel) Domestic Travel

- Travelers may be reimbursed on a per diem basis for any given trip.
- The current per diem rate can be found at https://travel.usu.edu/travel_procedures is $49.00.

2.1.3.1.2.2 Per Diem (international travel) International Travel

- Travelers may be reimbursed on a per diem basis for any given trip. The per diem rates applicable are the meals and incidental expense (M&IE) rates outlined in the Federal Travel Regulations. These rates can be accessed through the Department of State website at http://aoprals.state.gov/web920/per_diem.asp.

2.1.3.1.2.3 Partial-Day Travel

- The per diem rate of the first and last day of any travel requiring more than a single day will be reimbursed at 75% of the full per diem rate.

2.1.3.1.2.4 Multiple Destination Points

- The per diem rate will be based on the destination point. Where there is more than one destination point, the per diem could be different for any given travel itinerary. For example, travel might include a conference in Washington D.C. and then a departure to London, England. The initial per diem rate would be based on the rate effective for Washington D.C. Upon departure from Washington D.C. the per diem rate would be the rate effective for London, England.

2.1.3.1.2.5 Adjustment for Meals Provided

- The per diem method will be adjusted for any meals provided by the conference or event, included in the cost of lodging, or provided as part of a group travel meal or business meal. Since per diem rates vary, the adjustment for meals provided will be a percentage of the total per diem allowed; 25% for breakfast, 30% for lunch, and 45% for dinner.

2.1.3.2 Travel Not Requiring an Overnight Stay

- For single day travel where the individual is in travel status for more than 12 hours but is not required to stay overnight, the allowed meal expenses reimbursement will be at the actual cost as supported by an itemized receipt or 75% of the per diem rate. This meal reimbursement and will be reported as taxable income in accordance with Internal Revenue Service regulations.

2.1.4 Other-Out-of-Pocket Expenses

2.1.4.1 Parking Fees

https://www.usu.edu/policies/515/
Parking fees are **allowed** reimbursable at the actual cost as supported by a receipt.

2.1.4.2 Taxi, WIFI, etc.

All other University business related expenditures are **allowed** reimbursable at actual cost. Individual transactions of $15.00 or more must be supported by an itemized receipt.

2.1.4.3 ATM Fees

ATM fees charged to obtain a cash advance related to the travel will be **allowed** reimbursed to the traveler.

515.3 FAMILY/COMPANION TRAVEL

For those occasions when it is determined that family/companion travel is essential or beneficial to the University for the accomplishment of a bona fide business purpose, University funds may be used to reimburse for the family/companion travel expenses with approval by the appropriate Dean or Vice President. The following form is used to document the approval by the Dean or Vice President and to determine if the family/companion travel is essential or beneficial to the University [http://www.usu.edu/controller/acctpay/forms/companiontravelapproval.pdf](http://www.usu.edu/controller/acctpay/forms/companiontravelapproval.pdf).

3.1 Essential Family/Companion Travel

If the family/companion travel is determined to be essential to the University for the accomplishment of a bona fide business purpose (not just beneficial), the **allowed** travel expenses reimbursement will be non-taxable to the employee.

3.2 Beneficial Family/Companion Travel

If the family/companion travel is determined to be beneficial to the University for the accomplishment of a bona fide business purpose (not essential), the **allowed** travel expenses reimbursement will be taxable to the employee and withholding taxes will be deducted from the next available payroll.

Additional information regarding travel procedures and the reimbursement process is located at: [http://www.usu.edu/controller/acctpay/travelprocedures.cfm](http://www.usu.edu/controller/acctpay/travelprocedures.cfm).

515.4 RESPONSIBILITIES

4.1 Controllers Office

The Controller’s Office is responsible for monitoring and updating this policy.

4.2 University Departments

Departments are responsible for adhering to this accountable plan.

515.5 RELATED USU POLICIES

- Policy 516: Meals and Entertainment
- Policy 529: Procurement
- Policy 536: International Travel

515.6 DEFINITIONS

6.1 Group Travel Meal

[https://www.usu.edu/policies/515/](https://www.usu.edu/policies/515/)
A meal where two or more employees eat together while on University business related travel and one employee pays for the entire cost of the meals of all employees in attendance.

6.2 Business Meal

A meal when one or more employees attend a meal with clients, customers, etc., whether the meal is paid for by the employee or the non-employee.

6.3 Per Diem Adjustment for Group Travel Meals or Business Meals

The per diem for meals will be adjusted for all employees in attendance at the group travel meal or business meal, including any employee who paid for the meal.

6.4 Guest

A guest is a non-employee traveling for University business such as a job interview, a guest lecturer, etc.

