



## USU Board of Trustees Regular Meeting

November 10, 2023

1:30-5:00 PM MST

University Inn – Sonne Board Room - Logan, UT or via Zoom

<https://usu-edu.zoom.us/j/84879686296?pwd=Z29rSyswK3BKWVVPTXFIUVRkVVR4Zz09>

### Agenda

1. Welcome and Introductory Items - Chair Jacey Skinner 1:30 PM
2. Closed Session 1:35 PM
3. Student Resolution of Commendation - Trustee Abraham Rodriguez 2:05 PM
4. Chair's Report - Chair Jacey Skinner 2:15 PM
5. Committee Reports 2:20 PM
  - 5.1. Executive - Committee Chair Jacey Skinner
  - 5.2. Research & Academic Approval - Committee Chair Kacie Malouf
  - 5.3. Recruitment, Retention and Completion - Committee Chair Tessa White
  - 5.4. Audit, Risk and Compliance - Committee Chair David Petersen
  - 5.5. Honorary Degrees, Awards and Recognition - Committee Chair Heather Mason
  - 5.6. Student Health, Safety and Well-being - Committee Chair David Huntsman
  - 5.7. Statewide Mission and Campus Oversight - Committee Chair Kent Alder
  - 5.8. External and Strategic Partnerships - Committee Chair John Ferry
6. BREAK 3:20 PM
7. Tech College Reports 3:35 PM
  - 7.1. Uintah Basin - Vice Chair Gina Gagon
  - 7.2. Tooele Tech - Trustee Dave Petersen
  - 7.3. USU Brigham City - Trustee John Ferry
8. USU Foundation Report - Vice Chair Gina Gagon 3:45 PM
9. Trustee Wayne Niederhauser Resolution of Appreciation and Commendation - Chair Jacey Skinner 3:55 PM
10. Board Input on KPIs - define and explain process - Chair Jacey Skinner 4:05 PM

**11. President's Report - President Elizabeth Cantwell** 4:20 PM

**12. Consent Agenda** 4:35 PM

**12.1.** Board of Trustees Retreat Minutes - August 24, 2023

**12.2.** Board of Trustees Regular Meeting Minutes - August 25, 2023

**12.3.** Board of Trustees Special Meeting Minutes - October 27, 2023

**12.4.** Capital Improvement Priority List for FY2024-25

**12.5.** Report of Institutional Discretionary Funds

**12.6.** Report of Investments for June 2023

**12.7.** USU, USU Eastern, and USU Blanding Auxiliary Annual Reports and USU Service Enterprises for FY2022-23

**12.8.** Approve Proposal - Chocolate Science Certificate of Proficiency - Department of Nutrition, Dietetics and Food Sciences in College of Agriculture and Applied Sciences

**12.9.** Approve Proposal - Establish a Student Nutrition Access Center - Department of Nutrition, Dietetics and Food Sciences in College of Agriculture and Applied Sciences

**12.10.** Approve Proposal - Accounting Practices Certificate of Completion - Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences

**12.11.** Approve Proposal - Doctoral Degree (PhD) in Anthropology and Cultural Resource Management - Department of Sociology and Anthropology, in the College of Humanities and Social Sciences

**12.12.** Approve Proposal - Name Change of the Geology-GeoWorkforce Emphasis BA/BS to Geology-Professional Emphasis BA/BS, in the Department of Geosciences in the College of Science

**12.13.** Approve Proposal - Department Name Change from Instruction, Patron Services and Digital Initiatives to Library Public Services in the University Library

**12.14.** Approve Proposal - Department Name Change from Special Collections Digital and Cataloging to Library Collections and Discovery in the University Library

**12.15.** Approve Proposal - Establish Proposed Center for Empowering Teaching Excellence in the Office of Provost and Chief Academic Officer

**12.16.** Approve - Discontinuing the Watershed Ecology Specialization in the Master of Science program in the Dept. of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources

**12.17.** Approve - Discontinuing the Watershed Ecology Specialization in the PhD program in the Dept. of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources

**12.18.** Approve - Discontinuing the Watershed Hydrology Specialization in the Dept. of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources

**12.19.** Approve - Discontinuing the Watershed Hydrology Specialization in the PhD program in the Dept. of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources

**12.20.** Approve - Discontinuing the Watershed Management Specialization in the Master of Science program in the Dept. of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources

**12.21.** Approve - Discontinuing the Watershed Management Specialization in the PhD program in the Dept. of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources

**12.22.** Approve Proposal - Marine Science Minor in the Department of Watershed Sciences, in the S.J. & Jessie E. Quinney College of Natural Resources

**12.23.** Approval of Faculty Code 404

**12.24.** Approve Amendment to the Student Code of Conduct to Include Appropriate USUSA Bodies to Ensure Equal Voice and Representation

**13.** Action Agenda

**13.1.** Real Property Disposition (Logan City) - Vice President Dave Cowley 4:40 PM

**14.** Information Agenda

**14.1.** Bad Debt Write-off for Fiscal Year Ending 30 June 2023

**14.2.** Leased Facilities Report

**14.3.** FY22-23 University Honors Program Annual Report

Adjourn - 5:00pm

## President's Report

November 10, 2023



### Message from USU President Betsy Cantwell

As of this week, 100 days have passed since I became USU's 17th President. I am greatly honored and have received such a warm welcome from the State of Utah and the incredible faculty, staff and students of Utah State University.

I have learned a great deal in a short period of time and am thrilled to have begun statewide USU roundtable listening sessions with university faculty, staff and especially students! To date, over 125 individuals and 24 groups have submitted feedback and we've also launched a [Transition website](#) to stay engaged with our valued stakeholders. I will be joining Provost Smith for our Southwest Statewide Campus roundtables for similar sessions and look forward to sharing feedback in future monthly reports.



Leaders from the USU Foundation and USU Government Relations have kept my schedule full with impactful discussions and visits to meet with our donors, alumni, county and city officials, and state legislators. A recent trip to Washington D.C. was particularly valuable as I was able to meet with each Senator and Representative in the Utah congressional delegation, attended alumni events and had the opportunity to enjoy a Washington Nationals game and meet with prospective students and their parents at our USU admissions open house.

I am pleased that USU leadership was able to deliver the [2023 ILWA Report](#) to the Governor and other state leaders just a few weeks ago at the annual event in Salt Lake City; details can be found here: [Utah State Today](#)

I am also pleased to have authored an [op-ed](#), published in the Salt Lake Tribune, which prompted this [follow-up](#) from the Tribune's editorial editor, George Pyle.

Looking ahead, I am excited about the future of Utah State University. I am confident that with your continued support and dedication, we will make a lasting impact on our community, our region, and the world.

The first 100 days have been a remarkable experience, and I look forward to many more days of collaboration, growth, and success – here are just a few highlights and progress to date:

### STRATEGIC PLANNING FOR USU FUTURE SUCCESS

#### Key Performance Indicators (KPI's)

Consistent with UBHE R209, I am honored to work with the USU Board of Trustees Executive Committee to thoughtfully develop impactful KPIs to be shared with the Utah Board of Higher Education and report to the USU Board of Trustees in the coming weeks. I look forward to their review and approval from the Commissioner of Higher Education.



## Strategic Plan Progress

During 2022 and 2023, USU developed *Aggie Action 2028* - strategies divided into four strategic “pillars” including mission, vision, objectives and goal-oriented outcomes for the institution, as informed by broad participation across the institutional community. Since my arrival, I have challenged the senior leadership team to consider five priority areas, emphasizing our **modern land-grant university** status and have retained a strategy consultant to take USU strategic planning to a whole new level!

## USU Valued Partnerships

This month **Google** announced a \$50k gift to Extension Youth Programs to support 4H computer science programs.



The USU development team is actively engaged working with the University of Utah surrounding health research collaborations, building partnerships with the Energy Engineering Program and has also engaged with the **Chevron** Utah Refinery, who has been a generous supporter of USU programs for many years. Chevron provides annual operational support for both the Swaner Preserve and EcoCenter and the Utah Botanical Center. You may recall that Chevron was an initial seed supporter of the Janet Quinney Lawson Institute for Land, Water and Air and provides scholarship support for the Society of Women Engineers at USU. Finally, Chevron also made a grant to help purchase specialized equipment for the Bingham Research Center in Vernal supporting reduced winter ozone emissions from oil and gas production.



**Patagonia** has been an inaugural supporter of the Outdoor Product and Design Program at USU through leadership participation on the advisory board. As a leading proponent of increasing sustainability in the outdoor product market, Patagonia is considering a proposal to endow a USU professorship in sustainable product design.



## ACADEMIC ENTERPRISE

I continue to be impressed by USU faculty and have enjoyed meeting monthly with Deans in an ongoing dialog for long-term strategic impact and academic growth - vitally important to USU's enrollment diversification and overall management.

Each college within the Academic Enterprise is being challenged to bring forward new or revised program proposals to expand USU offerings through the USU Statewide Campuses system and through online delivery models to increase access statewide and also for rural communities and life-long learners. Such growth will benefit from the expertise of a new USHE-funded position, Pathways Coordinator, filled by Dr. Zac Konakis who is establishing industry ties to academic program needs. A task force is also being assembled to address and enrich USU's microcredentialing offerings.

The Provost is actively engaged helping to develop a proposal for the state legislature focused on increased support for USU's graduate students - a remarkable group of individuals who embody the spirit of dedication, passion, and intellectual curiosity, who contribute greatly to our academic and professional community.



## RESEARCH ENTERPRISE

USU is a recognized R1 research institution - a symbol of excellence in research and academia. It allows universities - like our USU - to make significant contributions to the advancement of knowledge, innovation, and societal progress while attracting the best talent and resources to support our research endeavors.

USU research leaders remain abreast of rapidly escalating areas of concern relative to U.S. international competitiveness among other things. Challenges are ever present to increase faculty and staff to address federally funded programs of national concern, relative to artificial Intelligence, export controls, conflicts of interest, and cybersecurity. Leaders and Deans are working together to explore and expand research endeavors aligned with USU's strategic plan, to include rapidly growing areas, such as health and wellness.

In an effort to grow our research portfolio, USU's Office of Research is determined to increase the number of proposal development specialists across campus through a spirited competition to co-fund new positions to support faculty proposal development, especially for large proposal (over \$1M) submissions.

## ATHLETICS ENTERPRISE

I am thrilled that Diana Sabau has joined the Aggie family as Vice President and Director of USU Athletics. She comes at a critical time with an important and impactful background, most recently serving as deputy commissioner and chief sports officer for the Big Ten Conference, overseeing the administration of all 28 of the conference's sponsored sports, having impactful guidance to the Big Ten commissioner with departmental oversight and administration of the football, basketball, hockey, Olympic sports and officiating programs.

Sabau has held extensive leadership roles in college athletics prior to joining the Big Ten, most recently as senior deputy athletics director at The Ohio State University where she served as sport administrator for football, women's ice hockey, and the co-ed rifle and pistol programs. During her four years as sport administrator for The Ohio State University football, the team won four consecutive Big Ten championships, participated in the college football playoffs, and garnered accolades and achievements of considerable national attention.

Being a Division I (D1) university in the context of collegiate athletics in the United States carries several significant implications and importance. Division I is the highest level of competition in the NCAA (National Collegiate Athletic Association) and is characterized by a high level of athletic competition and often greater resources and visibility. As a refresher, here are some of the key aspects that highlight the importance of being a D1 university:



**Competitive Excellence:** D1 universities compete at the highest level of collegiate sports. They often attract top-tier student-athletes and coaches, which results in a high level of competition. Winning and performing well in D1 athletics can bring prestige and recognition to the university.

**National Visibility:** D1 universities receive significant media coverage, both locally and nationally. This visibility can help in raising the university's profile and attracting students, faculty, and sponsors. Successful athletic programs can also boost alumni engagement and philanthropic support.

**Revenue Generation:** D1 athletics can be a significant source of revenue for universities. This comes from sources like ticket sales, TV contracts, merchandise sales, and donations from alumni and fans. Successful programs can generate substantial financial resources for the university.

**Student Recruitment:** High-profile athletic programs can help attract students, both athletes and non-athletes, to the university. Many students are drawn to schools with successful sports teams, and athletic scholarships can provide opportunities for students to pursue higher education.

**Alumni Engagement:** A successful D1 athletic program can foster a strong sense of school spirit and pride among alumni. This engagement can lead to increased support for the university, not only financially but also in terms of networking and career opportunities for graduates.

**Networking Opportunities:** D1 universities often have a wide network of alumni and contacts in various industries, which can benefit both student-athletes and other students seeking career opportunities. The connections formed through athletic programs can be valuable in the professional world.

**Facilities and Resources:** D1 universities typically have state-of-the-art athletic facilities, which can benefit student-athletes and enhance the overall campus experience. These facilities may also be used for community events and competitions, furthering the university's outreach.

**Scholarship Opportunities:** D1 universities offer athletic scholarships to student-athletes, which can help them pursue a college education while participating in their sport. These scholarships can be a significant financial aid source for many individuals.

**Athletic Development:** D1 universities often provide excellent coaching, training, and development opportunities for student-athletes. This environment can foster talent development and the pursuit of excellence in sports.

You won't want to miss on USU Athletics – this academic year or any other!

## G-O-O-O AGGIES!

**Football:** The football team will need to win three out of four remaining games to be eligible to participate in a Bowl Game.

**Women's Basketball:** Utah State women's basketball (0-0, 0-0 MW) began its 2023-24 season by hosting Fort Lewis College (0-0) in its lone exhibition game recently. The Aggies return one letter winner and welcome in 12 newcomers to this year's squad, including nine transfers and three freshmen.

**Men's Basketball:** Utah State enters the 2023-24 season under the direction of first-year head coach Danny Sprinkle. USU appeared in the 2023 NCAA Tournament, posting a 26-9 record last season while tying for second in the Mountain West with a 13-5 mark.

**Women's Volleyball:** USU Women's Volleyball has been nationally ranked three times this season. Utah State went undefeated in October.

**Women's Soccer:** Utah State soccer (12-7-1, 9-2-0 MW) is the No. 2 seed in this week's Mountain West Championship. First time in program history that the team could be selected to participate in the NCAA Tournament. Manny Martins was named the Mountain West Head Coach of the Year, and the Aggies also received five all-conference team mentions as well as Defensive Player of the Year honors.

**Cross Country:** Utah State's men's and women's cross country teams both finished in the top five at the Mountain West Cross Country Championships.

**Men's Tennis:** Utah State men's tennis concluded its fall tournament season this week at the ITA National Fall Championships in San Diego.

**Golf:** Utah State's golf team concluded its fall slate by capturing the team title at the inaugural Monterrey Collegiate Classic this past weekend at Club Campestre Monterrey in Monterrey, Mexico. USU shot a school-record 29-under 835 to edge runner-up North Dakota State by one stroke on the par-72, 7,141-yard course.



## **FINALLY ... SHARING THE USU STORY - THROUGHOUT UTAH AND BEYOND**

On a parting note, I am pleased to report that UMAC finalized all materials needed for the current recruitment season with helpful viewbooks promoting [Logan](#), [Blanding](#), and [USU Eastern](#), and an updated marketing campaign website – [Aggie Impact](#) and [Worth It](#).

USU's social media ranked in the [Top 5](#) among all D1 Institutions for the third year in a row by Rival IQ.

The USU marketing team is energetically pursuing several other opportunities to share USU – far and wide, including developing a President's podcast to interview dynamic and interesting guests from around the world, the annual President's Forum on Conflict and Conflict Resolution to raise awareness and building community, the Board of Trustee's Handbook, USU: The Greats 2023, and Aggie Impact messages. Social followings can also be found for President Cantwell on Twitter - [@USUPres](#)

As November comes to a close, I want to take a moment to express my heartfelt gratitude – for all who are a part of our Aggie community! Thank you for your time, talent and hard work to advance this incredible University and for your continued support.

Wishing you a wonderful November filled with warmth, joy, and gratitude.

Betsy Cantwell  
President, Utah State University



## USU Board of Trustees Retreat

Aug 24, 2023 at 11:00 AM MDT

University Inn, Sonne Board Room - Logan campus and

Zoom: <https://usu-edu.zoom.us/j/86014446252?pwd=RHpaQnNsMXZheUhzRndsUmc2emQ3Zz09>

### Attendance

#### Trustees present:

Jacey Skinner, Chair  
Gina Gagon, Vice Chair  
Kent K. Alder  
John Y. Ferry  
David H. Huntsman  
Kacie Malouf

Heather Mason  
Tessa White

#### Trustees absent:

Wayne Niederhauser  
David Petersen  
Abraham Rodriguez

#### Utah State University Representatives present:

Elizabeth Cantwell, President  
Tiffany Allison  
Janalyn Brown  
Alison Fabricious  
Nancy Hanks

Mica McKinney  
Robert Wagner  
Matt White  
Devin Wiser

#### 1. **Welcome and Introduction of New Board Member - Chair Jacey Skinner**

Chair Skinner welcomed all to the Board of Trustees 2023 retreat.

#### 2. **New Trustee Oath of Office for Heather Mason - Chair Jacey Skinner**

Chair Skinner welcomed the newest member of the Board of Trustees, Heather Mason. She was appointed as a member due to her position as USU Alumni President and will serve in both capacities for two years. Trustee Mason was sworn in by Notary Tiffany Allison.

#### 3. **Board Engagement/Committee Discussion Items - Chair Jacey Skinner and Vice President Matt White**

Chair Skinner and Vice President Matt White shared ideas about board engagement and structure and how to be more effective and functional. Chair Skinner suggested and shared several sections of the book "Principles of Trusteeship" which has been put together by the Association of Governing Boards (AGB). Engaged, high-functioning boards embrace the full scope of their responsibilities. They lead by example as trustees have roles as ambassadors of the university. They think strategically, both short and long term.

Vice President Matt White shared four principles from the book: advancing the institutions focus and alignment, the difference between the board's role and the

administration's role, what it means to be an ambassador for the university, and how to think strategically.

Chair Skinner asked the board what would make them feel more engaged. Trustee Malouf would like to know the mission and vision of the board so she can tie committee work and all she does back to this. Trustee Alder would appreciate adding clarity to the board's role with USU administration as well as the Utah Board of Higher Education. Trustee Huntsman would like to remember the students in all board work because that is why they are all here. Trustee White suggested learning more about the risks so each meeting does not become just a rubber stamp. Trustee Ferry fears the board needs to be cautious, so they do not get too far "in the weeds." Trustee Alder mentioned the work the board does is for the students as well as for research.

President Cantwell asked what is the 21st century land-grant mission for the state of Utah? She believes it includes research and is derived from being a service institution. The President also mentioned the operating financial model of higher education is the most complex. It is not "us" but it is higher education in general. She is asking her team to create a one-page, boxes and lines showing dollars coming in, what are the revenue streams, where do they go, why, etc. which she hopes to bring to the board.

**4. Conflict of Interest and Explanation of Online GRAMA and Open Public Meeting Trainings - Vice President Mica McKinney**

Vice President McKinney shared a PowerPoint and explained the conflict of interest forms each trustee received in their folder. She explained the open public meeting act and that there will be online training for each trustee to complete.

**5. Lunch and Trustee Headshots**

**6. Title IX Mandatory Training - Emmalee Fishburn**

Emmalee Fishburn, Senior Prevention Specialist in the Office of Equity presented the Title IX training (see attached slide show). Training was completed by all trustees in attendance

**7. Board Engagement/Committee Discussion Items (continued) - Chair Jacey Skinner and Vice President Matt White**

Chair Skinner has discussed with the board the current trustee committees and the possibility of adding a few more. The board may need to be flexible as everything becomes aligned. The current committees are: 1. Executive 2. Audit 3. Student, health safety and well-being 4. Recruitment, retention and completion 5. Research and academic approval (with rotation of board members so all gain insight on what occurs in this committee), and 6. Honorary degree committees. New committees suggested: statewide campus oversight and external partnership. President Canwell would like to focus on student mental health within one of the committees. Charters are needed for each committee, both new and existing. Vice President White stated alignment of all

boards, including Alumni Board, Foundation Board, etc., is critical so that all are moving to build the institution and its success.

Chair Skinner mentioned four principles she wanted the group to focus on:

- governance (recognizing there is a fiduciary responsibility)
- respecting differences between board and administrative roles (but operating together)
- ambassadorship for both Utah State University and higher education (noting challenges in higher education, promoting goals of higher education, represent the institution-be a bridge, engage and support)
- the 21st land-grant mission (what makes USU viable for the next 10, 20 and 30 years-look to the future, and define goals.)

The board broke into groups for discussion and reported their findings and shared their suggestions for: key things the board could enhance, helpful resources, how to support the institutional president, ambassadorship, and long-term sustainability of the "land-grant." Chair Skinner encouraged the group to spend some time with the book and reach out with thoughts.

#### **8. Strategic Plan and Update on Progress of Implementation- President Elizabeth Cantwell**

President Cantwell shared her thought process and perspective on vision and how she is thinking about the organizational structure of the institution. The President shared her vision and thoughts of what a modern 21st century land-grant institution should be. She defined this as a modern public service university, which provides public impact research, provide leadership in learning, teaching and outcomes, and stewardship and community engagement for all of Utah.

President Cantwell shared the following thoughts of what a modern land-grant institution in Utah should represent:

- a spirit of resolution
- innovation and entrepreneurship
- embrace the pioneer spirit
- encourage creative problem solving
- promote technological advancements
- community engagement and collaboration
- aim to address true societal challenges
- facilitate economic development
- stewardship and sustainability
- excellence in education and workforce development
- prioritize accessibility
- high-quality education

- collaborate with industry
- ethical leadership
- social responsibility

DRAFT





## USU Board of Trustees Regular Meeting

Aug 25, 2023 at 8:30 AM MDT

University Inn, Sonne Board Room – Logan Campus

<https://usu-edu.zoom.us/j/86014446252?pwd=RHpaQnNsMXZheUhzRndsUmc2emQ3Zz09>

### Attendance

#### Trustees Present:

Jacey Skinner, Chair  
Gina Gagon, Vice Chair  
Kent K. Alder  
John Y. Ferry

David H. Huntsman  
Kacie Malouf  
Heather Mason  
Abraham Rodriguez  
Tessa White

#### Trustees Absent:

Wayne L. Niederhauser  
David A. Petersen

#### Utah State University Representatives present:

Jodi Bailey (remote)  
Lisa Berreau (remote)  
Janalyn Brown  
Elizabeth Cantwell, President  
Grant Cardon  
Dave Cowley  
Alison Fabricius  
Nancy Hanks  
Colleen Hobson

Jane Irungu  
Mica McKinney  
Eric Olsen  
Bill Plate  
Diana Sabau  
Larry Smith  
Robert Wagner  
Matt White  
Devin Wiser

#### Other attendees:

Geoffrey Landward  
Holly Daines and other Logan City Officials

#### 1. Breakfast

#### 2. Welcome and Introductory Items - Chair Jacey Skinner

Chair Skinner called the meeting to order at 9:04am and welcomed new USU Vice President and Director of Athletics Diana Sabau and Utah System of Higher Education Deputy Commissioner Geoff Landward to the meeting.

#### 3. Chair's Report - Chair Jacey Skinner

3.1. Next Board of Trustee meeting - November 3, 2023, in Salt Lake City

#### 4. Roles and Responsibilities of the Board - USHE Deputy Commissioner Geoff Landward and Vice President Mica McKinney

Utah System of Higher Education (USHE) Deputy Commissioner Landward shared handouts which contain the duties and responsibilities of the Utah Board of Higher Education (UBHE), Board of Trustees and how each interplay with the institutional presidents. The Deputy Commissioner mentioned there is a misconception the legislature dramatically changed the Board's roles. USHE is trying to get back to the original intent of what the Board of Trustees and UBHE should be doing. The main changes to the UBHE are: from 18 to 10 members, no longer have two members of UBHE assigned to each institution, there will be a liaison, Board of Trustees will annually evaluate institutional president and report to the UBHE on key performance indicators of their choosing, Board of Trustees oversee, not manage the institution, UBHE should remain independent and be a benefit to the state as a whole, and clarified roles and missions. Landward stated UBHE is the governing level, Board of Trustees is the oversight level (not management level), and the President is running the institution. He mentioned USHE will have staff members who attend Board of Trustees meetings, Council of Presidents meetings as well as the UBHE meetings to ensure communication between entities.

**5. President's Report - President Elizabeth Cantwell**

President Cantwell reported she has a broad category of key performance indicators (KPIs) and listed them. She asked the group their thoughts on the most useful way they would like to hear from the president. Trustee Alder agreed on the KPIs and included they should be measurable. President Cantwell would like to bring the chair a template and determine if the KPIs will need refining.

**6. Trustee Recognition - Vice President Matt White**

USU Advancement Vice President Matt White presented a resolution of commendation and recognition to Colleen Hobson, Associate Vice President, Advancement Services.

**7. BREAK**

**8. Consent Agenda**

**Motion:**

Motion was made to approve the consent agenda.

Moved by John Y. Ferry and motion seconded by Tessa White. Voting was unanimous in the affirmative and the motion passed.

- 8.1. Approve: Minutes from Board of Trustees Regular Meeting held on February 10, 2023
- 8.2. Approve: Minutes from Board of Trustees Regular Meeting held on May 3, 2023
- 8.3. Approve: Board of Trustees 2023-2024 Meeting Schedule
- 8.4. Approve: Tenure and Professor Rank Approval for Elizabeth R. Cantwell

- 8.5.** Approve: Revised and Restated Declaration of Covenants, Conditions and Restrictions of the Utah State University Research and Technology Park known as Innovation Campus

**9. Action Agenda**

**9.1. Board of Trustees Executive Committee Member Election**

New members of the Board of Trustees Executive Committee were presented for ratification. As chair Jacey Skinner, vice chair Gina Gagon, and members David Huntsman, Dave Petersen, and Kent Alder.

**Motion:**

A motion was made to ratify the New Board of Trustees Executive Committee.

Moved by Gina Gagon and motion seconded by John Y. Ferry. Voting was unanimous in the affirmative and the motion passed.

**9.2. Approval of 2023 Bylaws - Vice President Mica McKinney**

Vice President Mica Mckinney presented and reviewed the updated bylaws to the full board for their approval on the action agenda.

**Motion:**

A motion was made to approve the bylaws as presented in the meeting today.

Motion moved by Gina Gagon and motion seconded by Kent K. Alder. Voting was unanimous in the affirmative and the motion passed.

**9.3. Request to Approve Capital Development Priorities for Fiscal Year 2024-25 - Vice President Dave Cowley**

USU Vice President Dave Cowley presented the 2024-2025 capital development dedicated projects to the board for their approval and the capital development five-year plan for board reference. President Cantwell suggested long term strategy going forward.

**Motion:**

Motion was made to approve the FY24-25 Capital Development Priorities.

Motion moved by Kent K. Alder and motion seconded by Kacie Malouf. Trustee Heather Mason recused. All other board members voted in the affirmative and the motion passed.

**9.4. Request to Approve Real Property Disposition (Logan City) - Vice President Dave Cowley**

Vice President Dave Cowley presented a proposed real property disposition to Logan City for installation of a water storage tank. Discussions have been ongoing regarding this property sale/lease/trade. USU looked for a land exchange. No suitable exchange was found. USU then looked at a three-way

exchange they had been hoping to acquire but that was not successful. At this point, President Cockett wanted to support Logan City and support the mayor and wanted to move forward either leasing or selling this parcel to Logan City to build a large water tank to support the ongoing growth of the city. This water tank does not serve Utah State University. An agreement was reached. Sell Logan City the property and they would pay for a new access road to access the property, which is valuable as a secondary access to the other property nearby. The tank would be built into the hillside which allows for less of an invasive quality on land development in the future. Logan City agreed to allow USU to add solar panels on the top of the tank, which is one of the potential master plan ideas for that particular location in the future. The sale price of \$530,000 is a combination of the actual sale price of the property and the easement. Trustee members held a lengthy discussion on various aspects and options for the transaction and concurred they would like more time to study this topic.

**Motion:**

Motion was made to table the vote on the proposed real property disposition.

Motion moved by Abraham Rodriguez and motion seconded by Heather Mason. Trustee Ferry abstained from voting. All others board members voted in favor of tabling this item and the motion passed.

**9.5. Request to Approve Utah State University 2023-24 Budgets - Vice President Dave Cowley**

Vice President Cowley met with the trustees executive committee who had the opportunity to review the budget. The three budgets required by policy up for trustee approval are appropriated budget from the legislature, auxiliary and service enterprise budgets and our athletics budget. The state appropriated budget is tax funds and tuition combined. The ongoing base Utah State has from FY23 is \$458 million. USU received just over \$31 million in new ongoing funding during the session which brings the ongoing operating base to \$489 million. Cowley stated the budget is balanced.

**Motion:**

Motion was made to approve the USU 23-24 Budget.

Moved by John Y. Ferry and motion seconded by Tessa White. Voting was unanimous in the affirmative and the motion passed.

**10. Information Agenda**

- 10.1. President's Recent and Upcoming Events
- 10.2. Adopted 500 Level Policies (Use of University Property, Export Controls)
- 10.3. Report of Investments for February 2023
- 10.4. Report of Investments for March 2023

10.5. Report of Investments for April 2023

10.6. Report of Investments for May 2023

**11. Adjourn**

Chair Skinner encouraged the board to attend the USU Luminary event later that evening as well as in the future.

**Motion:**

Motion was made to adjourn the meeting.

Moved by Heather Mason and motion seconded by Kacie Malouf. Voting was unanimous in the affirmative and the meeting was adjourned.

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## USU Board of Trustees Special Meeting

Oct 27, 2023 at 8:00 AM MDT

via Zoom only

<https://usu-edu.zoom.us/j/85078247976?pwd=Z1VZcGZrc2IxYmVQK1UzajFkNWl5QT09>

### Attendance

#### Trustees Present:

Jacey Skinner, Chair (remote)

Gina Gagon, Vice Chair (remote)

Kent K. Alder (remote),

John Y. Ferry (remote)

Heather Mason (remote)

Wayne L. Niederhauser (remote)

David A. Petersen (remote)

Abraham Rodriguez (remote)

Tessa White (remote)

#### Trustees Absent:

David H. Huntsman

Kacie Malouf

#### Utah State University Representatives present:

Janalyn Brown (remote)

Elizabeth Cantwell, President (remote)

Dave Cowley (remote)

Nancy Hanks (remote)

Mica McKinney (remote)

Bill Plate (remote)

Robert Wagner (remote)

Devin Wiser (remote)

#### Others:

Clark Whitworth (remote)

#### 1. Welcome - Chair Skinner

Chair Skinner welcomed Clark Whitworth as a new board member who will take Trustee Niederhauser's seat once Whitworth is confirmed. Because this change has not been made official, Trustee Niederhauser voted.

#### 2. Closed Session

##### Motion:

I move that in accordance with 52-4-205 of the Utah Code that the Trustees go into a closed Executive 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.

Moved by Gina Gagon and motion seconded by David A. Petersen. Voting was unanimous in the affirmative and the meeting moved into closed session.

#### 3. Action Agenda - Real Property Acquisition (Washington, D.C.) - Vice President Cowley

Vice President Devin Wiser explained how purchasing the Washington D.C. property would benefit the university. Currently for the 5 USU and 4 UVU/UofU students, the rent in the apartments keeps increasing. If the proposed purchase goes through, there will be room for 20-24 students and the rent will be fixed. This added capacity will allow USU to grow their program.

Vice President Cowley shared details of the property and contract. It is a two-level condominium with a total of four apartments. USU offered \$2.125 million, and the appraisal came back at \$2.110 million. Although the property is in good condition and has recently been remodeled, 71 issues were found during the inspection. These items will be remedied by the owner. Upon board approval, Utah State is planning to close the end of November/first of December. Vice President Cowley is planning to take this item to the Utah Board of Higher Education on November 3 for their approval as well.

**Motion:**

Motion was made to approve the Washington D.C. Real Property Acquisition.

Moved by David A. Petersen and motion seconded by Kent K. Alder. Voting was unanimous in the affirmative and the motion passed.

4. Adjourn - 8:30am

**Motion:**

Motion was made to adjourn the meeting.

Moved by Gina Gagon and motion seconded by Tessa White. Voting was unanimous in the affirmative and the meeting was adjourned.

10 November 2023

**ITEM FOR ACTION**

**RE:** Capital Improvement Priority List for FY 2024-25

The attached Capital Improvement Priority List for FY 2024-25 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 2024-25 emphasizes critical repairs, renovations, and infrastructure projects.

**RECOMMENDATION**

The President and Vice President for Finance and Administrative Services recommend that the Board of Trustees approve the Capital Improvement Priority List for FY 2024-25 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 Utah Board of Higher Education after approval by the Utah State University Board of Trustees; and

WHEREAS, the President and Vice President for Finance and Administrative Services have reviewed the Capital Improvement List for FY 2024-25 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 2024-25 as presented.

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RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES

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Date

Utah State University Capital Improvement Priority List for FY 2024-25

Priority	Building Name	Project Name	Project Description	Requested Amount	Cumulative Total
1	Logan Campus	Medium Voltage Upgrade	Medium Voltage Upgrade - North overhead to underground conversion. Oil switches and circuit breakers. Underground cable and switch replacement and substation reclosers.	\$ 2,500,000	\$ 2,500,000
2	Logan Campus	Planning and Design Fund	Planning and Design Fund - North overhead to underground conversion. Funds to be used for general programming, designs and studies for current or future projects. Preliminary design work for estimating future project requests.	\$ 175,000	\$ 2,675,000
3	Logan Campus	Campus-Wide Health, Life Safety, Code Compliance & Asbestos Abatement	Campus-Wide Health, Life Safety, Code Compliance & Asbestos Abatement - To include but not limited to: handrails, hardware, ADA, asbestos abatement, mold abatement, code compliance and misc. safety issues, etc.	\$ 150,000	\$ 2,825,000
4	Logan Campus	Campus Concrete Replacement	Campus Concrete Replacement - Replacement of exterior concrete campus-wide focusing on areas that pose a safety hazard.	\$ 250,000	\$ 3,075,000
5	Logan Campus	Campus-Wide Bike Racks & Site Furnishings	Campus-Wide Bike Racks & Site Furnishings - Install and replace bike racks, benches, handrails and other fixed outdoor furnishings and infrastructure.	\$ 60,000	\$ 3,135,000
6	Logan Campus	Campus-Wide Security and Electronic Access Control	Campus-Wide Security and Electronic Access Control - Expand and upgrade electronic card access system and security cameras to existing buildings to improve building security.	\$ 200,000	\$ 3,335,000
7	Logan Campus	Campus Sign System	Campus Sign System - Plan, install and/or replace way-finding signage across campus.	\$ 70,000	\$ 3,405,000
8	Logan Campus	Campus-Wide Classroom Upgrades	Campus Wide Classroom Upgrades - Upgrade classrooms across campus. Upgrades include HVAC, teaching consoles, lighting, whiteboards, screens, blinds, paint, floor coverings, electrical infrastructure, and pathways for future classroom IT equipment.	\$ 250,000	\$ 3,655,000
9	Price Campus	USUE Campus-Wide Security and Electronic Access Control	USUE Campus-Wide Security and Electronic Access Control - Expand and upgrade electronic card access system and security cameras to existing buildings to improve building security.	\$ 100,000	\$ 3,755,000
10	Logan Campus	South Campus Utility Tunnel Expansion	South Campus Utility Tunnel Expansion - Extend Existing Utility Tunnel from Business to New Housing building ~500 Ft.	\$ 3,250,000	\$ 7,005,000
11	Logan Campus	USU Culinary Line to Connect to North Campus to Establish a Loop	USU Culinary Line to Connect North Campus to Establish a Loop - Establish a culinary water loop to be built down 1200 East to 1000 N when Logan City redoes 1200 E roadway and replace transite pipe in 1200 East roadway near Facilities north parking lot.	\$ 100,000	\$ 7,105,000
12	Logan Campus	Public Safety Communication Upgrade	Public Safety Communication Upgrade - Upgrade the communication signal in buildings across campus.	\$ 400,000	\$ 7,505,000
13	USUE Substation	Substation Upgrades	USUE Substation Upgrades - Upgrade existing substation to provide redundancy to campus power.	\$ 2,100,000	\$ 9,605,000
14	Lyric Theater	Design Theatre Upgrades	Lyric Theatre Upgrades - Theatre upgrades based on feasibility study. - Roofing Upgrade	\$ 500,000	\$ 10,105,000
15	Old Main	Old Main Masonry Restoration	Old Main Masonry Restoration - Masonry restoration of brick and stone - South Stairs.	\$ 700,000	\$ 10,805,000
16	Widtsoe	Widtsoe Elevator Upgrade	Widtsoe Elevator Upgrade - Upgrade existing elevator equipment.	\$ 600,000	\$ 11,405,000
17	LARC	Laboratory Ventilation System upgrade	LARC Laboratory Ventilation System Upgrade - Replace and upgrade the laboratory ventilation system and controls. Design completed previous year.	\$ 2,500,000	\$ 13,905,000
18	Widtsoe	Campus Controls Upgrades	Campus Controls Upgrades - Upgrade controls throughout Widtsoe Building.	\$ 700,000	\$ 14,605,000

Priority	Building Name	Project Name	Project Description	Requested Amount	Cumulative Total
19	Spectrum/Estes	Parking Lot Paving	Parking Lot Paving - Repave parking lot and improve curb at Wayne Estes Bldg.	\$ 700,000	\$ 15,305,000
20	Maeser	Building Re-roof	Building Re-roof - TPO Roof System Replacement (2002)	\$ 450,000	\$ 15,755,000
21	Vet Science	Building Re-roof	Building Re-roof - Built-up Roof to TPO - Design	\$ 100,000	\$ 15,855,000
22	BNR	BNR Elevator Upgrade	BNR Elevator Upgrade - Upgrade existing elevator equipment.	\$ 300,000	\$ 16,155,000
23	WW Lundberg	Window Replacement - Phase 2	Window Replacement (Phase 2) - Replaces east studio windows in WWW Lundberg.	\$ 500,000	\$ 16,655,000
24	WW Lundberg	Mechanical Upgrade - Phase 2	Mechanical Upgrade (Phase 2) - Upgrade mechanical system serving East Studios in WWW Lundberg.	\$ 700,000	\$ 17,355,000
25	Old Main	South Parking Lot Paving	South Parking Lot Paving - Repave south parking lot at Old Main.	\$ 200,000	\$ 17,555,000
26	Nutrition and Science Building	Industrial Water Systems Upgrade	Industrial Water Systems Upgrade - Upgrade existing building RO and DI water systems throughout NFS Building - Design	\$ 50,000	\$ 17,605,000
27	Logan Campus	Restroom Upgrades	Restroom Upgrades - Upgrade existing restrooms across campus to meet code requirements	\$ 100,000	\$ 17,705,000
28	West Stadium	West Stadium Parking Lot Utilities	West Stadium Parking Lot Utilities - Civil Design for replacing the existing sewer line and Storm Drainage System in the West Stadium Parking Lot. Design	\$ 100,000	\$ 17,805,000
29	Fine Arts	Fine Arts Daines Concert Hall ADA Chair Lift	Fine Arts Daines Concert Hall ADA Chair Lift - Replace or address existing ADA access to Concert Hall	\$ 200,000	\$ 18,005,000
30	Utility Upgrades	Drywell Utility Upgrades	Drywell Utility Upgrades - Separate the existing combined drywell at the University Inn. Review the existing pipe configuration feeding into the drywell from the roof and parking lot by mapping and/or video to determine the extent of the separation needed. Install a grease interceptor along the conveyance pipe from the parking lot catch basin to the University Inn drywell. - Design	\$ 50,000	\$ 18,055,000
31	Fieldhouse	Fieldhouse HVAC	Fieldhouse HVAC - Install air conditioning at the Fieldhouse.	\$ 1,600,000	\$ 19,655,000
32	Price Central Energy Plant Upgrades	Central Energy Upgrades	USUE Central Energy Upgrades - Central Energy Upgrades, controls, feed water pumps, electrical, etc.	\$ 500,000	\$ 20,155,000

**ITEM FOR ACTION**

RE: Report of Institutional Discretionary Funds for 2022-2023 (Actual), 2023-2024 (Estimate), and 2024-2025 (Estimate) and Institutional Discretionary Funds Supplemental Report of Budget Variances for the Fiscal Year Ended 30 June 2023

The Report of Institutional Discretionary Funds and Institutional Discretionary Funds Supplemental Report of Budget Variances are submitted to the Board of Trustees for consideration. 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.

Utah System of Higher Education 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 (2022-2023), estimates for the current fiscal year (2023-2024), and preliminary estimates of receipts and uses of funds for the request year (2024-2025).

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 (2022-2023), the original budget for the year, and the actual variance from the budget.

**RECOMMENDATION**

The President and Vice President for Finance and Administrative Services recommend that the Board of Trustees approve the Report of Institutional Discretionary Funds and the Institutional Discretionary Funds Supplemental Report of Budget Variances for the Fiscal Year Ended 30 June 2023.

**RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES**

WHEREAS, Utah System of Higher Education Policy R548 requires an annual Report of Institutional Discretionary Funds; and

WHEREAS, Utah State University is required to submit the Report of Institutional Discretionary Funds to the Utah State University Board of Trustees for approval; and

WHEREAS, The Vice President for Finance and Administrative Services has reviewed the Report of Institutional Discretionary Funds and the Institutional Discretionary Funds Supplemental Report of Budget Variances for the Fiscal Year Ended 30 June 2023 and recommends approval to the Board of Trustees; and

WHEREAS, The President of Utah State University has reviewed the Report of Institutional Discretionary Funds and the Institutional Discretionary Funds Supplemental Report of Budget Variances for the Fiscal Year Ended 30 June 2023 and recommends approval to the Board of Trustees;

NOW, THEREFORE, BE IT RESOLVED, That the Utah State University Board of Trustees hereby approves the Report of Institutional Discretionary Funds and the Institutional Discretionary Funds Supplemental Report of Budget Variances for the Fiscal Year Ended 30 June 2023 as presented.

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RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

\_\_\_\_\_  
Date

Date: 10/10/23  
 Initials: DC/WP



REPORT OF INSTITUTIONAL DISCRETIONARY FUNDS

	2022-23 Actual (1) \$	2023-24 Estimate (2) \$	2024-25 Estimate (3) \$
<b>I SOURCES OF INSTITUTIONAL DISCRETIONARY FUNDS</b>			
A. Carry forward	\$ 669,158	\$ 1,265,500	1,065,000
B. Current Funds Interest	13,384,265	15,000,000	15,050,000
C. Unrestricted Gifts and Grants	251,983	100,000	150,000
D. Total Amount Available	<u>14,305,406</u>	<u>16,365,500</u>	<u>16,265,000</u>
<b>II. EXPENDITURES &amp; TRANSFERS BY CATEGORY AND PROJECT</b>			
A. Academic Program Enrichment	2,000	2,500	2,500
B. Cultural Enrichment			
C. Scholarships, Fellowships and Student Aid	9,256,490	12,000,000	12,000,000
D. Faculty Development and Recognition		5,000	5,000
E. Campus Development		100,000	100,000
F. Seed Money for Program Grants and Contracts			
G. Fund Raising and Institutional Development			
H. Equipment Acquisitions			
I. Supplemental Library Support			
J. Other E&G Current Operating Support	23,737	30,000	35,000
K. Transfers To/From Other Funds			
1. Plant Funds	100,000		
2. Support of Athletic Department	3,992,972	3,150,000	3,500,000
3. Quasi-Endowment Funds	(347,306)		
4. Other Funds	12,013	13,000	13,500
L. TOTAL EXPENDITURES & TRANSFERS	<u>13,039,906</u>	<u>15,300,500</u>	<u>15,656,000</u>
<b>III. CARRY FORWARD</b>			
	<u>\$ 1,265,500</u>	<u>\$ 1,065,000</u>	<u>\$ 609,000</u>

Utah State University  
Institutional Discretionary Funds  
Supplemental Report of Budget Variances  
For The Fiscal Year Ended June 30, 2023

	<u>2022-23 Actual</u>	<u>2022-23 Budgeted</u>	<u>Variance Fav/(Unfav)</u>
I. Sources of institutional discretionary funds			
A. Carryforward	\$ 669,158	\$ 669,158	-
B. Current funds interest	13,384,265	8,840,000	4,544,265
C. Unrestricted gifts and grants	251,983	100,000	151,983
D. Total available	<u>14,305,406</u>	<u>9,609,158</u>	<u>4,696,248</u>
II. Expenditures by category and project			
A. Academic program enrichment	2,000	5,000	3,000
B. Cultural enrichment		25,000	25,000
C. Scholarships, fellowships & student aid	9,256,490	5,500,000	(3,756,490)
D. Faculty development and recognition		5,000	5,000
E. Campus development		100,000	100,000
F. Seed money for program grants and contracts			-
G. Fund raising and institutional development		5,000	5,000
H. Equipment acquisitions			-
I. Supplemental library support			-
J. Other E&G current operating support	23,737	40,000	16,263
K. Transfers to/from other funds			-
(1) Plant funds	100,000		(100,000)
(2) Support of Athletic department	3,992,972	3,000,000	(992,972)
(3) Net transfers to quasi-endowment funds	(347,306)		
(4) Other funds	12,013		(12,013)
L. Total expenditures/transfers	<u>13,039,906</u>	<u>8,680,000</u>	<u>(4,707,212)</u>
III. Carryforward	<u>\$ 1,265,500</u>	<u>\$ 929,158</u>	<u>\$ 336,342</u>

**ITEM FOR ACTION**

**RE: Report of Investments for June 2023**

The Report of Investments for June 2023 is submitted to the Board of Trustees for consideration. It has received the appropriate administrative review and approval.

**EXECUTIVE SUMMARY**

This set of investment reports presents investment activity for June 2023 and comparative year-to-date totals for FY 2022-2023 and FY 2021-2022; investment portfolios at 30 June 2023; and Summary of Total Investment Returns for the quarter ended 30 June 2023 and year-to date 01 July 2022 to 30 June 2023.

**CASH MANAGEMENT INVESTMENT POOL**

The average daily fair value invested during June 2023 was \$561,226,886, down \$15,647,476 from May 2023. Total investment gain was \$1,595,306, up \$1,899,303 over May 2023, reflecting the decrease in the amount available for investing and an increase in total investment return. The annualized total investment return was 3.41%, up 4.04% over May 2023.

Year-to-date numbers show that the average daily fair value invested for FY 2022-2023 was \$580,533,248, up \$70,717,679 (13.87%) over FY 2021-2022. Total interest income for FY 2022-2023 amounted to \$17,355,812, up \$10,812,636 (165.25%) over FY 2021-2022, reflecting an increase in the amount available for investing and an increase in interest rates.

The total amount invested at 30 June 2023 was \$520,975,134, up \$28,826,405 (5.86%) over 30 June 2022. Unrealized losses at 30 June 2023 were \$44,261,270.

**ENDOWMENT POOL**

The average daily fair value invested during June 2023 was \$276,417,687, up \$4,781,439 over May 2023. Interest and dividend income of \$568,735 minus net realized losses of \$235,381 totaled \$333,354 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2022-2023 was \$263,350,188, down \$626,767 (0.24%) from FY 2021-2022. Total realized income for FY 2022-2023 was \$7,362,490, down \$7,536,718 (50.58%) from FY 2021-2022. This decrease resulted from \$671,006 more in interest and dividends and \$8,207,724 less in net realized gains during FY 2022-2023.

The total amount invested at 30 June 2023 was \$282,440,582, up \$22,380,619 (8.61%) over 30 June 2022. Unrealized gains at 30 June 2023 were \$48,717,533.



## OTHER INVESTMENTS

The average daily fair value invested during June 2023 was \$263,775,142, down \$25,561 from May 2023. Interest and dividend income of \$894,973 minus net realized losses of \$193,294 totaled \$701,679 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2022-2023 was \$259,807,089, down \$3,298,943 (1.25%) from FY 2021-2022. Total realized income for FY 2022-2023 was \$10,220,520, up \$6,792,155 (198.12%) over FY 2021-2022. This increase resulted from \$6,203,328 more in interest and dividend income and \$588,827 more in net realized gains during FY 2022-2023.

The total amount invested at 30 June 2023 was \$265,526,381, up \$13,345,082 (5.29%) over 30 June 2022. Unrealized gains at 30 June 2023 were \$12,049,465.

## ENDOWMENT TRUSTS

The average daily fair value invested during June 2023 was \$6,186,752, down \$82,595 from May 2023. Interest and dividend income of \$23,542 plus net realized gains of \$125,214 totaled \$148,756 in realized gains for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2022-2023 was \$6,244,033, down \$477,810 (7.11%) from FY 2021-2022. Total realized loss for FY 2022-2023 was \$75,801, down \$745,157 (111.32%) from FY 2021-2022. This decrease resulted from \$6,414 more in interest and dividend income and \$751,571 more in net realized losses during FY 2022-2023.

The total amount invested at 30 June 2023 was \$6,219,981, up \$45,311 (0.73%) over 30 June 2022. Unrealized losses at 30 June 2023 were \$13,925.

## PLANT FUND TRUSTS

The average daily fair value invested during June 2023 was \$45,056,933, up \$17,448,886 over May 2023. Interest income totaled \$177,396 in realized income for the month.

Year-to-date numbers show that the average daily fair value invested for FY 2022-2023 was \$32,732,997, down \$19,003,891 (36.73%) from FY 2021-2022. Total realized income for FY 2022-2023 was \$1,172,690, up \$932,883 (389.01%) over FY 2021-2022. This increase reflects the decreased amount available for investing and an increase in the rate of return.

The total amount invested at 30 June 2023 was \$92,986,097, up \$58,497,650 (169.62%) over 30 June 2022. There were no unrealized gains or losses at 30 June 2023.

## SUMMARY OF INVESTMENT TRANSACTIONS

The University's average daily fair value invested for the month of June was \$1,045,878,421. Purchases totaled \$109,263,958 and sales totaled \$44,237,835. From this activity the University realized net losses of \$303,461 and earnings of \$2,965,593.

## SUMMARY OF INVESTMENT RETURNS

The Endowment Pool composite benchmark is established based on the asset allocation of the Endowment Pool. At 30 June 2023 the Endowment Pool asset allocation was 7.26% cash, 17.96% fixed income, 74.78% equities. The benchmarks used include the Barclay's Capital U.S. Aggregate Bond Index, MSCI ACWIXUS, and the Russell 3000 index. The composite benchmark for the Endowment Pool at 30 June 2023 was 7.20%.

The Endowment Pool trailing 12-month rate of return was 6.24% at 30 June 2023. The Endowment Pool underperformed its benchmark by 96 bp year-to-date at 30 June 2023.

The Cash Management Investment Pool trailing 12-month rate of return was 0.88% at 30 June 2023. The benchmark for the Cash Management Investment Pool is the Utah Public Treasurers' Investment Fund (PTIF). The PTIF fiscal year-to-date annualized rate of return was 4.59% at 30 June 2023. The Cash Management Investment Pool underperformed its benchmark by 371 bp year-to-date at 30 June 2023.

## ENDOWMENT FUNDS

The fair value of invested endowment funds at 30 June 2023 was \$560.5 million, up \$21.1 million (3.91%) over 31 March 2023. This increase includes the change in fair value and new gifts received through 30 June 2023.

Year-to-date, the endowment funds have increased \$39.4 million (7.56%) over 30 June 2022.

Endowment funds are currently invested 46.95% in the Endowment Pool, 20.50% in the Cash Management Investment Pool, 1.11% in the various Endowment Trusts and 31.44% in Other Investments.

## RECOMMENDATION

The President and Vice President for Finance and Administrative Services recommend that the Board of Trustees approve the Report of Investments for June 2023.

**RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES**

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 Finance and Administrative Services, 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 June 2023 to 30 June 2023 and comparative year-to-date totals for the periods 1 July 2022 to 30 June 2023 and 1 July 2021 to 30 June 2022; 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 June 2023 to 30 June 2023 and comparative year-to-date totals for the periods 1 July 2022 to 30 June 2023 and 1 July 2021 to 30 June 2022;

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 June 2023.

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RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date



UTAH STATE UNIVERSITY  
REPORT OF INVESTMENTS  
JUNE 2023

The following schedules (A through G) 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.

A handwritten signature in black ink, appearing to read 'Danford R. Christensen', written over a horizontal line.

Danford R. Christensen  
Controller

10/23/2023

Date

A handwritten signature in black ink, appearing to read 'David T. Cowley', written over a horizontal line.

David T. Cowley  
Vice President  
for Finance and Administrative Services

10/23/23

Date

UTAH STATE UNIVERSITY  
CASH MANAGEMENT INVESTMENT POOL  
SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule A-1

	Beginning Fair Value	Purchases	Sales Proceeds	Change in Fair Value	Ending Fair Value	Average Daily Fair Value	Total Interest Income	Less Service Charges	Net Interest Income
Jul 2022	\$492,148,729	\$36,806,802	\$8,909,142	\$3,634,390	\$523,680,779	\$533,068,740	\$835,245	\$11,139	\$824,106
Aug 2022	523,680,779	22,871,803	8,930,748	(8,443,709)	529,178,125	553,613,625	981,243	(15)	981,258
Sep 2022	529,178,125	41,105,549	22,905,325	(10,798,210)	536,580,139	579,663,923	1,105,549	(3,085)	1,108,634
Oct 2022	536,580,139	32,377,870	5,836,190	(4,507,682)	558,614,137	591,997,660	1,377,870	(15)	1,377,885
Nov 2022	558,614,137	6,299,980	24,827,396	5,258,711	545,345,432	594,845,850	1,390,280	(15)	1,390,295
Dec 2022	545,345,432	6,503,724	11,328,611	587,966	541,108,511	581,037,760	1,610,125	843	1,609,282
Jan 2023	541,108,511	42,364,265	3,026,898	3,180,033	583,625,911	600,554,095	1,754,984	(50)	1,755,034
Feb 2023	583,625,911	1,844,463	25,897,700	(6,021,177)	553,551,497	618,004,560	1,844,463	(25)	1,844,488
Mar 2023	553,551,497	16,379,073	22,240,508	6,918,660	554,608,722	591,582,405	1,826,299	0	1,826,299
Apr 2023	554,608,722	1,686,770	18,463,764	5,807	537,837,535	583,929,105	1,686,770	0	1,686,770
May 2023	537,837,535	14,585,771	24,679,570	(1,650,988)	526,092,748	576,874,362	1,346,991	(15)	1,347,006
Jun 2023	526,092,748	1,595,993	6,712,920	(687)	520,975,134	561,226,886	1,595,993	14,975	1,581,018
	<u>\$492,148,729</u>	<u>\$224,422,063</u>	<u>\$183,758,772</u>	<u>(\$11,836,886)</u>	<u>\$520,975,134</u>	<u>\$580,533,248</u>	<u>\$17,355,812</u>	<u>\$23,737</u>	<u>\$17,332,075</u>

Comparative Totals:

Year-to-date

FY 2022-23	\$492,148,729	\$224,422,063	\$183,758,772	(\$11,836,886)	\$520,975,134	\$580,533,248	\$17,355,812	\$23,737	\$17,332,075
FY 2021-22	418,202,496	303,038,556	197,234,885	(31,857,438)	492,148,729	509,815,569	6,543,176	34,183	6,508,993
Amt Change					28,826,405	70,717,679	10,812,636	(10,446)	10,823,082
% Change					5.86%	13.87%	165.25%	-30.56%	166.28%

Note: The Cash Management Investment Pool includes cash of all funds over estimated daily operating requirements.

UTAH STATE UNIVERSITY  
CASH MANAGEMENT INVESTMENT POOL PORTFOLIO  
30 June 2023

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Description	Coupon Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
<b>Money Market</b>						
Bank of Utah - Public Treasurer Acct	5.4100%			\$19,100,000	\$19,100,000	\$0
Cache Valley Bank	5.1120%			17,100,000	17,100,000	0
				<u>36,200,000</u>	<u>36,200,000</u>	<u>0</u>
<b>Public Treasurers' Investment Fund</b>						
Utah Public Treasurers' Investment Fund	5.1050%			12,100,000	12,100,000	0
				<u>12,100,000</u>	<u>12,100,000</u>	<u>0</u>
<b>Commercial Paper and Corporate Notes</b>						
<b>Fixed Rate</b>						
Goldman Sachs	4.000%	07/29/22	08/29/23	7,000,000	6,976,459	(23,541)
Credit Suisse	3.950%	07/18/22	10/18/23	10,000,000	9,896,711	(103,289)
Citigroup	5.500%	10/31/22	10/31/23	7,000,000	6,916,324	(83,676)
Toronto Dominion Bank	4.050%	08/15/22	11/15/23	10,000,000	9,927,447	(72,553)
Royal Bank of Canada	4.000%	08/30/22	11/30/23	8,000,000	7,930,379	(69,621)
JP Morgan	4.000%	09/14/22	12/14/23	5,000,000	4,954,463	(45,537)
Royal Bank of Canada	4.050%	09/14/22	12/14/23	7,000,000	6,956,300	(43,700)
JP Morgan	4.250%	09/19/22	12/19/23	7,000,000	6,965,693	(34,307)
Bank of Nova Scotia	4.4000%	09/30/22	12/30/23	7,000,000	6,916,728	(83,272)
Wells Fargo & Co	3.7500%	11/07/22	01/24/24	4,909,700	4,942,233	32,533
Toronto Dominion Bank	5.2000%	10/31/22	01/31/24	7,000,000	6,923,763	(76,237)
Barclays Bank	5.3500%	01/20/23	02/12/24	5,000,000	4,939,717	(60,283)
Canadian Imperial Bank	5.1500%	01/17/23	02/20/24	7,000,000	7,011,194	11,194
Toronto Dominion Bank	5.3500%	01/18/23	04/18/24	5,000,000	5,000,309	309
<b>Floater Rate</b>						
Athene Global	5.9410%	07/29/21	01/08/24	2,952,000	2,939,961	(12,039)
Athene Global	5.9410%	02/17/22	01/08/24	12,265,000	12,214,980	(50,020)
Invesco	4.0000%	05/09/23	01/30/24	6,927,340	6,908,902	(18,438)
Comcast	5.8900%	02/07/22	04/15/24	7,000,000	7,016,081	16,081
Banco Santander	0.7010%	01/12/23	06/30/24	11,737,800	11,934,000	196,200

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Description	Coupon Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
Floater Rate (continued)						
GA Global Funding Trust	5.5570%	07/14/22	09/13/24	\$5,833,974	\$5,879,759	\$45,785
Athene Global	5.7130%	08/19/22	01/07/25	3,890,560	3,900,707	10,147
JP Morgan	6.0610%	02/10/22	01/10/25	5,000,000	5,001,486	1,486
BPCE	5.5800%	01/14/22	01/14/25	5,000,000	4,990,505	(9,495)
Bank of America	5.7360%	02/08/22	02/04/25	7,000,000	6,992,484	(7,516)
Royal Bank of Canada	6.0000%	05/08/23	03/17/25	4,465,000	4,450,026	(14,974)
GA Global Funding Trust	6.3710%	07/14/22	04/11/25	6,216,606	6,184,964	(31,642)
Huntington National Bank	6.2610%	07/18/22	05/16/25	6,920,977	6,803,507	(117,470)
JP Morgan	5.6000%	05/09/23	06/01/25	1,846,441	1,850,759	4,318
Truist Financial	5.4580%	01/12/23	06/09/25	6,871,480	6,775,102	(96,378)
Barclays Bank	4.2500%	09/02/22	09/02/25	7,000,000	6,977,726	(22,274)
Barclays Bank	4.5000%	09/15/22	09/15/25	7,000,000	6,977,159	(22,841)
Societe Generale	4.5000%	09/30/22	09/30/25	10,000,000	10,000,000	0
Macquarie	5.7200%	12/23/22	10/14/25	4,893,600	4,959,374	65,774
Bank of America	4.6000%	10/20/22	10/20/25	7,000,000	6,972,984	(27,016)
Goldman Sachs	5.7500%	03/17/23	03/17/26	7,000,000	6,856,325	(143,675)
				233,730,478	232,844,511	(885,967)
Obligations of U. S. Government						
Federal Home Loan Bank FHLB	2.2500%	02/25/22	02/28/25	5,000,000	4,762,853	(237,147)
Federal Home Loan Bank FHLB	1.3750%	01/26/22	12/26/25	4,975,000	4,599,563	(375,437)
Federal Farm Credit Bank FFCB	1.6000%	01/27/22	01/27/26	5,000,000	4,613,386	(386,614)
Federal Home Loan Mortgage FHLMC	5.2500%	03/20/23	03/20/26	7,552,774	7,529,754	(23,020)
Federal Farm Credit Bank FFCB	1.3900%	12/22/21	06/22/26	7,000,000	6,354,066	(645,934)
Federal Home Loan Bank FHLB	1.6250%	02/18/22	02/18/27	10,000,000	9,273,772	(726,228)
Federal Home Loan Bank FHLB	2.0500%	02/25/22	02/25/27	7,000,000	6,411,140	(588,860)
Federal Farm Credit Bank FFCB	1.2500%	07/06/21	07/06/27	7,000,000	6,193,183	(806,817)
Federal Farm Credit Bank FFCB	1.8700%	01/26/22	07/26/27	5,000,000	4,525,550	(474,450)
Federal Farm Credit Bank FFCB	1.3300%	09/01/21	09/01/28	10,000,000	8,617,280	(1,382,720)
Federal Farm Credit Bank FFCB	2.0000%	01/24/22	01/24/29	7,000,000	6,151,060	(848,940)

UTAH STATE UNIVERSITY  
CASH MANAGEMENT INVESTMENT POOL PORTFOLIO  
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Description	Coupon Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
Obligations of U. S. Government (continued)						
Federal Farm Credit Bank FFCB	1.0400%	01/25/21	01/25/29	\$10,000,000	\$8,346,867	(\$1,653,133)
Federal Farm Credit Bank FFCB	1.2900%	09/09/21	02/26/29	9,980,000	8,471,127	(1,508,873)
Federal Farm Credit Bank FFCB	1.3700%	09/20/21	03/20/29	10,000,000	8,469,862	(1,530,138)
Federal Farm Credit Bank FFCB	1.4000%	07/27/21	04/26/29	5,000,000	4,255,084	(744,916)
Federal Home Loan Bank FHLB	2.0000%	01/27/22	07/27/29	4,991,250	4,366,385	(624,865)
Federal Farm Credit Bank FFCB	1.2300%	09/10/20	09/10/29	10,000,000	8,195,134	(1,804,866)
Federal Farm Credit Bank FFCB	1.4700%	09/17/21	12/17/29	10,000,000	8,376,517	(1,623,483)
Federal Farm Credit Bank FFCB	1.8300%	10/26/21	04/25/30	6,986,000	5,913,475	(1,072,525)
Federal Farm Credit Bank FFCB	1.2500%	09/03/20	06/03/30	10,000,000	7,958,197	(2,041,803)
Federal Home Loan Mortgage FHLMC	1.2500%	09/10/20	06/10/30	4,500,000	3,631,903	(868,097)
Federal Farm Credit Bank FFCB	1.5500%	08/10/21	07/26/30	9,995,000	8,222,958	(1,772,042)
Federal Farm Credit Bank FFCB	1.2300%	01/22/21	07/29/30	10,562,000	8,316,159	(2,245,841)
Farmer Mac FAMCA	1.2700%	08/19/20	08/19/30	6,500,000	5,243,162	(1,256,838)
Federal Home Loan Bank FHLB	1.2200%	08/26/20	08/26/30	8,000,000	6,425,953	(1,574,047)
Federal Farm Credit Bank FFCB	1.2400%	09/03/20	09/03/30	7,000,000	5,620,498	(1,379,502)
Farmer Mac FAMCA	1.3500%	09/09/20	09/09/30	10,000,000	8,090,407	(1,909,593)
Federal Home Loan Bank FHLB	2.1800%	01/25/22	09/25/30	5,000,000	4,276,135	(723,865)
Farmer Mac FAMCA	1.2900%	01/15/21	01/15/31	10,265,767	8,182,545	(2,083,222)
Federal Home Loan Bank FHLB	0.7500%	01/27/21	01/27/31	9,980,000	8,063,051	(1,916,949)
Federal Home Loan Bank FHLB	1.4000%	02/04/21	02/04/31	6,900,000	5,527,015	(1,372,985)
Federal Home Loan Bank FHLB	0.7500%	02/18/21	02/18/31	9,995,000	8,283,581	(1,711,419)
Federal Farm Credit Bank FFCB	1.7000%	08/25/21	04/28/31	4,290,854	3,497,917	(792,937)
Federal Farm Credit Bank FFCB	1.8500%	08/18/21	08/18/31	10,000,000	8,165,206	(1,834,794)
Federal Farm Credit Bank FFCB	1.7300%	01/13/22	09/22/31	10,122,763	8,398,057	(1,724,706)
				275,596,408	233,328,802	(42,267,606)
Municipal Bonds						
Salt Lake County	2.7800%	03/01/17	02/01/23	600,000	590,804	(9,196)
Utah State Transit Authority	1.7830%	03/15/21	02/01/24	3,000,000	2,449,153	(550,847)
				3,600,000	3,039,957	(560,043)



UTAH STATE UNIVERSITY  
 CASH MANAGEMENT INVESTMENT POOL PORTFOLIO  
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Description	Coupon Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
Accounts Receivable / Premiums & Discounts						
Accounts Receivable				\$3,461,864	\$3,461,864	\$0
Premiums & Discounts				547,654	0	(547,654)
				<u>4,009,518</u>	<u>3,461,864</u>	<u>(547,654)</u>
Total Cash Management Investment Pool				<u><u>\$565,236,404</u></u>	<u><u>\$520,975,134</u></u>	<u><u>(\$44,261,270)</u></u>

UTAH STATE UNIVERSITY  
CASH MANAGEMENT INVESTMENT POOL  
SUMMARY OF INVESTMENT TRANSACTIONS AND PERFORMANCE  
For the Month of June 2023

Schedule A-2

	Purchases	Sales		Earnings	Change in Fair Value	Total Investment Income	Average Daily Fair Value	Annualized Total Investment Return
		Cost	Receipts					
Miscellaneous				\$73,023		\$73,023		0.00%
Money Market Account				154,238		154,238	\$36,200,000	5.11%
Utah Public Treasurers' Investment Fund				51,512		51,512	12,100,000	5.11%
Commercial Paper and Corporate Notes		\$5,187,000	\$5,187,000	953,812	\$117,545	1,071,357	233,730,478	5.50%
Obligations of U. S. Government				357,560	(105,380)	252,180	275,596,408	1.10%
Municipal Bonds				5,848	(12,852)	(7,004)	3,600,000	-2.33%
Receivable	\$1,595,993	1,525,920	1,525,920					0.00%
<b>Total</b>	<b>\$1,595,993</b>	<b>\$6,712,920</b>	<b>\$6,712,920</b>	<b>\$1,595,993</b>	<b>(\$687)</b>	<b>\$1,595,306</b>	<b>\$561,226,886</b>	<b>3.41%</b>

UTAH STATE UNIVERSITY  
SUMMARY OF CASH MANAGEMENT INVESTMENT POOL TRANSACTIONS  
For the Month of June 2023

Schedule A-3

	Purchases		Sales				Earnings
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)	
<u>Cash Management Investment Pool</u>							
Miscellaneous							\$73,023
Money Market Account							154,238
Utah Public Treasurers' Investment Fund							51,512
Corporate Bonds and Floaters				\$5,187,000	\$5,187,000	\$0	953,812
Obligations of U. S. Government							357,560
Municipal Bonds							5,848
Accounts Receivable		\$1,575,130		1,525,920	1,525,920	0	
Premiums & Discounts		20,863					
Total Cash Management Investment Pool		<u>\$1,595,993</u>		<u>\$6,712,920</u>	<u>\$6,712,920</u>	<u>\$0</u>	<u>\$1,595,993</u>

UTAH STATE UNIVERSITY  
 ENDOWMENT POOL  
 SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule B-1

	Beginning Fair Value	Purchases	Sales Proceeds	Change in Fair Value	Ending Fair Value	Average Daily Fair Value	Total Interest and Dividends	Realized Gain or (Loss)	Total Realized Income	Less Expenses	Net Realized Income/(Loss)
*Jul 2022	\$253,569,010	\$2,334,051	\$2,134,353	\$7,254,463	\$261,023,171	\$257,296,091	\$185,001	(\$50,599)	\$134,402	\$1,977	\$132,425
Aug 2022	261,023,171	5,850,682	4,977,234	(5,037,536)	256,859,083	258,941,127	163,687	8,538	172,225	\$2,963	169,262
Sep 2022	256,859,083	7,212,882	4,750,921	(14,513,058)	244,807,986	250,833,535	474,526	204,985	679,511	(2,029)	681,540
Oct 2022	244,807,986	4,672,637	4,178,753	8,512,422	253,814,292	249,311,139	(44,243)	419,927	375,684	115,449	260,235
Nov 2022	253,814,292	4,693,022	3,494,728	10,045,435	265,058,021	259,436,157	120,862	30,164	151,026	15,929	135,097
Dec 2022	265,058,021	16,134,190	14,714,798	(6,310,501)	260,166,912	262,612,467	1,113,324	673,893	1,787,217	49,802	1,737,415
Jan 2023	260,166,912	4,700,113	2,874,459	8,514,254	270,506,820	265,336,866	134,132	109,480	243,612	15,008	228,604
Feb 2023	270,506,820	12,448,169	11,202,244	(4,615,365)	267,137,380	268,822,100	203,834	863,748	1,067,582	3,061	1,064,521
Mar 2023	267,137,380	3,583,026	2,957,651	1,788,543	269,551,298	268,344,339	330,251	288,498	618,749	30,944	587,805
Apr 2023	269,551,298	1,848,856	1,423,302	2,900,851	272,877,703	271,214,501	250,073	25,368	275,441	19,610	255,831
May 2023	272,877,703	6,258,319	5,872,388	(2,868,842)	270,394,792	271,636,248	145,562	1,378,125	1,523,687	140	1,523,547
Jun 2023	270,394,792	22,666,215	18,329,918	7,709,493	282,440,582	276,417,687	568,735	(235,381)	333,354	185,302	148,052
	<u>\$253,569,010</u>	<u>\$92,402,162</u>	<u>\$76,910,749</u>	<u>\$13,380,159</u>	<u>\$282,440,582</u>	<u>\$263,350,188</u>	<u>\$3,645,744</u>	<u>\$3,716,746</u>	<u>\$7,362,490</u>	<u>\$438,156</u>	<u>\$6,924,334</u>

Comparative Totals:

Year-to-date

FY 2022-23	\$253,569,010	\$92,402,162	\$76,910,749	\$13,380,159	\$282,440,582	\$263,350,188	\$3,645,744	\$3,716,746	\$7,362,490	\$438,156	\$6,924,334
FY 2021-22	252,565,749	105,402,876	92,281,456	(5,627,206)	260,059,963	263,976,955	2,974,738	11,924,470	14,899,208	452,523	14,446,685
Amt Change					22,380,619	(626,767)	671,006	(8,207,724)	(7,536,718)	(14,367)	(7,522,351)
% Change					8.61%	-0.24%	22.56%	-68.83%	-50.58%	-3.17%	-52.07%

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 \$8,381,063 principal beginning balance, a \$19,257,707 ending balance, and a \$14,687,831 average daily balance for the current month. Current month interest and dividends from the CMIP were \$41,143 bringing the total to \$240,061 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  
 ENDOWMENT POOL  
 INVESTMENT PERFORMANCE

Schedule B-1-A

	Total Number of Units	Fair Value Per Unit			Net Earnings	Earnings Per Unit
		Beginning of Month	End of Month	Percent Change		
July 2022	595,957.34	\$425.5098	\$437.9897	2.93%	\$185,001	\$0.3104
August 2022	597,584.60	437.9897	429.8288	-1.86%	163,687	0.2739
September 2022	602,203.66	429.8288	406.5203	-5.42%	474,526	0.7880
October 2022	603,811.39	406.5203	420.3536	3.40%	(44,243)	(0.0733)
November 2022	606,412.45	420.3536	437.0920	3.98%	120,862	0.1993
December 2022	607,226.62	437.0920	428.4511	-1.98%	1,113,324	1.8335
January 2023	611,209.64	428.4511	442.5762	3.30%	134,132	0.2195
February 2023	613,571.16	442.5762	435.3812	-1.63%	203,834	0.3322
March 2023	614,320.09	435.3812	438.7799	0.78%	330,251	0.5376
April 2023	614,764.71	438.7799	443.8734	1.16%	250,073	0.4068
May 2023	615,306.55	443.8734	439.4473	-1.00%	145,562	0.2366
June 2023	624,301.63	439.4473	452.4105	2.95%	568,736	0.9110

UTAH STATE UNIVERSITY  
 ENDOWMENT POOL PORTFOLIO  
 June 30, 2023

Schedule B-1-B  
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Description	Face Value	Number of Shares	Interest Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
Cash Management Investment Pool						\$19,257,707	\$19,257,707	\$0
Total Cash Management Investment Pool						<u>19,257,707</u>	<u>19,257,707</u>	<u>0</u>
Equity funds								
Dimensional - DFA Emerging Markets Core Equity		147,008.603				3,169,696	3,181,266	11,570
Dimensional - DFA Micro Cap		80,431.435				1,736,142	1,952,071	215,929
Dimensional - DFA Small Cap		50,270.105				1,759,148	2,080,680	321,532
GQG Partners Emerging Markets Equity Fund						4,500,000	5,945,151	1,445,151
GQG Partners Global Equity Fund						17,238,585	24,440,143	7,201,558
LSV Global Value Fund Intl		1,711,832.099				20,777,378	21,962,806	1,185,428
RhumbLine QSI Index		616,686.582				14,838,558	23,096,032	8,257,474
Ryder Court Global Opportunistic Fund		1,423,720.047				15,755,727	20,798,738	5,043,011
Vanguard FTSE All-World ex-US Index Fund		150,839.413				14,191,297	16,162,443	1,971,146
Vanguard Russell 3000		27,263.866				5,517,216	10,430,337	4,913,121
Total Equities						<u>99,483,747</u>	<u>130,049,667</u>	<u>30,565,920</u>
Fixed Income funds								
Longfellow						15,437,348	13,823,257	(1,614,091)
Columbia Inst High Yield Fixed Income		55,868.340				6,585,224	6,683,256	98,032
GoldenTree Multi Sector Cayman, LTD		2,823.848				3,000,000	4,098,268	1,098,268
Pacific Asset Management						5,299,255	6,704,635	1,405,380
Paydenfunds - Emerging Markets Bond Fund		210,578.869				2,669,576	2,099,471	(570,105)
Silver Rock Offshore Tactical Allocation Fund - 2019						4,297,234	4,689,141	391,907
Silver Rock Offshore Tactical Allocation Fund - 2022						1,783,491	1,820,832	37,341
Vanguard Inflation Protected Secs Ad		75,575.375				1,958,712	1,759,395	(199,317)
Vanguard Long Term Treasury Institutional fund VLGIX		187,480.709				5,051,550	5,061,979	10,429
Vanguard Short Term Inflation Protected Securities Index Fu		78,276.185				1,938,051	1,847,318	(90,733)
Wellington - CTF Opportunistic Emerging Markets		254,534.718				2,600,908	2,135,546	(465,362)
Total Fixed Income Funds						<u>50,621,349</u>	<u>50,723,098</u>	<u>101,749</u>

UTAH STATE UNIVERSITY  
 ENDOWMENT POOL PORTFOLIO  
 June 30, 2023

Schedule B-1-B  
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Description	Face Value	Number of Shares	Interest Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
Alternatives								
Adaptive Trend Fund, LP								
AlphaSimplex						\$2,500,000	\$2,365,846	(\$134,154)
Aether Investment Partners, LLC								
Aether Real Assets IV, LP						1,917,589	2,332,553	414,964
Aether Real Assets V, LP						2,762,241	3,759,833	997,592
Aether Real Assets Seed Partners						2,917,130	3,461,254	544,124
BlackRock								
BlackRock Global Infrastructure Fund IV						324,315	324,315	0
The Carlyle Group								
Carlyle Realty Partners VIII						2,422,088	2,730,272	308,184
Centerbridge								
Centerbridge Partners Real Estate Fund II, LP						2,432,034	2,460,653	28,619
Commonfund								
CEP VII						0	250,196	250,196
CEP VIII						264,557	901,978	637,421
CNR VIII						670,487	417,775	(252,712)
CNR IX						817,830	1,054,616	236,786
CVP X						610,454	2,013,415	1,402,961
Constitution Capital								
Ironsidess Co-Investment Fund III						82,264	418,480	336,216
Ironsidess Partnership Fund III						26,162	1,137,531	1,111,369
DG partners								
BH-DG Systematic Trading Fund		15716.9688				2,500,000	2,517,611	17,611
Fort Washington Capital Partners Group								
Fort Washington Private Equity Investors X, LP						4,574,664	6,736,410	2,161,746
Global Infrastructure Partners								
Global Infrastructure Partners III-A/B, L.P.						2,524,780	3,109,726	584,946
Global Infrastructure Partners IV-A/B, L.P.						3,737,021	4,046,290	309,269

UTAH STATE UNIVERSITY  
 ENDOWMENT POOL PORTFOLIO  
 June 30, 2023

Schedule B-1-B  
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Description	Face Value	Number of Shares	Interest Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
Alternatives (continued)								
Goldman Sachs Vintage Fund VI						\$29,976	\$397,115	\$367,139
Grosvenor GCM Grosvenor Special Opportunity Fund		3,000.000				3,000,000	2,262,902	(737,098)
HarbourVest HarbourVest 2017 Global Fund L.P.						3,133,608	5,010,662	1,877,054
i Squared Capital ISQ Global Infrastructure Fund III						1,407,034	1,449,822	42,788
Morgan Stanley JP Morgan Prime Property Fund		407.392				6,278,638	8,622,334	2,343,696
MUFG Fund Services EnTrust Permal Special Opportunities Evergreen Fund		1,493.167				1,486,524	1,248,181	(238,343)
Pinehurst Institutional Ltd. Corbin		5,085.637				9,000,000	10,835,982	1,835,982
Silicon Valley Bank Strategic Investors Fund X Cayman, LP						723,711	766,758	43,047
Solamere Capital Solamere Founders Fund I, LP						254,859	412,986	158,127
Solamere Founders Fund II, LP						1,764,647	3,105,851	1,341,204
Solamere Founders Fund IV, LP						2,003,425	2,161,481	158,056
Woodbury Woodbury Strategic Partners Fund, L.P.						151,600	203,394	51,794
Woodbury IFRI						32,223	65,341	33,118
Woodbury Capital II, LP						476,495	1,010,611	534,116
Woodbury Capital II, LP - WC2 IF Spring, LLC						144,869	144,869	0
Woodbury Capital II, LP - WB West						78,840	52,441	(26,399)
Woodbury Capital III, LP						1,763,596	2,768,844	1,005,248



UTAH STATE UNIVERSITY  
 ENDOWMENT POOL PORTFOLIO  
 June 30, 2023

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Description	Face Value	Number of Shares	Interest Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
Alternatives (continued)								
WSP Wilmington, Phase I & II						\$235,919	\$501,594	\$265,675
WSP Wilmington Hotel LLC						63,700	103,222	39,522
Total Alternatives						<u>63,113,280</u>	<u>81,163,144</u>	<u>18,049,864</u>
Money Market Funds								
Goldman Sachs Bank Deposit						98,938	98,938	0
US Bank - Endowment Pool First Am Treas Ob Fd Cl Z						911,463	911,463	0
US Bank - Longfellow First Am Treas Ob Fund Cl Z						70,965	70,965	0
Total Money Market						<u>1,081,366</u>	<u>1,081,366</u>	<u>0</u>
Accruals / Payables								
Endowment Pool								
Goldman Sachs						13	13	0
US Bank - Accruals						91,411	91,411	0
Longfellow								
Longfellow Investment Management						(16,127)	(16,127)	0
US Bank Receivable - Interest Accrual						90,303	90,303	0
Total Accruals / payables						<u>165,600</u>	<u>165,600</u>	<u>0</u>
Total Endowment Pool						<u><u>\$233,723,049</u></u>	<u><u>\$282,440,582</u></u>	<u><u>\$48,717,533</u></u>

UTAH STATE UNIVERSITY  
SUMMARY OF ENDOWMENT POOL TRANSACTIONS  
For the Month of June 2023

Schedule B-2  
Page 1 of 2

	Purchases		Sales			Earnings
	Shares	Cost	Shares	Cost	Receipts	
<b>Endowment Pool Transactions</b>						
Cash Management Investment Pool						
Utah State University		\$10,952,863		\$117,363	\$117,363	\$0
CMIP Interest		41,143				\$41,143
Equity funds						
Dimensional - DFA Emerging Markets Core Equity						32,533
Dimensional - DFA Micro Cap						5,687
Dimensional - DFA Small Cap						6,568
Ryder Court Global Opportunistic Fund			1,960.310	19,603	28,638	9,035
Vanguard FTSE All-World ex-US Index Fund	1,629.869	177,574				177,574
Vanguard Russell 3000	117.589	44,224	1,320.341	253,116	500,000	246,884
Fixed Income funds						
Longfellow		607,420		6,000,839	5,483,986	(516,853)
Paydenfunds - Emerging Markets Bond Fund	1,143.144	11,352				11,351
Vanguard Inflation Protected Secs Ad			42,337.002	1,095,741	1,000,000	(95,741)
Vanguard Long Term Treasury Institutional fund VLGIX	498.022	13,482				13,180
Vanguard Short Term Inflation Protected Securities Index Fund			41,981.528	1,038,711	1,000,000	(38,711)
Wellington - CTF Opportunistic Emerging Markets	1,541.330	12,932				12,932
Alternatives						
Aether Investment Partners, LLC						
Aether Real Assets Seed Partners		2,243,975				
BlackRock						
BlackRock Global Infrastructure Fund IV		324,315				
The Carlyle Group						
Carlyle Realty Partners VIII		46,646		78,285	161,489	83,204
Centerbridge						
Centerbridge Partners Real Estate Fund II, LP		47,392				
Commonfund						
CEP VII				0	11,739	11,739
CEP VIII				0	20,245	20,245
CNR VIII				8,255	9,451	1,196
CVP X				7,698	34,337	26,639
Global Infrastructure Partners						
Global Infrastructure Partners IV-A/B, L.P.		6,683		35,450	35,450	0
Goldman Sachs						
Vintage Fund VI						6,144
HarbourVest						
HarbourVest 2017 Global Fund L.P.				3,371	20,353	16,982
Morgan Stanley						
JP Morgan Prime Property Fund	4.116	87,108				87,108

UTAH STATE UNIVERSITY  
SUMMARY OF ENDOWMENT POOL TRANSACTIONS  
For the Month of June 2023

Schedule B-2  
Page 2 of 2

	Purchases		Sales			Earnings	
	Shares	Cost	Shares	Cost	Receipts		Gain/(Loss)
Alternatives (continued)							
Woodbury							
WSP Wilmington, Phase I & II						\$6,568	
WSP Wilmington Hotel LLC						4,274	
Money Market Funds							
Goldman Sachs Bank Deposit		\$6,526				382	
US Bank - Endowment Pool First Am Treas Ob Fd Cl Z		2,762,173		\$4,615,682	\$4,615,682	\$0	
US Bank - Longfellow First Am Treas Ob Fund Cl Z		5,134,624		5,126,688	5,126,688	0	
Cash							
Longfellow							
US Bank Cash				54,319	54,319	0	
Accruals / Payable							
Endowment Pool							
Goldman Sachs		1				1	
US Bank - Accruals		91,411		17,000	17,000	0	
Longfellow							
Longfellow Investment Management				16,127	16,127	0	
US Bank Receivable - Interest Accrual		54,371		77,051	77,051	0	
Total Endowment Pool Transactions		<u>\$22,666,215</u>		<u>\$18,565,299</u>	<u>\$18,329,918</u>	<u>(\$235,381)</u>	<u>\$568,735</u>

UTAH STATE UNIVERSITY  
DEFENSIVE RETURN POOL  
SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule C1A

	Beginning Fair Value	Purchases	Sales Proceeds	Change in Fair Value	Ending Fair Value	Average Daily Fair Value	Total Interest and Dividends	Realized Gain or (Loss)	Total Realized Income
Jul 2022	\$232,326,049	\$21,749,543	\$21,137,864	\$2,540,646	\$235,478,374	\$233,902,212	\$611,679	\$0	\$611,679
Aug 2022	235,478,374	13,606,846	11,446,676	(3,369,981)	234,268,563	234,873,469	740,196	0	740,196
Sep 2022	234,268,563	4,147,887	7,124,021	(6,633,943)	224,658,486	229,463,525	720,648	98,820	819,468
Oct 2022	224,658,486	6,504,445	8,402,796	(3,270,204)	219,489,931	222,074,209	735,191	(101,290)	633,901
Nov 2022	219,489,931	3,962,374	1,192,573	5,332,539	227,592,271	223,541,101	765,321	0	765,321
Dec 2022	227,592,271	4,299,516	4,926,364	(1,124,043)	225,841,380	226,716,826	862,205	0	862,205
Jan 2023	225,841,380	1,815,371	301,571	6,763,308	234,118,488	229,979,934	833,852	0	833,852
Feb 2023	234,118,488	19,599,906	19,009,248	(3,794,428)	230,914,718	232,516,603	873,685	0	873,685
Mar 2023	230,914,718	14,502,713	12,561,394	591,344	233,447,381	232,181,050	940,269	0	940,269
Apr 2023	233,447,381	3,123,716	2,683,357	1,059,624	234,947,364	234,197,373	809,399	24	809,423
May 2023	234,947,364	3,911,411	3,956,688	(2,678,195)	232,223,892	233,585,628	836,590	81,704	918,294
Jun 2023	232,223,892	6,645,867	4,993,889	333,067	234,208,937	233,216,415	889,292	(191,061)	698,231
	<u>\$232,326,049</u>	<u>\$103,869,595</u>	<u>\$97,736,441</u>	<u>(\$4,250,266)</u>	<u>\$234,208,937</u>	<u>\$230,520,695</u>	<u>\$9,618,327</u>	<u>(\$111,803)</u>	<u>\$9,506,524</u>

Comparative Totals:

Year-to-date									
FY 2022-22	\$232,326,049	\$103,869,595	\$97,736,441	(\$4,250,266)	\$234,208,937	\$230,520,695	\$9,618,327	(\$111,803)	\$9,506,524
FY 2021-22	226,770,652	136,934,928	121,176,661	(18,764,699)	223,764,220	230,275,285	3,378,904	(62,623)	3,316,281
Amt Change					10,444,717	245,410	6,239,423	(49,180)	6,190,243
% Change					4.67%	0.11%	184.66%	-78.53%	186.66%

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 \$91,154,655 principal beginning balance, a \$92,171,244 ending balance, and a \$92,097,148 average daily balance for the current month. Current month interest and dividends from the CMIP were \$253,903 bringing the total to \$2,937,396 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  
DEFENSIVE RETURN POOL PORTFOLIO  
30 June 2023

Schedule C1B  
Page 1 of 6

Description	Face Value	Maturity Date	Interest Rate/Coupon	Cost	Fair Value	Unrealized Gain/(Loss)
Cash Management Investment Pool				\$92,171,243	\$92,171,243	\$0
Total Cash Management Investment Pool				<u>92,171,243</u>	<u>92,171,243</u>	<u>0</u>
Utah Public Treasurers' Investment Fund			5.105%	7,844,957	7,844,957	0
Total Utah Public Treasurers' Investment Fund				<u>7,844,957</u>	<u>7,844,957</u>	<u>0</u>
Fixed Income						
US Bank						
Corporate Issues						
Bank of NY Mellon	10,350.000	03/20/69	3.700%	991,540	913,646	(77,894)
Berkshire Hathaway	20,000.000	10/15/50	4.250%	2,076,940	1,621,520	(455,420)
BlackStone Holdings	18,700.000	04/22/33	6.200%	1,964,585	1,909,999	(54,586)
Bristol Myers Squibb Co	10,000.000	08/01/97	6.875%	1,354,660	1,163,470	(191,190)
Burlington North Santa Fe	10,000.000	08/01/97	7.250%	1,410,975	1,187,360	(223,615)
Case Western Reserve Univ	9,400.000	06/01/22	5.405%	995,855	909,723	(86,132)
Catholic Health Initiative	10,000.000	11/01/42	4.350%	905,670	858,610	(47,060)
Chevron	10,000.000	11/15/44	5.050%	952,600	945,290	(7,310)
Citigroup Inc	9,000.000	05/18/46	4.750%	989,091	770,013	(219,078)
Comcast Corp	10,000.000	10/15/58	4.950%	991,310	960,130	(31,180)
ConocoPhillips	10,000.000	02/01/39	6.500%	1,061,960	1,152,890	90,930
Cummins Inc	10,000.000	03/01/98	5.650%	1,065,050	890,430	(174,620)
Dignity Health	20,000.000	11/01/64	5.267%	2,059,480	1,877,260	(182,220)
ExxonMobil	12,000.000	03/19/40	4.227%	1,073,460	1,106,112	32,652
Farmers Exchange Capital	9,500.000	07/15/48	7.200%	1,138,394	981,664	(156,730)
Assured Guarany Muni	10,000.000	12/15/66	6.400%	936,000	894,790	(41,210)
Ga Global Funding	22,590.000	01/06/32	2.900%	1,864,081	1,716,592	(147,489)
General Electric	11,840.000	12/29/49	4.100%	1,055,181	1,144,040	88,859
Goldman Sachs Group Inc Med Term Note	7,470.000	09/15/41	6.000%	858,482	773,967	(84,515)
Guardian Life	10,000.000	01/24/77	4.850%	971,620	831,930	(139,690)
Harley Davidson Inc	11,000.000	07/28/45	4.625%	1,027,202	833,855	(193,347)
Home Depot Inc	13,000.000	02/15/44	4.875%	1,254,370	1,265,355	10,985

UTAH STATE UNIVERSITY  
DEFENSIVE RETURN POOL PORTFOLIO  
30 June 2023

Schedule C1B  
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Description	Face Value	Maturity Date	Interest Rate/Coupon	Cost	Fair Value	Unrealized Gain/(Loss)
Corporate Issues (continued)						
Home Depot Inc	10,000.000	09/15/52	4.950%	\$976,250	\$993,220	\$16,970
IBM	10,000.000	12/01/96	7.125%	1,253,200	1,275,460	22,260
KKR Group Fin Co II	10,000.000	02/01/43	5.500%	1,069,400	912,220	(157,180)
Kentucky Utilities	10,000.000	10/01/45	4.375%	1,033,140	839,460	(193,680)
Liberty Mutual Insurance	3,300.000	10/15/97	7.697%	487,657	369,442	(118,215)
Mass Institute of Tech	7,800.000	07/01/11	5.600%	971,560	880,971	(90,589)
Mass Mutual Life Insurance	10,000.000	04/01/77	4.900%	981,080	850,890	(130,190)
Massachusetts Mut	13,460.000	02/15/69	5.077%	1,270,624	1,223,218	(47,406)
MetLife Inc	5,000.000	12/15/36	6.400%	540,625	499,025	(41,600)
MetLife Inc	4,730.000	04/08/38	9.250%	685,613	548,358	(137,255)
Morgan Stanley	9,600.000	01/19/38	5.948%	995,491	947,558	(47,933)
Mutual of Omaha Insurance Co	10,000.000	10/15/40	6.950%	1,253,880	1,009,810	(244,070)
National Rural Utility Cooperative	10,500.000	04/20/46	5.250%	1,052,625	981,750	(70,875)
Nationwide Financial Ser	10,000.000	05/15/37	6.750%	1,040,000	944,990	(95,010)
NY Presbyterian	10,000.000	08/01/19	3.954%	965,030	723,610	(241,420)
New York Life	19,600.000	05/15/69	4.450%	1,999,200	1,632,915	(366,285)
Northwestern Mutual	11,000.000	09/30/59	3.625%	1,000,373	776,292	(224,081)
Ohio National Life Insurance	10,000.000	06/15/42	6.875%	1,269,440	894,310	(375,130)
Oklahoma G&E	14,300.000	05/15/41	5.250%	1,472,900	1,328,427	(144,473)
PNC Financial Services	10,000.000	05/29/49	4.850%	992,730	991,120	(1,610)
Penn Mutual Life Insurance Co	13,650.000	06/15/40	7.625%	1,823,790	1,476,698	(347,092)
Principal Financial	10,100.000	03/15/53	5.500%	983,932	958,217	(25,715)
Protective Life	10,000.000	10/15/39	8.450%	1,399,140	1,187,930	(211,210)
Prudential Financial 5.1%	9,650.000	03/01/52	5.125%	991,895	871,270	(120,625)
Regions Financial Corp	10,000.000	12/10/37	7.375%	1,256,490	1,080,540	(175,950)
Republic New York Corp	5,000.000	07/15/97	7.200%	706,325	548,830	(157,495)
San Diego G E	11,000.000	05/15/40	5.350%	1,081,927	1,069,937	(11,990)
Charles Schwab Corp	5,600.000	06/01/69	4.000%	490,924	455,140	(35,784)
Security Benefit Life	20,350.000	10/01/33	7.450%	2,249,591	1,829,139	(420,452)

UTAH STATE UNIVERSITY  
DEFENSIVE RETURN POOL PORTFOLIO  
30 June 2023

Schedule C1B  
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Description	Face Value	Maturity Date	Interest Rate/Coupon	Cost	Fair Value	Unrealized Gain/(Loss)
Corporate Issues (continued)						
Teachers Insurance (TIAA)	10,000.000	09/15/44	4.900%	\$973,170	\$905,450	(\$67,720)
Toronto Dominion	9,850.000	10/31/82	8.125%	998,790	1,000,642	1,852
Truist Financial	9,600.000	10/15/50	5.100%	997,488	830,400	(167,088)
USF&G Capital I	10,000.000	12/15/45	8.500%	1,328,720	1,100,440	(228,280)
Washington University	20,000.000	04/15/22	4.349%	2,008,618	1,664,660	(343,958)
Western Southern Life	10,000.000	01/15/49	5.150%	1,023,010	905,310	(117,700)
Zions Bancorp	10,000.000	12/29/99	5.800%	1,000,000	780,000	(220,000)
Zions Bancorp	10,000.000	09/29/49	7.200%	1,000,000	838,770	(161,230)
Foreign Issues						
QBE Insurace Mtn	5,000.000	06/17/46	5.875%	525,870	477,155	(48,715)
Argentum (Zurich Insurance)	10,000.000	06/01/48	5.125%	1,002,000	947,400	(54,600)
M & G Plc Mtn	8,900.000	10/20/48	6.500%	994,584	894,014	(100,570)
Abn Amro Bank	12,410.000	03/13/37	1.375%	995,791	942,713	(53,078)
Anz Bank New Zealand	14,750.000	08/11/32	5.548%	1,496,034	1,453,701	(42,333)
Aegon NV	10,000.000	04/11/48	5.500%	985,060	949,950	(35,110)
BP Cap Markets PLC	10,940.000	12/22/68	4.875%	989,534	994,446	4,912
Bank of Nova Scotia	9,800.000	10/27/82	8.625%	998,277	1,021,082	22,805
Electricite De France	10,000.000	01/22/14	6.000%	1,088,330	881,190	(207,140)
HSBC Holdings PLC	8,720.000	11/03/33	8.113%	973,475	968,016	(5,459)
Invesco	10,000.000	11/30/43	5.375%	1,052,800	972,770	(80,030)
Lloyds Banking Group	10,000.000	01/09/48	4.344%	899,370	761,420	(137,950)
MacQuarie Mtn	9,870.000	11/09/33	5.491%	994,945	967,773	(27,172)
Nippon Life	14,650.000	10/16/44	4.600%	1,480,273	1,428,668	(51,605)
Rio Tinto Fin USA LTD	11,000.000	11/02/40	5.200%	978,978	1,109,372	130,394
Societe Generale	10,000.000	11/24/45	5.625%	1,053,440	849,470	(203,970)
Standard Chartered	5,000.000	05/30/31	8.000%	625,465	531,295	(94,170)
Standard Chartered PLC	5,000.000	03/26/44	5.700%	510,415	458,290	(52,125)
Swiss Re Finance	29,200.000	04/02/49	5.000%	2,901,660	2,788,600	(113,060)
Trans-Canada Pipelines	10,000.000	06/01/40	6.100%	1,006,200	1,017,870	11,670