RESOURCES

Procedures

• Travel Procedures, https://travel.usu.edu/travel_procedures

Guidance


Related Forms and Tools

• Companion Travel Approval Form, https://travel.usu.edu/files/companion_travel_approval.pdf
• Foreign Per Diem Rates, https://aoprals.state.gov/web920/per_diem.asp
• Private Automobile Reimbursement Rate, https://travel.usu.edu/travel_procedures
• Travel Authorization Form, https://servicenow.usu.edu

Contacts

Dan Christensen, d.christensen@usu.edu
Michelle Bair, michelle.bair@usu.edu

POLICY HISTORY

Original issue date: 2010/07/01
Last review date: 2019/11/13, 2019/04/01
Previous revision dates: 2015/01/28, 2018/01/01, 2019/02/27, 2019/04/01, 2019/11/13

https://www.usu.edu/policies/515/
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The allowed mileage rate; or

The associated expenses of flying as allowed and documented by the department.

2.1.1.3 Rental Vehicles

Allowed expenses for rental vehicles will be based on actual receipts with reductions for any
personal use outside of the University travel period.

2.1.1.4 Commercial Aircraft

Allowable air transportation costs are limited to those fares less than first class as supported by
an itemized receipt.

2.1.1.5 Private Aircraft

The allowed rate will be ten cents higher than the private automobile rate per mile for one person
and fifteen cents higher than the private automobile rate per mile for two or more persons.

2.1.2 Lodging

2.1.2.1 Domestic and International Travel

Lodging will be allowed at actual costs as supported by itemized receipts.

2.1.2.2 Lodging at Other than a Motel/Hotel

Travelers may elect to stay with friends, relatives, personal accommodations other than the
traveler’s permanent residence, personally owned campers, or personally owned trailer homes
instead of staying in a motel/hotel. With proof of staying overnight away from home on approved
University business, the allowed expenses will be as follows:

$25.00 per night with no receipts required; or

Actual cost with a receipt from a facility such as a campground or trailer park.

2.1.3 Meals

2.1.3.1 Travel Requiring an Overnight Stay – Either actual costs or per diem must be used for the entire
trip.

2.1.3.1.1 Actual Costs (applicable to both domestic and international travel)

Expenses for meals based on actual costs are allowed but must be supported by itemized
receipts.

2.1.3.1.2 Per Diem

2.1.3.1.2.1 Domestic Travel

Travelers may be allowed a per diem for any given trip.
The current per diem rate can be found at https://travel.usu.edu/travel_procedures.

2.1.3.1.2.2 International Travel

Travelers may be allowed a per diem for any given trip. The per diem rates applicable are the meals and incidental expense (M&IE) rates outlined in the Federal Travel Regulations. These rates can be accessed through the Department of State website at http://aoprals.state.gov/web920/per_diem.asp.

2.1.3.1.2.3 Partial-Day Travel

The per diem rate of the first and last day of any travel requiring more than a single day will be allowed at 75% of the full per diem rate.

2.1.3.1.2.4 Multiple Destination Points

The per diem rate will be based on the destination point. Where there is more than one destination point, the per diem could be different for any given travel itinerary. For example, travel might include a conference in Washington D.C. and then a departure to London, England. The initial per diem rate would be based on the rate effective for Washington D.C. Upon departure from Washington D.C. the per diem rate would be the rate effective for London, England.

2.1.3.1.2.5 Adjustment for Meals Provided

The per diem will be adjusted for any meals provided by the conference or event, included in the cost of lodging, or provided as part of a group travel meal or business meal. Since per diem rates vary, the adjustment for meals provided will be a percentage of the total per diem allowed; 25% for breakfast, 30% for lunch, and 45% for dinner.

2.1.3.2 Travel Not Requiring an Overnight Stay

For single day travel where the individual is in travel status for more than 12 hours but is not required to stay overnight, the allowed meal expenses will be at the actual cost as supported by an itemized receipt or 75% of the per diem rate, and will be reported as taxable income in accordance with Internal Revenue Service regulations.

2.1.4 Other Out-of-Pocket Expenses

2.1.4.1 Parking Fees

Parking fees are allowed at the actual cost as supported by a receipt.

2.1.4.2 Taxi, WIFI, etc.

All other University business related expenditures are allowed at actual cost. Individual transactions of $15.00 or more must be supported by an itemized receipt.

2.1.4.3 ATM Fees

ATM fees charged to obtain a cash advance related to the travel will be allowed.

515.3 FAMILY/COMPANION TRAVEL

For those occasions when it is determined that family/companion travel is essential or beneficial to the University for the accomplishment of a bona fide business purpose, University funds may be used for the family/companion travel expenses with approval by the appropriate Dean or Vice President. The following form is used to document the approval by the Dean or Vice President and to determine if the
family/companion travel is essential or beneficial to the University
http://www.usu.edu/controller/acctpay/forms/companiontravelapproval.pdf.

3.1 Essential Family/Companion Travel

If the family/companion travel is determined to be essential to the University for the accomplishment of a bona fide business purpose (not just beneficial), the allowed travel expenses will be non-taxable to the employee.