UTAH STATE UNIVERSITY  
DEFENSIVE RETURN POOL PORTFOLIO  
30 June 2023

Schedule C1B  
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Description	Face Value	Maturity Date	Interest Rate/Coupon	Cost	Fair Value	Unrealized Gain/(Loss)
Foreign Issues (continued)						
Westpac Banking	14,750.000	08/10/33	5.405%	\$1,498,290	\$1,397,430	(\$100,860)
Xlit LTD	10,000.000	03/31/45	5.500%	1,024,750	957,770	(66,980)
Municipal Issues						
Beaver County Utah School District	50,000.000	02/01/27	5.500%	5,000,000	5,061,350	61,350
Fresno California Water Sys Rev BAB	10,000.000	06/01/40	6.750%	1,027,500	1,152,180	124,680
Michigan St Univ	10,500.000	08/15/22	4.165%	992,786	828,828	(163,958)
Peralta CA Community College Dist. LTD	5,000.000	08/05/49	6.250%	599,435	475,535	(123,900)
University of Michigan	41,200.000	04/01/99	4.454%	3,964,676	3,570,598	(394,078)
Domestic Common Stocks						
Oaktree Capital	40,000.000			1,000,000	897,200	(102,800)
Domestic Preferred Stocks						
Affiliated Managers	40,000.000			1,000,000	884,000	(116,000)
Apollo GLBL Management LLC	40,000.000			1,000,000	909,600	(90,400)
Bank of America Corp	60,000.000			1,500,000	1,122,000	(378,000)
Bank of America Corp	20,000.000			500,000	411,400	(88,600)
Dte Energy Co 5.25%	40,000.000			980,000	952,000	(28,000)
Gabelli DVD & Inc TR	14,500.000			366,705	284,345	(82,360)
JP Morgan Chase Co 4.2%	10,000.000			250,000	192,900	(57,100)
JP Morgan Chase Co 4.625%	5,000.000			125,000	102,400	(22,600)
JP Morgan Chase & Co 4.55%	4,000.000			100,000	80,240	(19,760)
Kimco Realty Corp	40,000.000			1,000,000	940,000	(60,000)
Prudential Financial 5.6%	40,000.000			1,000,000	996,000	(4,000)
Public Storage	20,000.000			500,000	388,600	(111,400)
Public Storage	20,000.000			500,000	495,600	(4,400)
Charles Schwab	20,000.000			500,000	394,000	(106,000)
US Bancorp	20,000.000			500,000	382,000	(118,000)
US Bancorp	40,000.000			1,000,000	673,200	(326,800)
US Bancorp	40,000.000			994,000	910,000	(84,000)
Virtus Allianzgi Conv Ser A	40,000.000			1,000,000	846,000	(154,000)



UTAH STATE UNIVERSITY  
DEFENSIVE RETURN POOL PORTFOLIO  
30 June 2023

Schedule C1B  
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Description	Face Value	Maturity Date	Interest Rate/Coupon	Cost	Fair Value	Unrealized Gain/(Loss)
Domestic Preferred Stocks (continued)						
Wells Fargo & Co	20,000.000			\$483,000	\$500,200	\$17,200
Wells Fargo & Co	20,000.000			500,000	349,200	(150,800)
Foreign Stocks						
Arch Capital Group	40,000.000			1,000,000	904,000	(96,000)
Investment Funds						
Wellington Core Bond Fund	967,651.391			10,143,002	10,179,693	36,691
				<u>130,224,779</u>	<u>118,488,529</u>	<u>(11,736,250)</u>
Alternatives						
Dakota Pacific Real Estate Group						
Dakota Pacific Real Estate				735,847	990,501	254,654
Stonebrook Multifamily, LLC				1,000,000	1,000,000	0
IFM Investors						
IFM Global Infrastructures LP				5,061,215	5,626,946	565,731
Roots Management						
MHC Impact Fund I				930,056	1,085,416	155,360
Roots Fund IV, LP				1,000,000	961,903	(38,097)
Woodbury						
Woodbury Strategic Partners Fund				116,899	67,726	(49,173)
Woodbury IFRI				10,742	21,782	11,040
Woodbury Capital II, LP				429,878	1,010,611	580,733
Woodbury Capital II, LP - WC2 IF Spring, LLC				144,869	144,869	0
Woodbury Capital II, LP - WB West				78,840	52,441	(26,399)
Woodbury Capital III, LP				871,165	1,384,423	513,258
WSP Wilmington, Phase I & II				278,999	577,322	298,323
WSP Wilmington Hotel LLC				73,317	118,806	45,489
Young Automotive Group						
Stokes Stevenson Young Automotive Net Lease Fund				1,000,000	1,000,000	0
Total Alternatives				<u>11,731,827</u>	<u>14,042,746</u>	<u>2,310,919</u>

UTAH STATE UNIVERSITY  
DEFENSIVE RETURN POOL PORTFOLIO  
30 June 2023

Schedule C1B  
Page 6 of 6

Description	Face Value	Maturity Date	Interest Rate/Coupon	Cost	Fair Value	Unrealized Gain/(Loss)
Money Market / Cash						
US Bank - First Am Treasury Ob Fund Class Z				\$305,038	\$305,038	\$0
US Bank - Cash				(21,620)	(21,620)	0
Total Money Market / Cash				<u>283,418</u>	<u>283,418</u>	<u>0</u>
Receivable / In Transit / Unsettled Purchases						
US Bank - Receivable				1,378,044	1,378,044	0
Total Receivable / In Transit / Unsettled Purchases				<u>1,378,044</u>	<u>1,378,044</u>	<u>0</u>
Total Other Investments				<u>\$243,634,268</u>	<u>\$234,208,937</u>	<u>(\$9,425,331)</u>

UTAH STATE UNIVERSITY  
SUMMARY OF DEFENSIVE RETURN POOL TRANSACTIONS  
For the Month of June 2023

Schedule C1C  
Page 1 of 1

	Purchases		Sales			Earnings	
	Shares	Cost	Shares	Cost	Receipts		Gain/(Loss)
<u>Defensive Return Pool</u>							
CMIP		\$815,542		\$52,856	\$52,856	\$0	
CMIP Earnings		253,903				\$253,903	
Utah Public Treasurers' Investment Fund		33,232				33,232	
Fixed Income							
US Bank							
Corporate Issues							
Principal Financial	10,100.000	983,932					
San Diego G E	11,000.000	1,081,927					
Foreign Issues							
MacQuarie Mtn	9,870.000	994,945					
Municipal Issues							
Riverton City UT			13,000.000	1,491,061	1,300,000	(191,061)	
Investment Funds							
Wellington Core Bond Fund	3,603.541	37,909				37,909	
Alternatives							
Woodbury							
WSP Wilmington, Phase I & II						7,560	
WSP Wilmington Hotel LLC						4,919	
Money Market / Cash							
US Bank - First Am Treasury Ob Fund Class Z		1,892,708		3,024,491	3,024,491	0	
US Bank - Cash				21,620	21,620	0	
Receivable / In Transit / Unsettled Purchases							
US Bank - Receivable		551,769		594,922	594,922	0	
Total Other Investments		<u>\$6,645,867</u>		<u>\$5,184,950</u>	<u>\$4,993,889</u>	<u>(\$191,061)</u>	<u>\$889,292</u>

UTAH STATE UNIVERSITY  
OTHER INVESTMENTS  
SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule C2A

	Beginning Fair Value	Purchases	Sales Proceeds	Change in Fair Value	Ending Fair Value	Average Daily Fair Value	Total Interest and Dividends	Realized Gain or (Loss)	Total Realized Income
Jul 2022	\$28,417,079	\$56,038	\$449,865	\$1,987,605	\$30,010,857	\$29,213,968	\$1,189	\$97,636	\$98,825
Aug 2022	30,010,857	278,014	282,459	(1,060,820)	28,945,592	29,478,225	1,510	(21,262)	(19,752)
Sep 2022	28,945,592	3,902	5,745	(2,466,108)	26,477,641	27,711,617	3,991	4,115	8,106
Oct 2022	26,477,641	3,009	23,294	1,452,900	27,910,256	27,193,949	1,309	16,853	18,162
Nov 2022	27,910,256	118,236	69,433	1,696,128	29,655,187	28,782,722	1,470	4,183	5,653
Dec 2022	29,655,187	380,463	403,667	(1,140,340)	28,491,643	29,073,415	18,083	137	18,220
Jan 2023	28,491,643	308,875	369,396	1,700,908	30,132,030	29,311,837	1,625	(38,332)	(36,707)
Feb 2023	30,132,030	6,696	31,272	(746,488)	29,360,966	29,746,498	1,662	12,315	13,977
Mar 2023	29,360,966	305,822	307,492	795,852	30,155,148	29,758,057	4,987	5,185	10,172
Apr 2023	30,155,148	60,933	69,922	483,981	30,630,140	30,392,644	1,947	4,634	6,581
May 2023	30,630,140	2,210,502	2,865,408	(175,224)	29,800,010	30,215,075	1,964	585,347	587,311
Jun 2023	29,800,010	1,085,715	1,079,721	1,511,440	31,317,444	30,558,727	5,681	(2,233)	3,448
	<u>\$28,417,079</u>	<u>\$4,818,205</u>	<u>\$5,957,674</u>	<u>\$4,039,834</u>	<u>\$31,317,444</u>	<u>\$29,286,394</u>	<u>\$45,418</u>	<u>\$668,578</u>	<u>\$713,996</u>

Comparative Totals:

Year-to-date									
FY 2022-23	\$28,417,079	\$4,818,205	\$5,957,674	\$4,039,834	\$31,317,444	\$29,286,394	\$45,418	\$668,578	\$713,996
FY 2021-22	32,803,523	5,300,617	5,436,689	(4,250,372)	28,417,079	32,830,747	81,513	30,571	112,084
Amt Change					2,900,365	(3,544,353)	(36,095)	638,007	601,912
% Change					10.21%	-10.80%	-44.28%	2086.97%	537.02%

UTAH STATE UNIVERSITY  
OTHER INVESTMENTS PORTFOLIO  
30 June 2023

Schedule C2B  
Page 1 of 3

Description	Face Value	Number of Shares	Interest Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
Utah Public Treasurers' Investment Fund			5.105%			\$161,691	\$161,691	\$0
						<u>161,691</u>	<u>161,691</u>	<u>0</u>
ETF / Bonds / Mutual Funds								
Charles Schwab								
ETF - Equity								
First Trust Value		5,891.000				176,288	236,170	59,882
Bond Funds								
Janus Henderson Multi Sector Income Fund		5,150.516				49,026	43,470	(5,556)
PIMCO Income Instl		7,162.221				81,739	74,559	(7,180)
Western Asset Core Plus Bond		7,430.960				88,965	70,297	(18,668)
Equity Funds								
American Funds American Balanced F3		7,014.834				176,624	213,952	37,328
JPMorgan Large Cap Growth		2,441.941				110,000	134,649	24,649
MFS Intl Diversification I		1,502.218				25,863	33,545	7,682
Thrivent Mid Cap Stock S		2,110.128				52,646	70,436	17,790
Commonfund								
CEU Title III								
Multi-Strategy Bond		347,972.626				4,361,542	4,997,255	635,713
Multi-Strategy Equity		42,331.485				4,042,296	24,776,431	20,734,135
Harold Dance Investments								
American Balanced Fund - Class A		887.659				17,021	27,091	10,070
TD Ameritrade								
Exchange Traded Funds								
Aberdeen Bloomberg Commodity Lngr		189.000				6,082	6,029	(53)
First Trust CBOE Vest FD of Deep Buffer		305.000				6,115	6,570	455
Innovator Etf Trust US Equity Accelerated		292.000				6,096	6,695	599
Innovator Etf Trust Innovator Laddered Alloc		430.000				15,201	16,297	1,096
Ishares Trust Core US Agg ET ETF		185.000				18,275	18,121	(154)
Ishares Trust Core S&P MCP		25.000				6,134	6,537	403
Ishares Trust MSCI USA Min Vol Factor ETF		86.000				6,087	6,392	305
SPDR Series Trust Bloomberg Emerging Mark		511.000				10,641	10,813	172
Vanguard Extended Dur ETF		120.000				10,665	10,448	(217)
Vanguard FTSE Developed Mkts ETF		244.000				10,661	11,268	607

UTAH STATE UNIVERSITY  
OTHER INVESTMENTS PORTFOLIO  
30 June 2023

Schedule C2B  
Page 2 of 3

Description	Face Value	Number of Shares	Interest Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
Exchange Traded Funds (continued)								
Vanguard Short Term Corp Bd ETF		140.000				\$10,594	\$10,592	(\$2)
Vanguard Vng Rus1000GRW ETF		124.000				7,573	8,774	1,201
Vanguard VNG RUS1000Val ETF		116.000				7,601	8,028	427
Vanguard Mtg-Bkd Securities ETF		230.000				10,642	10,578	(64)
Fixed Income								
Barclays Bank PLC 11/24/2023		60.000				6,000	5,908	(92)
Barclays Bank PLC 01/17/2025		30.000				3,000	1,086	(1,914)
Barclays Bank PLC 01/17/2025		30.000				3,000	1,120	(1,880)
BNP Paribas Note Conv Index Lnkd 06/26/2025		40.000				4,000	5,799	1,799
BNP Paribas Note Index Lnkd 04/29/2024		50.000				5,000	4,320	(680)
BNP Paribas Note Index Linked 07/22/2024		150.000				15,000	14,106	(894)
BNP Paribas Note Index Linked 07/22/2024		150.000				15,000	14,816	(184)
Citigroup Global Markets Holdings 02/09/2026		200.000				20,000	21,154	1,154
Citigroup Global Markets Holdings 06/29/2026		100.000				10,000	8,117	(1,883)
Citigroup Global Markets Holdings 08/01/2023		50.000				5,000	4,869	(131)
GS Finance Corp Note 03/1/2025		140.000				14,000	21,297	7,297
Morgan Stanley Finance LLC 03/25/2024		90.000				9,000	21,759	12,759
Morgan Stanley Finance LLC 10/17/2023		20.000				2,000	1,980	(20)
Morgan Stanley Finance LLC 05/19/2026		100.000				10,000	10,549	549
Morgan Stanley Finance LLC 02/01/2024		40.000				4,000	3,876	(124)
Morgan Stanley Finance LLC 08/24/2023		20.000				2,000	1,959	(41)
Morgan Stanley Finance LLC 08/23/2024		20.000				2,000	1,795	(205)
Morgan Stanley Finance LLC 12/19/2023		50.000				5,000	4,929	(71)
Societe Generale 08/25/2026		20.000				2,000	959	(1,041)
Mutual Funds								
Highlands FDS I Merger Arbitrage Z		541.081				10,640	10,389	(251)
Stocks								
SPROTT Physical Gold and Silver		332.000				6,068	5,982	(86)
Vanguard								
500 Index Fund Admiral Shares		151.143				20,728	62,053	41,325
Total Bond Market Index Fund Admiral Shares		1,903.949				20,690	18,183	(2,507)
						<u>9,508,503</u>	<u>31,062,002</u>	<u>21,553,499</u>

UTAH STATE UNIVERSITY  
OTHER INVESTMENTS PORTFOLIO  
30 June 2023

Schedule C2B  
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Description	Face Value	Number of Shares	Interest Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
Alternatives								
InvenTrust Properties								
Highlands REIT, Inc		18,843.839				\$6,784	\$5,276	(\$1,508)
vSpring								
Kickstart Seed Fund 1, L.P.						130,336	53,141	(77,195)
						<u>137,120</u>	<u>58,417</u>	<u>(78,703)</u>
Money Market / Cash								
Charles Schwab - Cash						1,558	1,558	0
Charles Schwab - Money Market						10,510	10,510	0
Edward Jones						9	9	0
TD Ameritrade Cash						5,064	5,064	0
TD Ameritrade Deposit Account						18,193	18,193	0
						<u>35,334</u>	<u>35,334</u>	<u>0</u>
Total Other Investments						<u><u>\$9,842,648</u></u>	<u><u>\$31,317,444</u></u>	<u><u>\$21,474,796</u></u>

UTAH STATE UNIVERSITY  
SUMMARY OF OTHER INVESTMENT TRANSACTIONS  
For the Month of June 2023

Schedule C2C  
Page 1 of 2

	Purchases		Sales				Earnings
	Shares	Cost	Shares	Cost	Receipts	Gain/(Loss)	
<u>Other Investments</u>							
Common and Preferred Stock							
Morgan Stanley							
Amazon.com	1,939.000	\$245,477	1,939.000	\$245,477	\$244,769	(\$708)	
Boeing	1,450.000	320,791	1,450.000	320,791	318,552	(2,239)	
General Electric Company	3,594.000	386,068	3,594.000	386,068	381,957	(4,111)	
GE HealthCare Technologies Inc	1,198.000	94,995	1,198.000	94,995	94,847	(148)	
Wells Fargo	426.000	18,077	426.000	18,077	18,056	(21)	
Raymond James							
American Funds AFTEX							\$268
Utah Public Treasurers'							
Investment Fund		685					685
ETF / Bonds / Mutual Funds							
Charles Schwab							
ETF - Equity							
First Trust Value							1,558
Bond Funds							
Janus Henderson Multi Sector Income Fund	31.515	266					266
PIMCO Income Instl	37.650	392					392
Western Asset Core Plus Bond	26.663	252					252
Equity Funds							
American Funds American Balanced F3	28.690	866					866
Commonfund							
CEU Title III							
Multi-Strategy Bond			85.822	1,016	1,233	217	
Multi-Strategy Equity			9.067	530	5,307	4,777	
Harold Dance Investments							
American Balanced Fund - Class A							89
TD Ameritrade							
Exchange Traded Funds Earnings							356
Fixed Income							
Citigroup Global Markets Holdings 06/12/2023			100.000	10,000	10,000	0	
Citigroup Global Markets Holdings 08/01/2023			50.000	5,000	5,000	0	
Fixed Income Earnings							416
Mutual Funds Earnings							133
Vanguard							
500 Index Fund Admiral Shares	0.589	238					237
Total Bond Market Index Fund Admiral Shares	14.329	138					138



UTAH STATE UNIVERSITY  
SUMMARY OF OTHER INVESTMENT TRANSACTIONS  
For the Month of June 2023

Schedule C2C  
Page 2 of 2

	Purchases		Sales			Earnings	
	Shares	Cost	Shares	Cost	Receipts		Gain/(Loss)
Money Market / Cash							
Charles Schwab - Cash		\$1,558					
Charles Schwab - Money Market		4				\$4	
Raymond James						17	
TD Ameritrade Cash		5,064					
TD Ameritrade Deposit Account		10,844				4	
Total Other Investments		<u>\$1,085,715</u>		<u>\$1,081,954</u>	<u>\$1,079,721</u>	<u>(\$2,233)</u>	<u>\$5,681</u>

UTAH STATE UNIVERSITY  
 ENDOWMENT TRUSTS  
 SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule D-1

	Beginning Fair Value	Purchases	Sales Proceeds	Change in Fair Value	Ending Fair Value	Average Daily Fair Value	Total Interest and Dividends	Realized Gain or (Loss)	Total Realized Income/(Loss)	Less Expenses	Net Realized Income/(Loss)
Jul 2022	\$6,174,670	\$707,937	\$699,064	\$358,870	\$6,542,413	\$6,358,542	\$9,530	(\$60,327)	(\$50,797)	\$657	(\$51,454)
Aug 2022	6,542,413	834,153	824,000	(291,522)	6,261,044	6,401,729	19,737	(11,750)	7,987	86	7,901
Sep 2022	6,261,044	459,843	438,648	(609,588)	5,672,651	5,966,848	26,289	(683)	25,606	5,095	20,511
Oct 2022	5,672,651	478,180	466,457	407,595	6,091,969	5,882,310	12,374	(50,643)	(38,269)	651	(38,920)
Nov 2022	6,091,969	535,281	516,897	264,006	6,374,359	6,233,164	18,384	(243,405)	(225,021)	0	(225,021)
Dec 2022	6,374,359	928,155	901,418	(338,275)	6,062,821	6,218,590	31,265	40,845	72,110	4,528	67,582
Jan 2023	6,062,821	519,623	513,551	434,936	6,503,829	6,283,325	7,380	(66,753)	(59,373)	1,308	(60,681)
Feb 2023	6,503,829	671,231	647,869	(156,069)	6,371,122	6,437,476	24,804	38,693	63,497	1,442	62,055
Mar 2023	6,371,122	685,049	654,035	(89,968)	6,312,168	6,341,645	31,632	(60,204)	(28,572)	618	(29,190)
Apr 2023	6,312,168	354,228	344,321	63,096	6,385,171	6,348,670	11,746	8,137	19,883	1,838	18,045
May 2023	6,385,171	543,198	514,871	(259,976)	6,153,522	6,269,347	28,327	(39,935)	(11,608)	0	(11,608)
Jun 2023	6,153,522	831,681	1,036,732	271,510	6,219,981	6,186,752	23,542	125,214	148,756	1,903	146,853
	<u>\$6,174,670</u>	<u>\$7,548,559</u>	<u>\$7,557,863</u>	<u>\$54,615</u>	<u>\$6,219,981</u>	<u>\$6,244,033</u>	<u>\$245,010</u>	<u>(\$320,811)</u>	<u>(\$75,801)</u>	<u>\$18,126</u>	<u>(\$93,927)</u>

Comparative Totals:

Year-to-date											
FY 2022-23	\$6,174,670	\$7,548,559	\$7,557,863	\$54,615	\$6,219,981	\$6,244,033	\$245,010	(\$320,811)	(\$75,801)	\$18,126	(\$93,927)
FY 2021-22	6,689,873	8,205,674	8,425,192	(295,685)	6,174,670	6,721,843	238,596	430,760	669,356	4,848	664,508
Amt Change					45,311	(477,810)	6,414	(751,571)	(745,157)	13,278	(758,435)
% Change					0.73%	-7.11%	2.69%	-174.48%	-111.32%	273.89%	-114.13%

Note: Endowment Trusts include externally managed endowment trusts.

UTAH STATE UNIVERSITY  
 ENDOWMENT TRUSTS PORTFOLIO  
 30 June 2023

Schedule D-1-A  
 Page 1 of 2

Description	Number of Shares	Cost	Fair Value	Unrealized Gain/(Loss)
Common and Preferred Stock				
Abbvie Inc Com	1,678.000	\$246,160	\$226,077	(\$20,083)
Amazon Com Inc	1,405.000	160,699	183,156	22,457
American Elec Tower Co Inc	1,375.000	123,608	115,775	(7,833)
Amgen Inc	180.000	40,659	39,964	(695)
Apple Inc	3,075.000	134,952	596,458	461,506
AT & T Inc	9,950.000	178,879	158,703	(20,176)
Atlantica Sustainable Infr. Plc	3,550.000	118,564	83,212	(35,352)
Citizens Financial Group Inc	2,700.000	123,027	70,416	(52,611)
Coca Cola Co	665.000	40,890	40,046	(844)
Crown Castle Intl Corp	750.000	134,802	85,455	(49,347)
Enbridge Inc	4,600.000	193,980	170,890	(23,090)
Enterprise Prod Partnership LP	7,100.000	186,120	187,085	965
Ford Motor Co New	8,540.000	121,789	129,210	7,421
Glaxosmithkline Plc ADR	3,440.000	126,258	122,602	(3,656)
Haleon Plc Spon Ads Adr	4,300.000	28,013	36,034	8,021
JP Morgan Chase & Co	2,411.000	364,017	350,656	(13,361)
Medtronic Plc Shs	1,760.000	156,980	155,056	(1,924)
MetLife Incorporated	4,802.000	262,496	271,457	8,961
Microsoft Corp	1,050.000	181,917	357,567	175,650
Morgan Stanley	1,950.000	162,927	166,530	3,603
Organon & Co	2,200.000	48,872	45,782	(3,090)
Pfizer Inc	2,900.000	119,490	106,372	(13,118)
Proctre & Gamble	789.000	109,314	119,723	10,409
Qualcomm Inc	1,650.000	259,018	196,416	(62,602)
Regions Financial Corp New	6,200.000	124,212	110,484	(13,728)
Shell PLC ADR	4,000.000	236,034	241,520	5,486
Teva Pharmaceuticals ADR	5,200.000	212,490	39,156	(173,334)
Verizon Communications	6,665.000	331,349	247,871	(83,478)

UTAH STATE UNIVERSITY  
 ENDOWMENT TRUSTS PORTFOLIO  
 30 June 2023

Schedule D-1-A  
 Page 2 of 2

Description	Number of Shares	Cost	Fair Value	Unrealized Gain/(Loss)
Common and Preferred Stock (continued)				
Viartis Inc	8,896.000	\$131,375	\$88,782	(\$42,593)
Zions Bancorporation NA	6,000.000	177,666	161,160	(16,506)
iShares Preferred & Income	30,935.000	1,037,802	956,819	(80,983)
		<u>5,874,359</u>	<u>5,860,434</u>	<u>(13,925)</u>
Money Market & Cash Funds				
Morgan Stanley MSILF Govt Sec Part		11,509	11,509	0
Morgan Stanley Cash		1,174	1,174	0
Federated Govt Obligations Prm #117		170,381	170,381	0
Federated Govt Obligations Prm #117		176,483	176,483	0
		<u>359,547</u>	<u>359,547</u>	<u>0</u>
Total Endowment Trusts		<u>\$6,233,906</u>	<u>\$6,219,981</u>	<u>(\$13,925)</u>

UTAH STATE UNIVERSITY  
SUMMARY OF ENDOWMENT TRUST INVESTMENT TRANSACTIONS  
For the Month of June 2023

Schedule D-2  
Page 1 of 2

	Purchases		Sales			Earnings
	Shares	Cost	Shares	Cost	Receipts	
<b>Endowment Trusts</b>						
Common and Preferred Stock						
Amgen Inc	180.000	\$40,659				
Apple Inc			1,125.000	\$45,291	\$203,989	\$158,698
Coca Cola Co	665.000	40,890				
Medtronic Plc Shs	460.000	41,538				
Morgan Stanley	450.000	40,664				
Organon & Co	1,950.000	40,984.00				
iShares Preferred & Income			2,200.000	70,366.00	66,740.00	(3,626.00)
Funds held at Morgan Stanley - Dividends						\$21,841
Mutual Funds - Equity						
Goldman Sachs Activebeta International Equity ETF			153.000	5,208	4,922	(286)
Goldman Sachs Activebeta US Large Cap Equity ETF			159.000	14,223	13,814	(409)
iShares Core S&P Total US Stock Market ETF			376.000	38,058	36,554	(1,504)
Vanguard Dividend Appreciation			63.000	10,075	10,185	110
Vanguard Midcap VIPER			71.000	17,068	15,467	(1,601)
iShares Core MSCI EAFE ETF			141.000	9,615	9,685	70
iShares Core MSCI Emerging Markets ETF			66.000	4,181	3,348	(833)
Goldman Sachs Activebeta International Equity ETF			159.000	5,416	5,115	(301)
Goldman Sachs Activebeta US Large Cap Equity ETF			165.000	14,859	14,335	(524)
iShares Core S&P Total US Stock Market ETF			390.000	39,760	37,915	(1,845)
Vanguard Dividend Appreciation			65.000	10,564	10,508	(56)
Vanguard Midcap VIPER			73.000	17,692	15,903	(1,789)
iShares Core MSCI EAFE ETF			146.000	9,955	10,028	73
iShares Core MSCI Emerging Markets ETF			69.000	4,218	3,500	(718)
Funds held at Wells Fargo - Dividends						
Mutual Funds - Bond						
iShares Core Total US Aggregate Bond ETF			311.000	33,491	30,517	(2,974)
iShares JP Morgan USD Emerging			114.000	12,612	9,780	(2,832)
PGIM High Yield Q #1067			1,046.218	5,848	4,823	(1,025)
PIMCO Enhanced Short Maturity ETF			49.000	4,865	4,875	10
The iShares Core Total US Bond Market ETF			212.000	11,169	9,635	(1,534)
Vanguard Long-term Debt			43.000	3,308	3,205	(103)
iShares Core Total US Aggregate Bond ETF			322.000	34,670	31,596	(3,074)
iShares JP Morgan USD Emerging			119.000	13,102	10,209	(2,893)
PGIM High Yield Q #1067			1,113.056	6,178	5,131	(1,047)

UTAH STATE UNIVERSITY  
SUMMARY OF ENDOWMENT TRUST INVESTMENT TRANSACTIONS  
For the Month of June 2023

Schedule D-2  
Page 2 of 2

	Purchases		Sales			Earnings	
	Shares	Cost	Shares	Cost	Receipts		Gain/(Loss)
Mutual Funds - Bond (continued)							
PIMCO Enhanced Short Maturity ETF			51.000	\$5,065	\$5,074	\$9	
The iShares Core Total US Bond Market ETF			220.000	11,560	9,999	(1,561)	
Vanguard Long-term Debt			44.000	3,387	3,279	(108)	
Funds held at Wells Fargo - Dividends							
Real Asset Funds (ETF)							
Invesco Optimum Yield Diversified ETF			464.000	7,982	6,524	(1,458)	
Invesco Optimum Yield Diversified ETF			480.000	8,404	6,749	(1,655)	
Money Market & Cash Funds							
Morgan Stanley Bank N.A. #		\$291,965		431,425	431,425	0	\$568
Morgan Stanley Cash		1,174					
Wells Fargo #451		163,889		952	952	0	556
Wells Fargo #451		169,918		951	951	0	577
Total Endowment Trusts		<u>\$831,681</u>		<u>\$911,518</u>	<u>\$1,036,732</u>	<u>\$125,214</u>	<u>\$23,542</u>

UTAH STATE UNIVERSITY  
PLANT FUND TRUSTS  
SUMMARY REPORT OF INVESTMENTS AND INVESTMENT INCOME

Schedule E-1

	Beginning Fair Value	Purchases	Sales Proceeds	Change in Fair Value	Ending Fair Value	Average Daily Fair Value	Total Interest Income	Realized Gain or (Loss)	Total Realized Income	Less Expenses	Net Realized Income/(Loss)
Jul 2022	\$34,488,447	\$7,265,037	\$3,099,771	\$0	\$38,653,713	\$33,824,987	\$45,106		\$45,106		\$45,106
Aug 2022	38,653,713	7,213,719	8,603,548	0	37,263,884	38,421,090	70,709		70,709		70,709
Sep 2022	37,263,884	1,752,391	2,023,836	0	36,992,439	36,080,966	71,869		71,869		71,869
Oct 2022	36,992,439	71,869	4,744,451	0	32,319,857	33,490,724	79,450		79,450		79,450
Nov 2022	32,319,857	8,396,549	1,295,935	0	39,420,471	34,989,276	93,901		93,901		93,901
Dec 2022	39,420,471	99,293	10,644,695	0	28,875,069	29,162,516	92,825		92,825		92,825
Jan 2023	28,875,069	92,825	1,204,759	0	27,763,135	28,384,649	100,206		100,206		100,206
Feb 2023	27,763,135	100,208	68,242	0	27,795,101	27,829,222	96,711		96,711		96,711
Mar 2023	27,795,101	7,287,985	642,210	0	34,440,876	30,219,769	119,012		119,012		119,012
Apr 2023	34,440,876	121,732	7,322,825	0	27,239,783	27,727,790	110,801		110,801		110,801
May 2023	27,239,783	4,095,971	2,703,489	0	28,632,265	27,608,047	114,704		114,704		114,704
Jun 2023	28,632,265	76,438,487	12,084,655	0	92,986,097	45,056,933	177,396		177,396		177,396
	<u>\$34,488,447</u>	<u>\$112,936,066</u>	<u>\$54,438,416</u>	<u>\$0</u>	<u>\$92,986,097</u>	<u>\$32,732,997</u>	<u>\$1,172,690</u>	<u>\$0</u>	<u>\$1,172,690</u>	<u>\$0</u>	<u>\$1,172,690</u>

Comparative Totals:

Year-to-date

FY 2022-23	\$34,488,447	\$112,936,066	\$54,438,416	\$0	\$92,986,097	\$32,732,997	\$1,172,690	\$0	\$1,172,690	\$0	\$1,172,690
FY 2021-22	66,189,244	29,129,165	60,829,962	0	34,488,447	51,736,888	239,807	0	239,807	0	239,807
Amt Change					58,497,650	(19,003,891)	932,883	0	932,883	0	932,883
% Change					169.62%	-36.73%	389.01%	0.00%	389.01%	0.00%	389.01%

Note: Plant Fund Trusts include all debt service reserve and construction fund accounts in compliance with bond issue covenants.

UTAH STATE UNIVERSITY  
 PLANT TRUSTS PORTFOLIO  
 30 June 2023

Schedule E-1-A

Description	Face Value	Number of Shares	Interest Rate	Date Acquired	Maturity Date	Cost	Fair Value	Unrealized Gain/(Loss)
US Bank								
Utah Public Treasurers' Investment Fund			5.105%			\$92,008,654	\$92,008,654	\$0
US Bank Money Market						800,047	800,047	0
						<u>92,808,701</u>	<u>92,808,701</u>	<u>0</u>
Receivable								
Utah Public Treasurers' Investment Fund						177,393	177,393	0
US Bank Money Market						3	3	0
						<u>177,396</u>	<u>177,396</u>	<u>0</u>
Total Plant Trusts						<u><u>\$92,986,097</u></u>	<u><u>\$92,986,097</u></u>	<u><u>\$0</u></u>

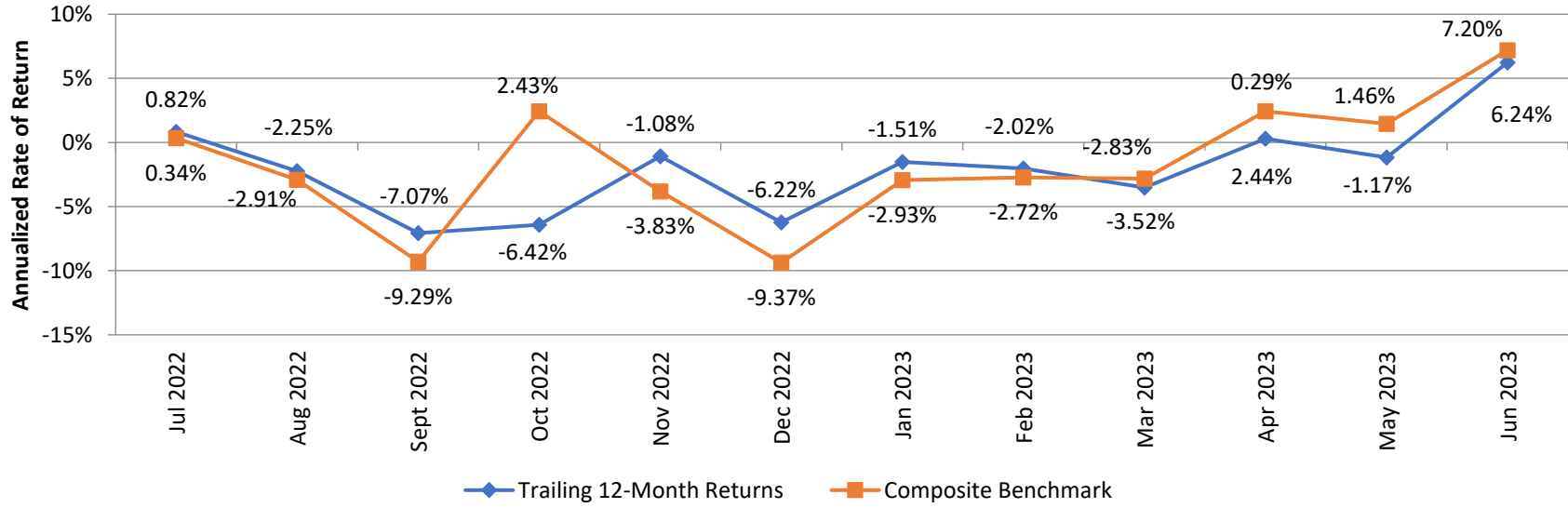


UTAH STATE UNIVERSITY  
SUMMARY OF PLANT TRUST INVESTMENT TRANSACTIONS  
For the Month of June 2023

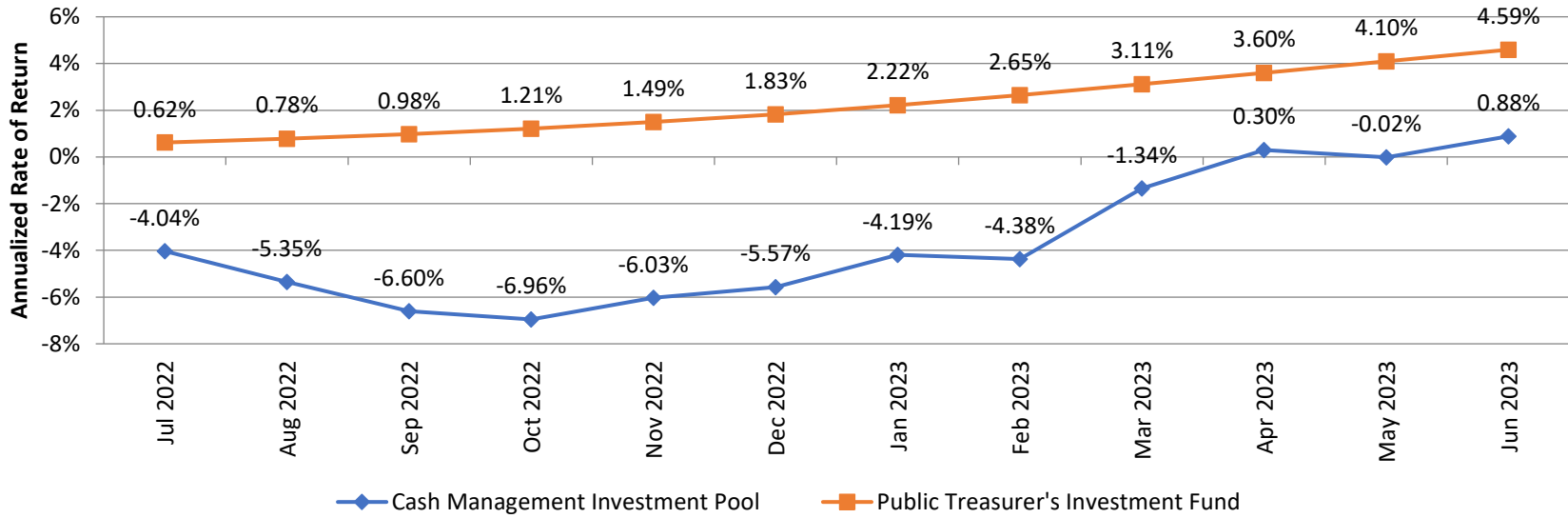
Schedule E-2

	Purchases		Sales			Earnings	
	Shares	Cost	Shares	Cost	Receipts		Gain/(Loss)
<u>Plant Trusts</u>							
US Bank							
Utah Public Treasurers' Investment Fund		\$75,661,088		\$11,484,655	\$11,484,655	\$0	\$177,393
US Bank Money Market		3					3
Receivable							
Utah Public Treasurers' Investment Fund		177,393					
US Bank Money Market		3					
Total Plant Trusts		<u>\$75,838,487</u>		<u>\$11,484,655</u>	<u>\$11,484,655</u>	<u>\$0</u>	<u>\$177,396</u>

# Endowment Pool

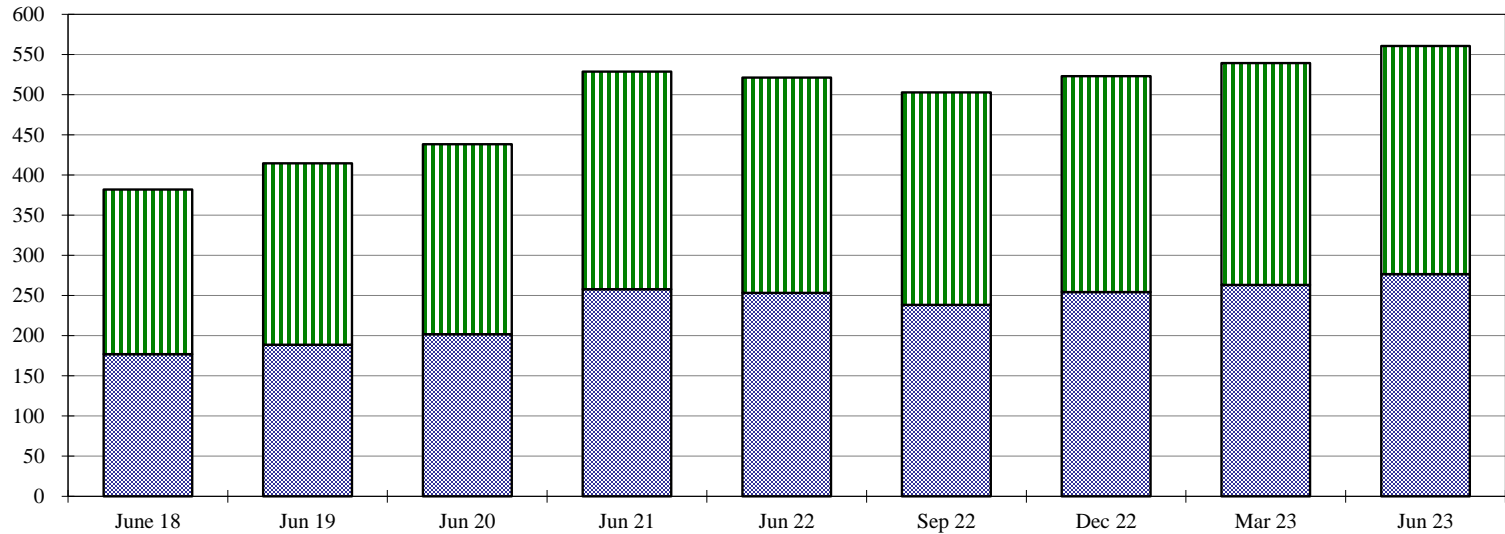


## Cash Management Investment Pool



# Endowment Funds

Millions of Dollars



Quasi Endowment  
True Endowment  
Total

Fair Value	Fair Value	Fair Value	Fair Value	Fair Value	Fair Value	Fair Value	Fair Value	Fair Value
\$204.9	\$226.0	\$236.5	\$271.0	\$267.7	\$264.6	\$268.7	\$276.4	\$283.8
177.0	188.7	201.7	257.8	253.4	238.2	254.3	263.0	276.7
\$381.9	\$414.7	\$438.2	\$528.8	\$521.1	\$502.8	\$523.0	\$539.4	\$560.5

10 November 2023

### **ITEM FOR ACTION**

**RE:** USU, USU Eastern, and USU Blanding Auxiliary Annual Reports and USU Service Enterprises for FY2022-23

The attached report of Auxiliary Enterprises Operations and Service Enterprises are submitted for the Trustees consideration. The reports have received the appropriate administrative review and approval.

### **EXECUTIVE SUMMARY**

Auxiliary Enterprises – Utah System of Higher Education Policy R550 requires Utah State University to submit an annual report of Auxiliary Enterprises operations. Auxiliary Enterprises are business enterprises or other support activities (as distinguished from primary programs of instruction, research, and public service) operated on an essentially self-supporting basis. The primary purpose of such operations is to provide specified services to students, faculty, staff, or guests of the institution. The Report of Auxiliary Enterprises Operations, summarizes actual totals for the fiscal year just ended. The Board of Trustees is responsible to review and approve the Report of Auxiliary Enterprises Operations.

Service Enterprises - Utah System of Higher Education Policy R220 delegates review and approval authority to the Board of Trustees for Service Enterprises reports, subject to being reported annually to the Utah Board of Higher Education. Service Enterprises provide a specific type of service to various institutional departments, rather than to individuals, and are supported by internal charges to departmental operating budgets.

These reports present financial information for the Auxiliary and Service Enterprises at Utah State University, Utah State University Eastern, and Utah State University Blanding.

### **RECOMMENDATION**

The President and Vice President for Finance and Administrative Services recommend that the Board of Trustees approve the Auxiliary and Service Enterprises Annual Reports as presented.

**RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES**

WHEREAS, Utah System of Higher Education policy requires that Utah State University, Utah State University Eastern, and Utah State University Blanding annually submit reports of Auxiliary Enterprises Operations and Utah State University Service Enterprises; and

WHEREAS, The Board of Trustees is to review and approve the referenced Auxiliary and Service Enterprises reports; and

WHEREAS, The Report of Auxiliary Enterprises Operations is to summarize the actual revenues, expenditures, transfers, and total net income/(loss) from operations for the fiscal year just ended; and

WHEREAS, The Service Enterprises Report is to summarize the actual revenues, expenditures, transfers, and total income/loss from operations for the fiscal year just ended; and

WHEREAS, The President and Vice President for Finance and Administrative Services recommend approval of the attached Report of Auxiliary Enterprises Operations and the Service Enterprises Report:

NOW, THEREFORE, BE IT RESOLVED, That the USU Board of Trustees hereby approves the attached Report of Auxiliary Enterprises Operations summarizing FY2022-23 actuals and the Service Enterprises Report summarizing FY2022-23 actuals.

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RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

\_\_\_\_\_

Date



**Report of Auxiliary Enterprises Operations  
FY23**

Revenue/Expenses Category	Campus Store	Dining Services	Parking Operations	Student Housing	Taggart Student Center	University Inn	TOTAL
Operating Revenue	\$9,034,543	\$12,856,960	\$2,800,118	\$20,835,446	\$2,507,118	\$1,067,256	\$49,101,441
Expenses (including COGS)	\$9,249,198	\$11,944,204	\$1,161,752	\$10,186,775	\$2,024,754	\$858,543	\$35,425,226
Net Income/(loss) from operations	(\$214,655)	\$912,756	\$1,638,366	\$10,648,671	\$482,364	\$208,713	\$13,676,215
Debt Service		\$111,253	\$1,134,207	\$7,020,187			8,265,647
Total Net Income/(loss)	(\$214,655)	\$801,503	\$504,159	\$3,628,484	\$482,364	\$208,713	\$5,410,568

**Report of Service Enterprises Operations  
FY23**

Revenue/Expenses Category	Distribution Center/Mailing Bureau	Information Technology	Motor Pool	Aggie Print	Surplus Sales	TOTAL
Operating Revenue	\$828,616	\$15,776,208	\$1,792,703	\$2,653,725	\$257,076	\$21,308,328
Expenses (including COGS)	\$838,172	\$16,544,661	\$1,749,352	\$2,347,000	\$195,766	\$21,674,951
Net Income/(loss) from operations	(\$9,556)	(\$768,453)	\$43,351	\$306,725	\$61,310	(\$366,623)



UtahStateUniversity

**USU Eastern**

**Report of Auxiliary Enterprises Operations**

**FY23**

Revenue/Expenses Category	Dining Services	Student Housing	Student Center	TOTAL
Operating Revenue	\$940,883	\$940,878	\$21,175	\$1,902,936
Expenses (including COGS)	\$914,164	\$1,208,964	\$2,401	\$2,125,529
Net Income/(loss) from operations	\$26,719	(\$268,086)	\$18,774	(\$222,593)

**USU Blanding**

**Report of Auxiliary Enterprises Operations**

**FY23**

Revenue/Expenses Category	Bookstore	Dining Services	Student Housing	Student Center	TOTAL
Operating Revenue	\$82,347	\$578,815	\$348,424	\$26,819	\$1,036,405
Expenses (including COGS)	\$82,347	\$614,128	\$462,489	\$26,819	\$1,185,783
Net Income/(loss) from operations	\$0	(\$35,313)	(\$114,065)	\$0	(\$149,378)



10 November 2023

**ITEM FOR ACTION**

Utah State University's Department of Nutrition, Dietetics and Food Sciences, in the College of Agriculture and Applied Sciences proposes offering a Chocolate Science Certificate of Proficiency.

**EXECUTIVE SUMMARY**

The Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences proposes offering a Chocolate Science Certificate of Proficiency.

**RECOMMENDATION**

The President and Provost recommend that the Board of Trustees approve the proposal to offer a Chocolate Science Certificate of Proficiency.

RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences proposes offering a Chocolate Science Certificate of Proficiency, and

WHEREAS, The proposal will provide training to students that are interested in chocolate science;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Chocolate Science Certificate of Proficiency in the College of Agriculture and Applied Sciences' Department of Nutrition, Dietetics and Food Sciences and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

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RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

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DATE:

# CAAS - Nutrition, Dietetics and Food Sciences - Chocolate Science - Certificate of Proficiency

## 4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

## HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

## COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this  
request

COLLEGE (include all  
cross listed  
colleges)\*

CAAS

DEPARTMENT  
(include all cross  
listed departments)\*

Nutrition, Dietetics and Food Sciences

Current Title (if  
applicable)\*

Not applicable

Proposed Title\* Chocolate Science - Certificate of Proficiency

## CIP Code

Enter the Correct CIP Code by Using the Following Link:

# Classification Instruction Programs

CIP Code (6-digits) \* 01.1001

Minimum Number of Credits (if applicable)\* 16

Maximum Number of Credits (if applicable)\* 16

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

## REQUEST

### TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

- New Academic Program:**
- Certificates of Completion
  - Certificates of Proficiency
  - CTE - Certificate of Completion
  - CTE - Certificate of Proficiency
  - Institutional Certificate of Proficiency
  - K-12 Endorsement Program
  - Minor
  - New Emphasis for Existing Program
  - Out of Service Area Delivery Program (attach signed MOU)
  - Post-Baccalaureate Certificate
  - Post-Masters Certificate

- Existing Academic Program Changes:**
- Name Change of Existing Program
  - Program Restructure (with or without Consolidation)
  - Program Transfer to a New Academic Department or Unit
  - Program Suspension (on hold-not listed in catalog)
  - Program Discontinuation (permanent program removal)
  - Reinstatement of Previously Suspended Program
  - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
  - Administrative Unit (Transfer)
  - Administrative Unit (Restructure-with or without Consolidation)
  - Administrative Unit (Suspension-on hold)
  - Administrative Unit (Discontinuation-permanent unit removal)
  - Reinstatement of Previously Suspended Administrative Unit
  - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

## ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval\*  Yes  
 No

Teacher Licensure Program Approval (STEP)\*  Yes  
 No

## SECTION I: THE REQUEST

**R401 Purpose\*** The objective of this new degree is to provide training to people that are interested in chocolate science. This degree will be taught on-line so that students with full-time jobs can take the certificate. This degree is targeted to students with or without training in food science. The Department of Nutrition, Dietetics, and Food Science requests the approval of a Certificate of Proficiency in Chocolate Science so that it can be available for students in Fall 2024.

## SECTION II: PROGRAM PROPOSAL

**Proposed Action & Rationale\***

The cocoa and chocolate industry are a growing market with a market size of 8 billion dollars in 2016 and has been forecasted to grow to 10.4 billion dollars by 2027 in North America (Statista). Similar growth trends have been reported worldwide with an increase from 0.82 trillion dollars in 2016 to a forecasted value of 1.33 trillion dollars in 2027 (Statista). This increase in the market size is associated with an increased demand for qualified workers that are trained in the process of making chocolate.

Food Science is the discipline that trains people in the science of food processing and production. Over 50 colleges offer a degree in food science in the USA ([https://datausa.io/profile/cip/food-science#tmap\\_institutions\\_grads](https://datausa.io/profile/cip/food-science#tmap_institutions_grads)) but none of them offer specific training in chocolate science. A survey conducted in 2022 by Dr. Silvana Martini, Food Science Professor at Utah State University, with major players in the chocolate industry has indicated that there is a need for specific training in chocolate science to prepare potential employees to work in the chocolate industry. Currently there is no formal training available related to chocolate science at academic institutions worldwide. The only training available is through short courses or workshops offered by professional organizations such as PMCA, FCIA, and NCA.

In 2018, The College of Agriculture and Applied Sciences at Utah State University opened the first bean-to-bar manufacturing facility (The Aggie Chocolate Factory) operated by an academic institution in the world. The main mission of this facility is to provide learning opportunities to students in the Food Science Program and Utah State University. Every year, about 150 USU students enrolled in the class Chocolate science, history, and society (a General Ed, Physical Science class), use the facilities to learn the science behind chocolate processing.

The Food Science Program at Utah State University proposes to create an undergraduate Certificate of Proficiency in Chocolate Science. We propose that this degree be taught on-line with a short in-person component for extra credit. The on-line modality for this degree will allow interested students throughout the country and the world to enroll in the class. The short non-mandatory in-person component will include hands-on laboratory activities at the Aggie Chocolate Factory (ACF) that will be condensed in one week.

This certificate will provide training to current and potential employees of chocolate companies and to entrepreneurs that are looking for training opportunities to start their own chocolate company. The Certificate of Proficiency in Chocolate Science will be an undergraduate degree to allow interested students without a degree in Food Science to enroll. Utah State University would be the first academic institution to offer this type of degree.

**Labor Market Demand  
(if applicable)**

The confectionery industry, including chocolate, candy, gums and mints creates more than 200,000 jobs in the USA and each confectionery job supports another 11 jobs in the US economy. This contributes over 49 billion dollars to the US economy. Similarly, the confectionery industry creates over 1800 jobs in the State of Utah, contributing over 330 million dollars to its economy. In 2023 the chocolate industry alone employed over 50,000 people with an increase of 1.6% between 2018 and 2023 (<https://www.ibisworld.com/industry-statistics/employment/chocolate-production-united-states/>).

The State of Utah has 11 bean-to-bar chocolate companies and 28 companies that use chocolate to manufacture chocolate confections. In a survey conducted by Dr. Silvana Martini in 2022 among major confectionery and chocolate industry (Barry Callebaut, Blommer, Cargill, Guittard, Clason), over 82% of the respondents mentioned that there is (53%) or there maybe (28%) a clear need for training in confectionery topics and over 90% of the respondents said that they will be extremely likely (59%) or somewhat likely (32%) to hire an employee with a confectionery degree. It is clear that there is a local, national, and international market for trained people in the chocolate industry and the Food Science Program at Utah State University can fulfill this need.

**Consistency with  
Institutional Mission  
& Institutional  
Impact\***

Utah State University is the land-grant institution of the State of Utah, and its mission and vision are to empower people by providing excellent and innovative education with a focus on accessibility and inclusion. This program fits USU's mission and vision by providing a new program to the people of Utah, the USA, and the world that can't be found anywhere else. The program will be led by Dr. Silvana Martini and by experts in the field. This modality will allow USU to provide exceptional education to students by including in the curriculum novel and current issues relevant to the chocolate industry. Students in this program will also have unique hands-on opportunities at the Aggie Chocolate Factory, a unique facility in any academic institution worldwide.

**Finances\***

No funds are required for this certificate. Four new courses will be developed for this program: The new courses developed for this new program are: NDFS 1060: History of Cocoa and Chocolate; NDFS 1061: Cocoa Processing; NDFS 1062: Chocolate Processing; and NDFS 1063: Product Development with Chocolate. All new courses will be developed by Dr. Silvana Martini, a Professor in the Nutrition, Dietetics, and Food Science Department and Director of the Aggie Chocolate Factory. Even though Dr. Martini will be the listed instructor for these courses, invited speakers from multinational chocolate companies will be invited speakers and will help with curriculum development. Dr. Martini has already contacted Industry Speakers and they have agreed to participate in the development of the courses included in this degree on a volunteer basis. Therefore, no financial assistance is requested to develop this new degree or to teach new courses associated with it. NDFS 1250: Sanitation and Safety is another course that will be included in this degree, and it is already taught on-line in the NDFS Department.


**SECTION III: CURRICULUM (if applicable)**

**Program Curriculum  
Narrative**

The program will consist of 16 credits taught over a period of 2 semesters (Fall and Spring). The program will be 100% on-line (synchronous) to allow people with full-time jobs to take the classes. An in-person non-mandatory component will be offered in one of the classes (NDFS 1062: Chocolate Processing) where students will be able to spend one-week at the Aggie Chocolate Factory for extra credit.

During the first semester (Fall) students will take 3 classes (9 credits): NDFS 1060: The history of Chocolate and Cocoa (2 credits), NDFS 1061: Cocoa processing (4 credits), and NDFS 1250: Sanitation and safety (3 credits). The second semester (Spring), students will take 2 classes (7 credits): NDFS 1062: Chocolate Processing, and NDFS 1063: Product Development with Chocolate. This information is also presented in the Degree Map attached to this proposal.

Four out of the five classes will be new classes. NDFS 1250 is already taught in the NDFS Department. The new classes will be developed by Dr. Silvana Martini, a Professor in Food Science, and industry partners that already agreed to help with curriculum development on a voluntary basis.

**Attach** (if applicable) completed [Program Curriculum](#) and [Degree Map](#) to this request by clicking on the Files  icon located on the right-hand side of the screen.

## **SUBMIT AND APPROVE THE PROPOSAL**

**Click on the SAVE ALL CHANGES button below.**

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



10 November 2023

**ITEM FOR ACTION**

Utah State University's Department of Nutrition, Dietetics and Food Sciences, in the College of Agriculture and Applied Sciences proposes establishing a Student Nutrition Access Center.

**EXECUTIVE SUMMARY**

The Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences proposes establishing a Student Nutrition Access Center.

**RECOMMENDATION**

The President and Provost recommend that the Board of Trustees approve the proposal to establish a Student Nutrition Access Center.

RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences proposes establishing a Student Nutrition Access Center, and

WHEREAS, The proposal will increase access to nutritious food while educating students about basic needs, resources and sustainable food practices;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve establishing a Student Nutrition Access Center in the College of Agriculture and Applied Sciences' Department of Nutrition, Dietetics and Food Sciences and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

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RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: \_\_\_\_\_

# CAAS - Nutrition, Dietetics and Food Sciences - Student Nutrition Access Center

## 4.1.c R401 NEW ADMINISTRATIVE UNIT

### Proposal Information

## HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

## COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE or  
UNIVERSITY  
DIVISION: \*

CAAS

DEPARTMENT or  
UNIT: \*

Nutrition, Dietetics and Food Sciences

PROPOSED UNIT  
TITLE: \* Student Nutrition Access Center

### REQUEST

## TYPE OF UNIT BEING REQUESTED

## Click the change that best reflects your proposal.

- Unit Being Requested\***
- New Administrative Unit (new colleges and professional schools - use full template)
  - New Center
  - New Institute
  - New Bureau

DESCRIPTION   NARRATIVE
-------------------------

**Administrative Unit  
Description and  
Narrative\***

The mission of the Student Nutrition Access Center (SNAC) is to increase access to nutritious food while educating Aggies about basic needs resources and sustainable food practices. SNAC was formed in 2010 by Utah State University's (USU) Center for Community Engagement to address food insecurity faced by college students.

Nearly 33 percent of USU students are experiencing food insecurity (Savoie-Roskos et al., 2023). Studies have revealed that food insecurity is linked to decreased academic achievement and inferior self-reported health, including mental and physical well-being (Van Woerden et al., 2019). At SNAC, students have access to resources that enable them to concentrate on achieving academic success instead of trying to meet their basic needs. Since the SNAC campus food pantry has gained more attention, the number of student visits has significantly risen from 3,482 in 2018 to over 11,500 in 2022, assisting more than 1,950 individuals annually.

To accomplish its mission, SNAC partners with 16 different organizations from campus, the local community, and state entities to provide food to students in Logan. Last year, the partnership with USU Dining Services allowed SNAC to recover and redistribute over 20,000 pounds of food to students that would have otherwise been discarded. Also, in 2022, the USU Gleaning Team collected more than 5,000 pounds of fresh produce from the local community and donated it to SNAC for distribution. Additionally, the collaboration with the Cache Community Food Pantry and the Utah Food Bank allows SNAC to increase its range of food options for students.

On July 1, 2023, SNAC moved under the purview of the Nutrition, Dietetics, and Food Sciences (NDFS) department within the College of Agriculture and Applied Sciences (CAAS). The shift provides SNAC with additional resources and partnerships within CAAS, the NDFS department, and USU Extension. Beginning in the fall semester of 2023, SNAC will deliver USU Extension Create Better Health programming on the Logan campus. Create Better Health is Utah's SNAP-ED programming. The SNAC program also offers Dietetics graduate students a chance to participate in a rotational placement focused on management. SNAC provides all students an opportunity to volunteer and help their fellow Aggies. In the future, SNAC aims to assist statewide campuses interested in setting up food pantries.

As part of the NDFS, SNAC has a budget of \$148,540 for the first year. This budget covers various expenses, including a full-time Program Coordinator who will receive a salary of \$55,000 along with benefits worth approximately \$24,750. There is also a salary match of \$8,000 for a full-time AmeriCorps Vista service member. Additionally, \$30,000 has been allocated for two part-time work-study students and two part-time AmeriCorps members. The budget also includes \$10,000 for office supplies and food repacking materials, \$4,000 for renting vehicles and purchasing fuel, and \$4,000 for website, marketing, and print materials. To ensure an adequate supply of produce during the winter months, \$6,000 has been set aside for supplementary purchases, while \$5,000 has been allocated for specialty foods like dairy-free milk and gluten-free bread. Finally, the remaining \$1,790 can be used for miscellaneous items such as laundry, purchasing carts, bicycle maintenance, university fees, and parking.

SNAC is requesting Center status to aid in securing external funding sources to further enhance and broaden its services to students and the USU community.

#### References

Savoie-Roskos, M. R., Harrison, C., Coombs, C., Hendrickson, J., Hawes, R., Barney, M., et al. (2023). *Food insecurity and academic achievement: A meta-analysis*. *Journal of the Academy of Nutrition and Dietetics*, 23(1), 1-10.

M., ... & LeBlanc, H. (2023). Food insecurity exists among college students at a midsized university in Utah. *Journal of Hunger & Environmental Nutrition*, 18(1), 36-46.

Van Woerden, I., Hruschka, D., & Bruening, M. (2019). Food insecurity negatively impacts academic performance. *Journal of Public Affairs*, 19(3), e1864.

## **SUBMIT AND APPROVE THE PROPOSAL**

**Click on the save all changes button below.**

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

10 November 2023

**ITEM FOR ACTION**

Utah State University's Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes restructuring and offering an Accounting Practices Certificate of Completion.

**EXECUTIVE SUMMARY**

The Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences proposes restructuring and offering an Accounting Practices Certificate of Completion.

**RECOMMENDATION**

The President and Provost recommend that the Board of Trustees approve the proposal to restructure and offer an Accounting Practices Certificate of Completion.

RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Technology, Design and Technical Education in the College of Agriculture and Applied Sciences proposes restructuring and offering an Accounting Practices Certificate of Completion, and

WHEREAS, The proposal will enable students from the Navajo Nation and rural southeastern Utah to attain a viable remote work certification;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve restructuring and offering an Accounting Practices Certificate of Completion in the College of Agriculture and Applied Sciences' Department of Technology, Design and Technical Education and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

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RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: \_\_\_\_\_



# CAAS - Technology, Design and Technical Education - Accounting Practices - Certificate of Completion

## 4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

## HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

## COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)\*

CAAS

DEPARTMENT (include all cross listed departments)\*

Technology, Design and Technical Education

Current Title (if applicable)\* Accounting Practices - Certificate of Completion

Proposed Title\* Accounting Practices - Certificate of Completion

## CIP Code

Enter the Correct CIP Code by Using the Following Link:

# Classification Instruction Programs

CIP Code (6-digits) \* 52.0302

Minimum Number of Credits (if applicable)\* 32

Maximum Number of Credits (if applicable)\* 32

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

## REQUEST

### TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

- New Academic Program:**
- Certificates of Completion
  - Certificates of Proficiency
  - CTE - Certificate of Completion
  - CTE - Certificate of Proficiency
  - Institutional Certificate of Proficiency
  - K-12 Endorsement Program
  - Minor
  - New Emphasis for Existing Program
  - Out of Service Area Delivery Program (attach signed MOU)
  - Post-Baccalaureate Certificate
  - Post-Masters Certificate

- Existing Academic Program Changes:**
- Name Change of Existing Program
  - Program Restructure (with or without Consolidation)
  - Program Transfer to a New Academic Department or Unit
  - Program Suspension (on hold-not listed in catalog)
  - Program Discontinuation (permanent program removal)
  - Reinstatement of Previously Suspended Program
  - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
  - Administrative Unit (Transfer)
  - Administrative Unit (Restructure-with or without Consolidation)
  - Administrative Unit (Suspension-on hold)
  - Administrative Unit (Discontinuation-permanent unit removal)
  - Reinstatement of Previously Suspended Administrative Unit
  - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

## ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval\*  Yes  
 No

Teacher Licensure Program Approval (STEP)\*  Yes  
 No

## SECTION I: THE REQUEST

### R401 Purpose\*

The Accounting Practices Certificate of Completion is a 32-credit hour stackable credential that will also fulfill requirements leading to the Associate of Business, Small Business and Entrepreneurship Associate of Applied Science, Associate of Applied Science in General Technology, and the Bachelor's Degree in Technology Systems (TESY). In addition, this certificate also qualifies students for skills-based positions within the finance, accounting, and business world with additional skills geared toward small business ownership and support. A certificate of completion allows students ample momentum to facilitate solid foundational skills and give timely successes as the student transitions into industry or higher degree pathways. These successes will support student completion of certificate and degree programs in related areas of interest in the technology sphere, a hotbed of activity within Utah. Through a combination of theoretical knowledge and practical experiences, students will develop the skills necessary to perform accounting tasks, analyze financial data, and make informed decisions. Additionally, as a certificate of completion, it allows students an opportunity to earn skills and transition into the professional world quickly.

## SECTION II: PROGRAM PROPOSAL

### Proposed Action & Rationale\*

The Accounting Practices Certificate of Completion has been re-designed through collaboration with industry and faculty-wide committees to facilitate a two-semester certificate offering. The certificate program has been created with the Four-Corners region as the intended space for re-launch. This certification will enable individuals from the Navajo Nation and rural southeastern Utah to enter the university with the ability to gain a viable remote work certification after two semesters of college and offer timely expertise to rural parts of the Four-Corners region. The Accounting Practices Certificate of Completion aims to provide students with highly sought skills in financial management and accounting services with a marketable skill set and industry-developed curriculum. Students who complete the certificate will be prepared to work in the industry or create a small business built around their acquired skills.

**Labor Market Demand  
(if applicable)**

According to the Bureau of Labor Statistics, in 2021, the average annual salary in the Bookkeeping and accounting technology industry is \$44,100, with a median hourly wage of \$21.20, with a projected growth of 16% in Utah over the next ten years. This opportunity is available to students after a semester of training. (<https://www.bls.gov/oes/current/oes433031.htm>). Bookkeeping and accounting technology is a diverse occupation with prospects at all skill levels and higher opportunities for earning potential for the student as they continue their education and select concentration areas to continue their skill development in other areas of finance. The purpose of this certificate program is to allow entry-level employees an opportunity for stable and in-demand employment with a short time commitment from the learner. As the proposed certificate of completion offers accelerated entrance to the job market and short-term credentials, students are able to access more advanced jobs and higher wages. The proposed certification will be crucial for businesses in regions of the state looking to diversify and help to bring new jobs to rural areas of Utah.

**Consistency with  
Institutional Mission  
& Institutional  
Impact\***

The restructure of the Certificate of Completion in Accounting Practices will be offered through the Department of Technology, Design, and Technical Education (TDTE) at the Southeast region locations in Price, Moab, and Blanding. Existing faculty, staff, facilities, and equipment will implement and sustain the proposed certificate program. No additional resources will be required.

The certificate will provide independent, nationally developed certifications and a stackable credential toward the two-year Associate of Applied Science in General Technology. Credits earned in the certificate program will meet requirements for the following existing Associate and BS program requirements:

- AAS, Small Business and Entrepreneurship
- AB, Associate of Business
- AAS, General Technology
- BS, Technology Systems

Additionally, the Department of Technology, Design, and Technical Education (TDTE) at Utah State University offers a broad-based Associate of Applied Science degree in General Technology with various emphasis areas. The proposed Certificate of Completion would likely lead toward emphasizing technology systems. The proposed certificate provides an opportunity to develop region-specific training at USU residential campuses in rural parts of the state. It creates a needed framework to lead the state in forming new partnerships and alignment with the Utah System of Higher Education – Technical Education Division.


**Finances\***

The restructure of the certificate will be cost-neutral. All courses for the certification are currently offered, developed, and no new faculty, staff, library, or operational funds are required to facilitate this offering. There will be no budgetary impact on other programs or units at Utah State University.

**SECTION III: CURRICULUM (if applicable)**

**Program Curriculum  
Narrative**

<b>Accounting Practices</b>	<b>Certificate of Completion</b>	<b>Requirements</b>
Course Prefix/Number	Course Title	Credit Hours
BUSN 1050	Business Mathematics	3
BUSN 1021	Personal Finance	3
BUSN 1091	Business Presentations	2
BUSN 1111	Accounting Principles	3
BUSN 1410	Spreadsheet I (Excel)	2
BUSN 2010	Financial Accounting	4
BUSN 2020	Managerial Accounting	4
BUSN 2151	Income Tax Preparation	2
BUSN 2320	Small Business Management	3
BUSN 2050	Business Law	3
BUSN 2800	Computerized Accounting	2
BUSN 2977	Internship Education Experiences	1
	<b>Total</b>	<b>32</b>

**Attach** (if applicable) completed [Program Curriculum](#) and [Degree Map](#) to this request by clicking on the Files  icon located on the right-hand side of the screen.

## **SUBMIT AND APPROVE THE PROPOSAL**

**Click on the SAVE ALL CHANGES button below.**

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

10 November 2023

**ITEM FOR ACTION**

Utah State University's Department of Sociology and Anthropology, in the College of Humanities and Social Sciences proposes offering a Doctoral Degree (PhD) in Anthropology and Cultural Resource Management.

**EXECUTIVE SUMMARY**

The Department of Sociology and Anthropology in the College of Humanities and Social Sciences proposes offering a Doctoral Degree (PhD) in Anthropology and Cultural Resource Management.

**RECOMMENDATION**

The President and Provost recommend that the Board of Trustees approve the proposal to offer a Doctoral Degree (PhD) in Anthropology and Cultural Resource Management.

RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Sociology and Anthropology in the College of Humanities and Social Sciences proposes offering a Doctoral Degree (PhD) in Anthropology and Cultural Resource Management, and

WHEREAS, The proposal will provide students with the necessary skills to identify, interpret, and conserve cultural resources;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Doctoral Degree (PhD) in Anthropology and Cultural Resource Management, in the College of Humanities and Social Sciences' Department of Sociology and Anthropology and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

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RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: \_\_\_\_\_

**Utah System of Higher Education  
New Academic Program Proposal  
Cover/Signature Page - Full Template**

**Institution Submitting Request:** Utah State University

**Proposed Program Title:** Anthropology and Cultural Resource Management

**Are There New Emphases:** Yes  Student Emphasis Required

**Names of New Emphases (Separated by Commas):** (1) Archaeological Data Analytics, (2) Policy, Advocacy,

**Sponsoring School, College, or Division:** College of Humanities and Social Sciences

**Sponsoring Academic Department(s) or Unit(s):** Sociology and Anthropology

**Classification of Instructional Program Code<sup>1</sup> :** 26.1399

**Min/Max Credit Hours Required of Full Program:** 59 / 68

**Proposed Beginning Term<sup>2</sup>:** Fall 2023

**Institutional Board of Trustees' Approval Date:**

**Program Type (check all that apply):**

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/> (BAS)	Bachelor of Applied Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Specialized Master Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input checked="" type="checkbox"/>	Doctoral Degree (specify award type <sup>3</sup> : PhD )
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program <input type="checkbox"/> Attached MOU
<input type="checkbox"/>	Out of Mission Program

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

<sup>3</sup> Please indicate award such as APE, BFA, MBA, MEd, EdD, JD



<input type="checkbox"/>	NEW Professional School
--------------------------	-------------------------

**Changes to Existing Programs or Administrative Units Required (check all that apply, if any):**

<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Emphases transfer from another program or academic unit
<input type="checkbox"/>	Name Change of Existing Program or Academic Unit
<input type="checkbox"/>	Program transfer to a different academic unit
<input type="checkbox"/>	Suspension or discontinuation of a unit or program
<input type="checkbox"/>	Reinstatement of a previously suspended/discontinued program or administrative unit
<input checked="" type="checkbox"/>	Other

**Describe Above Changes**

The USU Department of Sociology and Anthropology proposes a new PhD program focused on anthropology and cultural resource management, and concurrent with this new program, three new Graduate Certificates. The three new Graduate Certificates have been submitted as three separate proposals simultaneously with this proposal. The new program and certificates build on the Master of Science in Anthropology degree currently offered by the department and will require minimal additional facilities. The department requests two new tenure-track positions: one in data analytics and a second in public archaeology to maximize the impact and reach of the new program.

**Chief Academic Officer (or Designee) Signature:**

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name \_\_\_\_\_ Date: \_\_\_\_\_

I understand that checking this box constitutes my legal signature.

## Utah System of Higher Education Program Description - Full Template

### Section I: The Request

Utah State University requests approval to offer the following Doctoral degree(s): *Anthropology and Cultural Resource Management* effective Fall 2023. This program was approved by the institutional Board of Trustees on .

### Section II: Program Proposal

#### Program Description

*Present a complete, formal program description.*

The proposed PhD program in *Anthropology and Cultural Resource Management* trains a new generation of applied scholars to engage with and manage cultural resources and their derivative data in a time of rapidly changing political and biophysical environments. The program design meets <sup>st</sup> the logistical, intellectual, and economic needs of 21<sup>st</sup> century students by providing access to a blended post-graduate education built around skill-based certifications and the advanced degrees required by academia and for professional practice in government and private-sector cultural resource management (CRM).

Students who complete a doctoral program in *Anthropology and Cultural Resource Management* will have the skills necessary to identify, interpret, and conserve cultural resources; analyze the interplay between humans and their environment; and communicate the importance of cultural resources and long-term population data to various stakeholders. The program leverages USU faculty strengths in social-ecological and evolutionary theory, data analytics, cultural resource management, and museum studies to create student-centered outcomes focused on transferable skills and competencies in theory, data analytics, and communication.

Transferable skills and competencies refer to methods of thinking and knowledge that apply in multiple domains of life, and such skills lie at the core of training intellectually nimble and professionally adaptable students. The *Anthropology and Cultural Resource Management* PhD will allow students to customize their program of study by offering flexibility in course and practical experience selection across five learning domains: Social-Ecological Theory, Data Management and Analysis, Resource Law and Economics, Communication, and Thesis/Dissertation development. In addition to a traditionally framed PhD, students may also bundle courses and practicums into graduate certificates in the pursuit of (as well as outside of) the existing Master of Science in Anthropology (emphasis in archaeology), or the new PhD in Anthropology and Cultural Resource Management.

The three certificates offered in the graduate program will include (1) Archaeological Data Analytics, (2) Policy, Advocacy, and Administration, and (3) Museum Administration and Collections Management . These certificates can either form part of a traditional PhD or Master degree program of study or be taken as stand-alone certificates. The certificate in Archaeological Data Analytics provides graduate students and post-grads with basic skills in database construction, management, and analysis, including basic computer programming skills. The certificate in Cultural Resource Management, Policy, Advocacy, and Administration provides students with competencies in theories of organizational management, the basics of accounting and finance critical for managing cultural resources, cultural competency, CRM law and policy, and CRM projects within both private

and public sectors. Finally, the Museum Administration and Collections Management Certificate provides students with competencies in acquiring, organizing, and presenting knowledge to a wide audience through the institution of museums.

The current Master of Science in Anthropology degree trains graduate students to meet the standards of the Register of Professional Archaeologists and prepares them to become field supervisors and entry-level government resource managers. This program will remain unchanged, but it will provide a pathway to advanced education in Anthropology and Cultural Resource Management with acceptance into the PhD program. The MS degree currently combines core courses from the proposed PhD program with strong training in social-ecological theory. The focus on socio-ecological theory is important because it informs the ways that human societies and the environment can influence one another within the context of the broad-scale problems that people face today. Students may choose a professional (Plan B) option upon completion of coursework or a thesis research (Plan A) option upon completion of coursework and approval of a research proposal.

The PhD in *Anthropology and Cultural Resource Management* prepares students to become project directors within, or at the helm of, resource management firms, government agencies, or increasingly interdisciplinary and business-model oriented academies. This degree combines core courses in data analytics, social-ecological theory, communication, and/or CRM policy and project management with a research proposal and dissertation.

The *Anthropology and Cultural Resource Management* degree and certificate program blends online and traditional face-to-face structures, with most certificate-focused courses available via online delivery. Specifically, the USU archaeology faculty have designed a program that takes advantage of Utah State University's investment in state-of-the-art classroom technologies that allow for hybrid, synchronous course delivery. Hybrid courses will significantly expand access to the proposed certificates, which will be especially important to students pursuing single certificate options. The master's and PhD degrees include campus delivery and mentoring in addition to online course delivery and provide stand-alone options for professionals seeking certification in one of the three areas of specialization identified above.

The new PhD curricula builds on existing courses and is organized around five sets of learning outcomes:

#### 1. Social-Ecological Theory

- Students will demonstrate a competency in basic theories to interpret anthropological and ecological data *and* navigate and build functioning organizations tasked with the management of resources.
- Students will demonstrate critical thinking skills by evaluating the merits of competing theories and/or developing their own theories for social-ecological and/or organizational change.

#### 2. Data Management and Analysis

- Students will demonstrate competency in data collection, communication, and archiving.
- Students will learn the basic analytical methods and programming skills necessary to effectively analyze anthropological and ecological data sets.

#### 3. Resource Law and Economics

- Students will demonstrate competency and critical analysis of the major federal and state laws and statutes that structure the management of resources in the United States.

- Students will demonstrate an understanding of creating and managing budgets and designing project workflow.
- Students will demonstrate a critical understanding of models of resource conservation and the costs and benefits of conservation to the public.

#### 4. Communication, Advocacy, and Ethics

- Students will demonstrate the ability to present knowledge to diverse stakeholders via multiple media.
- Students will demonstrate the ability to advocate for resources to diverse communities.
- Students will demonstrate cultural competency and community-based participatory approaches to resource management.
- Students will demonstrate competency in proposal writing for an academic or agency audience.

#### 5. Capstone Thesis/Dissertation

- Students will demonstrate the ability to independently conceptualize, perform, and interpret research that contributes to the discipline of anthropology.

### **Consistency with Institutional Mission**

*Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at [higheredutah.org/policies/policy312](http://higheredutah.org/policies/policy312)) or, for "out of mission" program requests, the rationale for the request.*

The Anthropology and Cultural Resource Management graduate degree and certificate program further Utah State University's land-grant mission to provide practical learning that meets the needs of 21st century students and stakeholders. This program will support the 1) learning, 2) discovery, and 3) engagement components essential to fulfill USU's land-grant mission by stressing the skills and competencies needed within academic and vocational contexts.

1) Learning: The Anthropology and Cultural Resource Management graduate degree and certificate program puts student learning and success first by significantly expanding student access to graduate courses and research opportunities. One of the key barriers to graduate education is the cost of moving to a new city, particularly for students from rural areas. The online component of the degree program, among the first of its kind in the U.S., will provide the opportunity for a diverse student body to gain essential skills by partaking in high-quality graduate courses that meet the accreditation standards for a major research university. The online and/or face-to-face delivery of core certificate courses will enhance educational offerings to an increasingly diverse student body with a range of different socio-economic circumstances, expand access to graduate education for under-served populations and communities in Utah, and establish the first online graduate certificate program within the College of Humanities and Social Sciences.

2) Discovery: Under the Carnegie classification scheme, USU is designated a Doctoral Research University—High Research. The new graduate program in Anthropology and Cultural Resource Management will contribute to the ability of USU to engage in doctoral research by creating a new doctoral program. The doctoral program will generate human capital essential for applying for and winning external grants and maintaining high impact publications.

The program offers more than distanced learning for students in rural communities across Utah. It offers those students pathways to engage in research remotely. The new graduate program will advance a central objective of the Department of Sociology and Anthropology's strategic plan to expand its educational offerings statewide, with a focus on establishing research distinction among universities with statewide presences.

3) Engagement: The graduate program in Anthropology and Cultural Resource Management will improve engagement with communities and people in the development of a better-trained workforce capable of managing human and cultural resources in the context of local, state, and federal agencies, as well as among private resource management firms. The program focuses on training students to develop practices that involve collaboration with public and private businesses and agencies, as well as indigenous and descendant communities. The new program is highly integrated with the USU Museum of Anthropology and will improve the quality and quantity of museum programs and curricula available for free to children, teachers, and interested

community members in Cache County and USU statewide campuses.

### **Section III: Needs Assessment**

#### **Program Rationale**

*Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.*

The Utah State University Department of Sociology and Anthropology is proposing the new PhD program after extensive discussions between the graduate faculty, Sociology and Anthropology department head, and the College of Humanities and Social Sciences dean. The USU Department of Sociology and Anthropology has successfully implemented a master's level graduate program in archaeology and cultural resource management and seeks to expand the program to include a PhD. The rationale behind doing so is twofold: (1) Both regionally and nationally, there is an unfilled educational niche for a PhD level cultural resource management program. (2) There is an unmet need in the resource management sector for professional development skills and certificates that integrate archaeological training in cultural resource management with the knowledge and experience needed to run a small business. The USU Department of Sociology and Anthropology faculty recognize that the current Master of Science degree in Anthropology provides an ideal foundation upon which to build a CRM Archaeology PhD program. Over the past five years, the USU Department of Sociology and Anthropology has seen significant growth in this master's program as well and have established a stable faculty who have together formed the academic vision outlined in the program description. Finally, USHE benefits from the proposed program because it will provide a unique educational experience, making it a destination program for individuals seeking to either expand their qualifications through the non-degree certification opportunities or gain doctorate level training in not only cultural resource management, but also the financial skills needed to successfully run a business.

This last point is of great importance. Over the past several years, Utah, western Colorado and southwest Wyoming have all become energy extraction hot spots, with the oil, gas, and renewable energy industries investing a notable amount of time and effort on developing public lands to support the country's energy infrastructure. Consequently, the federal laws protecting cultural and other resources on public lands have created a market for archaeologically trained resource managers. The current anthropology master's program was originally designed to place graduates into primary investigator positions. Over the past decade, however, PhD level anthropologists, largely trained for academic positions, have increasingly filled those positions, leaving master's level students to fill entry-level field supervisor positions or entry-level federal land manager positions. Moreover, while the master of science program trains students in cultural resource management, it does not teach them how to establish, lead, and run a business for themselves. It is critical to provide such opportunities at a USHE institution, one that will not only help build Utah's economy, but also draw students from outside the region who, if they stay in the general region, will end up establishing jobs of benefit to the people of Utah and the surrounding region.

#### **Labor Market Demand**

*Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer ([jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do](http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do)) and the Occupation Outlook Handbook ([www.bls.gov/oco](http://www.bls.gov/oco)).*

Federal and, in some cases, state laws require the identification and documentation of cultural resources at risk of destruction by development of public lands. Cultural Resource Management

archaeology provides industry and government agencies with private sector specialists trained to identify and assess the impact of undertakings on cultural resources. Given the pace of energy development in the American West, especially the current and future creation of vast solar and wind farms, CRM has become an important part of the environmental consulting industry in the United States. Within this context, resource managers identify and record the full range of cultural resources from prehistoric Fremont villages to historic Church of Jesus Christ of Latter-day Saints (LDS) homesteads.

Cultural Resource Management grew from beginnings in the early 1970s into the largest employment sector in archaeology. Nationwide the CRM industry is valued at several billion dollars per year. An inventory of job listings on the Society for American Archaeology website in fall 2020 reveals that 50% of the advertised positions are in private or government sector CRM. Similarly, a review of 2020 job postings on the America Cultural Resources Association website found that almost half of the listed jobs advertised for senior level/principal investigators. In fact, there were more listings for principal investigators than either field technicians or field supervisors, suggesting a paucity of applicants trained for such positions. Social media traffic suggests a similar demand. The CRM Project Managers Facebook page routinely features discussions lamenting the lack of well-trained private sector archaeologists and job postings on this page for senior/principal investigator positions advertise salaries between \$41,000 and \$122,000. Finally, while not as recent as the job postings documented above, a census among archaeologists in the late 1990s found that 302 respondents in CRM archaeology reported garnering \$300 million in research support, while the 650 respondents working in non-CRM archaeology reported garnering only \$62 million in research support. The experience of the USU archaeology faculty suggests that the private sector continues to enjoy much higher levels of funding than academia.

As of fall 2020, 237 principal investigators hold archaeological permits to work in Utah, with 95 of these archaeologists maintaining offices in the state. The Utah Division of State History reports that over 1,700 archaeological field projects are conducted in the state each year. Field projects vary widely in size with small projects requiring crews of 3-5 employees, while most projects employ over a dozen people, and a smaller number of large projects each year employ many dozens at a time. Work extends well beyond field projects because for each person-hour spent in the field, an additional 10 hours of time is spent in the laboratory, writing reports, and performing administrative tasks to manage the business and regulatory environment in which CRM occurs. Full-time jobs in this market also often come with full benefit packages, a consideration of importance in today's world. The proposed PhD program will train students to run these businesses.

Discussions with principal investigators suggest several recommendations for what a specialized PhD level graduate program should provide:

- Curricula should recognize the much broader scope of CRM and incorporate business, ecology, and the legal/regulatory environment in which CRM archaeology exists.
- Written and verbal communication.
- Experience in the preparation of proposals and research design.
- Basic applied field techniques including survey, mapping, GPS, GIS, and sampling.
- Basic applied techniques in data analysis, collections processing, and collections management.
- Experience in report preparation.
- Graduate curricula should provide structured mentorships or internships with CRM companies and/or government agencies.

Many of these recommendations have already been followed in the creation of the Master of Science

in Anthropology program at USU. Yet, due to the limited number of courses (9) that constitute the master's program, the department is currently unable to train students in the aspects of social-ecological theory, business, finance, and personnel management needed to successfully become a principle investigator an large projects and/or run a business.

While the proposed program is unique, at least one other professional organization has recognized the need to train cultural resource managers in business skills. The American Cultural Resources Association conducted a survey in 2006 and received responses from 69 CRM companies listing the most important professional qualities and skills in job applications for archaeological positions. Some highlights of that survey include:

- 87% rated the establishment of graduate programs serving CRM as very important or important.
- 96% rated knowledge of the legislation and regulatory environment as very important or important.
- 84% rated knowledge of Geographic Information Systems as very important or important.
- 84% rated knowledge of quantitative methods as very important or important.
- 100% cited the importance of technical writing skills and experience at producing reports found in CRM.
- 84% advocated an “intensive, rigorously researched and comprehensive master's thesis,” signaling the importance of integrating research and applied skills.

Senior resource managers working in CRM realize the need for graduate training to be more than applied archaeology. Producing archaeologists with the skills to start and maintain a business requires more than just academic training in archaeology, but also knowledge of the business world. The proposed PhD program in *Anthropology and Resource Management* at Utah State University responds to the changing needs of archaeology and recommendations of professionals in the CRM industry. This program and curriculum are designed to teach critical technical skills, while engaging its students in the research process that produces a professional ethic enabling career growth.

### **Student Demand**

*Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.*

The recent success of the Master of Science in Anthropology program demonstrates the student demand for graduate-level training in anthropology and resource management. For example, the program has shown a continued rise in enrollment over the past five years, increasing from seven enrolled students in 2013 to a high of 25 students in 2020, or a 260% enrollment increase across that period (Figure 1). Student credit hours track enrollment in a similar fashion, with student credit hour (SCH) numbers increasing from 127 to 232 across this same period. The Department of Sociology and Anthropology argues that the positive trends in both enrollments and credit hours demonstrate both the viability of the current master's program and the potential demand for similar PhD level training.

### **Similar Programs**

*Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?*

The University of Utah offers the only other graduate degree in anthropology within the USHE, and their program differs considerably from the one proposed here. The proposed graduate program differs in theoretical focus, remote learning and research, and its emphasis on applied training with

community-centered approaches. Regionally, the Universities of Wyoming, Nevada-Reno, Colorado-Boulder, and Colorado State University each have distinctive doctorate programs that differ from this proposed graduate program in *Anthropology and Cultural Resource Management*. These programs focus on the four fields of anthropology, generally lack an emphasis on cultural resource management, and do not focus on social-ecological theory and data analytics. The proposed doctorate degree in *Anthropology and Cultural Resource Management* may complement and serve as a next step for students completing their education either at one of the Utah universities or at an out-of-state program, such as students graduating from the University of Colorado-Boulder with a dual degree in the Master of Arts in Anthropology and Master of Administration.

This is not to say that the need for the sort of integrated and applied business/science degree proposed here has not been noted elsewhere. The most compelling example is the BA program in Development and Intercultural Management, offered at the Universidad Nacional Autónoma de México (Sandra L. López Varela May 2014, *Advances in Archaeological Practice* 2:80-90). This program was designed in concert with Mexico's national heritage business model and designed to facilitate the growth in the local heritage resources business. The design of this program was prompted by the recognition that, while interested students were being trained in archaeology, they were not being given the skills to transition their anthropological training into successful businesses and subsequently economic growth. The proposed PhD program promotes similar goals and will provide the training that local archaeology students will need to start businesses, create jobs, and otherwise contribute to the economy.

### **Collaboration with and Impact on Other USHE Institutions**

*Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [higheredutah.org/policies/policyr315/](http://higheredutah.org/policies/policyr315/). Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.*

The online component of the proposed program will be delivered outside of the designated service area for USU. By design, the online certificate program will reach interested individuals both across Utah and the United States more broadly. As noted above, the University of Utah offers the only other anthropology graduate program in the USHE system, and that department is focused on training PhD students for academic jobs. Given the applied nature of the proposed USU *Anthropology and Cultural Resource Management* PhD, the Department of Sociology and Anthropology sees no major overlap between the two programs, and the University of Utah Anthropology program has provided a letter of support to that effect (see attached).

### **External Review and Accreditation**

*Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.*

Several members of the current anthropology graduate faculty had extensive discussions with members of the regional cultural resource management community. Beyond these informal discussions, no external consultants were engaged for this proposal.



## Section IV: Program Details

### Graduation Standards and Number of Credits

*Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at [higheredutah.org/policies/R401](http://higheredutah.org/policies/R401).*

Several members of the current anthropology graduate faculty had extensive discussions with members of the regional cultural resource management community. Beyond these informal discussions, no external consultants were engaged for this proposal.

### Admission Requirements

*List admission requirements specific to the proposed program.*

1. Undergraduate degree in anthropology or closely related field with a minimum 3.0 undergraduate GPA. Students may be admitted with just an undergraduate degree if they have archaeological field experience.
2. Successful completion of an archaeological field school.
3. Letter of intent identifying student background, professional objectives, and fit with department.
4. Resume/vita.
5. Transcripts from all colleges and universities attended.
6. The names and emails of three references.
7. Writing sample. International students will take either the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS).

### Curriculum and Degree Map

*Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.*

## Section V: Institution, Faculty, and Staff Support

### Institutional Readiness

*How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?*

The institutional resources are in place, including a graduate program coordinator for the Anthropology program. The University Space Committee recently assigned the Anthropology program newly renovated labs and graduate student offices in the Veterinary Science and Bacteriology (VSB) building. There are five new labs in zooarchaeology, geoarchaeology, socioecological and environmental dynamics, biological anthropology, and cultural anthropology. These labs are part of the essential growth model that provide necessary infrastructure for the addition of the Anthropology and Cultural Resource Management PhD program. The Department of Sociology and Anthropology also runs and maintains the Spatial Data, Collection, Analysis, and Visualization Lab. The lab has newly renovated space in Old Main 246. New graduate student offices will accommodate the addition of PhD students. The proposed program will positively impact undergraduate course delivery by providing a pool of PhD level students to serve as teaching assistants. Finally, the Museum of Anthropology is currently part of the Department of Sociology and Anthropology. The Museum of Anthropology is a locus of community engagement, and will support training in the administration and communication domains of the proposed PhD program, as well as the Museum Administration and Collections Management Certificate. The museum preserves

archaeological and ethnographic collections from the region and across the globe to facilitate student research and training in working with material culture. The museum recently renovated its facilities to expand museum collections storage in order to support access to museum collections on loan from other institutions for research by faculty and students.

### **Faculty**

*Describe faculty development activities that will support this program. Will existing faculty/instructions, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.*

The Department of Sociology and Anthropology is requesting two new tenure-track positions to support the proposed graduate program, one in archaeological quantitative methods and data analytics, and a second in public archaeology. The Department also requests additional graduate student support in the form of tuition waivers and stipends.

### **Staff**

*Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/ clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.*

The existing administrative staff are sufficient to support the proposed program.

### **Student Advisement**

*Describe how students in the proposed program will be advised.*

Students will form four-member committees during their first year and be advised using an annual professional development plan and evaluation. Students will meet once a year with their committee to establish goals for research, coursework, and professionalism. Prior to this annual meeting, second year (and subsequent years) students will complete an evaluation of the previous year in these three domains and share during the annual fall meeting with their committee. Committee members will also evaluate the student relative to their stated goals and discuss strengths and identify areas for improvement. Students will additionally be advised by their faculty mentor in research protocols, teaching and instruction, and code of conduct through annual compliance trainings required by campus policy.

### **Library and Information Resources**

*Describe library resources required to offer the proposed program if any. List new library resources to be acquired.*

The current library resources will meet the needs of the proposed program.

### **Projected Enrollment and Finance**

*Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.*

## **Section VI: Program Evaluation**

### **Program Assessment**

*Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.*

The assessment plan for the proposed PhD involves collecting data on the following learning objective measures:

1. Students' grades in all graduate-level courses (core and elective classes).
2. Pre- and post-semester learning assessments in courses.
3. Student participation in research activities.
4. Student participation in presenting original research at local, regional, and national conferences.
5. Student completion of a PhD dissertation of original work in 12 or fewer semesters.
6. Course evaluations.
7. Employment in PhD level positions in the academy, archaeological resource management, or closely related professions.

### **Student Standards of Performance**

*List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.*

#### **1. Social-Ecological Theory**

- Students will demonstrate a competency of basic theories to interpret anthropological and ecological data *and* navigate and build functioning organizations tasked with the management of resources.
- Students will demonstrate critical thinking skills by evaluating the merits of competing theories and/or developing their own theories for social-ecological and/or organizational change.

#### **2. Data Management and Analysis**

- Students will demonstrate competency in sound data collection, communicating, and archiving.
- Students will learn the basic analytical methods and programming skills necessary to analyze anthropological and ecological data sets.

#### **3. Resource Law and Economics**

- Students will demonstrate competency and critical analysis of the major federal and state laws and statutes that structure the management of resources in the United States.
- Students will demonstrate an understanding of managing budgets and designing project workflow.
- Students will demonstrate a critical understanding of models of resource conservation and the costs and benefits of conservation to the public.

#### **4. Communication, Advocacy and Ethics**

- Students will demonstrate the ability to present knowledge to diverse stakeholders via multiple media.
- Students will demonstrate the ability to advocate for resources to diverse communities.
- Students will demonstrate cultural competency and community-based participatory approaches to cultural resource management.
- Students will demonstrate competency in proposal writing for an academic or agency audience.

#### **5. Capstone Thesis/Dissertation**

- Students will demonstrate the ability to independently conceptualize, perform, and interpret research that contributes to the discipline of anthropology.

## Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
<b>General Education Credit Hour Sub-Total</b>					
Required Courses					
<input type="radio"/>	<input type="radio"/>	ANTH 6340		Archaeology of the Desert West	3
<input type="radio"/>	<input type="radio"/>	ANTH 6350		Archaeological Theory	3
<input type="radio"/>	<input type="radio"/>	ANTH 6360		Research Design and Quantitative Methods in Archaeology	3
<input type="radio"/>	<input type="radio"/>	ANTH 6390		Cultural Resource Management Policy	3
<input type="radio"/>	<input type="radio"/>	ANTH 6410		Writing for Archaeologists	3
<input type="radio"/>	<input type="radio"/>	ANTH 6450	X	Socio-Ecological Models	3
<input type="radio"/>	<input type="radio"/>	ANTH 6700		Archaeology Internship	2
<input type="radio"/>	<input type="radio"/>	ANTH 6975	X	Dissertation Hours	12
<input type="radio"/>	<input type="radio"/>				
Choose _____ of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
Add A Group of Courses					
<b>Required Course Credit Hour Sub-Total</b>					32
Elective Courses					
<input type="radio"/>	<input type="radio"/>	ANTH 6250		Problems in Bioarchaeology	3
<input type="radio"/>	<input type="radio"/>	ANTH 6320		Zooarchaeology	3
<input type="radio"/>	<input type="radio"/>	ANTH 6330		Geoarchaeology	3
<input type="radio"/>	<input type="radio"/>	ANTH 6400		Collections Management	3
<input type="radio"/>	<input type="radio"/>	ANTH 6370		GIS in Archaeology	3
<input type="radio"/>	<input type="radio"/>	ANTH 6420		Lithic Analysis	3
<input type="radio"/>	<input type="radio"/>	ANTH 6440	X	Paleodemography	3
<input type="radio"/>	<input type="radio"/>	ANTH 6361	X	Research Design and Quantitative Methods in Archaeology II	3
<input type="radio"/>	<input type="radio"/>	ANTH 6430		Archaeometry	3
<input type="radio"/>	<input type="radio"/>	ANTH 6460	X	Engaging Communities in Cultural Resource Management	3
<input type="radio"/>	<input type="radio"/>	ANTH 6470	X	Ethics in Cultural Resource Management	3
<input type="radio"/>	<input type="radio"/>	ANTH 6480	X	Ceramic Analysis	3
<input type="radio"/>	<input type="radio"/>				
Choose _____ of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				

	Course Number	NEW Course	Course Title	Credit Hours
Choose of the following courses:				
<input type="radio"/>	<input type="radio"/>			
<input type="radio"/>	<input type="radio"/>			
<input type="button" value="Add A Group of Courses"/>				
<b>Elective Credit Hour Sub-Total</b>				27
<b>Core Curriculum Credit Hour Sub-Total</b>				59

Can students complete this degree without emphases?  Yes or  No

	Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:			Archaeological Data Analytics	
<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	Research Design and Quantitative Methods in Archaeology II	3
<input type="radio"/>	<input type="radio"/>		GIS in Archaeology	3
<input type="radio"/>	<input type="radio"/>		Archaeometry	3
<input type="radio"/>	<input type="radio"/>		Data Pipeline Engineering	3
<input type="radio"/>	<input type="radio"/>		Advanced Python Programming for Analytics	3
<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	Paleodemography	3
<input type="radio"/>	<input type="radio"/>			
<input type="button" value="Add A Group of Courses"/>				
<b>Emphasis Credit Hour Sub-Total</b>				18
<b>Total Number of Credits to Complete Program</b>				77
<input type="button" value="Remove this emphasis"/>				

	Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:			CRM Policy, Advocacy and Administration	
<input type="radio"/>	<input type="radio"/>		Museum Collections Management	3
<input type="radio"/>	<input type="radio"/>		Writing for Archaeologists	3
<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	Engaging Communities in Cultural Resource Management	3
<input type="radio"/>	<input type="radio"/>	<input checked="" type="checkbox"/>	Ethics in Cultural Resource Management	3
<input type="radio"/>	<input type="radio"/>		Enterprise and Value Creation	3
<input type="radio"/>	<input type="radio"/>		Accounting for Management Decision Making	3
<input type="radio"/>	<input type="radio"/>			
<input type="radio"/>	<input type="radio"/>			
<input type="radio"/>	<input type="radio"/>			
<input type="radio"/>	<input type="radio"/>			
<input type="radio"/>	<input type="radio"/>			
<input type="button" value="Add A Group of Courses"/>				

	Course Number	NEW Course	Course Title	Credit Hours
<b>Emphasis Credit Hour Sub-Total</b>				18
<b>Total Number of Credits to Complete Program</b>				77
Remove this emphasis				

	Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis			Museum Administration and Collections Management	
+ -	ANTH 6400		Collections Management	3
+ -	ANTH 6XXX	×	Museum Collections, Law, Policy, and Best Practices	3
+ -	ANTH 6XXX	×	Collections Handling	3
+ -	ANTH 6800		Museum Development	3
+ -				
+ -				
+ -				
+ -				
+ -				
Choose 2 of the following courses:				
+ -	ASTE 6170		Volunteer Programs and Partnerships	3
+ -	ASTE 6180		Administration and Leadership	3
+ -	ASTE 6220		Program Planning and Evaluation	3
+ -	MGT 6320		Leadership and Organizational Effectiveness	3
+ -	MGT 6500		Managing Individuals and Groups	3
+ -				
Add A Group of Courses				
<b>Emphasis Credit Hour Sub-Total</b>				18
<b>Total Number of Credits to Complete Program</b>				77
Remove this emphasis				

Add An Emphasis

### Program Curriculum Narrative

*Describe any variable credits. You may also include additional curriculum information.*

The proposed Anthropology and Cultural Resource Management PhD program will require a minimum of 59 credit hours to graduate. (The Total Number of Credits to Complete line is incorrect in the certificate curriculum tables as the form does not correctly calculate correctly; please disregard.)

1. Required Courses -- 18 credit hours
  - a. ANTH 6340 Archaeology of the Desert West
  - b. ANTH 6350 Archaeological Theory
  - c. ANTH 6360 Research Design and Quantitative Methods in Archaeology

- d. ANTH 6390 Cultural Resource Management Policy
- e. ANTH 6410 Writing for Archaeologists
- f. ANTH 6450 Socio-Ecological Models (forthcoming; department planning to submit new course proposal)

2. Electives -- 27 credit hours

Electives include at least 27 credit hours of graduate-level anthropology elective courses. Those students pursuing an emphasis will take a minimum of nine credit hours of graduate-level anthropology elective courses in addition to:

- a. Courses listed for the Archaeological Data Analytics emphasis -- 18 credit hours
- b. Courses listed for the Museum Administration and Collections Management emphasis -- 18 credit hours
- c. CRM Policy, Advocacy, and Administration emphasis -- 18 credit hours.

3. Required Internship -- 2 credit hours

4. Required Dissertation -- 12 credit hours

## Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

Toggle Cut-and-Paste

Toggle Table

<b>First Year Fall</b>	<b>Cr. Hr.</b>	<b>First Year Spring</b>	<b>Cr. Hr.</b>
Add Courses	Total	Total	Total
<b>Second Year Fall</b>	<b>Cr. Hr.</b>	<b>Second Year Spring</b>	<b>Cr. Hr.</b>
Add Courses	Total	Total	Total
<b>Third Year Fall</b>	<b>Cr. Hr.</b>	<b>Third Year Spring</b>	<b>Cr. Hr.</b>
Add Courses	Total	Total	Total
<b>Fourth Year Fall</b>	<b>Cr. Hr.</b>	<b>Fourth Year Spring</b>	<b>Cr. Hr.</b>
Add Courses	Total	Total	Total



### Appendix C: Current and New Faculty / Staff Information

#### Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non-Tenure Track
Faculty: Full Time with Doctorate	7	1	3
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters			
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants			4
Staff: Full Time			1
Staff: Part Time			

#### Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
<b>Full Time Faculty</b>							
	David	Byers	T	PhD	University of Utah		
	Anna	Cohen	TT	PhD	University of Washington		
	Molly	Cannon	TT	PhD	University of Nebraska		
	Judson	Finley	T	PhD	Washington State University		
	Jacob	Freeman	T	PhD	Arizona State University		
	Patricia	Lambert	T	PhD	University of California, Santa Barbara		
	Tim	Riley	Other	PhD	Texas A&M University		Dr. Riley is th
							Add Another Full Time
<b>Part Time Faculty</b>							
							Add Another Part Time

#### Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non-Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate		2		1) Archaeological Data Analytics, 2) Public Archaeology	50
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants				At least two new full stipend and tuition packages.	
Staff: Full Time					
Staff: Part Time					

## Appendix D: Projected Program Participation and Finance

### Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>Student Data</b>						
# of Majors in Department						
# of Majors in Proposed Program(s)		2	4	6	6	8
# of Graduates from Department						
# Graduates in New Program(s)					2	4
<b>Department Financial Data</b>						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
<b>EXPENSES – nature of additional costs required for proposed program(s)</b>						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)						
Operating Expenses (equipment, travel, resources)						
Other: Assistantships, Student Insurance, Other support						
		\$48,000	\$95,188	\$142,782		
<b>TOTAL PROGRAM EXPENSES</b>		\$48,000	\$95,188	\$142,782		
<b>TOTAL EXPENSES</b>	\$0	\$48,000	\$95,188	\$142,782		
<b>FUNDING – source of funding to cover additional costs generated by proposed program(s)</b>						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation		\$20,000	\$40,000	\$60,000		
Appropriation		\$20,000	\$25,000	\$30,000		
Special Legislative Appropriation						
Grants and Contracts		\$10,000	\$40,000	\$60,000		
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
<b>PROPOSED PROGRAM FUNDING</b>		\$50,000	\$105,000	\$150,000		
<b>TOTAL DEPARTMENT FUNDING</b>	\$0	\$50,000	\$105,000	\$150,000		
<b>Difference</b>						
Funding - Expense	\$0	\$2,000	\$9,812	\$7,218		

**Part II: Expense explanation**

**Expense Narrative**

*Describe expenses associated with the proposed program.*

Graduate Student Assistantship \$20,000 per student per year

Graduate Student Insurance \$2,397 per student per year

Travel \$600 per student per year

Publication support/Other \$800 per student per year

**Part III: Describe funding sources**

**Revenue Narrative 1**

*Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.*

Internal reallocations: Departmental Growth Funding and Departmental E&G

Appropriations: Support from College of Humanities and Social Sciences

External Grants

**Revenue Narrative 2**

*Describe new funding sources and plans to acquire the funds.*



# JULY PRR - USU PhD in Anthropology and Cultural Resource Management

9 9

[Trina Weller](#)

All Sections

[USU Anthropology and Cultural Resource Management](#)  
(<https://uen.instructure.com/courses/44955/files/109313403?wrap=1>)

Please use this page for comments

1. Does the proposed curriculum meet the standards of the degree area as assessed by your relevant faculty- specify specific concerns based on your accepted curriculum or national standards, and/or accreditation standards?
2. Do the resources exist to adequately offer a quality program of study and are future resource needs adequately specified? Provide examples of how the resources available in your program look so as to give context on where and why you feel deficiencies exist.
3. Are there any structural or programmatic concerns with the degree? Will students be able to transfer without difficulty (3000 and 4000 level curriculum in the first 2 years, etc.), etc., etc.- Be specific in your examples
4. Are there any other concerns not addressed above?

This topic is closed for comments.

Unread



**Subscribe**



[Steve Hood](https://uen.instructure.com/courses/44955/users/2030036) (<https://uen.instructure.com/courses/44955/users/2030036>)

Jul 6, 2023



## Utah State University, PhD in Anthropology and Cultural Resource Management

The Department of Sociology and Anthropology at Utah State University proposes a new PhD program in Anthropology and Cultural Resource Management. The program is designed to meet the growing needs of the government and private sector in conserving cultural resources. The degree will train students in the identification, interpretation, and conservation



of cultural resources. The proposers have done excellent research on job needs, showing that 50% of the job openings in archaeology are in the field of cultural resource management.

The program builds on an already successful MS program which stacks into the PhD program. In addition, the Department is introducing three certificate programs that also stack into the PhD program. Certificates can be awarded in: Archaeological Data Analytics; Policy, Advocacy, and Administration; and Museum Administration and Collections Management. Students can also enroll in the graduate program and earn a certificate without pursuing the PhD. The proposers do a very good job of showing the need for the program, particularly in the intermountain area where industry is expanding into cultural lands that need protection. The Department expects to enroll two PhD seeking students in the first year to eight by year five. Are the relatively modest numbers of enrollments based on the prediction of how many applicants there will be or is the program purposely limiting the number of students in the program?

The certificate programs and PhD will be offered both face-to-face in Logan and online. The proposers believe the online option will make the program accessible to professionals already working in the field who would like to enhance their training with these new offerings. It will require the addition of two new faculty members (both approved by the University) and the introduction of 13 new courses. It would be helpful to know if the introduction of the new courses will require overload teaching for existing faculty and how the introduction of these courses will be built into the multiyear curriculum (brief explanation). We do notice that the budget plan does not include funding for the two approved faculty hires. Is this money provided by the College of Humanities and Social Sciences? What are the terms of the funding for these positions (are they dependent on tuition revenue?).

A great concern for our PhD programs in the state has been the lack of graduate student support, both financial and support services. External reviews of academic programs frequently point out the lack of financial support PhD programs give to graduate students. We are pleased that the budget has included financial support for PhD students. We are also impressed with the proposed plan to include each graduate student in a four-faculty member advisement committee. This will help keep students engaged and moving towards degree completion.

We congratulate Utah State for this exciting program proposal.



[Paul Barr \(https://uen.instructure.com/courses/44955/users/1009~57554\)](https://uen.instructure.com/courses/44955/users/1009~57554)

Jul 19, 2023



We are grateful for the review and comments. I forwarded the comments to Judson Finley who is the department head. His response are:

Since we began working the proposal through the development and approval process, we have added two new faculty lines in Archaeology. Anna Cohen's position is new and started in Fa21. Molly Cannon's position was converted to a tenure track line (from a term faculty position) beginning in Fa22. Additionally, Tim Riley (USU Eastern Prehistoric Museum Director and Archaeology Curator) has taken a more active role in our program, and we are currently planning to convert his position to a faculty line. So we're prepared to deliver classes and mentor our students.

Many of the classes we will offer are already part of our existing curriculum. We have worked through the process of adding some classes from other departments and colleges outside of the program. We scripted out our remaining courses for development at our last faculty meeting in May, and we don't have too many remaining (I think 3, but no more than 5). We have a plan in place for developing and offering those courses, so I don't see any troubles there. We will not need to teach classes as an overload, and we can accommodate our courses given our planned rotation.

We're pleased that the reviewers recognized our efforts at funding our PhD students. Since we hope to recruit students who are in professional positions, we anticipate that many students won't require funding. The archaeology faculty has a strong track record of external funding, and it is our intent to continue supporting students through our granting.



[https://cao@utah.edu](mailto:cao@utah.edu) (<https://uen.instructure.com/courses/44955/users/880020>)

Jul 14, 2023



The University of Utah Anthropology department reviewed the program and did not note any concerns.

Jack M. Broughton, Professor and Chair

Department of Anthropology





[http://Paul Barr](https://uen.instructure.com/courses/44955/users/1009~57554) (<https://uen.instructure.com/courses/44955/users/1009~57554>)

Jul 18, 2023





Thank you. We appreciate the support and review.





 [https://](https://uen.instructure.com/courses/44955/users/719) **Eric Amsel** (<https://uen.instructure.com/courses/44955/users/719>)   
Jul 15, 2023

Weber State supports USU's proposed PhD in Anthropology and Cultural Resource Management.


 [http](http://uen.instructure.com/courses/44955/users/1009~57554) **Paul Barr** (<https://uen.instructure.com/courses/44955/users/1009~57554>)   
Jul 18, 2023

Thanks Eric. We appreciate the support.



 [https://](https://uen.instructure.com/courses/44955/users/2084821) **Chris Guymon** (<https://uen.instructure.com/courses/44955/users/2084821>)   
Jul 17, 2023

This degree will be an excellent addition to an already strong program and the opportunities and skills it adds to working/professional archaeologists will be invaluable in the growing sphere of Cultural Resource Management.

**Utah Tech University**

 [http](http://uen.instructure.com/courses/44955/users/1009~57554) **Paul Barr** (<https://uen.instructure.com/courses/44955/users/1009~57554>)   
Jul 18, 2023

Thank you Chris. We appreciate the support!

 [https://](https://uen.instructure.com/courses/44955/users/1548922) **James Sage** (<https://uen.instructure.com/courses/44955/users/1548922>)   
Jul 19, 2023

I shared the proposal with my colleagues here at SUU, and several responded with their support. No other questions or concerns were raised.

Overall, SUU supports the proposal and wishes USU the very best as you seek final approvals for this new degree program.

James Sage  
Associate Provost



10 November 2023

**ITEM FOR ACTION**

Utah State University's Department of Geosciences, in the College of Science proposes changing the name of the Geology-GeoWorkforce Emphasis BA/BS to Geology-Professional Emphasis BA/BS.

**EXECUTIVE SUMMARY**

The Department of Geosciences in the College of Science proposes changing the name of the Geology-GeoWorkforce Emphasis BA/BS to Geology-Professional Emphasis BA/BS.

**RECOMMENDATION**

The President and Provost recommend that the Board of Trustees approve the proposal to change the name of the Geology-GeoWorkforce Emphasis BA/BS to Geology-Professional Emphasis BA/BS.

RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Geosciences in the College of Science proposes changing the name of the Geology-GeoWorkforce Emphasis BA/BS to Geology-Professional Emphasis BA/BS, and

WHEREAS, The proposal will increase the number of majors in the department and will also increase the number of students pursuing this degree emphasis;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the name of the Geology-GeoWorkforce Emphasis BA/BS to Geology-Professional Emphasis BA/BS in the College of Sciences' Department of Geosciences and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

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RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: \_\_\_\_\_

# COS - Geosciences - Geology - Professional Emphasis - BA BS

## 4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

### R401-Abbreviated Program Proposal

## HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

## COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)\*

COS

DEPARTMENT (include all cross listed departments)\*

Geosciences

Current Title (if applicable)\* Geology - GeoWorkforce Emphasis - BA BS

Proposed Title\* Geology - Professional Emphasis - BA BS

## CIP Code

Enter the Correct CIP Code by Using the Following Link:  
[Classification Instruction Programs](#)

CIP Code (6-digits) \* 40.0699

Minimum Number of Credits (if applicable)\* 120

Maximum Number of Credits (if applicable)\* 126

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

## REQUEST

# TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

### New Academic Program:

- Certificates of Completion
- Certificates of Proficiency
- CTE - Certificate of Completion
- CTE - Certificate of Proficiency
- Institutional Certificate of Proficiency
- K-12 Endorsement Program
- Minor
- New Emphasis for Existing Program
- Out of Service Area Delivery Program (attach signed MOU)
- Post-Baccalaureate Certificate
- Post-Masters Certificate

### Existing Academic Program Changes:

- Name Change of Existing Program
- Program Restructure (with or without Consolidation)
- Program Transfer to a New Academic Department or Unit
- Program Suspension (on hold-not listed in catalog)
- Program Discontinuation (permanent program removal)
- Reinstatement of Previously Suspended Program
- Out-of-Service Area Delivery Program (attach signed MOU)

### Administrative Unit Changes:

- Name Change of Existing Unit
- Administrative Unit (Transfer)
- Administrative Unit (Restructure-with or without Consolidation)
- Administrative Unit (Suspension-on hold)
- Administrative Unit (Discontinuation-permanent unit removal)
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

## ADDITIONAL APPROVALS (if applicable)

**Graduate Council Approval\***  Yes  
 No

**Teacher Licensure Program Approval (STEP)\***  Yes  
 No

## SECTION I: THE REQUEST

**R401 Purpose\*** The purpose of this proposal request is to change the name of the Geology: GeoWorkforce Emphasis - BA, BS degree to Geology: Professional Emphasis.

## SECTION II: PROGRAM PROPOSAL

**Proposed Action & Rationale\*** The Geology: GeoWorkforce BA, BS degree program has only been in existence for a few years. One of the hopes for this program was to increase the number of majors in the Geosciences Department. Unfortunately, the response to this relatively new degree program has been tepid. Consequently, students and faculty in the department were consulted to propose possible reasons. The most common response was that the name of the program did not portray it accurately. When asked for possible replacement names, Professional was the most popular. It is hoped that changing the name to Professional will increase the number of students pursuing this degree emphasis.


**Labor Market Demand (if applicable)** Information on the Labor Market Demand was provided at the time the GeoWorkforce Emphasis - BA, BS degree was proposed a few years ago. No updated information has been acquired since then. This proposal request merely is to change the name of the degree program to Professional.

**Consistency with Institutional Mission & Institutional Impact\*** This information also was provided when the GeoWorkforce Emphasis - BA, BS degree program was proposed. No changes to the degree other than this name change has been requested since then. Presumably, the degree still is consistent with the Institutional Mission & Institutional Impact.

**Finances\*** The proposed request to change the name of the GeoWorkforce Emphasis - BA, BS degree program to Professional will have no financial impact whatsoever.


## SECTION III: CURRICULUM (if applicable)

**Program Curriculum Narrative** Not applicable to this proposed request to change the name of the GeoWorkforce Emphasis -

**Attach** (if applicable) completed [Program Curriculum](#) and [Degree Map](#) to this request by clicking on the Files  icon located on the right-hand side of the screen.

## **SUBMIT AND APPROVE THE PROPOSAL**

**Click on the SAVE ALL CHANGES button below.**

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

10 November 2023

**ITEM FOR ACTION**

Utah State University's Department of Instruction, Patron Services and Digital Initiatives, in the University Library proposes changing the department name from Instruction, Patron Services and Digital Initiatives to Library Public Services.

**EXECUTIVE SUMMARY**

The Department of Instruction, Patron Services and Digital Initiatives in the University Library proposes changing the department name from Instruction, Patron Services and Digital Initiatives to Library Public Services.

**RECOMMENDATION**

The President and Provost recommend that the Board of Trustees approve the proposal to change the department name from Instruction, Patron Services and Digital Initiatives to Library Public Services.

RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Instruction, Patron Services and Digital Initiatives in the University Library proposes changing the department name from Instruction, Patron Services and Digital Initiatives to Library Public Services, and

WHEREAS, The proposal will provide core services and collection access to students;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the department name from Instruction, Patron Services and Digital Initiatives to Library Public Services in the University Library's Department of Instruction, Patron Services and Digital Initiatives and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

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RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: \_\_\_\_\_



# LIBR - Instruction, Patron Services and Digital Initiatives - Library Public Services

## 4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

## HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

## COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)\*

LIBR

DEPARTMENT (include all cross listed departments)\*

Instruction, Patron Services and Digital Initiatives

Current Title (if applicable)\* Instruction Collections and Patron Services

Proposed Title\* Library Public Services

## CIP Code

Enter the Correct CIP Code by Using the Following Link:

# Classification Instruction Programs

CIP Code (6-digits) \* 000000

Minimum Number of  
Credits (if  
applicable)\* 0

Maximum Number of  
Credits (if  
applicable)\* 0

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

## REQUEST

### TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

- New Academic Program:**
- Certificates of Completion
  - Certificates of Proficiency
  - CTE - Certificate of Completion
  - CTE - Certificate of Proficiency
  - Institutional Certificate of Proficiency
  - K-12 Endorsement Program
  - Minor
  - New Emphasis for Existing Program
  - Out of Service Area Delivery Program (attach signed MOU)
  - Post-Baccalaureate Certificate
  - Post-Masters Certificate

- Existing Academic Program Changes:**
- Name Change of Existing Program
  - Program Restructure (with or without Consolidation)
  - Program Transfer to a New Academic Department or Unit
  - Program Suspension (on hold-not listed in catalog)
  - Program Discontinuation (permanent program removal)
  - Reinstatement of Previously Suspended Program
  - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
  - Administrative Unit (Transfer)
  - Administrative Unit (Restructure-with or without Consolidation)
  - Administrative Unit (Suspension-on hold)
  - Administrative Unit (Discontinuation-permanent unit removal)
  - Reinstatement of Previously Suspended Administrative Unit
  - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

## ADDITIONAL APPROVALS (if applicable)

**Graduate Council Approval\***  Yes  No

**Teacher Licensure Program Approval (STEP)\***  Yes  No

## SECTION I: THE REQUEST

### R401 Purpose\*

A change is required so that our department name better reflects our internal library organization and work. The existing name is simultaneously overly prescriptive and unclear to those who see it. The current name neither corresponds to typical divisions of library labor nor the way in which our library staff currently operate. The name change simplifies and provides more clarity about the work and areas of responsibility subsumed within the department.

## SECTION II: PROGRAM PROPOSAL

### Proposed Action & Rationale\*

This request to rename and restructure the Department of Library Instruction, Collections, and Patron Services into the Department of Public Services is based on our desire to simplify and refocus our work so that we can provide our core services and collection access in ways that meet the needs of our community of users while making efficient and effective use of our existing faculty and staff. To this end, the Libraries would like to reorganize into a more typical library alignment with a public facing department and a department that is more focused on collections. By changing the name of this department, the Libraries are projecting a focus on direct patron interaction, but without narrowly defining that interaction so specifically on only teaching, making explicit that our suite of services related to academic support is much broader. The goal is to be able to direct efforts more toward emerging areas such as supporting research consultation, digital scholarship, the physical and digital user experience, and robust outreach and programming—all areas which provide direct services to patrons.

### Labor Market Demand (if applicable)

This is not applicable to the University Libraries.

### Consistency with Institutional Mission & Institutional Impact\*


This restructure is intended to better serve students, faculty, and the community by building more capacity into our support for consultations services, digital scholarship, event programming, and physical/digital space planning. It will not impact other programs at the university beyond the two current library departments involved nor will it impact programs outside of the institution. This restructure will allow better allocation of time and resources to ensure a more efficient allocation of staffing resources within the University Libraries.

**Finances\***

No additional funding will be required as a part of this request. There is no financial impact on the University Libraries or on the larger institution.


**SECTION III: CURRICULUM (if applicable)**

**Program Curriculum  
Narrative**

**Attach** (if applicable) completed [Program Curriculum](#) and [Degree Map](#) to this request by clicking on the Files  icon located on the right-hand side of the screen.

## **SUBMIT AND APPROVE THE PROPOSAL**

**Click on the SAVE ALL CHANGES button below.**

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

10 November 2023

### **ITEM FOR ACTION**

Utah State University's Department of Special Collections Digital and Cataloging, in the University Library proposes changing the department name from Special Collections Digital and Cataloging to Library Collections and Discovery.

### **EXECUTIVE SUMMARY**

The Department of Special Collections Digital and Cataloging in the University Library proposes changing the department name from Special Collections Digital and Cataloging to Library Collections and Discovery.

### **RECOMMENDATION**

The President and Provost recommend that the Board of Trustees approve the proposal to change the department name from Special Collections Digital and Cataloging to Library Collections and Discovery.

RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Special Collections Digital and Cataloging in the University Library proposes changing the department name from Special Collections Digital and Cataloging to Library Collections and Discovery, and

WHEREAS, The proposal will better serve students, faculty and the community by increasing the ability of library staff to more efficiently and effectively process and steward collection materials;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the department name from Special Collections Digital and Cataloging to Library Collections and Discovery in the University Library's Department of Special Collections Digital and Cataloging and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

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RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: \_\_\_\_\_

# LIBR - Special Collections Digital & Cataloging - Library Collections and Discovery

## 4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

## HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

## COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)\*

LIBR

DEPARTMENT (include all cross listed departments)\*

Special Collections Digital & Cataloging

Current Title (if applicable)\* Special Collections Digital and Cataloging

Proposed Title\* Library Collections and Discovery

## CIP Code

Enter the Correct CIP Code by Using the Following Link:

# Classification Instruction Programs

CIP Code (6-digits) \* 000000

Minimum Number of  
Credits (if  
applicable)\* 0

Maximum Number of  
Credits (if  
applicable)\* 0

Type of Degree: (BA, n/a  
BS, etc.)\*

## REQUEST

### TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

- New Academic Program:**
- Certificates of Completion
  - Certificates of Proficiency
  - CTE - Certificate of Completion
  - CTE - Certificate of Proficiency
  - Institutional Certificate of Proficiency
  - K-12 Endorsement Program
  - Minor
  - New Emphasis for Existing Program
  - Out of Service Area Delivery Program (attach signed MOU)
  - Post-Baccalaureate Certificate
  - Post-Masters Certificate

- Existing Academic Program Changes:**
- Name Change of Existing Program
  - Program Restructure (with or without Consolidation)
  - Program Transfer to a New Academic Department or Unit
  - Program Suspension (on hold-not listed in catalog)
  - Program Discontinuation (permanent program removal)
  - Reinstatement of Previously Suspended Program
  - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
  - Administrative Unit (Transfer)
  - Administrative Unit (Restructure-with or without Consolidation)
  - Administrative Unit (Suspension-on hold)
  - Administrative Unit (Discontinuation-permanent unit removal)
  - Reinstatement of Previously Suspended Administrative Unit
  - Reinstatement of Previously Discontinued Administrative Unit



Other: (explain change)

## ADDITIONAL APPROVALS (if applicable)

**Graduate Council Approval\***  Yes  No

**Teacher Licensure Program Approval (STEP)\***  Yes  No

## SECTION I: THE REQUEST

### R401 Purpose\*

A change is required so that our department name better reflects our internal library organization and work. The existing name is simultaneously overly prescriptive and unclear to those who see it. The current name neither corresponds to typical divisions of library labor nor the way in which our library currently operates. The name change simplifies and provides more clarity about the work and areas of responsibility subsumed within the department.

## SECTION II: PROGRAM PROPOSAL

### Proposed Action & Rationale\*

This request to rename and restructure the Department of Library Special Collections, Digital, and Cataloging into the Department of Collections and Discovery is based on our desire to simplify and refocus our work so that we can provide our core services for collection development, access, and support in ways that meet the needs of our community of users while making efficient and effective use of our existing faculty and staff. To this end, the Libraries would like to reorganize into a more typical library alignment with a public facing department and a department that is more focused on collections. By changing the name of this department, the Libraries will project a focus on collections, but without providing such specificity about the nature of the collections, their use, or the processing techniques. The goal is to be able to focus more on emerging areas such as electronic resource management, digital preservation, special collections curation, and the creation of metadata—all areas that would benefit from realigning our staff to reduce redundancy of effort, increase capacity for processing, and improve programmatic operation.

### Labor Market Demand (if applicable)

This is not applicable to the University Libraries.

### Consistency with Institutional Mission & Institutional Impact\*


This restructure is intended to better serve students, faculty, and the community by increasing the ability of library staff to more efficiently and effectively process and steward collection materials thereby making our materials more readily available to our community of users through both discovery tools and engagement opportunities. It will not impact other programs at the university beyond the two current library departments involved nor will it impact programs outside of the institution. This restructure will allow better allocation of time and resources to ensure a more efficient allocation of staffing resources within the University Libraries so that

ensure a more efficient allocation of staffing resources within the University Libraries so that Special Collections and General Collections can better coordinate their efforts.

**Finances\*** No additional funding will be required as a part of this request. There is no financial impact on the University Libraries or on the larger institution.

### SECTION III: CURRICULUM (if applicable)

#### Program Curriculum Narrative

**Attach** (if applicable) completed [Program Curriculum](#) and [Degree Map](#) to this request by clicking on the Files  icon located on the right-hand side of the screen.

## SUBMIT AND APPROVE THE PROPOSAL

Click on the **SAVE ALL CHANGES** button below.

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

10 November 2023

**ITEM FOR ACTION**

Utah State University's Office of the Provost and Chief Academic Officer proposes establishing a Center for Empowering Teaching Excellence.

**EXECUTIVE SUMMARY**

The Office of the Provost and Chief Academic Officer proposes establishing a Center for Empowering Teaching Excellence.

**RECOMMENDATION**

The President and Provost recommend that the Board of Trustees approve the proposal to establish a Center for Empowering Teaching Excellence.

RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES

WHEREAS, Utah State University's Office of the Provost and Chief Academic Officer proposes establishing a Center for Empowering Teaching Excellence, and

WHEREAS, The proposal will provide educational development programs, services, and events similar to other teaching and learning centers;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve establishing a Center for Empowering Teaching Excellence in the Office of the Provost and Chief Academic Officer and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

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RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: \_\_\_\_\_

# PROV - Empowering Teaching Excellence - Center for Empowering Teaching Excellence

4.1.c R401 NEW ADMINISTRATIVE UNIT

Proposal Information

## HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Deadlines and Schedules](#)

[Process and Flowchart](#)

## COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE or  
UNIVERSITY  
DIVISION:\*

PROV

DEPARTMENT or  
UNIT: \*

Empowering Teaching Excellence

PROPOSED UNIT  
TITLE: \* Center for Empowering Teaching Excellence

REQUEST

# TYPE OF UNIT BEING REQUESTED

Click the change that best reflects your proposal.

- Unit Being Requested\***
- New Administrative Unit (except new colleges and professional schools - use full template)
  - New Centers
  - New Institutes
  - New Bureaus

DESCRIPTION   NARRATIVE
-------------------------

**Administrative Unit  
Description and  
Narrative\***

Dr. Paul Barr, *Vice Provost* at Utah State University (USU), in partnership with Dr. Travis Thurston, *Director of Teaching Excellence*, together propose the change of the existing unit, Empowering Teaching Excellence (ETE), to the **Center for Empowering Teaching Excellence** as a response to the need for providing ongoing support for faculty and instructors across the USU-system to engage in teaching excellence in the 21st century. Currently, ETE facilitates collaborative professional learning opportunities between instructors from different disciplines, role statements, and campuses to more fully ingrain a culture of teaching excellence in all instruction occurring at the institution. ETE began hosting events and providing instructional support in 2014, and more recently was established as its own stand-alone unit in January 2020. As an existing unit with an adequate budget, there are no additional financial needs at this time to continue to provide a sufficient level of support for individualized professional development and ongoing programs and services in teaching excellence.

This proposal for the Center has been structured using the American Council on Education (ACE) and Professional and Organizational Development Network's (POD Network) *Center for Teaching and Learning Matrix* providing research-supported benchmarks and evidence-based practice in educational development. This proposal uses the term educational development, instead of faculty development, as educational development signals how the field of faculty development is evolving to expand the breadth of work. As part of that breadth, the proposed Center will further the development of the Student Collaborators on Teaching (SCOTs) pilot program that follows a students-as-partners model by engaging student voices in the process of educational development and teaching excellence, and will include a faculty appointed position of Provost Faculty Fellow to collaborate with ETE staff.

This proposal emerged from the recognition that centers serving this function and providing access to educational development programs and services exist across the USHE system, and the proposed center will provide educational development programs, services, and events, similar to the teaching and learning centers at other USHE institutions, including: University of Utah, Utah Valley University, Southern Utah University, and Utah Tech University. ETE has established collaborations with the centers at these other USHE institutions including sharing instructional resources and organizing and hosting an annual Teaching for Learning (T4L) Conference. The proposed center will be better suited to continue to collaborate with the other teaching and learning centers across USHE and be a leader in educational development across the state.

**Consistency with Institutional Mission/Institutional Impact**

This proposal situates the center and its staff within the existing administrative structure of the Office of the Provost and Chief Academic Officer. With the creation of this new center, ETE will continue to align programs, events, and services with the USU Strategic Plan. Specifically, ETE strives to *Strengthen a Healthy, Vibrant, and Resilient University Community* (Objective 1.4), and provides *Further Opportunity and Success* (Objective 4.1). In keeping with the values, the new center will collaborate and partner with other divisions and units across the USU-system including work with Statewide campuses. The center will also continue to operate in close collaboration with USU Libraries, the Center for Instructional Design and Innovation, the Center for Community Engagement, the Division of Diversity, Equity, and Inclusion, and others to provide the highest level of support to meet each of USU's core theme's: *learning, discovery, and engagement*.

- The proposed center aligns with USU's goals for *learning*, as the center magnifies

efforts to engage faculty members in individualized professional development through the ETE10 program, and to unite the teaching and learning community around the idea that teaching excellence is an ongoing career pursuit that leads to greater student success and supports the institution's affirmation that "academics come first."

- The proposed center aligns with USU's goals for *discovery*, as the center provides funding awards for faculty to engage in student-centered educational research and the scholarship of teaching and learning (SoTL) by disseminating findings at ETE events and publishing in peer-reviewed outlets, including the in-house *Journal on Empowering Teaching Excellence* and the *Empower Teaching Open-Access Book Series*.
- The proposed center aligns with USU's goals for *engagement*, as a key element of this proposal is for the center to facilitate, both internally across units and campuses at USU and externally across USHE and throughout higher education, collaborations to engage in teaching excellence which in turn improves the classroom, lab, and field experiences for our students by aligning with the institution's priority on student success.

While aligned to the goals of USU, specifically the mission of the center, as established by the ETE Faculty Committee, is to elevate and promote a culture of teaching excellence that leads to deeper student learning. To accomplish this mission, the center will provide events, programs, services, and publications that:

- Engage USU instructors in evidence-based teaching practices and scholarship
- Encourage reflective pedagogical practices
- Support instructors in developing student-centered approaches to teaching
- Connect instructors across disciplines, role statements, and campuses to collaborate toward the common goal of teaching excellence
- Provide feedback to instructors about their teaching practices and potential areas for improvement from both colleagues and students
- Allow instructors to contribute to current scholarship on teaching and learning
- Foster more inclusive educational environments and the active mentoring of students from diverse backgrounds

In aligning with USU's core themes and striving to fulfill our own specific mission, the Center for Empowering Teaching Excellence will continue to benefit from the counsel and guidance of two standing committees: the ETE Faculty Committee and the ETE Executive Committee. The faculty committee meets on a regular basis to identify the needs for themes and topics associated with the events, services and programs being provided. The faculty committee consists of faculty members representing each of the colleges as well as faculty representing Statewide campuses. The chair of the faculty committee also sits on the executive committee which is made up of key stakeholders from the Office of the Provost & Chief Academic Officer and the Office of the Executive Vice President to serve as an advisory board for the center. Both of these groups will continue to meet regularly to discuss the affairs of the center, its successes, and potential areas for targeted growth and improvement.



## **SUBMIT AND APPROVE THE PROPOSAL**

**Click on the save all changes button below.**

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

10 November 2023

**ITEM FOR ACTION**

Utah State University's Department of Watershed Sciences, in the S.J. & Jessie E. Quinney College of Natural Resources proposes discontinuing the Watershed Ecology Specialization in the Master of Science program.

**EXECUTIVE SUMMARY**

The Department of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources proposes discontinuing the Watershed Ecology Specialization in the Master of Science program.

**RECOMMENDATION**

The President and Provost recommend that the Board of Trustees approve the proposal to discontinue the Watershed Ecology Specialization in the Master of Science program.

RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources proposes discontinuing the Watershed Ecology Specialization in the Master of Science program, and

WHEREAS, The proposal will remove non-utilized degree specialization;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve discontinuing the Watershed Ecology Specialization in the S.J. & Jessie E. Quinney College of Natural Resources' Department of Watershed Sciences and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

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RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

\_\_\_\_\_  
DATE:

# QCNR - Watershed Sciences - Watershed Science - Watershed Ecology Specialization - MS

## 4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

**R401-Abbreviated Program Proposal**

### HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

### COLLEGE AND DEPARTMENT INFORMATION

**Click on the college(s) and department(s) that are included on this request**

**COLLEGE (include all cross listed colleges)\***

QCNR

**DEPARTMENT (include all cross listed departments)\***

Watershed Sciences

**Current Title (if applicable)\***

Watershed Science - Watershed Ecology Specialization - MS

**Proposed Title\***

Watershed Science - Watershed Ecology Specialization - MS

### CIP Code

**Enter the Correct CIP Code by Using the Following Link:**

# Classification Instruction Programs

CIP Code (6-digits) \* 26.1301

Minimum Number of  
Credits (if  
applicable)\* 0

Maximum Number of  
Credits (if  
applicable)\* 0

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

## REQUEST

### TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

- New Academic Program:**
- Certificates of Completion
  - Certificates of Proficiency
  - CTE - Certificate of Completion
  - CTE - Certificate of Proficiency
  - Institutional Certificate of Proficiency
  - K-12 Endorsement Program
  - Minor
  - New Emphasis for Existing Program
  - Out of Service Area Delivery Program (attach signed MOU)
  - Post-Baccalaureate Certificate
  - Post-Masters Certificate

- Existing Academic Program Changes:**
- Name Change of Existing Program
  - Program Restructure (with or without Consolidation)
  - Program Transfer to a New Academic Department or Unit
  - Program Suspension (on hold-not listed in catalog)
  - Program Discontinuation (permanent program removal)
  - Reinstatement of Previously Suspended Program
  - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
  - Administrative Unit (Transfer)
  - Administrative Unit (Restructure-with or without Consolidation)
  - Administrative Unit (Suspension-on hold)
  - Administrative Unit (Discontinuation-permanent unit removal)
  - Reinstatement of Previously Suspended Administrative Unit
  - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

### ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval\*  Yes  No

Teacher Licensure Program Approval (STEP)\*  Yes  No

### SECTION I: THE REQUEST

R401 Purpose\* Remove non-utilized degree specialization.

### SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale\* This specialization is not used by the department or USU.


Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact\* No impact.

Finances\* NA

### SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

**Attach** (if applicable) completed [Program Curriculum](#) and [Degree Map](#) to this request by clicking on the Files  icon located on the right-hand side of the screen.

## **SUBMIT AND APPROVE THE PROPOSAL**

**Click on the SAVE ALL CHANGES button below.**

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

10 November 2023

**ITEM FOR ACTION**

Utah State University's Department of Watershed Sciences, in the S.J. & Jessie E. Quinney College of Natural Resources proposes discontinuing the Watershed Ecology Specialization in the PhD program.

**EXECUTIVE SUMMARY**

The Department of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources proposes discontinuing the Watershed Ecology Specialization in the PhD program.

**RECOMMENDATION**

The President and Provost recommend that the Board of Trustees approve the proposal to discontinue the Watershed Ecology Specialization in the PhD program.



RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources proposes discontinuing the Watershed Ecology Specialization in the PhD program, and

WHEREAS, The proposal will remove non-utilized degree specialization;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve discontinuing the Watershed Ecology Specialization in the PhD program in the S.J. & Jessie E. Quinney College of Natural Resources' Department of Watershed Sciences and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

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RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

\_\_\_\_\_  
DATE:

# QCNR - Watershed Sciences - Watershed Science - Watershed Ecology Specialization - PhD

## 4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

### HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

### COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)\*

QCNR

DEPARTMENT (include all cross listed departments)\*

Watershed Sciences

Current Title (if applicable)\*

Watershed Science - Watershed Ecology Specialization - PhD

Proposed Title\*

Watershed Science - Watershed Ecology Specialization - PhD

### CIP Code

Enter the Correct CIP Code by Using the Following Link:

# Classification Instruction Programs

CIP Code (6-digits) \* 26.1301

Minimum Number of  
Credits (if  
applicable)\* 0

Maximum Number of  
Credits (if  
applicable)\* 0

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

## REQUEST

### TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

- New Academic Program:**
- Certificates of Completion
  - Certificates of Proficiency
  - CTE - Certificate of Completion
  - CTE - Certificate of Proficiency
  - Institutional Certificate of Proficiency
  - K-12 Endorsement Program
  - Minor
  - New Emphasis for Existing Program
  - Out of Service Area Delivery Program (attach signed MOU)
  - Post-Baccalaureate Certificate
  - Post-Masters Certificate

- Existing Academic Program Changes:**
- Name Change of Existing Program
  - Program Restructure (with or without Consolidation)
  - Program Transfer to a New Academic Department or Unit
  - Program Suspension (on hold-not listed in catalog)
  - Program Discontinuation (permanent program removal)
  - Reinstatement of Previously Suspended Program
  - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
  - Administrative Unit (Transfer)
  - Administrative Unit (Restructure-with or without Consolidation)
  - Administrative Unit (Suspension-on hold)
  - Administrative Unit (Discontinuation-permanent unit removal)
  - Reinstatement of Previously Suspended Administrative Unit
  - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

### ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval\*  Yes  No

Teacher Licensure Program Approval (STEP)\*  Yes  No

### SECTION I: THE REQUEST

R401 Purpose\* Remove non-utilized degree specialization.

### SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale\* This specialization is not used by the department or USU.


Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact\* No impact.

Finances\* NA


### SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

**Attach** (if applicable) completed [Program Curriculum](#) and [Degree Map](#) to this request by clicking on the Files  icon located on the right-hand side of the screen.

## **SUBMIT AND APPROVE THE PROPOSAL**

**Click on the SAVE ALL CHANGES button below.**

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

10 November 2023

**ITEM FOR ACTION**

Utah State University's Department of Watershed Sciences, in the S.J. & Jessie E. Quinney College of Natural Resources proposes discontinuing the Watershed Hydrology Specialization in the Master of Science program.

**EXECUTIVE SUMMARY**

The Department of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources proposes discontinuing the Watershed Hydrology Specialization in the Master of Science program.

**RECOMMENDATION**

The President and Provost recommend that the Board of Trustees approve the proposal to discontinue the Watershed Hydrology Specialization in the Master of Science program.

RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources proposes discontinuing the Watershed Hydrology Specialization in the Master of Science program, and

WHEREAS, The proposal will remove non-utilized degree specialization;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve discontinuing the Watershed Hydrology Specialization in the Master of Science program in the S.J. & Jessie E. Quinney College of Natural Resources' Department of Watershed Sciences and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

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RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

\_\_\_\_\_  
DATE:

# QCNR - Watershed Sciences - Watershed Science - Watershed Hydrology Specialization - MS

## 4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

## HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

## COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)\*

QCNR

DEPARTMENT (include all cross listed departments)\*

Watershed Sciences

Current Title (if applicable)\*

Watershed Science - Watershed Hydrology Specialization - MS

Proposed Title\*

Watershed Science - Watershed Hydrology Specialization - MS

## CIP Code

Enter the Correct CIP Code by Using the Following Link:



# Classification Instruction Programs

CIP Code (6-digits) \* 40.0605

Minimum Number of  
Credits (if  
applicable)\* 0

Maximum Number of  
Credits (if  
applicable)\* 0

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

## REQUEST

### TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

- New Academic Program:**
- Certificates of Completion
  - Certificates of Proficiency
  - CTE - Certificate of Completion
  - CTE - Certificate of Proficiency
  - Institutional Certificate of Proficiency
  - K-12 Endorsement Program
  - Minor
  - New Emphasis for Existing Program
  - Out of Service Area Delivery Program (attach signed MOU)
  - Post-Baccalaureate Certificate
  - Post-Masters Certificate

- Existing Academic Program Changes:**
- Name Change of Existing Program
  - Program Restructure (with or without Consolidation)
  - Program Transfer to a New Academic Department or Unit
  - Program Suspension (on hold-not listed in catalog)
  - Program Discontinuation (permanent program removal)
  - Reinstatement of Previously Suspended Program
  - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
  - Administrative Unit (Transfer)
  - Administrative Unit (Restructure-with or without Consolidation)
  - Administrative Unit (Suspension-on hold)
  - Administrative Unit (Discontinuation-permanent unit removal)
  - Reinstatement of Previously Suspended Administrative Unit
  - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

### ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval\*  Yes  No

Teacher Licensure Program Approval (STEP)\*  Yes  No

### SECTION I: THE REQUEST

R401 Purpose\* Remove non-utilized degree specialization.

### SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale\* This specialization is not used by the department or USU.


Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact\* No impact.

Finances\* NA


### SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

**Attach** (if applicable) completed [Program Curriculum](#) and [Degree Map](#) to this request by clicking on the Files  icon located on the right-hand side of the screen.

## **SUBMIT AND APPROVE THE PROPOSAL**

**Click on the SAVE ALL CHANGES button below.**

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

10 November 2023

**ITEM FOR ACTION**

Utah State University's Department of Watershed Sciences, in the S.J. & Jessie E. Quinney College of Natural Resources proposes discontinuing the Watershed Hydrology Specialization in the PhD program.

**EXECUTIVE SUMMARY**

The Department of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources proposes discontinuing the Watershed Hydrology Specialization in the PhD program.

**RECOMMENDATION**

The President and Provost recommend that the Board of Trustees approve the proposal to discontinue the Watershed Hydrology Specialization in the PhD program.

RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources proposes discontinuing the Watershed Hydrology Specialization in the PhD program, and

WHEREAS, The proposal will remove non-utilized degree specialization;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve discontinuing the Watershed Hydrology Specialization in the PhD program in the S.J. & Jessie E. Quinney College of Natural Resources' Department of Watershed Sciences and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

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RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

\_\_\_\_\_  
DATE:

# QCNR - Watershed Sciences - Watershed Science - Watershed Hydrology Specialization - PhD

## 4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

### HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

### COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)\*

QCNR

DEPARTMENT (include all cross listed departments)\*

Watershed Sciences

Current Title (if applicable)\*

Watershed Science - Watershed Hydrology Specialization - PhD

Proposed Title\*

Watershed Science - Watershed Hydrology Specialization - PhD

### CIP Code

Enter the Correct CIP Code by Using the Following Link:

# Classification Instruction Programs

CIP Code (6-digits) \* 40.0605

Minimum Number of  
Credits (if  
applicable)\* 0

Maximum Number of  
Credits (if  
applicable)\* 0

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

## REQUEST

### TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

- New Academic Program:**
- Certificates of Completion
  - Certificates of Proficiency
  - CTE - Certificate of Completion
  - CTE - Certificate of Proficiency
  - Institutional Certificate of Proficiency
  - K-12 Endorsement Program
  - Minor
  - New Emphasis for Existing Program
  - Out of Service Area Delivery Program (attach signed MOU)
  - Post-Baccalaureate Certificate
  - Post-Masters Certificate

- Existing Academic Program Changes:**
- Name Change of Existing Program
  - Program Restructure (with or without Consolidation)
  - Program Transfer to a New Academic Department or Unit
  - Program Suspension (on hold-not listed in catalog)
  - Program Discontinuation (permanent program removal)
  - Reinstatement of Previously Suspended Program
  - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
  - Administrative Unit (Transfer)
  - Administrative Unit (Restructure-with or without Consolidation)
  - Administrative Unit (Suspension-on hold)
  - Administrative Unit (Discontinuation-permanent unit removal)
  - Reinstatement of Previously Suspended Administrative Unit
  - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

### ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval\*  Yes  
 No

Teacher Licensure Program Approval (STEP)\*  Yes  
 No

### SECTION I: THE REQUEST

R401 Purpose\* Remove non-utilized degree specialization.

### SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale\* This specialization is not used by the department or USU.


Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact\* No impact.

Finances\* NA

### SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

**Attach** (if applicable) completed [Program Curriculum](#) and [Degree Map](#) to this request by clicking on the Files  icon located on the right-hand side of the screen.



# **SUBMIT AND APPROVE THE PROPOSAL**

**Click on the SAVE ALL CHANGES button below.**

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

10 November 2023

**ITEM FOR ACTION**

Utah State University's Department of Watershed Sciences, in the S.J. & Jessie E. Quinney College of Natural Resources proposes discontinuing the Watershed Management Specialization in the Master of Science program.

**EXECUTIVE SUMMARY**

The Department of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources proposes discontinuing the Watershed Management Specialization in the Master of Science program.