3.2 Beneficial Family/Companion Travel

If the family/companion travel is determined to be beneficial to the University for the accomplishment of a bona fide business purpose (not essential), the allowed travel expenses will be taxable to the employee and withholding taxes will be deducted from the next available payroll.

Additional information regarding travel procedures and the reimbursement process is located at: http://www.usu.edu/controller/acctpay/travelprocedures.cfm.

515.4 RESPONSIBILITIES

4.1 Controllers Office

The Controller’s Office is responsible for monitoring and updating this policy.

4.2 University Departments

Departments are responsible for adhering to this accountable plan.

515.5 RELATED USU POLICIES

- Policy 516: Meals and Entertainment
- Policy 529: Procurement
- Policy 536: International Travel

515.6 DEFINITIONS

6.1 Group Travel Meal

A meal where two or more employees eat together while on University business related travel and one employee pays for the entire cost of the meals of all employees in attendance.

6.2 Business Meal

A meal when one or more employees attend a meal with clients, customers, etc., whether the meal is paid for by the employee or the non-employee.

6.3 Per Diem Adjustment for Group Travel Meals or Business Meals

The per diem for meals will be adjusted for all employees in attendance at the group travel meal or business meal, including any employee who paid for the meal.

6.4 Guest

A guest is a non-employee traveling for University business such as a job interview, a guest lecturer, etc.
RESOURCES

Procedures

- Travel Procedures, https://travel.usu.edu/travel_procedures

Guidance


Related Forms and Tools

- Companion Travel Approval Form, https://travel.usu.edu/files/companion_travel_approval.pdf
- Foreign Per Diem Rates, https://aoprals.state.gov/web920/per_diem.asp
- Private Automobile Reimbursement Rate, https://travel.usu.edu/travel_procedures
- Travel Authorization Form, https://servicenow.usu.edu

Contacts

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POLICY HISTORY

Original issue date: 2010/07/01
Last review date: 2019/11/13
Previous revision dates: 2015/01/28, 2018/01/01, 2019/02/27, 2019/04/01, 2019/11/13
ITEM FOR ACTION

RE: University Policy 534: Protection of Minors

SUMMARY

• **Purpose** – The Protection of Minors policy is to protect minors and university employees involved in University Covered Programs. This policy ensures that employees/volunteers involved in Covered Programs receive a background check and appropriate training. In addition, the policy addresses the proper supervision of Covered Programs.

• **Minors Definition** – For this policy a minor is defined as an individual younger than the age of 18. Note that this is different from the Criminal Background Checks policy which defines a minor as younger than 21 years of age. State statute for background checks of higher education institutions has defined a minor as younger than 21. However, an individual is considered an adult in Utah when they reach the age of 18 and Policy 534 thus defines a minor as younger than 18. The important thing to note is that any employee that has significant contact with minors must have a background check regardless of age.

• **Types of Programs** – Covered Programs are university sponsored programs by academic or administrative departments where participants may include minors. Examples of Covered Programs are workshops, sports camps, academic camps, conferences, etc. Other programs or activities are excluded from this policy. Excluded programs include activities such as those that are open to the general public, experiential programs, high school pre-enrollment visits no longer than one day, and other activities as noted in the policy.
University Policy 534: Protection of Minors

Category: Safety and Risk Management
Sub Category: Risk Management
Covered Individuals: All USU Employees and Volunteers
Responsible Executive: Vice President for Business and Finance
Policy Custodian: Risk Management
Last Revised: 2019/09/25
Previous USU Policy Number: N/A

534.1 PURPOSE AND SCOPE

This policy is designed to establish uniform requirements for appropriate supervision and protection of minors (individuals under 18 years of age) who are involved in covered programs, and includes requirements for risk management plans, background checks, and appropriate covered program evaluations.

534.2 POLICY

2.1 For All Employees and Volunteers

2.1.1 All covered program employees/volunteers must complete annual University-approved Protection of Minors Training and provide USU Risk Management with a signed acknowledgement of participation in this training.

2.1.2 Employees/volunteers who are not involved in a covered program might still interact with minors and are expected to follow the Protection of Minors Handbook and conduct themselves in a respectful, honest, and caring manner.

2.2 For All Authorized Adults

2.2.1 All authorized adults who have direct contact with minors are required to have a current background check on record with the University at the time of hire and/or at the beginning of work with minors. Sponsoring departments are responsible for the cost of background screening conducted pursuant to this policy.

2.2.2 Background checks with negative or questionable results must be reviewed and approved by the USU Background Review Committee prior to the individual being hired and/or working with minors in accordance with USU Policy 386: Criminal Background Checks.

2.2.3 Authorized adults must complete annual University-approved Protection of Minors Training for Authorized Adults and provide USU Risk Management a signed acknowledgement of participation in this training.

2.3 For Participants

2.3.1 All participants in covered programs are expected to follow the Participant Code of Conduct developed as part of the risk management plan for the covered program in which they are participating, as well as all appropriate University policies.