**RECOMMENDATION**

The President and Provost recommend that the Board of Trustees approve the proposal to discontinue the Watershed Management Specialization in the Master of Science program.

RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources proposes discontinuing the Watershed Management Specialization in the Master of Science program, and

WHEREAS, The proposal will remove non-utilized degree specialization;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve discontinuing the Watershed Management Specialization in the Master of Science program in the S.J. & Jessie E. Quinney College of Natural Resources' Department of Watershed Sciences and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

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RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: \_\_\_\_\_

# QCNR - Watershed Sciences - Watershed Science - Watershed Management Specialization - MS

## 4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

### HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

### COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)\*

QCNR

DEPARTMENT (include all cross listed departments)\*

Watershed Sciences

Current Title (if applicable)\*

Watershed Science - Watershed Management Specialization - MS

Proposed Title\*

Watershed Science - Watershed Management Specialization - MS

### CIP Code

Enter the Correct CIP Code by Using the Following Link:

# Classification Instruction Programs

CIP Code (6-digits) \* 40.0605

Minimum Number of  
Credits (if  
applicable)\* 0

Maximum Number of  
Credits (if  
applicable)\* 0

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

## REQUEST

### TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

- New Academic Program:**
- Certificates of Completion
  - Certificates of Proficiency
  - CTE - Certificate of Completion
  - CTE - Certificate of Proficiency
  - Institutional Certificate of Proficiency
  - K-12 Endorsement Program
  - Minor
  - New Emphasis for Existing Program
  - Out of Service Area Delivery Program (attach signed MOU)
  - Post-Baccalaureate Certificate
  - Post-Masters Certificate

- Existing Academic Program Changes:**
- Name Change of Existing Program
  - Program Restructure (with or without Consolidation)
  - Program Transfer to a New Academic Department or Unit
  - Program Suspension (on hold-not listed in catalog)
  - Program Discontinuation (permanent program removal)
  - Reinstatement of Previously Suspended Program
  - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
  - Administrative Unit (Transfer)
  - Administrative Unit (Restructure-with or without Consolidation)
  - Administrative Unit (Suspension-on hold)
  - Administrative Unit (Discontinuation-permanent unit removal)
  - Reinstatement of Previously Suspended Administrative Unit
  - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

### ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval\*  Yes  No

Teacher Licensure Program Approval (STEP)\*  Yes  No

### SECTION I: THE REQUEST

R401 Purpose\* Remove non-utilized degree specialization.

### SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale\* This specialization is not used by the department or USU.


Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact\* No impact.

Finances\* NA


### SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

**Attach** (if applicable) completed [Program Curriculum](#) and [Degree Map](#) to this request by clicking on the Files  icon located on the right-hand side of the screen.

## **SUBMIT AND APPROVE THE PROPOSAL**

**Click on the SAVE ALL CHANGES button below.**

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

10 November 2023

**ITEM FOR ACTION**

Utah State University's Department of Watershed Sciences, in the S.J. & Jessie E. Quinney College of Natural Resources proposes discontinuing the Watershed Management Specialization in the PhD program.

**EXECUTIVE SUMMARY**

The Department of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources proposes discontinuing the Watershed Management Specialization in the PhD program.

**RECOMMENDATION**

The President and Provost recommend that the Board of Trustees approve the proposal to discontinue the Watershed Management Specialization in the PhD program.



RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources proposes discontinuing the Watershed Management Specialization in the PhD program, and

WHEREAS, The proposal will remove non-utilized degree specialization;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve discontinuing the Watershed Management Specialization in the PhD program in the S.J. & Jessie E. Quinney College of Natural Resources' Department of Watershed Sciences and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

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RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: \_\_\_\_\_

# QCNR - Watershed Sciences - Watershed Science - Watershed Management Specialization – PhD

## 4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

### R401-Abbreviated Program Proposal

## HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

## COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)\*

QCNR

DEPARTMENT (include all cross listed departments)\*

Watershed Sciences

Current Title (if applicable)\*

Watershed Science - Watershed Management Specialization - PhD

Proposed Title\*

Watershed Science - Watershed Management Specialization – PhD

## CIP Code

Enter the Correct CIP Code by Using the Following Link:

# Classification Instruction Programs

CIP Code (6-digits) \* 40.0605

Minimum Number of  
Credits (if  
applicable)\* 0

Maximum Number of  
Credits (if  
applicable)\* 0

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

## REQUEST

### TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

- New Academic Program:**
- Certificates of Completion
  - Certificates of Proficiency
  - CTE - Certificate of Completion
  - CTE - Certificate of Proficiency
  - Institutional Certificate of Proficiency
  - K-12 Endorsement Program
  - Minor
  - New Emphasis for Existing Program
  - Out of Service Area Delivery Program (attach signed MOU)
  - Post-Baccalaureate Certificate
  - Post-Masters Certificate

- Existing Academic Program Changes:**
- Name Change of Existing Program
  - Program Restructure (with or without Consolidation)
  - Program Transfer to a New Academic Department or Unit
  - Program Suspension (on hold-not listed in catalog)
  - Program Discontinuation (permanent program removal)
  - Reinstatement of Previously Suspended Program
  - Out-of-Service Area Delivery Program (attach signed MOU)

- Administrative Unit Changes:**
- Name Change of Existing Unit
  - Administrative Unit (Transfer)
  - Administrative Unit (Restructure-with or without Consolidation)
  - Administrative Unit (Suspension-on hold)
  - Administrative Unit (Discontinuation-permanent unit removal)
  - Reinstatement of Previously Suspended Administrative Unit
  - Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

### ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval\*  Yes  No

Teacher Licensure Program Approval (STEP)\*  Yes  No

### SECTION I: THE REQUEST

R401 Purpose\* Remove non-utilized degree specialization.

### SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale\* This specialization is not used by the department or USU.


Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact\* No impact.

Finances\* NA

### SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

**Attach** (if applicable) completed [Program Curriculum](#) and [Degree Map](#) to this request by clicking on the Files  icon located on the right-hand side of the screen.

## **SUBMIT AND APPROVE THE PROPOSAL**

**Click on the SAVE ALL CHANGES button below.**

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

10 November 2023

**ITEM FOR ACTION**

Utah State University's Department of Watershed Sciences, in the S.J. & Jessie E. Quinney College of Natural Resources proposes offering a Marine Science Minor.

**EXECUTIVE SUMMARY**

The Department of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources proposes offering a Marine Science Minor.

**RECOMMENDATION**

The President and Provost recommend that the Board of Trustees approve the proposal to offer a Marine Science Minor.

RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Watershed Sciences in the S.J. & Jessie E. Quinney College of Natural Resources proposes offering a Marine Science Minor, and

WHEREAS, The proposal will provide students with a more competitive option for marine based jobs;

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Marine Science Minor in the S.J. & Jessie E. Quinney College of Natural Resources' Department of Watershed Sciences and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

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RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

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DATE:

# QCNR - Watershed Sciences - Marine Science - Minor

## 4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

### R401-Abbreviated Program Proposal

## HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Process and Flowchart](#)

## COLLEGE AND DEPARTMENT INFORMATION

Click on the college(s) and department(s) that are included on this request

COLLEGE (include all cross listed colleges)\*

QCNR

DEPARTMENT (include all cross listed departments)\*

Watershed Sciences

Current Title (if applicable)\*

NA

Proposed Title\* Marine Science - Minor

## CIP Code

Enter the Correct CIP Code by Using the Following Link:  
[Classification Instruction Programs](#)



CIP Code (6-digits) \* 30.3201

Minimum Number of Credits (if applicable)\* 20

Maximum Number of Credits (if applicable)\* 21

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

## REQUEST

# TYPE OF CHANGE BEING REQUESTED

Click the change(s) that best reflect your proposal.

**New Academic Program:**

- Certificates of Completion
- Certificates of Proficiency
- CTE - Certificate of Completion
- CTE - Certificate of Proficiency
- Institutional Certificate of Proficiency
- K-12 Endorsement Program
- Minor
- New Emphasis for Existing Program
- Out of Service Area Delivery Program (attach signed MOU)
- Post-Baccalaureate Certificate
- Post-Masters Certificate

**Existing Academic Program Changes:**

- Name Change of Existing Program
- Program Restructure (with or without Consolidation)
- Program Transfer to a New Academic Department or Unit
- Program Suspension (on hold-not listed in catalog)
- Program Discontinuation (permanent program removal)
- Reinstatement of Previously Suspended Program
- Out-of-Service Area Delivery Program (attach signed MOU)

**Administrative Unit Changes:**

- Name Change of Existing Unit
- Administrative Unit (Transfer)
- Administrative Unit (Restructure-with or without Consolidation)
- Administrative Unit (Suspension-on hold)
- Administrative Unit (Discontinuation-permanent unit removal)
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit

Other: (explain  
change)

## ADDITIONAL APPROVALS (if applicable)

Graduate Council  
Approval\*  Yes  
 No

Teacher Licensure  
Program Approval  
(STEP)\*  Yes  
 No

## SECTION I: THE REQUEST

**R401 Purpose\*** To develop a marine science minor within the Watershed Sciences Department.

## SECTION II: PROGRAM PROPOSAL

**Proposed Action & Rationale\***

The Watershed Sciences Department proposes a marine science minor for students majoring in one of the Watershed Sciences degrees (B.S. in Fisheries and Aquatic Sciences, B.S. in Management and Restoration of Aquatic Ecosystems). Through coursework and immersive experiences, the marine science minor will introduce students to marine ecosystems, marine biota, the chemical and physical properties of the ocean and the seafloor, and the conservation and management of marine resources. The marine science minor will be supported by Watershed Sciences, Quinney College of Natural Resources, and USU faculty, who have teaching and research expertise in several marine disciplines, including coral reef ecology, marine ecology, wetland ecology, fisheries, paleoceanography, and marine conservation. The goal of the marine science minor is to make our graduates more competitive in pursuing careers in the burgeoning blue economy, to increase the attractiveness of Watershed Sciences majors, and to satisfy current and prospective student interest in an affordable marine program in the Intermountain West.

The ocean covers 75% of the Earth's surface, generates most of the world's oxygen, regulates our climate, and helps feed the world. In addition, the blue economy (i.e., all economic activities associated with the oceans, seas, and coasts) is worth \$2.5 trillion, supports over 3.5 million jobs in the USA, and is one of the fastest-growing sectors of the economy in North America. As a result, the ocean is a sentinel for planetary health and wellness. Yet, many college students in non-coastal states lack opportunities to learn about the ocean and its role in societal well-being. Utah State University's Watershed Sciences Department is well-positioned to fill this academic gap in the Intermountain West by offering top-notch marine science courses and experiences. The Watershed Sciences Department already provides exciting courses in oceanography, fish diversity and fisheries, and wetland ecology and restoration. Additionally, Watershed Sciences offers a unique study abroad course that allows students to work with USU's faculty doing on-the-ground coral reef research on Australia's Great Barrier Reef. By expanding these opportunities with four new classes and offering a marine science minor, Watershed Science graduates will have the knowledge and academic credentials to compete for graduate school positions and careers in various marine disciplines.

Developing a marine science minor will also help satisfy student demand for an affordable marine program and will likely generate significant interest in the Watershed Sciences majors. Current and prospective students have shown a profound interest in USU developing a marine science program. In Spring 2023, we surveyed 248 students enrolled in undergraduate science courses at USU to gauge their interest in a marine science minor. Despite two of the courses surveyed being breadth science classes that cater mainly to non-science majors, 67% of students responded yes or maybe. In addition, our Department's Academic Adviser, Melanie Conrad, receives many inquiries each year from prospective and current students asking whether USU offers any degrees in marine science. USU is uniquely positioned to meet student demand for a marine program at a fraction of the cost of other western Universities. If approved, a marine science minor at USU would make us one of only two colleges in the Intermountain West to offer a marine-based program; the other being Arizona State University. Although several colleges in California, Washington, and Oregon offer marine science programs, these Universities are expensive to attend. At USU, students could receive a quality minor in marine science for, on average, 32% cheaper than any other college offering a marine science minor or major in the Western United States.

**Labor Market Demand  
(if applicable)**

The blue economy is one of the fastest-growing economies in the nation. Between 2014 and 2019, the marine-related gross domestic product grew 4.25%, double the total US gross domestic product growth for that same time. Even during the COVID-19 pandemic, American seaports expanded, and the demand for maritime commerce is expected to triple by 2030. In response to this growth, the USA and other countries are preparing a new workforce that will tackle challenges in expanding ocean technology and infrastructure while at the same time managing and protecting marine resources sustainably.

Graduates supplementing one of their Watershed Science degrees with a marine science minor will be more competitive for marine-based jobs in tourism and recreation, biomedical, national defense, shipping and transportation, commercial and recreational fishing, data science, aquaculture, power generation, and research. Although the Bureau of Labor Statistics (bls.gov) does not specifically address job growth in marine fields, employment across the above sectors is anticipated to increase between 4% and 36% by 2031. Statistics from the University of Hawaii, Hilo, and the University of Washington provide evidence that students with marine knowledge are sought after in the workforce, as 70-80% of students obtaining some degree in marine science from their programs go on to graduate school or careers in their field of study.

**Consistency with  
Institutional Mission  
& Institutional  
Impact\***

The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities, emphasizing excellence in teaching, research, and outreach. While USU is located in Utah, which is a landlocked state, a marine science minor can still support the university's mission in several ways:

**Interdisciplinary Approach:** USU promotes an interdisciplinary approach to education and research. A marine science minor can contribute to this by providing students with a broader perspective and understanding of the interconnectedness of various scientific disciplines, including biology, geology, chemistry, and environmental science. This interdisciplinary knowledge can be valuable for tackling complex environmental challenges and fostering collaboration across different fields.

**Environmental Stewardship:** USU emphasizes the importance of environmental stewardship and sustainability. By offering a marine science minor, the university can promote awareness and knowledge about marine ecosystems, which are crucial for the health of our planet. Students with a marine science minor can contribute to sustainable practices, conservation efforts, and the protection of marine resources, aligning with USU's commitment to environmental responsibility.

**Research Opportunities:** USU is known for its research excellence. A marine science minor can provide students with opportunities to engage in research related to marine environments, even if they are not physically located near the ocean. This can involve projects focused on freshwater systems, aquaculture, climate change impacts, or other aspects of marine science that can be studied in landlocked regions.

**Outreach and Education:** USU places importance on community engagement and outreach. With a marine science minor, students can participate in outreach activities to educate the public, K-12 students, and local communities about marine science, ocean conservation, and environmental issues. This aligns with USU's commitment to extending knowledge beyond the campus and making a positive impact on society.

**Global Perspective:** Although USU is based in a landlocked state, a marine science minor can offer students a global perspective. Marine science has global relevance due to the interconnectedness of oceans and their influence on climate, biodiversity, and human well-being. By incorporating a marine science minor, USU can broaden students' understanding of global environmental issues and prepare them to address these challenges on a larger scale.


Overall, while USU may not have direct access to marine environments, offering a marine science minor aligns with the university's mission of excellence in teaching, research, and outreach. It expands the educational opportunities available to students, fosters interdisciplinary collaboration, promotes environmental stewardship, and contributes to a global perspective on pressing environmental issues.

**Finances\***

All resources needed to offer the Marine Science minor already exist at USU and we do not foresee any additional financial needs to maintain the program in the future. One new course (Marine Biology) will be developed to fulfill program requirements, but this will be done within the teaching load of an existing faculty member (Associate Professor Edd Hammill). In addition, we will be adding a new lecture and lab series (Ichthyology) to the Fisheries and Aquatic Sciences major that will also serve as a core class in the Marine Science minor. The Ichthyology class will be taught by Chad Teal, our recent Utah Cooperative Fish and Wildlife Research Unit hire. Advising for the program can be completed with existing QCNR advising staff and faculty major advisors.

**SECTION III: CURRICULUM (if applicable)****Program Curriculum Narrative**

We plan to initially limit the marine science minor to students enrolled in a watershed sciences bachelor's degree program to ensure students have the relevant complementary science background and experiences to make the minor a valuable addition when they are applying for jobs. The marine science minor will require students to complete a minimum of 20 credits, 14 of which are required courses that span a breadth of marine subdisciplines. The remaining 6 credits can be achieved by taking at least two electives from a list of curated courses (see program curriculum). The curriculum was developed to ensure that USU marine science minors receive a rigorous program of study with several opportunities for experiential learning. The minor requirements are achievable for individuals enrolled in a watershed sciences degree with no additional time required to earn their degree.

**Attach** (if applicable) completed [Program Curriculum](#) and [Degree Map](#) to this request by clicking on the Files  icon located on the right-hand side of the screen.

## SUBMIT AND APPROVE THE PROPOSAL

**Click on the SAVE ALL CHANGES button below.**

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

10 November 2023

**ITEM FOR ACTION**

**RE: University Policy 404: Faculty Appointments**

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 clarify and update Policy 404. Revisions to Policy 404 were submitted by the President's Executive Committee, Faculty Senate and the Professional Responsibilities and Procedures for review and comment.

The following is a summary of the revision to Policy 404 Faculty Appointments.

- Code is being updated to remove conflicts, redundancies, archaic language, and gender-specific language.

**RECOMMENDATION**

The President and Faculty Senate President recommend that the Board of Trustees approve the revisions to Policy 404 Faculty Appointments.

**RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES**

WHEREAS, The University desires to revise Policy 404 Faculty Appointments as outlined in the attached document;

WHEREAS, Revisions and/or amendments to this policy were submitted by Professional Responsibilities and Procedures Committee, Faculty Senate to the President's Executive Committee for review and comment; and

WHEREAS, The procedures for amending policies outlined in Policy 403 of the University Policy Manual have been followed:

NOW, THEREFORE, BE IT RESOLVED, That the USU Board of Trustees approve the revisions to Policy 404 is to be made effective 10 November 2023.

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**RESOLUTION APPROVED BY BOARD OF TRUSTEES:**

---

Date





## **POLICY MANUAL**

### **FACULTY**

---

**Number 404**

**Subject: Faculty Appointments**

**Effective Date: July 1, 1997**

**Revision: July 1, 1999, March 6, 2009,  
July 8, 2011**

**Date of Last Revision: May 5, 2021**

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#### **404.1 APPOINTMENT**

An appointment is a contractual agreement between a faculty member and the university. The terms and conditions of the appointment are described in this manual, the faculty member's role statement (policies 405.6.1 and 11.1), and salary notification and benefits forms. As an integral part of the appointment, faculty shall be entitled to the full range of benefits and privileges for which they are eligible.

##### **1.1 Policies Respecting Appointments**

The university shall take sufficient time to seek, and then to investigate thoroughly, candidates for appointment to assure that only highly qualified personnel are employed, and shall not discriminate against any candidate on the basis of race, color, religion, sex, sexual orientation, national origin, age, veteran status, marital or parental status, or the presence of any sensory, physical or mental disability or handicap.

The university shall hire as faculty members only candidates who are committed to carrying out the mission of the university.

Faculty positions and administrative positions to be filled by faculty members, when external searches are being conducted, shall be advertised in media most likely to reach qualified persons who may have an interest, including those media that will encourage underrepresented applicants. In addition to candidate-initiated applications, faculty will be invited to submit nominations; and the search and screening committee will be obligated to identify qualified candidates by encouraging nominations and aggressively pursuing promising nominees.

## **1.2 Professional Services**

Faculty members shall be employed and their professional services and compensation shall be determined in accordance with the following policies. Professional services are, for example, teaching, research, extension, library, professional career and technical education, and related and supporting services, and are described in the role statement.

(1) The university has a right to the full-time professional services of each faculty member as described in the role statement to the extent prescribed by his or her appointment.

(2) The appointments of tenured faculty members shall be automatically renewed annually. Notice in writing of intent to dismiss a tenured faculty member shall be in accordance with policy 407.2.1(5). Notice to terminate the employment of a tenured faculty member shall be in accordance with policies 406.2.3 and 4.4. Dismissal and termination are defined in policy 407.2.1(5).

(3) The appointments of tenure-eligible faculty members in the probationary period are automatically renewed annually unless they receive notice of non-renewal in accordance with policy 407.7 (in particular, 7.3). Notice in writing of intent to dismiss a tenure-eligible faculty member shall be in accordance with policy 407.2.1(5). Notice to terminate the employment of a tenure-eligible faculty member shall be in accordance with policies 406.2.3 and 4.4. Dismissal and termination are defined in policy 407.2.1(5).

(4) Term appointments for faculty members are automatically renewed annually, based on performance or funding, unless the faculty members are given notice of non-renewal in accordance with policy 407.7 (in particular, 7.3). Notice in writing to dismiss a faculty member with a term appointment shall be in accordance with policy 407.2.1(5). Notice to terminate the employment of a faculty member with a term appointment shall be in accordance with policies 406.2.3 and 4.4. Dismissal and termination are defined in policy 407.2.1(5).

(5) Special appointments for faculty members are renewed at the discretion of the academic unit in which the appointment is held. Special appointments may expire without notice of nonrenewal.

(6) Decisions to resign shall be submitted in writing by the faculty member as soon as possible, but not later than three months prior to the effective date of resignation. The notice shall be submitted to the department head or supervisor; that administrator shall advise the appropriate academic dean, chancellor, or vice president for extension and agriculture, or regional campus dean, of the decision. The appropriate academic dean, chancellor, or vice president for extension and agriculture shall advise the provost who, in turn, shall advise the president. A faculty member's resignation terminates all rights and privileges, such as rank and tenure, which he or she enjoyed as a faculty member.

(7) A faculty member's professional service to the university shall be covered by appointment compensation. This shall not, however, prevent the university from employing faculty

members for temporary assignments on supplemental appointments with additional salary covering professional services beyond a standard load. Commitment for such extra service must have the specific approval of the appropriate department head or supervisor, academic dean, chancellor, vice president for extension and agriculture, or regional campus dean, and the specific approval of the provost and the president. Supplemental appointments shall not adversely affect the responsibilities described in the role statement under the regular appointment.

(8) An initial role statement and any subsequent revisions to the role statement shall be prepared in accordance with policies 405.6.1 and 11.1.

(9) The merit salary increase of individual faculty members shall be arrived at following an annual appraisal of performance by the appropriate administrators, including the department head or supervisor, academic dean, chancellor, vice president for extension and agriculture, or regional campus dean. Consideration shall be given to the quality of the entire range of professional services as defined in the faculty member's role statement.

### **1.3 Minimum Educational Requirements for Tenured and Tenure-Eligible Appointments**

The minimum educational requirements for tenured and tenure-eligible faculty can be found in policy 401.3.1 through 401.3.5.

### **1.4 Graduate Degrees from the University**

Except under unusual circumstances, it is the policy of the university not to grant graduate degrees to its own faculty members, where the degree satisfies a prerequisite for appointment or advancement in rank. Requests for exceptions must be individually considered and approved by the provost based on appropriate recommendations.

## **404.2 TERM OF APPOINTMENT; DEFINITION OF ACADEMIC YEAR**

In the appointment of faculty members, two types of terms will be used: (1) an appointment on an academic year basis and (2) an appointment on a fiscal year basis.

Academic year appointees receive holidays and sick leave; however, they do not earn annual leave. Faculty on academic year appointments may be absent from campus between terms after they have fulfilled the professional responsibilities of their assignments; they may earn up to three additional months of salary for teaching, research or administrative assignments during the summer that precedes the academic year.

An academic year does not exceed 274 consecutive calendar days commencing in August. Within this framework in any given year the specific dates for the academic year are approved by the Executive Committee.

Fiscal year appointments are made for teaching, research, extension, library, or administrative assignments, or for a combination of such assignments. Fiscal year appointees receive holidays and earn annual and sick leave.

#### **404.3 APPOINTMENT PROCEDURES, TENURED OR TENURE-ELIGIBLE FACULTY AND FACULTY WITH TERM APPOINTMENTS**

The department head or supervisor and the search and screening committee are responsible to ensure that all university regulations pertaining to affirmative action and equal opportunity are adhered to throughout the appointment process.

**3.1** The faculty of departments and other academic units, in conjunction with the department head or supervisor, shall determine the need for and general parameters of faculty appointments congruent with its mission and role.

**3.2** The department head or supervisor, shall obtain authorization from the provost, through the appropriate academic dean, chancellor, vice president for extension and agriculture, or regional campus dean to establish or fill any appointment on the academic unit's faculty.

**3.3** The department head or supervisor shall appoint a search and screening committee of not less than five members. A majority, and, where possible five members, must be appointed from among the faculty of the department or the Library if the search occurs there. In searches for faculty who will reside at campuses other than Logan, the search and screening committee must include faculty representation from the campus where the new faculty member will reside. See policies 401.4.3(4) and 5.3(2) for limitations on appointments of faculty to serve on search and screening committees.

**3.4** In consultation with the department head or supervisor, and the faculty of the academic unit and, where appropriate, the academic dean, chancellor, vice president for extension and agriculture, or the regional campus dean, the search and screening committee shall prepare the job description and advertising in accord with university regulations.

**3.5** The search and screening committee shall screen applicants according to the job description and identify a suitable pool of candidates to be further considered by the faculty and pertinent administrators. Where feasible, at least three candidates shall be identified.

**3.6** Candidates shall be invited to come to the Logan campus and, when appropriate, to the campus location where they will reside, at university expense to be interviewed by the academic unit's faculty and pertinent administrators, to give lectures, and/or to participate in departmental seminars and other appropriate campus activities in order that the candidates shall become better known and evaluated, and to assure that they become acquainted with the institution and the locality of their prospective work and domicile.

In an effort to provide additional voices in the hiring process, improve transparency, and provide unique perspectives on prospective faculty, the department head will establish a

mechanism to involve students in the evaluation of faculty candidates. This applies to candidates interviewed for a position that includes teaching as part of the role statement at the Logan or Statewide campuses. For practical reasons, County Extension faculty searches are excluded from this requirement. Instructions for how students shall provide feedback will be provided to students when the invitation to interview is extended to the candidate. This student feedback shall be reviewed by the search committee.

**3.7** When the investigation of candidates has been completed, the search and screening committee shall solicit recommendations from faculty and pertinent administrators. Utilizing these recommendations and their own knowledge of the candidates, the search and screening committee members shall present its list of acceptable candidates and all supporting information to the department head or supervisor, ranked in order of preference.

**3.8** The department head or supervisor shall forward a recommendation from the list of acceptable candidates recommended by the search and screening committee, including all supporting information, to the academic dean and, where appropriate, the chancellor, or vice president for extension and agriculture.

**3.9** The academic dean and, where appropriate, the chancellor, or vice president for extension and agriculture, shall forward to the provost the academic unit's recommendation together with all pertinent and supportive data from the faculty and the department head or supervisor. If the provost is in agreement, the provost, as the president's designee, shall approve the appointment of the candidate.

**3.10** Tentative offers can be made to a prospective appointee only with the approval of the provost.

#### **404.4 APPOINTMENT PROCEDURES; FACULTY WITH SPECIAL APPOINTMENTS**

The department head or supervisor is responsible to ensure that all university regulations pertaining to affirmative action and equal opportunity are adhered to throughout the appointment process.

##### **4.1 Adjunct and Visiting Ranks and Titles**

Before appointing faculty in the adjunct and visiting ranks, the department head or supervisor shall consult with the faculty and then make a recommendation to the academic dean and, where appropriate, the chancellor, vice president for extension and agriculture, or the regional campus dean. In turn, the academic dean and, where appropriate, the chancellor, vice president for extension and agriculture, or the regional campus dean shall make a recommendation to the provost. If the provost is in agreement, the provost, as the president's designee, shall approve the appointment of the candidate.

##### **4.2 Temporary Ranks and Titles**

(1) The faculty of departments and other academic units, in conjunction with the department head or supervisor shall determine the need for and general parameters of temporary faculty appointments congruent with its mission and role.

(2) The department head or supervisor shall obtain authorization from the provost through the appropriate academic dean, chancellor, vice president for extension and agriculture, or regional campus dean to establish or fill a temporary appointment in an academic unit's faculty.

(3) The department head or supervisor, together with the appropriate academic dean, chancellor, vice president for extension and agriculture, or regional campus dean, shall prepare the job description and advertising in accord with university regulations.

(4) The department head or supervisor shall consult with the faculty and then make a recommendation to the appropriate academic dean, chancellor, vice president for extension and agriculture, or regional campus dean. In turn, the academic dean, chancellor, vice president for extension and agriculture, or regional campus dean shall make a recommendation to the provost. If the provost is in agreement, the provost, as the president's designee, shall approve the appointment of the candidate.

#### **4.3 Emergency Appointments**

Emergency appointments to the temporary ranks (policy 401.5) may be approved by the provost after consultation with the appropriate academic dean, chancellor, vice president for extension and agriculture, or regional campus dean and the appropriate department head or supervisor without following the procedures in policy 404.3.

#### **404.5 APPOINTMENT PROCEDURES: FACULTY WITH ADMINISTRATIVE DUTIES IN AN ACADEMIC UNIT**

The academic dean, chancellor, vice president for extension and agriculture, or regional campus dean and the search and screening committee are responsible to ensure that all university regulations pertaining to affirmative action and equal opportunity are adhered to throughout the appointment process.

#### **5.1 External Search Procedures for Heads of Academic Units**

The academic unit will make good faith efforts to acquire the resources to conduct an external search for faculty with administrative duties in the academic unit. Applications from qualified faculty of the university will be considered.

(1) The faculty of academic units, in conjunction with the academic dean, shall determine the need for and general parameters of faculty appointments with administrative duties in an academic unit congruent with its mission.

(2) The academic dean shall obtain authorization from the provost to establish or fill a faculty appointment with departmental administrative duties.

(3) The academic dean shall appoint a search and screening committee of not less than five members. A majority, and, where possible five members, must be appointed from among the faculty of the department or the Library if the search occurs there. See policies 401.4.3(4) and 5.3(2) for limitations on appointments of faculty to serve on search and screening committees. In consultation with the academic dean and the faculty of the academic unit, the search and screening committee shall prepare the job description and advertising in accordance with university regulations.

(4) The search and screening committee shall screen applicants according to the job description and identify a suitable pool of candidates to be further considered by the faculty and appropriate administrators. Where feasible, at least three candidates shall be identified.

(5) Candidates shall be invited to come to the Logan and, when appropriate, to the campus location where they will reside, at university expense to be interviewed by the academic unit's faculty and pertinent administrators, to give lectures, and/or to participate in departmental seminars and other appropriate campus activities in order that the candidates shall become better known and evaluated, and to assure that they become acquainted with the institution and the locality of their prospective work and domicile.

(6) When the investigation of candidates has been completed, the search and screening committee shall solicit recommendations from faculty and pertinent administrators. Utilizing these recommendations and their own knowledge of the candidates, the search and screening committee members shall present a list of acceptable candidates and all supporting information to the academic dean listed in alphabetical order without any indication of ranking or preference, unless otherwise mutually agreed between the academic dean and the search and screening committee.

(7) The academic dean shall forward a recommendation from the list of acceptable candidates recommended by the search and screening committee, including all supporting information, to the provost.

(8) If the provost is in agreement, the provost, as the president's designee, shall approve the appointment of the candidate.

(9) Tentative offers can be made to a prospective appointee only with the approval of the provost.

(10) The tenure of faculty with administrative duties is held in the appointing academic unit.

## **5.2 Internal Search Procedures for Heads of Academic Units**

The procedures for an internal search are identical to the procedures for an external search, with the following differences:

(1) The authorization in policy 404.5.1(2) shall be to establish or fill a faculty appointment with administrative duties in a department or other academic unit from among the department's or other academic unit's faculty.

(2) The job description shall not be advertised, but shall be circulated internally to the academic unit's faculty. The job description will include the requirement that the appointee be tenured in the department or other academic unit. Interested faculty will submit applications to the search and screening committee.

### **5.3 Appointment of Faculty with Assistant or Associate Departmental Administrative Duties in a Department or Other Academic Unit**

Assistants or associates to these positions (for example, department heads) are appointments of the administrator in charge, subsequent to consultation with the faculty.

### **404.6 APPOINTMENT PROCEDURES: FACULTY WITH ADMINISTRATIVE DUTIES OUTSIDE AN ACADEMIC UNIT**

The president, or designee, and the search and screening committee are responsible to ensure that all university regulations pertaining to affirmative action and equal opportunity are adhered to throughout the appointment process.

#### **6.1 External Search Procedures**

A good faith effort will be made to acquire the resources to conduct an external search for administrators who require faculty status. Applications from qualified faculty of the university will be considered.

(1) When a vacancy occurs the president shall appoint a representative search and screening committee and chair following consultations with the President of the Faculty Senate, administrators, appropriate faculty, and affected staff. The committee shall be structured to represent the interest of the faculty at large in conducting searches for chancellors, vice presidents and for the provost, and to represent an academic unit's faculty when conducting searches for academic deans.

(2) As its first order of business, the search and screening committee shall refine the current description of the position, and if necessary, prepare an appropriate description. The announcement shall be reviewed with the provost and president before its publication. The position announcement shall be published by the university.

(3) Through the steps listed below, the committee shall reduce the list of applicants to three or more acceptable finalists, where feasible, who can be recommended to the president.

(a) The committee shall evaluate all applications using the position announcement as the initial criterion for eliminating unqualified applicants. (b) The committee shall reduce the



number of qualified applicants to manageable proportions. (c) Each committee member shall evaluate the remaining applications and should participate in deliberation of their relative merits. Any conclusions the committee may arrive at concerning the relative merits of the finalists should not be withheld from the president.

(4) When the final list of candidates has been reviewed with the president, the names of the finalists will be announced to the university community along with a series of interview dates when the candidates will be able to visit the campus for interaction with concerned faculty and staff.

(5) The president shall evaluate input from the committee, administrators, faculty, and staff in making a selection from the list of final candidates recommended by the committee. The committee shall be informed of the president's selection.

(6) The president shall recommend to the Board of Trustees the appointment of the selected candidate.

(7) In cases where faculty status is to be sought for an individual who functions primarily as an administrator, the faculty in the academic department or academic unit in which the faculty status is sought shall decide whether and at what level to grant such status within the provisions of this policy (policy 405).

(8) Administrative appointments that require faculty status are subject to the approval of the Board of Trustees.

(9) When applicants for administrative appointments that require faculty status seek tenure, any such tenure must be held within an academic department or other academic unit.

## **6.2 Internal Search Procedures**

While every effort will be made to conduct external searches for appointments at this level of administration, this policy is included for those occasions when an internal search is considered appropriate.

The procedures for an internal search are identical to the procedures for an external search, with the following differences:

(1) At the time the president appoints a representative search and screening committee, the president shall communicate the reasons that an internal search is being conducted.

(2) The position shall be advertised in a manner most likely to reach qualified persons who may have an interest in such a position.



## University Policy 404: Faculty Appointments

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**Category:** Faculty Policies (*Faculty Code*)

**Subcategory:** None

**Covered Individuals:** University Faculty

**Responsible Executive:** Provost

**Policy Custodian:** Chair of Professional Responsibilities and Procedures Committee

**Last Revised:** 2022/02/01

**Previous USU Policy Number:** 404

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### **404.1 PURPOSE AND SCOPE**

This section explains the requirements and procedures for appointment to various faculty positions.

### **404.2 POLICY**

#### **2.1 Appointment**

An appointment is a contractual agreement between a faculty member and the university. The terms and conditions of the appointment are described in this manual, the faculty member's role statement (Policies 405.6.1, Role Statement and Role Assignment (for tenure-eligible faculty), and 405.11.1, Role Statement and Role Assignment (for term faculty)), and salary notification and benefits forms. As an integral part of the appointment, faculty shall be entitled to the full range of benefits and privileges for which they are eligible.

#### **2.1.1 Policies Respecting Appointments**

The university will take sufficient time to seek, and then to investigate thoroughly, candidates for appointment to assure that only highly qualified personnel are employed and shall not discriminate against any candidate on the basis of race, color, religion, sex, sexual orientation, national origin, age, veteran status, marital or parental status, or the presence of any sensory, physical or mental disability or handicap.

The university will hire as faculty members only candidates who are committed to carrying out the mission of the university.

Faculty positions and administrative positions to be filled by faculty members, when external searches are being conducted, shall be advertised in media most likely to reach qualified persons who may have an interest, including those media that will encourage under-

represented applicants. In addition to candidate-initiated applications, faculty will be invited to submit nominations, and the search and screening committee will be obligated to identify qualified candidates by encouraging nominations and aggressively pursuing promising nominees.

### **2.1.2 Professional Services**

Employment, professional services, and compensation of faculty members shall be in accordance with these policies. Professional services include but are not limited to teaching, research or creative endeavors, extension, library, professional career and technical education, along with related and supporting services, and are described in the role statement.

2.1.2.1 Full-time Services. The university has a right to the full-time professional services of each faculty member as described in the role statement to the extent prescribed by the faculty member's appointment.

2.1.2.2 Automatic Renewal for Tenured Faculty. The appointments of tenured faculty members shall be automatically renewed annually. Notice in writing of intent to dismiss a tenured faculty member shall be in accordance with Policies 407.2.1.5, Dismissal and 407.4.2, Notice of Intent to Impose a Sanction. Notice to terminate the employment of a tenured faculty member shall be in accordance with Policies 406.2.3, Terminations; Reductions in Status (under Program Discontinuance for Academic Reasons), and 406.4.4, Terminations; Reductions in Status (under Financial Exigency). Dismissal and termination are defined in policy 407.2.1.5, Dismissal.

2.1.2.3 Automatic Renewal for Tenure-eligible Faculty. The appointments of tenure-eligible faculty members in the probationary period are automatically renewed annually unless they receive notice of non-renewal in accordance with Policy 407.6, Non-Renewal (in particular, 6.3, Notice of Non-Renewal). Notice in writing of intent to dismiss a tenure-eligible faculty member shall be in accordance with Policies 407.2.1.5, Dismissal, and 407.4.2, Notice of Intent to Impose a Sanction. Notice to terminate the employment of a tenure-eligible faculty member shall be in accordance with Policies 406.2.3, Terminations; Reductions in Status (under Program Discontinuance for Academic Reasons), and 406.4.4, Terminations; Reductions in Status (under Financial Exigency). Dismissal and termination are defined in policy 407.2.15, Dismissal.

2.1.2.4 Automatic Renewal for Term Appointments. Term appointments for faculty members are automatically renewed annually, based on: 1. satisfactory performance (Policies 405.12.1, Annual Review of Faculty, and 407.6, Non-Renewal) and 2. availability of funding (Policy 407.6, Non-Renewal). Notice of non-renewal must be provided in accordance with Policy 407.6.3, Notice of Non-Renewal. Notice in writing to dismiss a faculty member with a term appointment shall be in accordance with Policies 407.2.1.5, Dismissal, and 407.4.2, Notice of Intent to Impose a Sanction. Notice to terminate the employment of a faculty member with a term appointment shall be in accordance with Policies 406.2.3, Terminations; Reductions in Status (under Policy 406.2, Program Discontinuance) and 406.4.4, Terminations; Reductions in Status (under Policy



406.4, Financial Exigency). Dismissal and termination are defined in Policy 407.2.1.5, Dismissal.

2.1.2.5 Automatic Renewal for Special Appointments. Special appointments for faculty members are renewed at the discretion of the academic unit in which the appointment is held. Special appointments may expire without notice of nonrenewal.

2.1.2.6 Resignation. Decisions to resign shall be submitted in writing by the faculty member as soon as possible, but not later than three months prior to the effective date of resignation. The notice shall be submitted to the department head or supervisor; that administrator shall advise the appropriate dean, or vice president for extension, or statewide campus director, of the decision. The appropriate dean or vice president for extension shall advise the provost who, in turn, shall advise the president. A faculty member's resignation terminates all rights and privileges, such as rank and tenure, which were enjoyed as a faculty member.

2.1.2.7 Supplemental **Appointment** Compensation. A faculty member's professional service to the university shall be covered by appointment compensation. This shall not, however, prevent the university from employing faculty members for temporary assignments on supplemental appointments with additional salary covering professional services beyond a standard load. Commitment for such extra service must have the specific approval of the appropriate department head or supervisor, dean, or vice president for extension, and the specific approval of the provost and the president. Supplemental appointments shall not adversely affect the responsibilities described in the role statement under the regular appointment.

2.1.2.8 Initial Role Statement. An initial role statement and any subsequent revisions to the role statement shall be prepared in accordance with Policies 405.6.1, Role Statement and Role Assignment (for tenure-eligible faculty), and 405.11.1, Role Statement and Role Assignment (for term faculty).

2.1.2.9 Merit Salary Increase. The merit salary increase of individual faculty members shall be arrived at following an annual appraisal of performance by the appropriate administrators, including the department head or supervisor, dean, , vice president for extension, or vice president for statewide campuses. Consideration shall be given to the quality of the entire range of professional services as defined in the faculty member's role statement.

### **2.1.3 Minimum Educational Requirements for Tenured and Tenure-Eligible Appointments**

The minimum educational requirements for tenured and tenure-eligible faculty can be found in Policy 405.2, Appointment, Tenure, and Promotion: Criteria for Core Faculty Ranks; 405.3, Appointment, Tenure, and Promotion: Criteria for Librarians; 405.4, Appointment, Tenure, and Promotion: Criteria for Faculty with Extension Ranks; and 405.5, Appointment, Tenure, and Promotion: Criteria for Professional Career and Technical Education Faculty Ranks.

### **2.1.4 Graduate Degrees from the University**

Except under unusual circumstances, it is the policy of the university not to grant graduate degrees to its own faculty members where the degree satisfies a prerequisite for appointment or advancement in rank. Requests for exceptions must be individually considered and approved by the provost based on appropriate recommendations.

## **2.2 TERM OF APPOINTMENT FOR ACADEMIC OR FISCAL YEAR**

In the appointment of faculty members, two types of terms will be used: (1) an appointment on an academic year basis and (2) an appointment on a fiscal year basis.

Academic year appointees receive holidays and sick leave; however, they do not earn annual leave. Faculty on academic year appointments may be absent from campus between terms after they have fulfilled the professional responsibilities of their assignments; they may earn up to three additional months of salary for teaching, research or administrative assignments during the summer that precedes the academic year.

An academic year does not exceed 274 consecutive calendar days commencing in August. Within this framework in any given year the specific dates for the academic year are approved by the Executive Committee. Fiscal year appointments are made for teaching, research, extension, library, or administrative assignments, or for a combination of such assignments. Fiscal year appointees receive holidays and earn annual and sick leave.

## **2.3 APPOINTMENT PROCEDURES, TENURED OR TENURE-ELIGIBLE FACULTY AND FACULTY WITH TERM APPOINTMENTS**

The department head or supervisor and the search and screening committee are responsible to ensure that all applicable policies, including but not limited to Policy 303, Affirmative Action/Equal Opportunity, are adhered to throughout the appointment process.

### **2.3.1 Determination of Need for Faculty Appointments**

The faculty of departments and other academic units, in conjunction with the department head or supervisor, shall determine the need for and general parameters of faculty appointments congruent with its mission and role.

### **2.3.2 Authorization for Faculty Appointment**

The department head or supervisor shall obtain authorization from the provost, through the appropriate dean, vice president for extension, or vice president for statewide campuses to establish or fill any appointment on the academic unit's faculty.

### **2.3.3 Search and Screening Committee**

The department head or supervisor shall appoint a search and screening committee of not less than five members. A majority, and, where possible five members, must be appointed from among the faculty of the department or the library if the search occurs there. In searches for faculty who will reside at campuses other than Logan, the search and screening



committee must include faculty representation from the campus where the new faculty member will reside. See Policies 401.4.3.4, Limitations on Faculty Participation (for term faculty) and 401.5.3.2, Limitations on Faculty Participation (for faculty with special appointments) for limitations on appointments of faculty to serve on search and screening committees.

#### 2.3.4 Job Description and Advertising

In consultation with the department head or supervisor, the faculty of the academic unit and, where appropriate, the dean, or vice president for extension, the search and screening committee shall prepare the job description and advertising in accord with university regulations.

#### 2.3.5 Application Screening

The search and screening committee shall screen applicants according to the job description and identify a suitable pool of candidates to be further considered by the faculty and pertinent administrators. Where feasible, at least three candidates shall be identified.

#### 2.3.6 Student Input

In an effort to provide additional voices in the hiring process, improve transparency, and provide unique perspectives on prospective faculty, the department head will establish a mechanism to involve students in the evaluation of faculty candidates. This applies to candidates interviewed for a position that includes teaching as part of the role statement at the Logan or statewide campuses. For practical reasons, County Extension faculty searches are excluded from this requirement. Instructions for how students shall provide feedback will be provided to students when the invitation to interview is extended to the candidate. This student feedback shall be reviewed by the search committee.

#### 2.3.7 Faculty and Administrator Input

When the investigation of candidates has been completed, the search and screening committee shall solicit recommendations from faculty and pertinent administrators. Utilizing these recommendations and their own knowledge of the candidates, the search and screening committee members shall present its list of acceptable candidates and all supporting information, ranked in order of preference, to the department head or supervisor.

#### 2.3.8 Recommendation of Department Head

Subsequent to meaningful consultation with the faculty search and screening committee, the department head or supervisor will forward a recommendation from the list of acceptable candidates recommended by the search and screening committee, including all supporting information, to the dean and, where appropriate, the vice president for extension.

#### 2.3.9 Recommendation of the Dean

Subsequent to meaningful consultation with the faculty search and screening committee and the department head, the dean and, where applicable, the ~~vice president for statewide campuses~~ vice president for extension, will forward to the provost the ~~academic unit's~~ dean's recommendation together with all pertinent and supportive data from the faculty and the department head or supervisor.

#### 2.3.10 Approval of Appointment by Provost

If the provost is in agreement, the provost, as the president's designee, shall approve the appointment of the candidate.

#### 2.3.11 Tentative Offers

Tentative offers can be made to a prospective appointee only with the approval of the provost.

### **2.4 APPOINTMENT PROCEDURES; FACULTY WITH SPECIAL APPOINTMENTS**

The department head or supervisor is responsible to ensure that all applicable policies, including but not limited to Policy 303, Affirmative Action/Equal Opportunity, are adhered to throughout the appointment process.

#### **2.4.1 Adjunct and Visiting Ranks and Titles**

Before appointing faculty in the adjunct and visiting ranks, the department head or supervisor shall consult with the faculty and then make a recommendation to the dean and, where appropriate, the vice president for extension. In turn, the dean and, where appropriate, the vice president for extension shall make a recommendation to the provost. If the provost is in agreement, the provost, as the president's designee, shall approve the appointment of the candidate. The Vice President of Statewide Campuses will be notified of the final decisions.

#### **2.4.2 Temporary Ranks and Titles**

2.4.2.1 Determination of Need for Temporary Faculty Appointment. The faculty of departments and other academic units, in conjunction with the department head or supervisor, shall determine the need for and general parameters of temporary faculty appointments congruent with its mission and role.

2.4.2.2 Authorization of Temporary Appointment. The department head or supervisor shall obtain authorization from the provost through the appropriate dean, or vice president for extension, to establish or fill a temporary appointment in an academic unit's faculty. The Vice President of Statewide Campuses will be notified of the final decisions.

2.4.2.3 Job Description and Advertising. The department head or supervisor, together with the appropriate dean, or vice president for extension, shall prepare the job description and advertising in accord with university regulations.

2.4.2.4 Recommendation. The department head or supervisor shall consult with the faculty and then make a recommendation to the appropriate dean, , or vice president for extension. In turn, the dean, vice president for extension, or vice president for statewide campuses shall make a recommendation to the provost.

2.4.2.5 Approval of Appointment by Provost. If the provost is in agreement, the provost, as the president's designee, shall approve the appointment of the candidate. The Vice President of Statewide Campuses will be notified of the final decisions.

### **2.4.3 Emergency Appointments**

Emergency appointments to the temporary ranks (Policy 401.5.2.3, Temporary Ranks) may be approved by the provost after consultation with the appropriate dean, or vice president for extension, and the appropriate department head or supervisor without following the procedures in policy 404.4.2, Temporary Ranks and Titles. The Vice President of Statewide Campuses will be notified of any final decisions.

## **2.5 APPOINTMENT PROCEDURES: FACULTY WITH ADMINISTRATIVE DUTIES IN AN ACADEMIC UNIT**

The dean, or vice president for extension, and the search and screening committee are responsible to ensure that all applicable policies, including but not limited to Policy 303, Affirmative Action/Equal Opportunity, are adhered to throughout the appointment process.

### **2.5.1 External Search Procedures for Heads of Academic Units**

The academic unit will make good faith efforts to acquire the resources to conduct an external search for faculty with administrative duties in the academic unit. Applications from qualified faculty of the university will be considered.

2.5.1.1 Determination of Need for Faculty Appointments with Administrative Duties. The faculty of academic units, in conjunction with the dean, shall determine the need for and general parameters of faculty appointments with administrative duties in an academic unit congruent with its mission.