2.3.2 Participants who violate these codes of conduct and policies may be removed from the covered program.
2.4 For Covered Program Sponsoring Departments

2.4.1 Sponsoring departments offering, participating in, managing, or approving a covered program shall assign a program administrator to oversee the covered program.

2.4.2 Program administrators shall:
   a. Register all covered programs and submit a risk management plan to USU Risk Management. Risk management plans must have approval from USU Risk Management before the sponsoring department may advertise or enroll participants in the covered program.
   b. Inform all covered program participants about behavioral codes of conduct, safety and security procedures, University rules, and rules established by the covered program.
   c. Provide information to the parents or legal guardians of participants detailing the manner in which the participant can be contacted during the covered program.
   d. Require a signed medical treatment authorization for each participant.
   e. Obtain liability releases as part of the program registration process, including media releases if needed. All data gathered shall be confidential, is subject to University records retention policies, and shall not be disclosed except as required by law.
   f. Ensure adequate supervision of minors while they are participating in the covered program. Adequate supervision should be addressed in the risk management plan.
   g. Prohibit one-on-one contact with minors in covered programs except where such contact has been addressed in the risk management plan and approved in advance by USU Risk Management.
   h. Require that all covered program participants and staff abide by University polices. Participants and/or staff may be removed from the program for non-compliance with policies.

2.5 Reporting

2.5.1 Utah State law includes a mandatory reporting obligation that requires any person who has reason to believe that a minor has been subjected to abuse or neglect, including sexual abuse, to immediately notify the State of Utah Office of Child and Family Services or a law enforcement agency (Utah Code Ann. § 62A-4a-403). University policy mandates reporting consistent with state law as outlined in the Protection of Minors Handbook.

534.3 RESPONSIBILITIES

3.1 All USU Employees/Volunteers

Abide by the Employee/Volunteer Code of Conduct within the Protection of Minors Handbook and conduct themselves in a respectful, honest, and caring manner.

3.2 Authorized Adults

Receive annual approved training for Protection of Minor, provide direct supervision of covered programs to which the authorized adult is assigned. Report all concerns, issues, or incidents to the program administrator.

3.3 Program Administrators

Develop risk management plans, ensure that all authorized adults and covered program employees/volunteers have received the appropriate training and background checks, and provide direct supervision for all aspects of the covered program.

3.3 Sponsoring Departments
Assign a program administrator to each covered program and ensure that the program administrator has received the appropriate training and background checks required to be an authorized adult.

3.4 USU Risk Management

Review and approve all risk management plans developed for covered programs.

534.4 REFERENCES

- Utah Code Ann. § 62A-4a-403 Child Abuse or Neglect Reporting Requirement

534.5 RELATED USU POLICIES

- USU Policy 313: Drug and Alcohol-Free Workplace
- USU Policy 339: Sexual Harassment Prevention
- USU Policy 342: Violence in the Workplace
- USU Policy 386: Criminal Background Checks
- USU Policy 535: Volunteer Services
- USU Policy 584: Human Participants in Research

534.6 DEFINITIONS

6.1 Authorized Adult
- Any adult, 21 years of age or older, who supervises or is otherwise responsible for the direct, on-site, physical custody or control of minors in a covered program.

6.2 Covered Programs
- University sponsored programs and activities offered by various academic or administrative departments of the University where participants may include minors. Programs and activities include, but are not limited to, concurrent enrollment, workshops, sports camps, academic camps, conferences, music lessons, 4H or cooperative extension programs, organized competitions, fairs, and similar activities.

- The following programs and activities are excluded from covered program requirements.
  i. Programs, activities, and/or services which are open to the general public and which Minors attend at the sole discretion of their parents or guardians (e.g. athletic events, concerts, plays, events, etc.);
  ii. Programs and/or activities, including experiential programs, designed for enrolled University students;
  iii. Non-residential trips to USU supervised by a minor’s school or organization;
  iv. Licensed professional and/or clinical services to minors;
  v. High school student pre-enrollment visitations that are scheduled to last no longer than one day;
  vi. Student and athletic recruitment activities, including open houses and admissions visits and tours that are scheduled to last no longer than one day and do not include an overnight stay;
  vii. Supervision of minors who are involved in University research and are covered by Institutional Review Board (IRB) processes as outlined in USU Policy 584: Human Participants in Research; and
  viii. Minors employed by USU.

6.3 Covered Program Employee/Volunteer
- An individual employed or volunteering in a covered program who is 18 years of age or older but is not acting as an authorized adult.

6.4 Direct Contact
- Any interaction providing care, supervision, guidance, or control of minors or involving routine interaction with minors.

6.5 Minor
- An individual under the age of 18.

6.6 One-on-One Contact
• Interaction between any USU employee/volunteer and a minor without at least one other authorized adult, parent, or legal guardian being present.