2.5.1.2 Authorization of Appointment for Faculty Position with Administrative Duties. The dean shall obtain authorization from the provost to establish or fill a faculty appointment with departmental administrative duties.

2.5.1.3 Search and Screening Committee. The dean shall appoint a search and screening committee of not less than five members. A majority, and, where possible five members, must be appointed from among the faculty of the department or the library if the search occurs there. See Policies 401.4.3.4, Limitations on Faculty Participation (for term faculty) and 401.5.3.2, Limitations on Faculty Participation (for faculty with special appointments) for limitations on appointments of faculty to serve on search and screening committees.



2.5.1.4 Job Description and Advertising. In consultation with the dean and the faculty of the unit, the search and screening committee shall prepare the job description and advertising in accordance with university policies.

2.5.1.5 Application Screening. The search and screening committee shall screen applicants according to the job description and identify a suitable pool of candidates to be further considered by the faculty and appropriate administrators. Where feasible, at least three candidates shall be identified.

2.5.1.6 On-campus Evaluation. Candidates shall be invited to come to the Logan and, when appropriate, to the campus location where they will reside, at university expense to be interviewed by the academic unit's faculty and pertinent administrators, to give lectures, and/or to participate in departmental seminars and other appropriate campus activities in order that the candidates shall become better known and evaluated, and to assure that they become acquainted with the institution and the locality of their prospective work and domicile.

2.5.1.7 Faculty and Administrator Input. When the investigation of candidates has been completed, the search and screening committee shall solicit recommendations from faculty and pertinent administrators. Utilizing these recommendations and their own knowledge of the candidates, the search and screening committee members shall present a list of acceptable candidates and all supporting information to the dean. This list shall be presented in alphabetical order without any indication of ranking or preference, unless otherwise mutually agreed between the dean and the search and screening committee.

2.5.1.8 Recommendation of Dean. Subsequent to meaningful consultation with the faculty search and screening committee, the dean shall forward a recommendation from the list of acceptable candidates recommended by the search and screening committee, including all supporting information, to the provost.

2.5.1.9 Appointment by Provost. If the provost agrees with the recommendation, the provost, as the president's designee, shall appoint the candidate as head.

2.5.1.10 Tentative Offers. Tentative offers can be made to a prospective appointee only with the approval of the provost.

2.5.1.11 Tenure of Appointed Faculty. The tenure of faculty with administrative duties is held in the appointing academic unit.

## **2.5.2 Internal Search Procedures for Heads of Academic Units**

The procedures for an internal search are identical to the procedures for an external search, with the following differences:

2.5.2.1 Authorization of Appointment for Faculty Position with Administrative Duties based on Internal Search. The authorization in Policy 404.5.1.2 above shall be to establish or fill a faculty appointment with administrative duties in a department or other academic

unit from among the department's or other academic unit's faculty.

2.5.2.2 Internal Circulation of Job Description. The job description shall not be advertised but shall be circulated internally to the academic unit's faculty. The job description will include the requirement that the appointee be tenured in the department or other academic unit. Interested faculty will submit applications to the search and screening committee.

### **2.5.3 Appointment of Faculty with Assistant or Associate Departmental Administrative Duties in a Department or Other Academic Unit**

Assistants or associates to these positions (for example, department heads) are appointments of the administrator in charge, subsequent to meaningful consultation with the faculty in the department.

## **2.6 APPOINTMENT PROCEDURES: FOR FACULTY WITH ADMINISTRATIVE DUTIES OUTSIDE AN ACADEMIC UNIT**

The president, or designee, and the search and screening committee are responsible to ensure that all applicable policies, including but not limited to Policy 303, Affirmative Action/Equal Opportunity, are adhered to throughout the appointment process.

### **2.6.1 External Search Procedures**

A good faith effort will be made to acquire the resources to conduct an external search for administrators who require faculty status. Applications from qualified faculty of the university will be considered.

2.6.1.1 Search and Screening Committee. When a vacancy occurs, the president shall appoint a representative search and screening committee and chair following consultations with the President of the Faculty Senate, administrators, appropriate faculty, and affected staff. The committee shall be structured to represent the interest of the faculty at large in conducting searches for vice presidents and for the provost, and to represent an academic unit's faculty when conducting searches for deans.

2.6.1.2 Job Description. As its first order of business, the search and screening committee shall refine the current description of the position and, if necessary, prepare an appropriate description. The announcement shall be reviewed with the provost and president before its publication. The position announcement shall be published by the university.

2.6.1.3 Application Review and Recommendation. Through the steps listed below, the committee shall reduce the list of applicants to three or more acceptable finalists, where feasible, who can be recommended to the president.

(a) The committee shall evaluate all applications using the position announcement as the initial criterion for eliminating unqualified applicants.



(b) The committee shall reduce the number of qualified applicants to manageable proportions.

(c) Each committee member shall evaluate the remaining applications and should participate in deliberation of their relative merits. Any conclusions the committee may arrive at concerning the relative merits of the finalists should not be withheld from the president.

2.6.1.4 Finalist Interviews. When the final list of candidates has been reviewed with the president, the names of the finalists will be announced to the university community along with a series of interview dates when the candidates will be able to visit the campus for interaction with concerned faculty and staff.

2.6.1.5 Selection of the President. The president shall evaluate input from the committee, administrators, faculty, and staff in making a selection from the list of final candidates recommended by the committee. The committee shall be informed of the president's selection.

2.6.1.6 President Recommendation to the Board of Trustees. The president shall recommend to the Board of Trustees the appointment of the selected candidate.

2.6.1.7 Faculty Status Assignment. In cases where faculty status is to be sought for an individual who functions primarily as an administrator, the faculty in the academic department or academic unit in which the faculty status is sought shall decide whether and at what level to grant such status within the provisions of this Policy 405, Tenured and Term Appointments: Evaluation, Promotion, and Retention.

2.6.1.8 Board of Trustees Approval Required. Administrative appointments that require faculty status are subject to the approval of the Board of Trustees.

2.6.1.9 Tenure of Appointee. When applicants for administrative appointments that require faculty status seek tenure, any such tenure must be held within an academic department or other academic unit.

## **2.6.2 Internal Search Procedures**

While every effort will be made to conduct external searches for appointments at this level of administration, this policy is included for those occasions when the president considers an internal search to be appropriate.

The procedures for an internal search are identical to the procedures for an external search, with the following differences:

2.6.2.1 Communication of Reasons for Internal Search. At the time the president appoints a representative search and screening committee, the president shall communicate **in writing to the impacted faculty and other employees** the reasons that an internal search is appropriate.

2.6.2.2 Internal Circulation of Job Description. The job description shall not be advertised, but shall be circulated internally across the university to reach qualified persons who may have interest in such a position. Interested faculty will submit applications to the search and screening committee.

2.6.2.3 Appointment of Faculty with Assistant or Associate Administrative Duties Outside an Unit. Assistants or associates to these positions (for example, deans or vice presidents) are appointments of the administrator in charge, subsequent to meaningful consultation with the faculty impacted by the appointment.

## 404.3 RESPONSIBILITIES

### 3.1 Responsible Office/Party [Arial Narrow 12, color RGB 196-78-40]

Identify who is responsible for what with regard to this policy. Roles and responsibilities are best defined by department and/or job title. [Arial 10]

## 404.4 REFERENCES

- Bullet list references to Federal, State, municipal regulations, USHE/Board of Higher Education policies. [Arial 10]
- Continue list of references. [Arial 10]

## 404.5 RELATED USU POLICIES

- 405
- 406
- 407
- 408

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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.

## RESOURCES ]

*(List resources to aid in compliance or indicate "None.")* [Arial Narrow 10]

### Contacts

- Faculty Senate website: <https://www.usu.edu/fsenate/index>
- Executive Secretary: [Michele Hillard](#)

## POLICY HISTORY

Original issue date: 1997/07/01

Last review date: 2022/02/01

Next scheduled review date: YYYY/MM/DD

Previous revision dates: 1999/07/01, 2009/03/06, 2011/07/08



## University Policy 404: Faculty Appointments

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**Category:** Faculty Policies (*Faculty Code*)

**Subcategory:** None

**Covered Individuals:** University Faculty

**Responsible Executive:** Provost

**Policy Custodian:** Chair of Professional Responsibilities and Procedures Committee

**Last Revised:** 2022/02/01

**Previous USU Policy Number:** 404

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### **404.1 PURPOSE AND SCOPE**

This section explains the requirements and procedures for appointment to various faculty positions.

### **404.2 POLICY**

#### **2.1 Appointment**

An appointment is a contractual agreement between a faculty member and the university. The terms and conditions of the appointment are described in this manual, the faculty member's role statement (Policies 405.6.1, Role Statement and Role Assignment (for tenure-eligible faculty), and 405.11.1, Role Statement and Role Assignment (for term faculty)), and salary notification and benefits forms. As an integral part of the appointment, faculty shall be entitled to the full range of benefits and privileges for which they are eligible.

#### **2.1.1 Policies Respecting Appointments**

The university will take sufficient time to seek, and then to investigate thoroughly, candidates for appointment to assure that only highly qualified personnel are employed and shall not discriminate against any candidate on the basis of race, color, religion, sex, sexual orientation, national origin, age, veteran status, marital or parental status, or the presence of any sensory, physical or mental disability or handicap.

The university will hire as faculty members only candidates who are committed to carrying out the mission of the university.

Faculty positions and administrative positions to be filled by faculty members, when external searches are being conducted, shall be advertised in media most likely to reach qualified persons who may have an interest, including those media that will encourage under-

represented applicants. In addition to candidate-initiated applications, faculty will be invited to submit nominations, and the search and screening committee will be obligated to identify qualified candidates by encouraging nominations and aggressively pursuing promising nominees.

### **2.1.2 Professional Services**

Employment, professional services, and compensation of faculty members shall be in accordance with these policies. Professional services include but are not limited to teaching, research or creative endeavors, extension, library, professional career and technical education, along with related and supporting services, and are described in the role statement.

**2.1.2.1 Full-time Services.** The university has a right to the full-time professional services of each faculty member as described in the role statement to the extent prescribed by the faculty member's appointment.

**2.1.2.2 Automatic Renewal for Tenured Faculty.** The appointments of tenured faculty members shall be automatically renewed annually. Notice in writing of intent to dismiss a tenured faculty member shall be in accordance with Policies 407.2.1.5, Dismissal and 407.4.2, Notice of Intent to Impose a Sanction. Notice to terminate the employment of a tenured faculty member shall be in accordance with Policies 406.2.3, Terminations; Reductions in Status (under Program Discontinuance for Academic Reasons), and 406.4.4, Terminations; Reductions in Status (under Financial Exigency). Dismissal and termination are defined in policy 407.2.1.5, Dismissal.

**2.1.2.3 Automatic Renewal for Tenure-eligible Faculty.** The appointments of tenure-eligible faculty members in the probationary period are automatically renewed annually unless they receive notice of non-renewal in accordance with Policy 407.6, Non-Renewal (in particular, 6.3, Notice of Non-Renewal). Notice in writing of intent to dismiss a tenure-eligible faculty member shall be in accordance with Policies 407.2.1.5, Dismissal, and 407.4.2, Notice of Intent to Impose a Sanction. Notice to terminate the employment of a tenure-eligible faculty member shall be in accordance with Policies 406.2.3, Terminations; Reductions in Status (under Program Discontinuance for Academic Reasons), and 406.4.4, Terminations; Reductions in Status (under Financial Exigency). Dismissal and termination are defined in policy 407.2.15, Dismissal.

**2.1.2.4 Automatic Renewal for Term Appointments.** Term appointments for faculty members are automatically renewed annually, based on: 1. satisfactory performance (Policies 405.12.1, Annual Review of Faculty, and 407.6, Non-Renewal) and 2. availability of funding (Policy 407.6, Non-Renewal). Notice of non-renewal must be provided in accordance with Policy 407.6.3, Notice of Non-Renewal. Notice in writing to dismiss a faculty member with a term appointment shall be in accordance with Policies 407.2.1.5, Dismissal, and 407.4.2, Notice of Intent to Impose a Sanction. Notice to terminate the employment of a faculty member with a term appointment shall be in accordance with Policies 406.2.3, Terminations; Reductions in Status (under Policy 406.2, Program Discontinuance) and 406.4.4, Terminations; Reductions in Status (under Policy

406.4, Financial Exigency). Dismissal and termination are defined in Policy 407.2.1.5, Dismissal.

2.1.2.5 Automatic Renewal for Special Appointments. Special appointments for faculty members are renewed at the discretion of the academic unit in which the appointment is held. Special appointments may expire without notice of nonrenewal.

2.1.2.6 Resignation. Decisions to resign shall be submitted in writing by the faculty member as soon as possible, but not later than three months prior to the effective date of resignation. The notice shall be submitted to the department head or supervisor; that administrator shall advise the appropriate dean, or vice president for extension, or statewide campus director, of the decision. The appropriate dean or vice president for extension shall advise the provost who, in turn, shall advise the president. A faculty member's resignation terminates all rights and privileges, such as rank and tenure, which were enjoyed as a faculty member.

2.1.2.7 Supplemental Appointment Compensation. A faculty member's professional service to the university shall be covered by appointment compensation. This shall not, however, prevent the university from employing faculty members for temporary assignments on supplemental appointments with additional salary covering professional services beyond a standard load. Commitment for such extra service must have the specific approval of the appropriate department head or supervisor, dean, , or vice president for extension, and the specific approval of the provost and the president. Supplemental appointments shall not adversely affect the responsibilities described in the role statement under the regular appointment.

2.1.2.8 Initial Role Statement. An initial role statement and any subsequent revisions to the role statement shall be prepared in accordance with Policies 405.6.1, Role Statement and Role Assignment (for tenure-eligible faculty), and 405.11.1, Role Statement and Role Assignment (for term faculty).

2.1.2.9 Merit Salary Increase. The merit salary increase of individual faculty members shall be arrived at following an annual appraisal of performance by the appropriate administrators, including the department head or supervisor, dean, , vice president for extension, or vice president for statewide campuses. Consideration shall be given to the quality of the entire range of professional services as defined in the faculty member's role statement.

### **2.1.3 Minimum Educational Requirements for Tenured and Tenure-Eligible Appointments**

The minimum educational requirements for tenured and tenure-eligible faculty can be found in Policy 405.2, Appointment, Tenure, and Promotion: Criteria for Core Faculty Ranks; 405.3, Appointment, Tenure, and Promotion: Criteria for Librarians; 405.4, Appointment, Tenure, and Promotion: Criteria for Faculty with Extension Ranks; and 405.5, Appointment, Tenure, and Promotion: Criteria for Professional Career and Technical Education Faculty Ranks.

### **2.1.4 Graduate Degrees from the University**



Except under unusual circumstances, it is the policy of the university not to grant graduate degrees to its own faculty members where the degree satisfies a prerequisite for appointment or advancement in rank. Requests for exceptions must be individually considered and approved by the provost based on appropriate recommendations.

## **2.2 TERM OF APPOINTMENT FOR ACADEMIC OR FISCAL YEAR**

In the appointment of faculty members, two types of terms will be used: (1) an appointment on an academic year basis and (2) an appointment on a fiscal year basis.

Academic year appointees receive holidays and sick leave; however, they do not earn annual leave. Faculty on academic year appointments may be absent from campus between terms after they have fulfilled the professional responsibilities of their assignments; they may earn up to three additional months of salary for teaching, research or administrative assignments during the summer that precedes the academic year.

An academic year does not exceed 274 consecutive calendar days commencing in August. Within this framework in any given year the specific dates for the academic year are approved by the Executive Committee. Fiscal year appointments are made for teaching, research, extension, library, or administrative assignments, or for a combination of such assignments. Fiscal year appointees receive holidays and earn annual and sick leave.

## **2.3 APPOINTMENT PROCEDURES, TENURED OR TENURE-ELIGIBLE FACULTY AND FACULTY WITH TERM APPOINTMENTS**

The department head or supervisor and the search and screening committee are responsible to ensure that all applicable policies, including but not limited to Policy 303, Affirmative Action/Equal Opportunity, are adhered to throughout the appointment process.

### **2.3.1 Determination of Need for Faculty Appointments**

The faculty of departments and other academic units, in conjunction with the department head or supervisor, shall determine the need for and general parameters of faculty appointments congruent with its mission and role.

### **2.3.2 Authorization for Faculty Appointment**

The department head or supervisor shall obtain authorization from the provost, through the appropriate dean, vice president for extension, or vice president for statewide campuses to establish or fill any appointment on the academic unit's faculty.

### **2.3.3 Search and Screening Committee**

The department head or supervisor shall appoint a search and screening committee of not less than five members. A majority, and, where possible five members, must be appointed from among the faculty of the department or the library if the search occurs there. In searches for faculty who will reside at campuses other than Logan, the search and screening



committee must include faculty representation from the campus where the new faculty member will reside. See Policies 401.4.3.4, Limitations on Faculty Participation (for term faculty) and 401.5.3.2, Limitations on Faculty Participation (for faculty with special appointments) for limitations on appointments of faculty to serve on search and screening committees.

#### 2.3.4 Job Description and Advertising

In consultation with the department head or supervisor, the faculty of the academic unit and, where appropriate, the dean, or vice president for extension, the search and screening committee shall prepare the job description and advertising in accord with university regulations.

#### 2.3.5 Application Screening

The search and screening committee shall screen applicants according to the job description and identify a suitable pool of candidates to be further considered by the faculty and pertinent administrators. Where feasible, at least three candidates shall be identified.

#### 2.3.6 Student Input

In an effort to provide additional voices in the hiring process, improve transparency, and provide unique perspectives on prospective faculty, the department head will establish a mechanism to involve students in the evaluation of faculty candidates. This applies to candidates interviewed for a position that includes teaching as part of the role statement at the Logan or statewide campuses. For practical reasons, County Extension faculty searches are excluded from this requirement. Instructions for how students shall provide feedback will be provided to students when the invitation to interview is extended to the candidate. This student feedback shall be reviewed by the search committee.

#### 2.3.7 Faculty and Administrator Input

When the investigation of candidates has been completed, the search and screening committee shall solicit recommendations from faculty and pertinent administrators. Utilizing these recommendations and their own knowledge of the candidates, the search and screening committee members shall present its list of acceptable candidates and all supporting information, ranked in order of preference, to the department head or supervisor.

#### 2.3.8 Recommendation of Department Head

Subsequent to meaningful consultation with the faculty search and screening committee, the department head or supervisor will forward a recommendation from the list of acceptable candidates recommended by the search and screening committee, including all supporting information, to the dean and, where appropriate, the vice president for extension.

#### 2.3.9 Recommendation of the Dean

Subsequent to meaningful consultation with the faculty search and screening committee and the department head, the dean and, where applicable, the vice president for extension, will forward to the provost the dean's recommendation together with all pertinent and supportive data from the faculty and the department head or supervisor.

### 2.3.10 Approval of Appointment by Provost

If the provost is in agreement, the provost, as the president's designee, shall approve the appointment of the candidate.

### 2.3.11 Tentative Offers

Tentative offers can be made to a prospective appointee only with the approval of the provost.

## **24 APPOINTMENT PROCEDURES; FACULTY WITH SPECIAL APPOINTMENTS**

The department head or supervisor is responsible to ensure that all applicable policies, including but not limited to Policy 303, Affirmative Action/Equal Opportunity, are adhered to throughout the appointment process.

### **2.4.1 Adjunct and Visiting Ranks and Titles**

Before appointing faculty in the adjunct and visiting ranks, the department head or supervisor shall consult with the faculty and then make a recommendation to the dean and, where appropriate, the vice president for extension. In turn, the dean and, where appropriate, the vice president for extension shall make a recommendation to the provost. If the provost is in agreement, the provost, as the president's designee, shall approve the appointment of the candidate. The Vice President of Statewide Campuses will be notified of the final decisions.

### **2.4.2 Temporary Ranks and Titles**

2.4.2.1 Determination of Need for Temporary Faculty Appointment. The faculty of departments and other academic units, in conjunction with the department head or supervisor, shall determine the need for and general parameters of temporary faculty appointments congruent with its mission and role.

2.4.2.2 Authorization of Temporary Appointment. The department head or supervisor shall obtain authorization from the provost through the appropriate dean, or vice president for extension, to establish or fill a temporary appointment in an academic unit's faculty. The Vice President of Statewide Campuses will be notified of the final decisions.

2.4.2.3 Job Description and Advertising. The department head or supervisor, together with the appropriate dean, or vice president for extension, shall prepare the job description and advertising in accord with university regulations.

2.4.2.4 Recommendation. The department head or supervisor shall consult with the faculty and then make a recommendation to the appropriate dean, , or vice president for extension. In turn, the dean, vice president for extension, or vice president for statewide campuses shall make a recommendation to the provost.

2.4.2.5 Approval of Appointment by Provost. If the provost is in agreement, the provost, as the president's designee, shall approve the appointment of the candidate. The Vice President of Statewide Campuses will be notified of the final decisions.

### **2.4.3 Emergency Appointments**

Emergency appointments to the temporary ranks (Policy 401.5.2.3, Temporary Ranks) may be approved by the provost after consultation with the appropriate dean, or vice president for extension, and the appropriate department head or supervisor without following the procedures in policy 404.4.2, Temporary Ranks and Titles. The Vice President of Statewide Campuses will be notified of any final decisions.

## **2.5 APPOINTMENT PROCEDURES: FACULTY WITH ADMINISTRATIVE DUTIES IN AN ACADEMIC UNIT**

The dean, or vice president for extension, and the search and screening committee are responsible to ensure that all applicable policies, including but not limited to Policy 303, Affirmative Action/Equal Opportunity, are adhered to throughout the appointment process.

### **2.5.1 External Search Procedures for Heads of Academic Units**

The academic unit will make good faith efforts to acquire the resources to conduct an external search for faculty with administrative duties in the academic unit. Applications from qualified faculty of the university will be considered.

2.5.1.1 Determination of Need for Faculty Appointments with Administrative Duties. The faculty of academic units, in conjunction with the dean, shall determine the need for and general parameters of faculty appointments with administrative duties in an academic unit congruent with its mission.

2.5.1.2 Authorization of Appointment for Faculty Position with Administrative Duties. The dean shall obtain authorization from the provost to establish or fill a faculty appointment with departmental administrative duties.

2.5.1.3 Search and Screening Committee. The dean shall appoint a search and screening committee of not less than five members. A majority, and, where possible five members, must be appointed from among the faculty of the department or the library if the search occurs there. See Policies 401.4.3.4, Limitations on Faculty Participation (for term faculty) and 401.5.3.2, Limitations on Faculty Participation (for faculty with special appointments) for limitations on appointments of faculty to serve on search and screening committees.

2.5.1.4 Job Description and Advertising. In consultation with the dean and the faculty of the

unit, the search and screening committee shall prepare the job description and advertising in accordance with university policies.

**2.5.1.5 Application Screening.** The search and screening committee shall screen applicants according to the job description and identify a suitable pool of candidates to be further considered by the faculty and appropriate administrators. Where feasible, at least three candidates shall be identified.

**2.5.1.6 On-campus Evaluation.** Candidates shall be invited to come to the Logan and, when appropriate, to the campus location where they will reside, at university expense to be interviewed by the academic unit's faculty and pertinent administrators, to give lectures, and/or to participate in departmental seminars and other appropriate campus activities in order that the candidates shall become better known and evaluated, and to assure that they become acquainted with the institution and the locality of their prospective work and domicile.

**2.5.1.7 Faculty and Administrator Input.** When the investigation of candidates has been completed, the search and screening committee shall solicit recommendations from faculty and pertinent administrators. Utilizing these recommendations and their own knowledge of the candidates, the search and screening committee members shall present a list of acceptable candidates and all supporting information to the dean. This list shall be presented in alphabetical order without any indication of ranking or preference, unless otherwise mutually agreed between the dean and the search and screening committee.

**2.5.1.8 Recommendation of Dean.** Subsequent to meaningful consultation with the faculty search and screening committee, the dean shall forward a recommendation from the list of acceptable candidates recommended by the search and screening committee, including all supporting information, to the provost.

**2.5.1.9 Appointment by Provost.** If the provost agrees with the recommendation, the provost, as the president's designee, shall appoint the candidate as head.

**2.5.1.10 Tentative Offers.** Tentative offers can be made to a prospective appointee only with the approval of the provost.

**2.5.1.11 Tenure of Appointed Faculty.** The tenure of faculty with administrative duties is held in the appointing academic unit.

## **2.5.2 Internal Search Procedures for Heads of Academic Units**

The procedures for an internal search are identical to the procedures for an external search, with the following differences:

**2.5.2.1 Authorization of Appointment for Faculty Position with Administrative Duties based on Internal Search.** The authorization in Policy 404.5.1.2 above shall be to establish or fill a faculty appointment with administrative duties in a department or other academic unit from among the department's or other academic unit's faculty.

2.5.2.2 Internal Circulation of Job Description. The job description shall not be advertised but shall be circulated internally to the academic unit's faculty. The job description will include the requirement that the appointee be tenured in the department or other academic unit. Interested faculty will submit applications to the search and screening committee.

### **2.5.3 Appointment of Faculty with Assistant or Associate Departmental Administrative Duties in a Department or Other Academic Unit**

Assistants or associates to these positions (for example, department heads) are appointments of the administrator in charge, subsequent to meaningful consultation with the faculty in the department.

## **2.6 APPOINTMENT PROCEDURES: FOR FACULTY WITH ADMINISTRATIVE DUTIES OUTSIDE AN ACADEMIC UNIT**

The president, or designee, and the search and screening committee are responsible to ensure that all applicable policies, including but not limited to Policy 303, Affirmative Action/Equal Opportunity, are adhered to throughout the appointment process.

### **2.6.1 External Search Procedures**

A good faith effort will be made to acquire the resources to conduct an external search for administrators who require faculty status. Applications from qualified faculty of the university will be considered.

2.6.1.1 Search and Screening Committee. When a vacancy occurs, the president shall appoint a representative search and screening committee and chair following consultations with the President of the Faculty Senate, administrators, appropriate faculty, and affected staff. The committee shall be structured to represent the interest of the faculty at large in conducting searches for vice presidents and for the provost, and to represent an academic unit's faculty when conducting searches for deans.

2.6.1.2 Job Description. As its first order of business, the search and screening committee shall refine the current description of the position and, if necessary, prepare an appropriate description. The announcement shall be reviewed with the provost and president before its publication. The position announcement shall be published by the university.

2.6.1.3 Application Review and Recommendation. Through the steps listed below, the committee shall reduce the list of applicants to three or more acceptable finalists, where feasible, who can be recommended to the president.

- (a) The committee shall evaluate all applications using the position announcement as the initial criterion for eliminating unqualified applicants.
- (b) The committee shall reduce the number of qualified applicants to manageable

proportions.

(c) Each committee member shall evaluate the remaining applications and should participate in deliberation of their relative merits. Any conclusions the committee may arrive at concerning the relative merits of the finalists should not be withheld from the president.

**2.6.1.4 Finalist Interviews.** When the final list of candidates has been reviewed with the president, the names of the finalists will be announced to the university community along with a series of interview dates when the candidates will be able to visit the campus for interaction with concerned faculty and staff.

**2.6.1.5 Selection of the President.** The president shall evaluate input from the committee, administrators, faculty, and staff in making a selection from the list of final candidates recommended by the committee. The committee shall be informed of the president's selection.

**2.6.1.6 President Recommendation to the Board of Trustees.** The president shall recommend to the Board of Trustees the appointment of the selected candidate.

**2.6.1.7 Faculty Status Assignment.** In cases where faculty status is to be sought for an individual who functions primarily as an administrator, the faculty in the academic department or academic unit in which the faculty status is sought shall decide whether and at what level to grant such status within the provisions of this Policy 405, Tenured and Term Appointments: Evaluation, Promotion, and Retention.

**2.6.1.8 Board of Trustees Approval Required.** Administrative appointments that require faculty status are subject to the approval of the Board of Trustees.

**2.6.1.9 Tenure of Appointee.** When applicants for administrative appointments that require faculty status seek tenure, any such tenure must be held within an academic department or other academic unit.

## **2.6.2 Internal Search Procedures**

While every effort will be made to conduct external searches for appointments at this level of administration, this policy is included for those occasions when the president considers an internal search to be appropriate.

The procedures for an internal search are identical to the procedures for an external search, with the following differences:

**2.6.2.1 Communication of Reasons for Internal Search.** At the time the president appoints a representative search and screening committee, the president shall communicate in writing to the impacted faculty and other employees the reasons that an internal search is appropriate.

**2.6.2.2 Internal Circulation of Job Description.** The job description shall not be advertised, but

shall be circulated internally across the university to reach qualified persons who may have interest in such a position. Interested faculty will submit applications to the search and screening committee.

2.6.2.3 Appointment of Faculty with Assistant or Associate Administrative Duties Outside an Unit. Assistants or associates to these positions (for example, deans or vice presidents) are appointments of the administrator in charge, subsequent to meaningful consultation with the faculty impacted by the appointment.

### 404.3 RESPONSIBILITIES

Identify who is responsible for what with regard to this policy. Roles and responsibilities are best defined by department and/or job title. [Arial 10]

### 404.4 REFERENCES

- Bullet list references to Federal, State, municipal regulations, USHE/Board of Higher Education policies. [Arial 10]
- Continue list of references. [Arial 10]

### 404.5 RELATED USU POLICIES

- 405
- 406
- 407
- 408

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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.

### RESOURCES ]

*(List resources to aid in compliance or indicate "None.")* [Arial Narrow 10]

#### Contacts

- Faculty Senate website: <https://www.usu.edu/fsenate/index>
- Executive Secretary: [Michele Hillard](#)

### POLICY HISTORY

Original issue date: 1997/07/01

Last review date: 2022/02/01

Next scheduled review date: YYYY/MM/DD

Previous revision dates: 1999/07/01, 2009/03/06, 2011/07/08

**ITEM FOR ACTION**

RE: The purpose of this resolution is to amend the Student Code of Conduct to include appropriate USUSA bodies to ensure equal voice and representation.

**EXECUTIVE SUMMARY**

Currently, amendments to the Utah State University Student Code of Conduct must be approved by the following bodies: USUSA Executive Council, USUSA Academic Senate, Graduate Student Senate, Faculty Senate, Vice President for Student Affairs, the Provost, the President of the University, and the Board of Trustees. In 2020, USUSA went through a constitutional restructure, and a new voting body was created known as the Executive Leadership Board (ELB). Members of the ELB include the USUSA President, Executive Vice President and Student Advocate Vice President. These members do not have voting rights in USUSA Executive Council, and as such, would not have a vote otherwise. Additionally, Statewide Campuses students must adhere to the Student Code of Conduct, but no student officers from Statewide Campuses have been part of the approval process in the past. Lastly, the Graduate Student Senate was dissolved in 2012 (ECB 2012-07) and as such, should no longer be included as a voting body.

**RECOMMENDATION**

The USUSA Student Body President recommends that the Board of Trustees approve the proposed changes to the Utah State University Student Code approval process.



RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES

Amendments to the Utah State University Student Code of Conduct

**WHEREAS** the Utah State University Student Code of Conduct outlines policies and procedures for students attending Utah State University.

**WHEREAS** amendments to the Student Code of Conduct must be approved by the following bodies: USUSA Executive Council, USUSA Academic Senate, Graduate Student Senate, Faculty Senate, Vice President for Student Affairs, the Provost, the President of the University, and the Board of Trustees.

**WHEREAS** the bodies for approval do not include the USUSA Executive Leadership Board or Statewide Campuses Executive Council.

**WHEREAS** the Graduate Student Senate no longer exists.

**BE IT THEREFORE ENACTED THAT** the Student Code of Conduct be amended to include the Executive Leadership Board and Statewide Campuses Executive Council as approving bodies.

**BE IT FURTHER ENACTED** that the Graduate Student Senate be removed as an approving body in the Student Code of Conduct.

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RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

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DATE

## Proposed changes to the Utah State University Student Code

### **“Amendment” Section of the Utah State University Student Code**

The Student Code in its present form has been approved by the [USUSA Executive Leadership Board](#), USUSA Executive Council, [USUSA Statewide Campuses Executive Council](#), the USUSA Academic Senate, ~~the Graduate Student Senate~~, the Faculty Senate, the Vice President for Student Affairs, the Provost, the President of the University, and the Board of Trustees. Students, faculty, and administration may suggest proposals to amend the Student Code.

Proposals for amendment must be coordinated with the Vice President for Student Affairs and shall be approved by the [USUSA Executive Leadership Board](#), USUSA Executive Council, [USUSA Statewide Campuses Executive Council](#), the USUSA Academic Senate, ~~the Graduate Student Senate~~, the Faculty Senate, the Vice President for Student Affairs, the Provost, the President of the University, and the Board of Trustees.

Resolution Approval Process:

USUSA Executive Council	Approved on Feb. 07, 2023 per ECR 2023-02
USUSA Academic Senate	Approved on Feb. 06, 2023 per ASR 2023-01
Graduate Student Senate	(Council no longer exists)
Staters Council	Approved on March 27, 2023
Deans Breakfast	FYI item on agenda – March 28, 2023
Faculty Senate	Presented to Faculty Senate on May 1, 2023
Vice President for Student Affairs	Approved on May 22, 2023
Provost	Approved on May 30, 2023
President of the University	Approved on May 30, 2023
Board of Trustees	TBD

**ITEM FOR ACTION**

**RE: Real Property Disposition**

The proposed real property disposal described herein is submitted to the Utah State University Board of Trustees for consideration. The proposed action received appropriate administrative review and approval.

**EXECUTIVE SUMMARY**

Utah State University requests approval to sell a parcel of undeveloped property to Logan City for the development of a culinary water tank. The area that USU will dispose of via this sale is approximately 2.11 acres and is located on the southeast corner of university property, adjacent to USU and Logan City substations, as illustrated in the attached Exhibit A.

The property is a portion of 32.25 acres purchased in 1961, near the main Logan campus, adjacent to Canyon Road. A significant portion of the 2.11 acres has a steep slope and is not useable without excavation and construction of a large retaining wall.

The terms of the proposed sale, including a purchase price of \$530,000, are summarized in correspondence from Logan City dated November 2, 2023, which is attached as Exhibit B. Selling this property to Logan City will provide the City with a much-needed location for a water tank that will serve Logan City residents and businesses. The purchase and sale agreement will be written to protect the interests of the University including institutional rights to access adjacent university property, utility systems, and roads.

**RECOMMENDATION**

The President and Vice President for Finance and Administrative Services recommend that the Board of Trustees approve the proposed real property disposition.

**RESOLUTION  
UTAH STATE UNIVERSITY  
BOARD OF TRUSTEES**

WHEREAS, Utah State University desires approval to sell undeveloped property to Logan City for the development of a culinary water tank; and

WHEREAS, The area that USU will dispose of is approximately 2.11 acres and is located on the southeast corner of university property, adjacent to USU and Logan City substations, as illustrated in the attached Exhibit A; and

WHEREAS, The property is a portion of 32.25 acres purchased in 1961, near the main Logan campus, adjacent to Canyon Road; and

WHEREAS, A significant portion of the 2.11 acres has a steep slope and is not useable without excavation and construction of a large retaining wall; and

WHEREAS, The proposed terms of sale, including a purchase price of \$530,000, are consistent with the current fair market value of the property as determined by an independent appraisal that USU recently obtained; and

WHEREAS, Selling this property will provide Logan City with a much-needed location for a water tank that will serve Logan City residents and businesses; and

WHEREAS, the purchase and sale agreement will be written to protect the interests of the University including institutional rights to access adjacent university property, utility systems, and roads; and

WHEREAS, The President and Vice President for Finance and Administrative Services recommend that the Board of Trustees approve the proposed real property disposition; and

WHEREAS, The USU Board of Trustees has reviewed and given due consideration to the proposed real property disposition:

NOW, THEREFORE, BE IT RESOLVED, That the USU Board of Trustees hereby approves the proposed real property disposition based on the terms presented in the Logan City letter dated November 2, 2023.

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RESOLUTION APPROVED BY THE BOARD OF TRUSTEES:

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Date

# EXHIBIT A



Mayor Holly H. Daines

November 2, 2023

President Elizabeth "Betsy" Cantwell  
Attn: Dave Cowley  
Via Email

Dear President Cantwell,

The purpose of this letter is to help explain Logan City's position regarding the purchase of property from Utah State University for the purpose of building a culinary water tank. Thank you again for your time to discuss this project and a willingness to find a solution that works for both parties to provide this needed infrastructure for our community.

As discussed, Logan City and USU staff have worked together to find a solution that addresses all the concerns that have been raised. Listed below is an abbreviated list of the items we have discussed and an update on each issue.

- 1- Logan City proposes to purchase the property from USU for fair market value as determined by the appraisal performed by USU. USU has offered purchase values for the property and easement areas as defined previously and Logan City agrees to those values. In addition, Logan City has offered to build, at no cost to USU, the access road to the site, improvements to Canyon Road, site security, and other infrastructure improvements, all of which coincide with the USU Master Plan and will be shared improvements for both parties. Logan City agrees to perform seasonal maintenance and snow removal on the access road as well. The tank will be built with additional structural integrity to accommodate a future USU solar array, should USU desire to install solar panels on the tank.
- 2- Logan City agrees to execute a Letter of Intent, signed by the Mayor, showing Logan City's support for the vacation of certain Rights of Way adjacent to USU's main campus. The Rights of Way are generally listed as Darwin Ave, 800 East from 700 North to 600 North, and 700 East from 400 North to 500 North. The Letter of Intent will leave the timing of such request for vacations to USU's discretion. The Letter of Intent cannot bind a future City Council to any action but will give support and justification for such action. The Rights of Way, as listed, equal a land area greater than that being purchased for the future water tank.
- 3- Logan City is committed to modifying current Electricity Rates and policies, in coordination with USU staff, in a way that allows USU to continue their energy conservation plans and goals. Specifically, Logan City has begun discussions with USU staff to ensure these rates and policies will allow for more solar energy capacity than is currently allowed under the existing policy. Logan City understands that these steps are necessary to assist USU in achieving their goals for carbon usage reduction. These modifications will require City Council approval and as such take time, but we are committed to expediting these discussions and changes.

As mentioned above, we appreciate the hours that USU staff and administration have dedicated

to finding an arrangement that allows for the sale of the property and construction of necessary infrastructure that not only benefits the greater Logan community but also Utah State University directly.

We also greatly appreciate the demonstrated support from yourself and the previous University President of this land purchase and partnering effort. We have enjoyed many partnering efforts in the past that have benefited both the City and University and anticipate many more in the years to come.

We look forward to discussing these items at the upcoming Board of Trustees meeting and are happy to make a brief presentation or answer questions as desired. Please don't hesitate to reach out to us with any questions as you consider this request and offer.

With gratitude,



Holly H. Daines  
Mayor



**ITEM FOR INFORMATION**

**RE:** Bad Debt Write-off for Fiscal Year Ending 30 June 2023

The attached information is submitted for the Trustees' consideration. The material received the appropriate administrative review and approval.

**EXECUTIVE SUMMARY**

This document and the attached schedule provide a summary of the write-offs for FY 2023 for tuition/fees, auxiliaries and other entities, as well as a comparative analysis for FY 2021 and FY 2022.

Tuition/Fees

The write-off for tuition/fees of \$526,501 is \$396,060 more than FY 2022 and \$140,427 more than FY 2021.

Auxiliaries and Other Entities

The bad debt write-off for auxiliaries and other entities of \$109,766 is \$11,089 more than FY 2022 and \$33,904 less than FY 2021.

Auxiliaries and other entities were asked to submit accounts for write-off approval. 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 2023**

Program	Approximate Annual Dollar Volume	Bad Debt Expense		Percent of Approximate Annual Dollar Volume	Funding Source
		Number Of Accounts	Amount		
Short-term Loans	\$400	0	\$0	0%	B
Returned Checks	\$10,926	0	\$0	0%	A
E & G Tuition/Fees	\$189,242,911	275	\$347,675	0.18%	C
Statewide Tuition/Fees	\$33,939,992	234	\$178,826	0.53%	C

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.

THREE-YEAR COMPARATIVE FIGURES									
Program	Bad Debt Expense						Percent of Approximate Annual Dollar Volume		
	2021		2022		2023		2021	2022	2023
	No. of Accounts	Amount	No. of Accounts	Amount	No. of Accounts	Amount			
Short-term Loans	1	\$400	0	\$0	0	\$0	6.25	0.00	0.00
Returned Checks	0	\$0	0	\$0	0	\$0	0.00	0.00	0.00
E & G Tuition/Fees	183	\$276,124	68	\$91,146	275	\$347,675	0.14	0.05	0.18
Statewide Tuition/Fees	168	\$109,950	53	\$39,295	234	\$178,826	0.33	0.12	0.53

COMPARATIVE SCHEDULE OF BAD DEBT WRITE-OFFS  
Fiscal Year Ending June 30, 2023

	FY 2021	FY 2022	FY 2023	Three -Year Total	Three -Year Average
TUITION AND FEES	<u>\$ 386,074</u>	<u>\$ 130,441</u>	<u>\$ 526,501</u>	<u>\$ 1,043,016</u>	<u>\$ 347,672</u>
AUXILIARIES AND OTHER					
Auxiliaries					
Campus Store	\$ 12,070	\$ 8,617	\$ 1,899	\$ 22,586	\$ 7,529
Parking	-	-	7,167	7,167	2,389
Dining Services	33,341	4,356	12,366	50,063	16,688
Housing	<u>64,853</u>	<u>26,452</u>	<u>29,443</u>	<u>120,748</u>	<u>40,249</u>
Total Auxiliaries	<u>110,263</u>	<u>39,426</u>	<u>50,875</u>	<u>200,564</u>	<u>66,855</u>
Other					
Shingo Institute	27,549	32,838	34,547	94,934	31,645
College of Ed Med Clinic - Sorenson Clinics	5,353	16,373	10,299	32,026	10,675
All Other	<u>504</u>	<u>10,041</u>	<u>14,045</u>	<u>24,590</u>	<u>8,197</u>
Total Other	<u>33,407</u>	<u>59,252</u>	<u>58,891</u>	<u>151,549</u>	<u>50,516</u>
Total Auxiliaries and Other	<u>\$ 143,670</u>	<u>\$ 98,677</u>	<u>\$ 109,766</u>	<u>\$ 352,113</u>	<u>\$ 117,371</u>

10 November 2023

**ITEM FOR INFORMATION**

**RE:** Leased Space Report

The attached annual facility Leased Space Report is submitted to the Board of Trustees for information.

**EXECUTIVE SUMMARY**

The attached annual facility Leased Space Report is a listing of all facility leases of significance by the University as of 30 June 2023.

Location - Dept./Project	Gross Square Feet	Annual Cost Per Square Foot Net or Full Service	Annual Cost	Terms in Months and Expiration Date	Source of Funding	Escalation	Monthly Lease Payment	Type of Space	Changes to Lease Report		
									Action	Square Footage	Expenditure
Blanding - Montezuma Creek Seminary Building - 375 North 400 West - USU Eastern San Juan Campus	2,354	\$2.55	\$6,000	60 mo. 6/30/24	USU Blanding	None	\$500	Classroom/Office			
Blanding - Nursing Program - San Juan County Bldg, 804 N 400 W	5,789	\$0.00	\$0	60 mo. 6/15/26	USUE	None	\$0	Classroom/Office			
Brigham City, Life Span Learning Center - DFCM, 265 West 1100 South, Brigham City UT	35,034	\$5.74	\$201,004	12 mo. 6/30/23	State line item & Other funds appropr.	Review annually	\$16,750	Classroom/Office			
Brigham City, Life Span Learning Center - DFCM, 265 West 1100 South, Brigham City UT	1,955	\$5.74	\$11,227	12 mo. 6/30/23	State line item & Other funds appropr.	Review annually	\$936	Laboratory			
Brigham City, Life Span Learning Center - DFCM, 265 West 1100 South, Brigham City UT	10,740	\$2.00	\$21,480	12 mo. 6/30/23	State line item & Other funds appropr.	Review annually	\$1,790	Storage			
Brigham City, Life Span Learning Center - DFCM, 265 West 1100 South, Brigham City UT	1,745	\$2.00	\$3,490	12 mo. 6/30/23	State line item & Other funds appropr.	Review annually	\$291	Office/Other			
Brigham City, CPD - Up-to-3 Early Learning Intervention - Reeder Holdings - 10 South 400 East, Brigham City UT	2,253	\$6.17	\$13,911	36 mo. 6/30/25	State line item & Other funds appropr.	2% annually	\$1,159	Classroom/Office			
Castle Dale, 15 E 600 N Downstairs Unit, CPD-SW Early Learning Intervention	1,200	\$5.00	\$6,000	36 mo. 10/01/25	Other funds	None	\$500	Classroom/Office			
Cedar City, Regional Field Office - 621 N 400 W, UCC Program	3,200	\$8.63	\$27,600	36 mo. 1/31/25	Other funds	None	\$2,300	Office/Other			
Logan, Cache County 4-H - Bridgerland Tech College - 1410N 1000W, Rm 1910	2,741	\$0.00	\$1	12 mo. 12/31/23	Grant	None	\$0	Classroom/Office			
Logan, 1770 North Research Parkway, Ste 140, North Logan - USU Small Business Development Ctr	1,281	\$13.05	\$16,721	12 mo. 3/31/24	Other funds	Escalates 3% annually	\$1,393	Classroom/Office			
Moab, 1105 South Hwy 191, Unit 1 R.C. Leasing - IDRPP SW Early Intervention	1,200	\$13.00	\$15,600	36 mo. 6/30/25	Grant	\$1200 annually	\$1,300	Classroom/Office			
Moab, 1181 S Highway 191, Bldg #3, UCC Program	1,200	\$17.33	\$20,790	12 mo. 12/31/23	Other funds	None	\$1,733	Office/Other			
Nephi - Juab County School District Office-346 East 600 North, Nephi, UT Academic and Institutional Services	2,788	TBD	TBD	60 mo. 6/30/25	Other funds	None	TBD	Classroom			
Orem/Provo Education Center, Central Park West Bldg, 1875 South State - Regional Campus	3,507	\$18.89	\$66,238	120 mo. 6/30/26	Other funds	Escalates 2.5% annually	\$5,520	Classroom/Office			
Orem, 1426 E 750 N #201 Utah County Extension Office	4,840	\$20.69	\$100,157	12 mo. 12/31/23	Other funds	2% annually	\$8,346	Office			
Price, USU Eastern Prehistoric Museum - 155 E. Main Street	23,787	\$0.00	\$0	300 mo. 6/30/39	Other funds	None	\$0	Classroom/Other			
Price, Carbon County Airport - 3095 East Airport Rd.	2,756	\$21.77	\$60,000	month to month	Other funds	None	\$5,000	Classroom/Office			
Price, Creekview Plaza 760 W. Price River Drive	8,750	\$12.60	\$110,250	60 mo. 5/31/27	Other funds	3% annually	\$9,188	Classroom/Office			
Roosevelt, 57 N 100 E - USU Extension	2,900	\$8.28	\$24,000	12 mo. 10/31/23	Grant	None	\$2,000	Office			
Salt Lake City, Wells Fargo Bldg., 299 South Main Street, Development Office	2,305	\$5.93	\$13,680	Month-to-month	Other funds	None	\$1,140	Office/Other			

Location - Dept./Project	Gross Square Feet	Annual Cost Per Square Foot Net or Full Service	Annual Cost	Terms in Months and Expiration Date	Source of Funding	Escalation	Monthly Lease Payment	Type of Space	Changes to Lease Report		
									Action	Square Footage	Expenditure
St. George, Utah Tech University, 225 South University Avenue, Office #572	98	\$33.67	\$3,300	Month-to-month	Grant	None	\$275	Office	Delete	98	\$3,300
St. George, Utah Tech University, 225 South University Avenue, Office #353	144	\$22.92	\$3,300	Month-to-month	Grant	None	\$275	Office	Delete	144	\$3,300
Vernal, Maeser Business Park, 2574W 500N, Bldg 2 Unit 2 - IDRPP Utah Assistive Technology Program	1,940	\$6.80	\$13,200	24 mo. 8/31/25	Grant	\$600 annually	\$1,100	Office/Other			
Washington DC, 211 Richmond Hwy, Apt. 602N - CP One Owner - CHASS	1,294	\$30.11	\$38,964	6 mo. 12/14/23	Other funds	None	\$3,247	Residential			
Washington DC, 211 Richmond Hwy, Apt. 508S - CP One Owner - CHASS	1,442	\$28.11	\$40,536	6 mo. 10/31/23	Other funds	None	\$3,378	Residential			
Washington DC, 211 Richmond Hwy, Apt. 515N - CP One Owner - CHASS	1,294	\$30.32	\$39,228	6 mo. 11/6/23	Other funds	None	\$3,269	Residential			
<b>TOTAL</b>	<b>128,537</b>	<b>\$6.66</b>	<b>\$856,677</b>				<b>\$71,390</b>			<b>98</b>	<b>\$3,300</b>

**Notes:**




**UtahState**  
University

University Honors Program

# Annual Report

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Fiscal Year 2022-2023



September 8, 2023



**UtahState**  
University

University Honors Program

# Annual Report

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**Fiscal Year 2022-2023**



Dr. Kristine Miller, Executive Director

Compiled by: Andreas Leidolf, Coordinator  
Reporting Period: 1 July 2022 – 30 June 2023



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# A. OVERVIEW

## 1. Honors Mission, Vision, and Values

### Mission

The University Honors Program trains a diverse community of tomorrow's leaders by engaging them in civil discourse, research and creative projects, and local and global humanitarian work. The program embodies Utah State University's land-grant mission to prioritize academics, foster diversity of thought and culture, and serve the public through learning, discovery, and engagement. The university therefore guarantees the program adequate infrastructure and resources, including an appropriate budget and faculty, staff, and administrative support, and commits to building and sustaining a robust Honors Program at the heart of the USU Aggie experience.