6.7 Program Administrator
• The authorized adult with primary responsibility over a covered program.

6.8 Sponsoring Department
• The USU department sponsoring or wishing to sponsor a covered program.

Information below is not included as part of the contents of the official Policy. It is provided only as a convenience for readers/users and may be changed at any time by persons authorized by the President, subject to review by the USU Policy Committee.

RESOURCES
(List resources to aid in compliance or indicate "None.")

Procedures
• None

Guidance
• Protection of Minors Handbook
• Protection of Minors Training
• Protection of Minors Training for Authorized Adults

Related Forms and Tools
• Medical Treatment Authorization Form

Contacts
• Risk Management

POLICY HISTORY

Original issue date: 2019/09/25
Last review date: 2019/09/25
Next scheduled review date: TBD
Previous revision dates: 2019/09/25
ITEM FOR ACTION

RE: University Policy 535: Volunteer Services

SUMMARY

- **Purpose** – Policy 535 is a new policy designed to establish requirements for screening and engaging volunteers at Utah State University. This policy ensures compliance with the Fair Labor Standards Act and is intended to protect both employees and volunteers.

- **Overview** – A volunteer may not displace or negatively impact the employment of a current employee nor be utilized to avoid labor laws. Volunteers are not eligible for compensation or University employment benefits but are eligible for USU’s general liability and workers’ compensation coverage and may be indemnified by the University. It is expected that all volunteers complete a Volunteer Services Agreement.
University Policy 535: Volunteer Services

Category: Safety and Risk Management
Sub Category: Risk Management
Covered Individuals: All USU Employees and Volunteers
Responsible Executive: Vice President for Business and Finance
Policy Custodian: Risk Management
Last Revised: 2019/09/25

535.1 PURPOSE AND SCOPE

This policy is designed to establish uniform requirements for screening and engaging volunteers interested in donating their services to Utah State University.

535.2 POLICY

2.1 Volunteer Services

2.1.1 A current employee may not become a volunteer at the University in any capacity in which he or she is employed by the University, or which is essentially the same or similar to, or related to the individual’s regular work at the University or under circumstances that suggest that the decision to volunteer is not made freely.

2.1.2 A volunteer may not be used to displace or negatively impact the employment of a current employee or replace a past employee or position.

2.1.3 A volunteer may not perform functions traditionally performed by a University employee and may not provide services that are substantially the same as those provided by a University employee in a paid position without approval by the Office of Human Resources.

2.1.4 Volunteer arrangements may not be used to circumvent the established processes that govern the University hiring process.

2.1.5 Volunteer status may not be used as a way to avoid or defer compliance with the employment eligibility requirements of federal immigration laws.

2.1.6 An individual younger than eighteen (18) years of age may only become a volunteer as part of an approved University program and only with parental consent.

2.1.7 Volunteers are not covered by the Fair Labor Standards Act.

2.1.8 Volunteers are not eligible for compensation or University employment benefits.

2.1.9 Volunteers are eligible for workers’ compensation coverage as a result of their volunteer association with the University.

2.1.10 Volunteers may be indemnified by the University.

2.1.11 Volunteers who have significant contact with minors as defined in USU Policy 534: Protection of Minors or are performing duties in security sensitive positions must have a background check in compliance with USU Policy 386: Criminal Background Checks.

2.1.12 Volunteers are expected to abide by University policies, procedures, and external regulations that govern the area where they are performing service. Volunteers must complete all appropriate forms, including the Volunteer Services Agreement.

2.1.13 All volunteer services must be approved and accepted by the University prior to performance of the service.
2.1.14 University departments are responsible for ensuring that a potential volunteer has appropriate experience, qualifications, and training for the tasks to be performed.

2.2 Volunteers are prohibited from

2.2.1 Operating heavy equipment without appropriate training, experience, and authorization;
2.2.2 Working with hazards covered by Biosafety Level III (BSL-III) protocols;
2.2.3 Working with or having access to any export-controlled materials;
2.2.4 Working with hazardous materials or select agents;
2.2.5 Working with stored energy (e.g. physical energy stored in air, gas, steam, water pressure, or in springs, elevated machines, rotating flywheels, fan, hydraulic systems, etc.);
2.2.6 Any activity considered inappropriate for an employee;
2.2.7 Entering into a contract on behalf of the University; and
2.2.8 Working with bio-hazardous or infectious materials.

535.3 RESPONSIBILITIES

3.1 Departments
Responsibility for properly screening and engaging potential volunteers and confirming that the potential volunteer has submitted all appropriate forms, including the Volunteer Services Agreement, prior to the beginning of volunteer service. Signed Volunteer Services Agreements must be retained in accordance with the University’s document retention policies.

3.2 Human Resources
Responsibility for reviewing and approving exceptions to the Volunteer Services Policy.

3.3 Risk Management
Responsibility for reviewing risk concerns, workers’ compensation claims, and indemnification issues.

3.4 Volunteer Supervisors
Responsibility for ensuring that volunteers are following all applicable policies and procedures and are performing their assigned tasks correctly and safely.

3.5 Volunteers
Responsibility to complete a Volunteer Services Agreement prior to beginning their volunteer service.

535.4 REFERENCES

- Fair Labor Standards Act

535.5 RELATED USU POLICIES

- USU Policy 305: Discrimination Complaints
- USU Policy 313: Drug and Alcohol-Free Workplace
- USU Policy 319: Employee Privacy and Confidentiality
- USU Policy 339: Sexual Harassment
- USU Policy 342: Violence in the Workplace
- USU Policy 344: Use and Security of University Property
- USU Policy 386: Criminal Background Checks
- USU Policy 534: Protection of Minors
- USU Policy 587: Intellectual Property

535.6 DEFINITIONS
6.1 Volunteer

Any individual who donates approved and accepted services that are directly related to the business of the University or that support the activities of the University without the promise, expectation, or receipt of any compensation, future employment, or any other tangible benefit.

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RESOURCES

Procedures

Guidance

Related Forms and Tools

- Volunteer Services Agreement

Contacts

- Risk Management

POLICY HISTORY

Original issue date: 2019/09/25

Last review date: 2019/09/25

Next scheduled review date: TBD

Previous revision dates: 2019/09/25
ITEM FOR ACTION

RE: University Policy 536: International Travel

SUMMARY

- **Purpose** - Policy 536 is a new policy designed to establish requirements and best practices for USU administrators, faculty, staff, students, and others who participate in international university related travel. This policy was created to define university related travel to international destinations, to formalize the framework for risk assessments, health and safety plans, to establish the approval process for international university related travel, and to setup the review process for international travel assistance and insurance programs and fees.

- **Overview** - Individuals affiliated with USU and participating in international university related travel are required to have a travel authorization approved at the appropriate level, register their travel, participate in USU’s International Travel Assistance and Insurance program, and receive an appropriate predeparture orientation. While participating in this travel, individuals are required to abide by all USU policies and to comply with the local laws. The policy also established an International Travel Oversight Committee to set travel risk levels and make international travel recommendations to administrators.
University Policy 536: International Travel

Category: Safety and Risk Management
Sub Category: Risk Management
Covered Individuals: All USU Employees, Volunteers, and Students
Responsible Executive: Vice President for Business and Finance
Policy Custodian: Risk Management
Last Revised: 2019/08/28
Previous USU Policy Number: N/A

536.1 PURPOSE AND SCOPE

To guide and support responsible university-related and university-funded international travel of students, faculty, and staff and to facilitate their health, safety, and security during travel. This policy applies to university-approved international travel of faculty and staff when engaged in travel related to their employment roles and responsibilities, and of students when they are registered for academic credit or engaged in academic experiences related to the travel. This policy does not apply to personal travel.

536.2 POLICY

2.1 Minimum Departure Requirements:

2.1.1 International Travel Approval.

Individuals who plan to participate in international University-Related Travel (URT) must submit a Travel Authorization. The travel will be reviewed before approval. The level of review required for approval will depend on several factors including the travel destination, program type, and medical, security, or research risks.

2.1.2 Pre-Departure Orientation

Individuals who plan to participate in international URT must complete a mandatory pre-departure orientation approved by the ITOC.

2.1.3 University Travel Registry

Individuals who plan to participate in international URT are required to register with the university travel registry.

2.1.4 USU International Travel Assistance and Insurance
Participants who travel on international URT are required to participate in the USU International Travel Assistance and Insurance Program or an equivalent program approved by the ITOC. Family members and companions accompanying an individual participating in international URT are strongly encouraged to enroll in the International Travel Assistance and Insurance Program. While family travel is not sponsored or sanctioned by the University, some study abroad and global learning programs may require accompanying family members to enroll in the USU International Travel Assistance and Insurance Program.

2.2 Requirements While Abroad:

2.2.1 Individuals who participate in international URT are advised to become familiar with the local laws and culture of the travel destination. During international URT, all travelers are expected to comply with University policies, observe local laws, and avoid unnecessary risk to themselves and others.

2.2.2 If a traveler on international URT chooses to engage in high-risk activities and a detrimental incident occurs (e.g., accident, injury, arrest), all costs associated with emergency care, legal assistance, etc., may be charged to the traveler.

2.3 Post-Travel Recommendations:

2.3.1 Upon return, all travelers who participated in international URT should finalize all travel related documents and submit them as appropriate.

2.3.2 All individuals who participated in international URT are encouraged to watch for symptoms and discuss travel-related health concerns with a physician.

2.4 University Travel Risk Levels and Restrictions:

2.4.1 The ITOC will conduct ongoing reviews and designate international locations with a University Travel Risk Level. Travel Risk Levels will be reevaluated as situations in various travel destinations change.

2.4.2 University Travel Risk Levels:

a. **Low** – Countries and areas that are generally secure and maintain adequate security, emergency services, and sound infrastructure as well as international standard medical care.
   - All students, faculty, and staff may be approved to travel to destinations with a Low Travel Risk Level.

b. **Medium** – Countries and areas that experience periodic political unrest, violent protests or insurgencies and/or have limited access to international standard medical care.
   - Individuals planning international URT to destinations with a Medium Travel Risk Level may be required to submit travel safety and risk mitigation plans for review and approval by USU Risk Management and the ITOC.

c. **High** – Countries and areas that experience regular periods of political instability, government corruption, and failed or failing institutions and where access to international standard medical care is limited or unavailable.
   - Students are not permitted to travel to destinations with a High Travel Risk Level.
   - Faculty and staff are required to submit travel safety and risk mitigation plans for review and approval by USU Risk Management and the ITOC.

d. **Restricted** – Countries where the University has no insurance coverage and/or areas that the University has deemed unsuitable for travel.
• Students are not permitted to travel to destinations with a Restricted Travel Risk Level.
• Faculty and staff requesting travel to destinations with a Restricted Travel Risk Level must contact USU Risk Management.

2.4.3 The University may alert travelers and impose additional requirements for international URT to destinations where health, safety, and/or security risks are significant and require added caution and risk mitigation strategies. For example, travel to destinations that experience serious outbreaks of infectious disease, war, and/or violent civil unrest may be temporarily prohibited.

2.4.4 Faculty and staff who are planning international URT to destinations that require travel safety and risk mitigation plans should avoid making non-refundable travel arrangements (e.g. airfare, lodging, registrations) until their plans are approved.

536.3 RESPONSIBILITIES

3.1 Travelers (Faculty, Staff, Students, Family/Companions)
Travelers must obtain appropriate approval for international URT from the department head or supervisor prior to travel and enter their travel information in the University Travel Registry. Travelers carrying items subject to Export Control must obtain assistance from the Division of Research Integrity and Compliance prior to travel. To the extent possible, individuals who participate in international URT should check news and traveler alerts to be aware of any potential safety concerns. Travelers should update travel information in the University Travel Registry if changes in itineraries occur during travel. If an emergency occurs, travelers should immediately contact the USU International Travel Assistance provider.

3.2 Department Heads
Department heads must approve international URT prior to commencement of a trip. When sponsoring International URT, department heads must inform travelers of this policy and ensure compliance by individuals where appropriate.

3.3 Deans/Vice Presidents
Deans and/or vice presidents must approve international URT prior to commencement of a trip and facilitate compliance with this policy.

3.4 Office of Global Engagement
The Office of Global Engagement administers the University Travel Registry and oversees student international URT, including faculty-led and group travel for which students receive academic credit.

3.5 Division of Research Integrity and Compliance
The Division of Research Integrity and Compliance in the Office of Research oversees Export Controls, which includes international travel.

3.6 USU Risk Management
Administers the USU International Travel Assistance and Insurance Program, reviews risk assessments, travel safety and risk mitigation plans, and provides travel risk recommendations to department heads, deans, and vice presidents.

3.7 International Travel Oversight Committee (ITOC)
The ITOC establishes risk levels for international URT destinations and makes related recommendations to the president or the president’s designee. This committee also conducts periodic policy reviews and
University Policy 536    International Travel

recommends assistance/insurance providers and fees charged to travelers including, but not limited to, fees charged for international travel assistance and insurance.

3.8 President

The president reserves the right to prohibit or suspend international URT to any destination at any time if it is determined that: 1) health, safety, or security concerns pose unacceptable risks; 2) travelers have violated laws, regulations, or university policies (including student codes of conduct); or 3) other good cause exists. If the State Department issues a travel warning for a given country, the University may require international travelers to depart that country. The University cannot guarantee full cost and academic credit recovery to students in the event of a government or university-mandated withdrawal or evacuation.

536.4 REFERENCES

• None

536.5 RELATED USU POLICIES

• USU Policy 515: Travel
• USU Policy 588: Research Data
• USU Student Code Article V University Regulations Regarding Student Conduct

536.6 DEFINITIONS

6.1 University-Related Travel (URT)

• University-Related Travel
Refers to travel that is: 1) funded by the University; 2) planned or approved by a University employee; or 3) where an employee coordinates the application and selection of participants or travel opportunities.

• URT is defined in terms of three traveler roles:
  i. Faculty/Staff URT
Refers to faculty and staff who travel on an approved itinerary for activities related to their university role and responsibilities.

  ii. Family/Companion URT
Refers to family and companions only when their travel is determined to be essential or beneficial to the University for a bona fide business purpose (See USU Policy 515: Travel).

  iii. Students URT
Refers to students who travel in a participant role who meet one or more of the following criteria:

  1. Receives Utah State University credit for the experience;
  2. Travels as part of a program that is managed, organized, or funded by the University;
  3. Participates in a travel experience that is a degree requirement or elective (including but not limited to degree milestones, thesis, or dissertation field research, practicum, internships, and clinical training);
  4. Travels as part of a program organized by a student organization (see USU Student Code, Article IV Student Organizations and Functions) or a program that is formally sanctioned by a University department.

  5. Receives University funds for their travel; or
  6. Engages in a group travel abroad experience.

  iv. Group URT. Refers to a cohort of participants with similar travel dates, itineraries, and identical or related accommodations for whom an organizer or leader assumes some responsibility. There is
significant interdependence among participants within the cohort. Group travel abroad may be for study, research, joint project work, athletic competitions, musical performances, or similar university activities.

v. **International URT.** Refers to travel outside of the fifty states of the United States of America, the District of Columbia, and U.S. territories (including American Samoa, Guam, Northern Mariana Islands, Puerto Rico, U.S. Virgin Islands, and United States Minor Outlying Islands).

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**RESOURCES**
(List resources to aid in compliance or indicate "None.")

**Procedures**

**Guidance**

- [Export Control](#)

**Related Forms and Tools**

- [University Travel Registry](#)

**Contacts**

- [USU Risk Management](#)

**POLICY HISTORY**

Original issue date: 2019/08/28

Last review date: 2019/08/28

Next scheduled review date:

Previous revision dates: 2019/08/28
University Policy 537: Institutional Space Assignment and Utilization for Classrooms and Classroom Laboratories

Category: Operating Policies
Sub Category: General
Covered Individuals: All employees
Responsible Executive: Office of the President
Policy Custodian: Vice President for Business and Finance
Last Revised: 2020/01/10
Previous USU Policy Number: N/A

534.1 PURPOSE AND SCOPE

To encourage the effective and efficient utilization of institutional classroom and classroom laboratories through appropriate space assignment and scheduling.

534.2 POLICY

All classroom and classroom laboratories, on all university campuses, will be centrally scheduled through the Academic Scheduling Office. Exceptions may be granted by the Executive Vice President and Provost.

Academic Scheduling Office will work cooperatively with departments and colleges to assign and schedule designated classroom and classroom laboratories in order to: (1) ensure effective and efficient use of spaces; (2) give priority consideration to departments and colleges that require spaces with unique or academically essential characteristics; and (3) otherwise ensure that space utilization and instructional needs align.


534.3 RESPONSIBILITIES

It is the responsibility of the Executive Vice President and Provost or designee, deans, and department heads to work with the Academic Scheduling Office to ensure that classroom and classroom laboratory spaces in existing buildings are utilized consistent with established Room Utilization Rates (RUR) and Station Occupancy Rates (SOR) published by USHE in Board of Regents Policy – R751 Institutional Facilities Space Utilization.

It is the responsibility of colleges, departments, and Facilities to identify classroom and classroom laboratory spaces and ensure they are made available to the Academic Scheduling Office to assign for instructional purposes.

It is the responsibility of the Academic Scheduling Office to report space utilization information regularly to the Office of the Vice President for Business and Finance. The Academic Scheduling Office is responsible for monitoring and reporting on all classroom and classroom laboratories whether or not they
are being utilized according to the prescribed standards in Board of Regents Policy – R751 Institutional Facilities Space Utilization.

It is the responsibility of the President or designee to report institutional space utilization goals and accomplishments for classroom and classroom laboratories to the Board of Regents in conjunction with the annual capital facility request cycle in a format prescribed by the Commissioner’s Office.

It is the responsibility of the Office of Vice President for Business and Finance or designee, to ensure that information provided to the Commissioner’s Office is accurate and conforms to the prescribed standards and definitions.

534.4 REFERENCES

• Utah System of Higher Education, Board of Regents Policy R751, Institutional Facilities Space Utilization
• Utah System of Higher Education Utilization Report Standards and Definitions
• Utah System of Higher Education Utilization Report Guidelines

534.5 RELATED USU POLICIES

N/A

534.6 DEFINITIONS

6.1 Classroom: A room or space used primarily for instruction classes and that is not tied to a specific subject or discipline by equipment in the room or the configuration of the space.

6.2 Class Laboratory: A space used primarily for formally or regularly scheduled instruction (including associated mandatory, but non-credit-earning laboratories) that require special purpose equipment or a specific space configuration for student participation, experimentation, observation, or practice in an academic discipline. A space is considered to be scheduled if the activities generate weekly student contact hours (WSCHs), the activities fulfill course requirements, and/or there is a formal convener present.

Information below is not included as part of the contents of the official Policy. It is provided only as a convenience for readers/users and may be changed at any time by persons authorized by the President, subject to review by the USU Policy Committee.

RESOURCES

Procedures

• None

Guidance

• None

Related Forms and Tools

• Space Resolution Form

www.usu.edu/policies/537
Contacts

- Dave Cowley, Vice President for Business and Finance.

POLICY HISTORY

Original issue date: 2020/01/10

Last review date: 2020/01/10

Next scheduled review date:

Previous revision dates: 2020/01/10