### Vision

In keeping with USU's land-grant mission, the program aims to recognize and develop the potential of students to become future change agents, even when students do not yet see that potential in themselves. Our vision is to build an increasingly rich and diverse community of students, faculty, alumni, staff, and stakeholders who represent the best that USU has to offer.

### Values

The University Honors Program shares with USU the following values:

*Access and Inclusion*—We value important differences in background, self-perception, and identities, and we work to include students with different perspectives and experiences and to improve access to our skill- and confidence-building curriculum and programming.

*Student Success and Retention*—We value the experience and success of students, and we work to communicate program requirements, maintain a valuable and flexible curriculum, and ensure understanding of the purpose and value of honors education.

*Research and Discovery*—We value undergraduate research and discovery, and our curriculum follows our motto, from the poet Horace: "Sapere Aude"—or "Dare to Know," a challenge to ask questions, discover answers, and share knowledge with others.

*Community Engagement*—We value community engagement and collaboration, and as one of USU's Community-Engaged Programs and Departments, we build opportunity for such work into our curriculum and programming.

*Academic and Professional Development*—We value academic and professional development, and we support students, both within and beyond our curriculum, in discovering their passions and charting their path into the future.

## 2. Strategic Plan Goals and Progress

FY 2022-2023 was the second year in the University Honors Program's 2021-2024 Strategic Plan. The progress on the plan's four key goals is included below.

## A. OVERVIEW

### Goal One: Assessment, Review, and Planning

The University Honors Program completed a detailed self-study using the National Collegiate Honors Council's (NCHC) *Shared Principles and Practices of Honors Education*, a nationally recognized assessment tool. We have arranged an external review and site visit for an NCHC review team: Dr. Patricia Smith, Dean of the Honors College at the University of Central Arkansas, and Dr. Daniel Roberts, Dean of the Honors College at Virginia State University. The site visit will include two full days of meetings with students, faculty, administrators, alumni, and staff and will take place on October 16-17, 2023.

### Goal Two: Access and Inclusion

The program revised its admissions process last year and began tracking demographic data on incoming and current students. To create more opportunities for USU students across Utah, we established faculty liaisons on three statewide campuses and made Honors courses and Book Labs available in virtual/hybrid formats, as well as in person. We partnered with the Office of Academic Belonging and Learning Excellence to offer Aggie First Scholars programming to our students through an Honors section of USU 1050, and we shared information about Honors with the American Indian, Alaska Native, and Native Hawaiian students participating in the Mentoring and Encouraging Student Academic Success program (MESAS). We created a new Honors Access and Inclusion Scholarship to support first-generation students and those from underrepresented minority groups and have awarded it to both current and incoming Honors students over the past two years.

### Goal Three: Structured Retention

The program began regularly showcasing outstanding Honors work, graduates, and student leaders on social media and at events. We integrated advising tips into our weekly *Honors in the Know* messaging and developed an Honors requirements Canvas quiz to give incoming students a clear understanding of how to start earning Honors points when they arrive at USU. We established transfer agreements that allow Honors graduates with associate degrees from Salt Lake Community College or Snow College to transfer directly into the USU Honors Program with incoming Honors points and a scholarship, and we plan in the coming year to begin offering the University Honors transcript designation to Honors students completing a USU associate degree. We have begun assessing first-year students' expectations and conducting graduate exit interviews to understand student perceptions of the program's value and impact. We have hired Honors student ambassadors to recruit and educate their peers, developed charters focused on retention for the Honors Faculty and Student Advisory Boards, trained Departmental Honors Advisors to discuss Honors in their departments, and hired a new Honors Academic Advisor.

### Goal Four: Community Engagement

The program has focused on building community at USU and beyond. We discussed alumni engagement with an alumni task force, featured an in-person alumni speaker at the 2023 Honors Medallion Ceremony and held an alumni luncheon before the

## A. OVERVIEW

ceremony, and scheduled an alumni dinner as part of the site visit and external review described above. We established a one-term Honors Alumni Connect opportunity to lead early-career students toward the more intensive Honors Alumni Mentoring Program designed for juniors and seniors. Several Honors courses earned the Community-Engaged Learning designation and guided students in work with community partners. We also began partnering with other campus groups to organize regular community-service opportunities for students and other members of the USU community. We met with the Center for Community Engagement and confirmed that we are meeting all requirements for our ongoing status as a USU Community-Engaged Program.

### 3. Leadership

The 2022-2023 fiscal year was the ninth year of the University Honors Program under the leadership of Dr. Kristine Miller, whose role as Director began on July 1, 2014. Her creative, collaborative development of this university-wide Honors Program, publications and presentations on honors education, and past and current service with the National Collegiate Honors Council—including as a Board of Directors member from 2020-2022—continue to distinguish USU as a national leader in honors education. As of July 1, 2022, Dr. Miller’s FTE was increased from .917 to 1.0, with a 75% commitment to Honors administration and a 25% commitment to her duties as tenured Professor in the Department of English.

### 4. Personnel

In addition to the Executive Director, the University Honors Program employs three 1.0 FTE professional staff members in these roles: Academic Advisor, Program Coordinator, and Program Assistant. An additional 1.0 FTE Academic Advisor position was approved for the 2023-2024 fiscal year, and the new advisor will start in September 2023. See Table A-1 for a list of personnel employed during the reporting period.

**Table A-1.** Utah State University Honors Program personnel in FY 2022-2023.

Position	Name	FTE	Dates in Role
Executive Director	Dr. Kristine Miller	1.0 <sup>a</sup>	07/01/2014 – present
Academic Advisor Senior	Amanda Adison	1.0	10/01/2019 – present
Program Coordinator II	Andreas Leidolf	1.0	04/01/2018 – present
Program Assistant III	Jennifer Cortez	1.0	02/01/2021 – present

<sup>a</sup> In this period, Dr. Miller’s appointment to the Honors Program accounted for 75% of her role at USU, with 25% allocated to the Department of English for her position as Professor of English.



# Taking the Dare: Belonging in Honors



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## B. TAKING THE DARE: BELONGING IN HONORS

The University Honors Program has been defined by a commitment to student belonging and academic exploration since its establishment as a university-wide program in 2014. This commitment is aligned with both Utah State University's (USU) mission and national best practices. The National Collegiate Honors Council defines honors education as a set of high-impact "opportunities that are appropriately tailored to **fit the institution's culture and mission**" and characterized by a "distinctive **learner-directed** environment and philosophy" and "**close community** of students and faculty" (emphasis added).

One of the University Honors Program's first steps was to highlight the importance of each part of this definition by announcing a new motto, from the poet Horace: "*Sapere Aude*"—or "Dare to Know." Embedded in new-student applications and central to our graduates' reflections on their educational experience at USU, the "Dare to Know" challenges *all* students, faculty, and alumni to join a diverse community of curious Aggies committed to asking questions, sharing knowledge, and putting learning into practice. The motto is foundational to the program, in part because of its emphasis on both belonging at USU and taking academic risks in a safe space.

The University Honors Program shares USU's commitment to belonging and academic exploration and embodies the institution's mission and the fundamental land-grant values of access and inclusion, student success and retention, research and discovery, community engagement, and academic and professional development. The program has created a holistic statewide admissions process and built for its students an innovative, points-based curriculum focused on student-driven experiential learning, professional development, and community engagement. To help prepare students to shape their own education, we have also created structured academic programs that guide them in experiential learning as they earn Honors points; these programs include two types of Honors Alumni Mentoring experiences, an Honors Leadership Academy, and the Honors Student Advisory Board. We have established and focused development efforts on an Honors Access and Inclusion Scholarship for first-generation students and those from underrepresented minority groups. We have worked with the Provost's Office, the Registrar's Office, and the Honors Programs at Snow College and Salt Lake Community College to formalize transfer agreements that directly admit two-year Honors graduates from other institutions to USU's four-year Honors Program with incoming points and a scholarship. We have collaborated with the Provost's Office, Faculty Senate, and Honors Faculty Advisory Board to include in faculty code the value of Honors teaching, mentoring, research, and service for promotion and tenure and to provide faculty with personalized documentation of this work in a standardized, recognizable format. The Executive Director has also brought national attention to USU Honors by serving on the National Collegiate Honors Council's Board of Directors and publishing articles and a monograph that highlight USU's implementation of best practices in honors education.

These strategic innovations have helped build a welcoming Honors community where all curious and engaged students, faculty, and alumni truly belong. The program's focus on exploration and belonging has also resulted in measurable growth. From 2014 to FY 2022-2023, the number of Honors participants has grown from 453 to 664 students, and from well under 100 to over 200 faculty. In the same time frame, the program has increased the size of its incoming class from 131 to as many as 212 first-year students and substantially diversified that cohort. New avenues for alumni giving now consistently



## B. TAKING THE DARE: BELONGING IN HONORS

generate total gifts to Honors ranging from \$25,000 to over \$60,000 per annum. Since 2014, we have greatly expanded the reach, impact, and vertical integration of our program by building productive and long-standing USU partnerships and collaborations, and the number of these collaborations has consistently increased each year.

Despite this long-term growth, the University Honors Program's volume of enriching student experiences and the vibrance of its community were difficult to sustain during the pandemic, as this year's graduation numbers demonstrate to some extent. FY 2022-2023 marked the graduation of many students whose first and second years of college were substantially disrupted by the pandemic. The past two annual reports document the program's energy and creativity in providing virtual programming that continued to encourage curiosity and a sense of community. We expanded our offerings of Honors Book Labs and moved them to virtual formats, brought alumni and campus partners into conversation with our students, and even orchestrated two virtual versions of each signature annual Honors event: the Honors Medallion Ceremony and the Honors Last Lecture. Nonetheless, this year's graduates told us in exit interviews that "COVID really limited my experience in Honors" and that they "sort of lost a year there at a key moment," and a third of interviewed graduates explicitly mentioned the challenges of finding community and maintaining mental health and personal well-being during the pandemic.

During this challenging period, our advising team encouraged students to think critically about the personal and professional paths that would help them to find a lasting sense of belonging at USU. We tried to ensure that, whether or not these students ultimately met all the requirements to graduate with University Honors, they benefitted and grew from their participation in the program.

As we move into FY 2023-2024, the University Honors Program has redoubled its efforts to offer all students the high-impact educational experiences that they so clearly missed during the pandemic. We have recommitted to fostering academic exploration and a lasting sense of belonging for all students. With our transfer agreements, statewide expansion, and holistic admission, the University Honors Program is truly extending the "Dare to Know" to all Aggies.

Over the past five years, the number of current students who have chosen to join this Honors community has ranged from 629-730 and is currently at 664. The program recognizes the need for structures to support these students into the future. To that end, we have decided to start by helping the newest of these students develop a sense of agency in their own education by building a first-year Canvas quiz focused on Honors requirements. We have also initiated a first-year survey asking why students applied to the program, what they look forward to in their first year, and which fears or concerns most bother them. This first-year survey will yield important retention data over time, particularly when paired with the graduate exit interviews that we instituted in FY 2022-2023. Seventy-five percent of incoming Honors students have passed the new-student Canvas quiz and 55% have already met (or scheduled) with an Honors advisor to create a four-year plan. Eighty-one percent of new students enrolled in an Honors *Connections* section and 85% have completed the first-year survey. These strategies to improve understanding of the program are designed to promote student

## B. TAKING THE DARE: BELONGING IN HONORS

retention, which will in turn increase an already heavy advising load in Honors. Recognizing this load, the Provost's Office agreed to help fund a second Academic Advisor position in the University Honors Program. We have hired this new advisor, who began working with Honors in the first week of September 2023.

In an effort to contribute to new faculty retention at USU and to build affinity with the University Honors Program, we have also initiated a New Faculty Engagement Strategy for fall 2023. The plan is to create monthly activities with follow-up from the Honors Program. These activities include sending a new USU faculty member and a current Honors student out for ice cream; organizing a new-faculty hike with the Honors PE hiking instructor and an Honors staff member; inviting new faculty to learn about Honors Book Labs at a faculty-only "Behind the Book Lab" event; asking students in the Honors Leadership Academy to invite new faculty to join them in attending the Annual Honors Last Lecture; and welcoming new faculty to our Honors Holiday Social at the end of fall term. In spring, the Honors Faculty Advisory Board (HFAB) will follow up with these new faculty to help them engage more actively with Honors, if they choose to do so. HFAB will also work with the faculty who have been appointed as Departmental Honors Advisors (DHA) in their home departments to develop strategies for increasing faculty and student engagement on the departmental and college levels. As liaisons between their departments and the University Honors Program, DHAs are encouraged to bring Honors opportunities into faculty and student conversations in the department and thus to build a culture of ongoing Honors engagement.

This October, the University Honors Program is taking our own "Dare to Know." Having completed an exhaustive self-study, we have invited an external review team from the National Collegiate Honors Council to read the self-study and meet with students, faculty, administrators, alumni, and partners. We eagerly anticipate the reviewers' assessment of the program and their recommendations for change; the future depends upon such programmatic reflection and assessment. The reviewers' report after the visit will guide the development of the University Honors Program's 2025-2028 strategic plan. We look forward to the continued growth of the Honors community and an increasing impact on the sense of student and faculty belonging here at USU.



# Honors by the Numbers



University Honors Program

## C. PARTICIPANTS

### *In FY 2022-2023, the USU Honors Program:*



Served an Honors student population of **664** students from **all eight** of USU's colleges, **five** statewide campuses, **49 of 54** USU departments, and **101 of 115** academic majors.



Welcomed **184 new first-year** and **16 current/transfer** students to the program.



**Graduated 32 students** with University Honors.



Involved **202 USU faculty** and staff from **44 departments/programs** in teaching and other academic activities, including mentoring, advising, service, and assessment.



Engaged with **49 Honors alumni** through alumni-student programming and mentoring.



Built an initial cohort of **14 students** and engaged **10 faculty** in teaching, mentoring, and service across **six statewide campuses**.

## C. PARTICIPANTS

### 1. Student Participants

In FY 2022-2023, the Honors Program served a population of 664 students, including 591 actively attending (equivalent to 3.4% of the undergraduate student population on USU's main Logan campus) and 73 on temporary leave of absence. Compared to the USU main-campus population, a smaller percentage (6%) of all enrolled Honors students identified as belonging to an underrepresented racial or ethnic minority (URM) or being first-generation college students (11%) or veterans (<1%, Table C-1). As in the previous reporting period, the percentage of URM and first-generation students among newly admitted first-year and current/transfer Honors students tracked institutional numbers more closely.

**Table C-1.** Demographics of USU Honors Program and USU Logan campus general student population for FY 2022-2023.

	Total #	Male (%)	Female (%)	Non-binary (%)	URM <sup>a</sup> (%)	1 <sup>st</sup> Gen (%)	Veteran (%)
Total Honors Population (enrolled)	591	202 (34%)	382 (63%)	7 (3%)	37 (6%)	66 (11%)	2 (<1%)
<i>USU Comparison<sup>b</sup></i>	17,636	8,593 (49%)	8,963 (51%)	80 (<1%)	1,463 (8%)	2,949 (17%)	503 (3%)
First-year Honors	184	51 (28%)	132 (72%)	1 (<1%)	14 (8%)	23 (13%)	1 (<1%)
Honors Current/Transfer	16	5 (31%)	11 (69%)	0 (0%)	3 (19%)	2 (13%)	N/A
<i>USU Comparison<sup>b</sup></i>	3,629	1,478 (41%)	2,128 (59%)	23 (<1%)	313 (9%)	537 (15%)	74 (2%)
Honors Graduates	32	8 (25%)	23 (72%)	1 (3%)	1 (3%)	1 (3%)	N/A

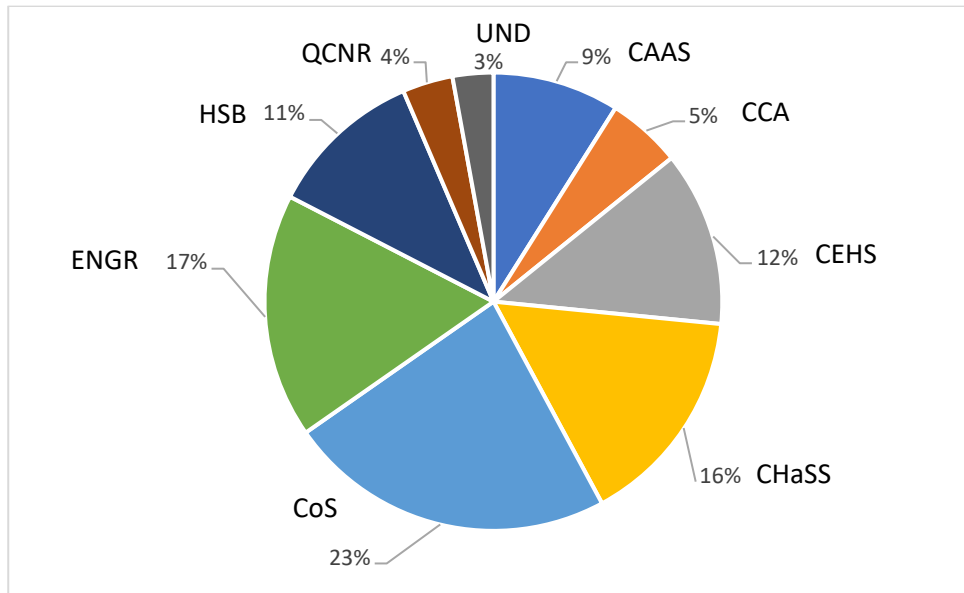
<sup>a</sup> Includes students self-identifying as Hispanic/Latinx, Black or African American, American Indian or Alaska Native, and Native Hawaiian or Other Pacific Islander.

<sup>b</sup> Logan campus only, full-time four-year Bachelor-degree-seeking only.

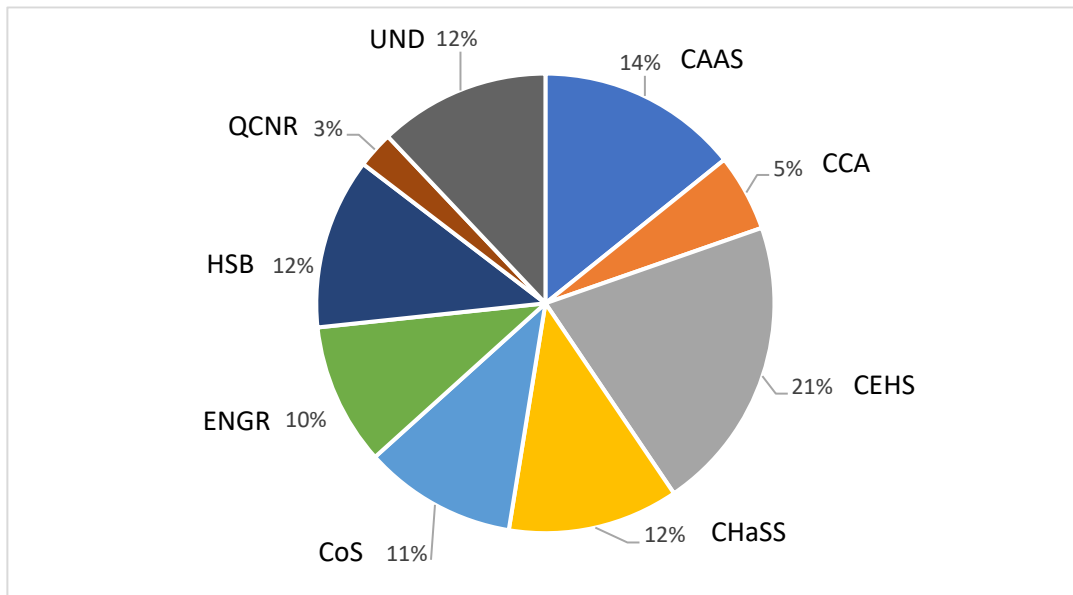
Continuing a three-year trend, the largest number of Honors students in one college (137) came from USU's College of Science (CoS). CoS Honors students make up 23% of the entire Honors student population, comparable to last year. This percentage is significantly higher than that of the College of Engineering (ENGR, 17%) and the College of Humanities and Social Sciences (CHaSS, 16%), which have the next-largest Honors student populations, with the Emma Eccles Jones College of Education and Human Services (CEHS), the Jon M. Huntsman School of Business (HSB), and the College of Agriculture and Applied Sciences all accounting for 9-12% of the Honors student population. As in previous years, the smallest percentages of Honors students came from the Caine College of the Arts (CCA, 5%) and the S.J. and Jessie E. Quinney College of Natural Resources (QCNr, 4%, Figure C-1A). Figure C-1B shows the student breakdown by college for USU's general student population on the Logan campus. The most notable discrepancy between that general population and Honors is a substantially larger proportion of undeclared students in the general population,

## C. PARTICIPANTS

### (A) Honors Students



### (B) USU Students



**Figure C-1.** FY 2022-2023 Honors (A) and USU Logan Campus (B) student population by college: CAAS = College of Agriculture and Applied Sciences; CCA = Caine College of the Arts; CEHS = Emma Eccles Jones College of Education and Human Services; CHaSS = College of Humanities and Social Sciences; CoS = College of Science; ENGR = College of Engineering; HSB = Jon M. Huntsman School of Business; QCNR = S.J. and Jessie E. Quinney College of Natural Resources; UND = Undeclared.

## C. PARTICIPANTS

which complicates a potential comparison. Still, the Honors student population appears to consist disproportionately of students who have settled on a major, with students from CoS, ENGR, and CHaSS noticeably overrepresented, and students from CAAS and CEHS significantly underrepresented.

Student participants in the Honors Program represented 49 academic departments or programs (USU: 54) and 101 majors (USU:115).

This year, Honors welcomed 184 first-year students, an 11% increase from FY 2021-2022, reversing a two-year decrease in the size of the incoming Honors cohort during the pandemic. The ratio of female to male Honors first-year students remains notably high, particularly when compared to the incoming student population on USU's Logan campus, and the percentage of students reporting their gender as non-binary tracks USU's percentage (Table C-1). Significantly, the percentage of students identifying as non-binary within the Honors population is significantly higher than the USU comparison.

The Honors Program graduated 32 students this year, representing 5% of the total Honors student population and 15% of the 2019 first-year cohort that would graduate within four years in 2023 (Table C-1, Figure G-1, Table H-1), a significant decrease over previous years. Almost three quarters of this year's graduates were female (Table C-1), which is consistent with long-term trends in our program. For a comparison of the Honors Program's completion rate over time, see Figure G-1.

### 2. Faculty and Staff Participants

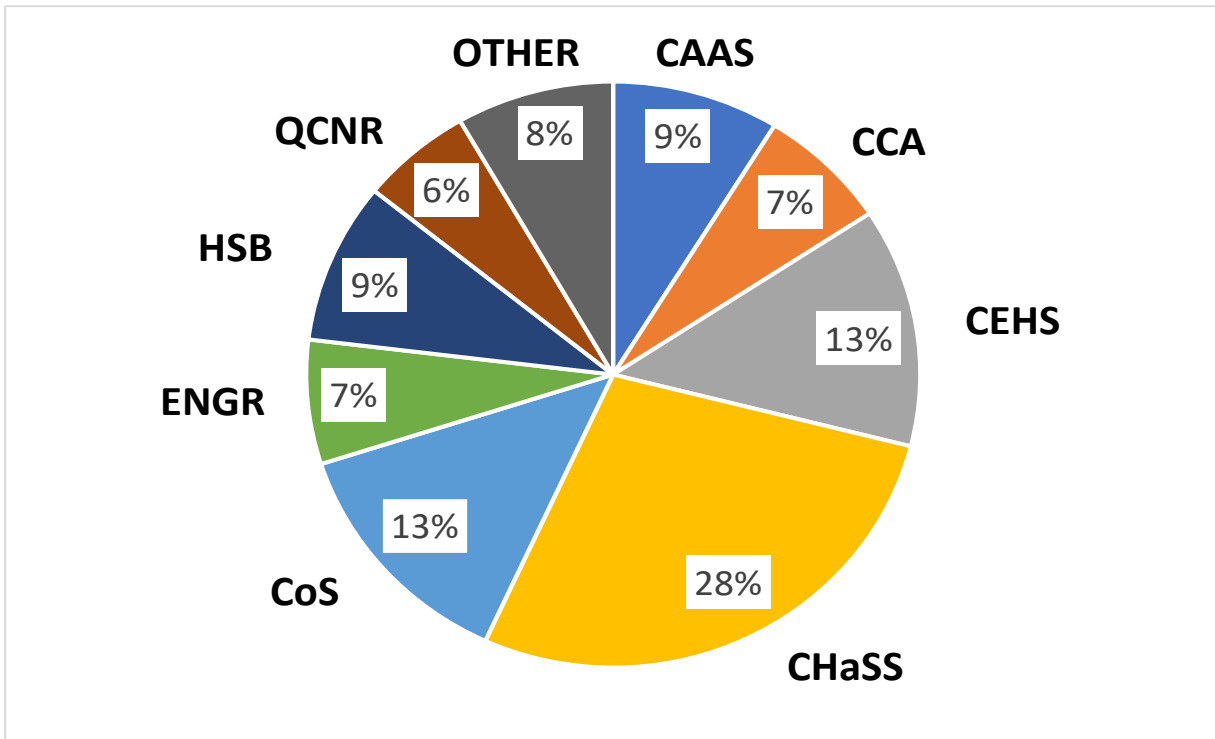
In FY 2022-2023, Honors actively engaged 202 USU faculty, staff, and graduate mentors/instructors in teaching and related academic activities, including mentoring, advising, program assessment and advocacy, and other work (Table H-2). That number, while comparable to the previous reporting period, is still lower than the level of faculty engagement with Honors in pre-pandemic years.

As in previous years, faculty and staff participated in the full range of available Honors academic activities, including teaching Honors courses and departmental Honors sections (Tables E-4, E-5), USU 1010 (H) *Connections* (Table E-3), and USU 1050 (H) *Habits of Mind* for Aggie First Scholars (Table E-5); leading Honors Book Labs (reading and discussion groups, Table E-6); working with students on Honors Mentoring Agreements and capstone projects; guiding national scholarship applicants; serving as Departmental Honors Advisors (DHA, Table H-3); reviewing admissions and scholarship applications, including those for national and international scholarships; and engaging in program evaluation, assessment, and advocacy as members of the Honors Faculty Advisory Board (Table H-4).

Almost one third of these faculty and staff members engaged in more than one way with the Honors Program. As in the previous reporting period, faculty participants were distributed quite evenly across academic ranks. Honors-engaged faculty belonged to 44 departments or other academic units from all eight USU colleges and USU Libraries. The largest proportion of Honors-engaged faculty came from CHaSS (28%), followed

## C. PARTICIPANTS

by CoS and CEHS (13% each). The percentage of engaged faculty from the remaining five colleges ranged from 6-9% (Figure C-2).



**Figure C-2.** FY 2022-2023 Honors-engaged faculty, staff, and other mentors/instructors by college: CAAS = College of Agriculture and Applied Sciences; CCA = Caine College of the Arts; CEHS = Emma Eccles Jones College of Education and Human Services; CHaSS = College of Humanities and Social Sciences; CoS = College of Science; ENGR = College of Engineering; HSB = Jon M. Huntsman School of Business; QCNR = S.J. and Jessie E. Quinney College of Natural Resources.

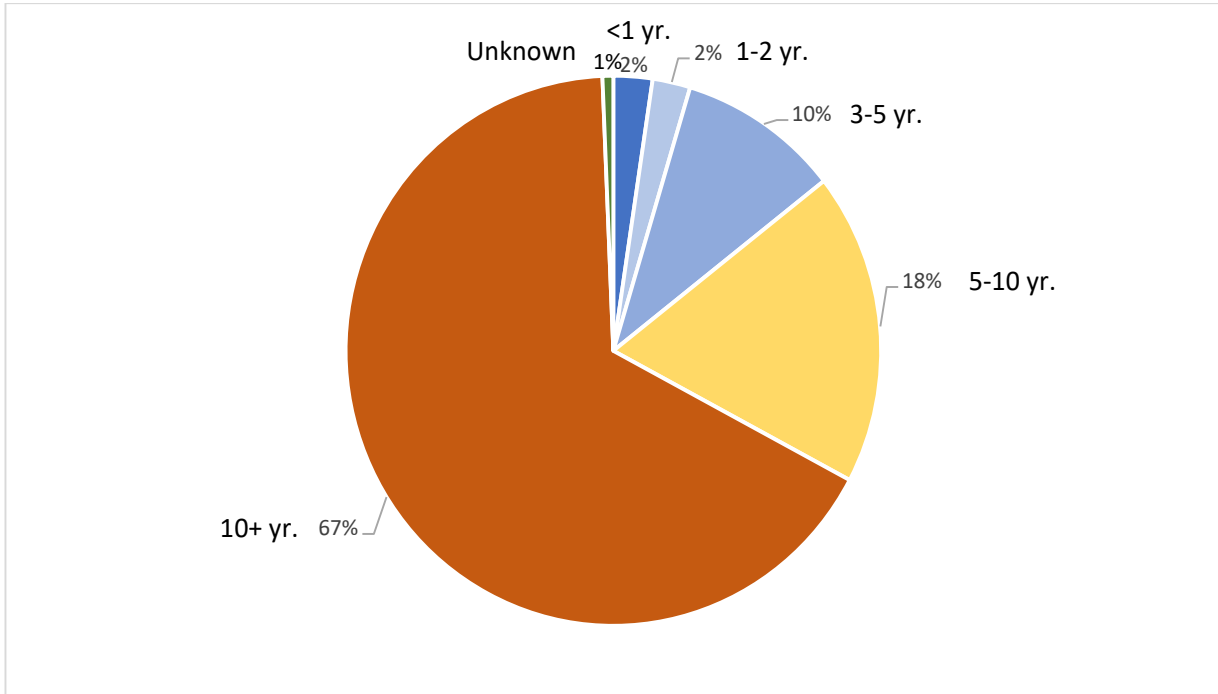
### 3. Alumni Participants

The Honors Program draws on the professional expertise and positive attachment of a cohort of 1,229 alumni. During FY 2022-23, the program actively engaged with 23 former Honors Aggies in the Honors Alumni Mentoring Program (AMP) for juniors and seniors; a further 17 alumni participated in the Honors Alumni Connect program designed for first- and second-year Honors students. In addition, three recent Honors graduates shared their perspectives on “The Value of Graduating with Honors” with an audience of 27 current Honors students, including students working on their Honors capstones, as part of a Zoom panel (Table E-7). Five of our alumni with graduation years spanning several decades participated in a “Failure Resume Workshop” as part of the *Honors Cares* series (Table E-7). Honors alum Jeff Carr (2009, English/Creative Writing) delivered a keynote address at the 2023 Honors Medallion Ceremony celebrating our 2022-2023 Honors graduates.



## C. PARTICIPANTS

Figure C-3 provides a breakdown of Honors alumni by time since graduation: 15% of these alumni are recent graduates (<5 years), 18% are early-career professionals (5-10 years), and 67% are mid/late career professionals (>10 years).



**Figure C-3.** Time since USU graduation of USU Honors alumni in FY 2022-2023.

### 4. Statewide Participation

During FY 2022-2023, the Honors Program greatly expanded its statewide footprint and pivoted from partnering with statewide campuses to full integration across the entire breadth of its programming. This effort resulted in a significant increase in statewide student and faculty participation in the Honors Aggie experience.

In 2021-22, the statewide expansion of USU Honors resulted in three incoming first-year students (out of six who were offered admission) and one current/transfer student (the only application) accepting a place in the USU Honors Program for fall 2022. In 2022-23, an additional three incoming first-year students (out of three offered admission) and one more current/transfer student (again the only application) accepted a place in Honors for fall 2023. As of spring 2023, the program now includes 14 students on five statewide campuses: four in Price, four in Salt Lake City, three in Kaysville, two in Brigham City, and one in Orem. The program has expanded recruiting efforts by participating in the fall 2022 High School Open House on the USU Eastern campus in Price; involved faculty on the Price, Uintah Basin, and Brigham City campuses in contacting/messaging prospective students; and intentionally included faculty on all statewide campuses in its calls for leading Honors Book Labs and its first-

## C. PARTICIPANTS

year admissions review process. The program is now accepting applications from any campus but continues to target the three pilot campuses (Brigham City, Price, and the Uintah Basin), with the aim of gradual cohort-building.

For the first time in FY 2022-2023, Honors included statewide representation on its Honors Student Advisory Board (Table H-5). Honors also worked with one of our statewide faculty members to develop an Honors Introductory Experience course in an interactive broadcast format specifically designed to include statewide students (Table E-4). The Honors Program Coordinator visited with the student cohort on the USU Eastern Price campus and co-hosted a lunch with the Price faculty liaison.

After establishing a faculty liaison on each of the three statewide pilot campuses in FY 2021-2022, Honors was able to build small cohorts of engaged faculty at these sites and involve them in a range of academic activities. Ten statewide faculty members representing six statewide campuses, four colleges, and seven academic departments now serve as Departmental Honors Advisors (Table H-3), teach Honors Courses, lead Honors Book Labs, participate in Honors first-year admissions and scholarship review, and mentor Honors capstones and Honors Mentoring Agreements (HMAs). For the first time in FY 2022-2023, Honors included statewide representation on its Honors Faculty Advisory Board (Table H-4), as well as on the Honors Student Advisory Board.

## D. PARTNERS

*In FY 2022-2023, the USU Honors Program:*



Partnered with **34 USU** and **19 external collaborators** from a wide range of offices and organizations in the local and national communities.



Provided **\$900** in **sponsorship funds** to support community programming by **four** on-campus partners.



Maintained memberships in **six professional organizations**.

## D. PARTNERS

The Honors Program enters into productive, mutually beneficial partnerships on campus and within the wider local, national, and global communities with the aims of creating opportunities for students and faculty, advancing best educational practices, and extending the reach and impact of USU Honors beyond the boundaries of our program. In FY 2022-2023, this included a new partnership with the Office of Diversity, Equity, and Inclusion. In alignment with this new partnership, the University Honors Program financially sponsored and publicized several events designed to build diversity, equity, inclusion, and community engagement at USU. The Honors Program and staff also maintained memberships and active involvement in several national and regional organizations and professional societies, both to build USU Honors recognition beyond the institution and to participate in the continued exchange of knowledge and best practices in honors education.

### 1. USU Partners

#### Ongoing Partnerships:

*Advising*—The Honors Academic Advisor continued collaboration with University Advising (focused on the development and implementation of advising best practices) and coordinated Honors advising with major advising across campus to promote better student outcomes.

*Aggies Think, Care, Act*—As a member of the ATCA committee, the Executive Director represents the program at monthly meetings and shares updates to help build collaboration on inclusive programming between academic and student-services units.

*Allies on Campus*—The Executive Director, Coordinator, Academic Advisor, and Program Assistant have completed Allies training.

*Center for Community Engagement*—Honors continued its productive collaboration with the CCE to promote the Community-Engaged Scholar transcript designation and to seek community-engaged learning (CEL) designations on select Honors courses. The Honors Program Assistant continued to explore potential collaboration on service projects and partnered with CCE on “Spring into Service” and “Loaves and Fishes” service projects. The Executive Director continued as a member of the Advisory Committee on Community Engagement.

*Center for Instructional Design and Innovation*—Honors collaborated with CIDI staff to improve structured Honors-in-Practice programs offered through Canvas, including the Alumni Mentoring Program, Honors Alumni Connect, and the Honors Leadership Academy.

*Center for Intersectional Gender Studies and Research*—Honors collaborated with center staff to cross-promote events.

*Department of Biology*—Honors collaborated with the Department of Biology to offer two Honors sections of BIOL 1615/1625: Biology Lab.

*Department of Engineering Education*—Honors collaborated with the Department of Engineering Education to offer an Honors section of ENGR 3080: Technical Writing for Engineers.

## D. PARTNERS

*Department of English*—Honors collaborated with the Department of English to offer four Honors sections of the required ENGL 2010: Intermediate Writing course.

*Department of Kinesiology and Health Science*—Honors collaborated with the Department of Kinesiology and Health Science to offer four Honors sections of Physical Education courses.

*Department of Mathematics and Statistics*—Honors collaborated with the Department of Mathematics and Statistics to offer two Honors sections of mathematics courses.

*Housing Services*—Honors continued its productive collaboration with Housing Services in resolving questions about Honors House and navigating student demand. The Executive Director engaged the Housing Services Executive Director in an ongoing conversation about Honors space on the USU Main Campus.

*Institute for Disability Research, Policy, and Practice (formerly Center for Persons with Disabilities)*—Honors collaborated with the institute's Executive Director to continue offering weekly laughter practice for Honors students and community members.

*Institute of Government and Politics*—Honors collaborated with the IOGP to place students in internships.

*Latinx Cultural Center*—Honors collaborated with the Latinx Cultural Center to develop and implement student programming, including a “Salsa and Salsa” social event, now in its second year.

*Mentoring and Encouraging Student Academic Success (MESAS) Program*—Honors continued its partnership with MESAS to communicate the benefits of Honors and to create pathways into Honors for MESAS participants. Honors ambassador Cristina Chirvasa participated in and presented at a MESAS recruiting event, and the Executive Director meets annually with the Faculty Advocate for the MESAS program to ensure clear communication about Honors with these students.

*Nora Eccles Harrison Museum of Art*—NEHMA staff supervised an Honors Mentoring Agreement in FY 2022-2023.

*Office of Academic Belonging and Learning Excellence*—Honors has worked with the Office of Academic Belonging and Learning Excellence, particularly its Aggie First Scholars program, to identify first-generation students in Honors and has used that information to inform both future recruiting/retention efforts and shared programming. For the first time in FY 2022-2023, Honors offered an Honors section of USU 1050 (H) Habits of Mind: Learning as a First-generation Student.

*Office of Admissions*—The Executive Director and staff continued to work with Admissions to refine a targeted plan for Honors recruiting and messaging, coordinate the recruitment of highly motivated students across colleges, and train ambassadors and tour guides to incorporate information about Honors into their scripts and tours.

*Office of Analysis, Assessment, and Accreditation*—The Executive Director collaborated with staff from AAA in an effort to report Honors student demographics more accurately and to generate valid and meaningful comparisons with the USU general student population.

## D. PARTNERS

*Office of Global Engagement*—Honors continued its productive collaboration with the OGE to promote and help fund study abroad experiences for Honors students and to build pathways toward the Global Engagement Scholar transcript designation.

*Office of Research*—Honors continued to work with the OR to recruit and admit Undergraduate Research Fellows (URF), participate in URF programming and cohort activities, coordinate research funding matches with Undergraduate Research and Creative Opportunities (URCO) grants, develop and model best practices for research mentoring at USU, and host the first annual Honors Capstone Poster Showcase as part of Student Research Symposium. The Executive Director also continued service on the USU Undergraduate Research Advisory Board (URAB).

*Queer Student Alliance*—Honors collaborated with QSA for a second year to plan and implement a “Spring into Service” project open to all (Honors and non-Honors) students.

*Residence Life*—Honors partnered with Residence Life to provide theme housing for Honors students. This work included recruiting residents, assisting with Resident Assistant (RA) training, and combined programming. Residence Life staff also supervised an Honors Mentoring Agreement in FY 2022-2023.

*Student Financial Support*—Honors partnered with the Office of Student Financial Support to administer Honors scholarships through the new award system *ScholarshipUniverse* and to synchronize its awarding timeline with that of the institution.

*Student Orientation and Transition Services*—Honors staff coordinated with Aggie Orientation staff to communicate the value of Honors to incoming Honors and non-Honors students. Honors also collaborated with SOTS and the faculty *Connections* committee to staff and identify peer mentors for Honors *Connections* sections, train faculty and peer mentors, make participation in this transition-to-college program mandatory for all first-year Honors students, and tune the *Connections* curriculum to the needs of highly motivated Honors students.

*University Advancement*—Honors worked with University Advancement and the development officer for central programs on Honors development efforts, specifically to support the Honors Access and Inclusion Scholarship. Honors also collaborated with Advancement to coordinate and update its alumni database.

*University Libraries*—Honors staff worked with reference librarians to archive Honors student capstone projects in Digital Commons. The program also coordinated with the library to maintain an Honors study room and equipment, and to host the first annual Honors Capstone Poster Showcase during Student Research Symposium.

*University Marketing and Communications (UMAC)*—The Executive Director and staff worked with UMAC to create a targeted Honors recruitment plan and identify and market USU’s educational strengths to highly motivated students. The program also worked with UMAC to market the Annual Honors Last Lecture with posters, web materials, and social media images.

## D. PARTNERS

*Utah State University Student Association*—Honors participated in USUSA Homecoming events.

### New Partnerships:

*Christensen Office of Social Action and Sustainability*—Honors collaborated with COSAS to implement the “Loaves and Fishes” service project.

*College of Science*—Honors partnered with the CoS public outreach program *Science Unwrapped* to provide a booth with hands-on-learning activities for learners of all ages.

*Latin Dance Club*—Honors collaborated with the Latin Dance Club to implement the “Salsa and Salsa” social activity.

*Office of Diversity, Equity, and Inclusion*—The Executive Director met with the Vice President for DEI and worked with the Director of Education and Professional Learning to create an Inclusive Pedagogy Sparkshop discussion for all Honors teaching faculty. The Executive Director also worked with the Senior Director of Campus and Community Engagement to include Honors messaging in USU recruiting efforts and messaging.

## 2. Sponsorships

*Interfaith Initiative*—Honors provided financial sponsorship for the second annual Community Iftar Ramadan Dinner.

*LGBTQIA+ Health and History Series*—Honors provided financial sponsorship for a Tanner Talk entitled “Anti-trans Fervor in Historical Context,” which was held as part of the 2022-2023 LGBTQIA+ Health and History Series.

*Swenson Writer Sponsorship*—Honors provided financial sponsorship for the College of Humanities and Social Science’s Swenson Visiting Writer, Aimee Nezhukumatathil.

*Tails from the Crypt Sponsorship*—Honors provided financial sponsorship for this fundraiser for the Cache Humane Society and the USU Department of Art + Design Scholarship Fund. This event was part of the community-engaged-learning work in an Honors Introductory Experience course with a CEL designation.

## 3. External Partners

The following individuals or organizations mentored USU Honors students completing projects for Honors Mentoring Agreements or capstones, or partnered with Honors on student programming (\* = new partner for FY 2022-2023):

- Aegis Homecare and Hospice\*
- Aidia, Logan, UT
- Allen and Alice Stokes Nature Center, Logan, UT\*
- Associazioni Cristiane Lavoratori Italiani (ACLI), Rome, Italy\*
- First Presbyterian Church, Logan, UT\*
- Idaho National Laboratory, Idaho Falls, ID\*
- iHelp Foundation, Providence, UT\*



## D. PARTNERS

- Intermountain Therapy Animals, Salt Lake City, UT
- Interventional Spine and Pain Management\*
- Kiewit Corporation, Omaha, NE\*
- Nutraceutical, Salt Lake City, UT
- Osborne, Robbins and Buhler P.L.L.C., Salt Lake City, UT\*
- Qnergy, Ogden, UT\*
- Quail Pointe Veterinary Hospital, Clinton, UT\*
- Salt Lake City Department of Engineering, Salt Lake City, UT\*
- Salt Lake County Camp Hope, Salt Lake City, UT\*
- Tripoli Rocketry Association, Bellevue, NE\*
- United States Congress, House of Representatives, Washington, D.C.\*
- Volunteering Journeys\*

### 4. Professional Affiliations and Engagement

The Honors Program maintains active affiliations with the following organizations:

*Association of Public and Land-Grant Universities Council on Honors Education (APLU CoHE)*—The Executive Director actively participates in programming offered by this recently formed group of honors deans and directors from public and land-grant institutions.

*Honors Education at Research Universities (HERU)*—The Honors Program maintained its affiliation with other honors educators in the HERU group in FY 2022-2023.

*NACADA: The Global Community for Academic Advising*—The Honors Program Academic Advisor maintained membership in NACADA in FY 2022-2023.

*National Association of Fellowship Advisors (NAFA)*—The Honors Program maintained its membership in NAFA in FY 2022-2023.

*National Collegiate Honors Council (NCHC)*—The Honors Program maintained its membership in NCHC in FY 2022-2023. The Executive Director completed a three-year term on the NCHC Board of Directors; participated in and co-facilitated a panel presentation at the NCHC Annual Meeting in Dallas, Texas; completed service as co-chair of the NCHC Advocacy Committee; began a three-year term as elected co-chair of the NCHC Publications Board after having previously served as a member; began service on the NCHC Governance Committee, and continued service on the *Journal of the National Collegiate Honors Council* Editorial Board.

*Western Regional Honors Council (WRHC)*—The Honors Program maintained its membership in WRHC in FY 2022-2023.



## E. PROGRAMMING



ESSENTIAL ACTIVITIES: Honors holistically reviewed **334 applications** with the input of **67 faculty** and is on track to admit a cohort of **172 incoming first-year students** in fall of 2023.

Honors provided professional and peer advising to its student population in **572 advising appointments**.



ACADEMIC PROGRAMS: Honors offered and/or financially supported **8 HONR-prefix courses, 14 Honors sections** of departmental courses, and **34 Honors Book Labs**.

Honors students completed **74 Honors Mentoring Agreements, 32 Honors capstones**, and attended and reflected on **497 co-curricular** events.



ENGAGEMENT: Honors delivered **27 events** to **435 student participants**.



PROFESSIONALIZATION: Honors engaged **43 students** in formal **mentoring** with its alumni and provided professional development to **32 student employees**.

## E. PROGRAMMING

### ESSENTIAL ACTIVITIES

Defined as the annually recurring tasks that sustain the long-term health of the University Honors Program, these essential activities provide critical services to current and prospective students.

#### 1. Recruiting

Honors staff and student employees participated in 25 in-person recruiting events in FY 2022-2023 (Table E-1), engaging 971 prospective Honors students, as well as 473 of their family members, in conversations about the benefits of the USU Honors Program. These numbers represent a significant increase in the level of interest in our program at recruiting events over the previous reporting period. In part, this increase is due to an expansion of the number of recruiting events attended: for the first time in FY 2022-2023, Honors participated in the Roosevelt and USU Eastern Price Open Houses, as well as the Salt Lake Community College and Snow College Transfer Open Houses.

Recruiting and informational events on the Logan campus also allowed Honors staff and student employees to engage with 332 current and incoming students (and, in some cases, their family members) to answer questions or simply start a conversation about the program.

#### 2. Admissions

The USU Honors Program received 334 first-year applications in FY 2022-2023 (Table E-2), a 16% decrease from the previous reporting period, and on the lower end of long-term program averages. The average high school GPA of applicants was 3.91; the average ACT score of students who chose to submit this score (given USU's and the Honors Program's test-optional admissions) was 28.7. Both of these scores represent slight increases over the previous year, despite our program's well-articulated emphasis on mindset over academic scores.

From this applicant pool, following holistic review by 67 USU faculty representing all eight colleges and University Libraries, Honors invited 330 students to join the program (98% of applicants, compared to 89% of applicants in the previous reporting period). Experience has shown that to generate an incoming class of 175-200 students, the program must invite roughly twice that number of students. This year, that formula resulted in Honors admission offers going to most applicants, with a few exceptions who were not admitted from the waitlist because they were not registered at USU by August 1, 2023.

Because admission was offered to most applicants, there was no difference in GPA or ACT scores among those accepted and those denied admission. Interestingly, the 128 students who did not accept our invitation had, on average, higher GPA and ACT scores (GPA = 3.94, ACT = 28.8, Table E-2). The admissions process resulted in a first-year class for FY 2023-2024 of 202 students (-4%), of whom 30 deferred enrollment (Table E-2).

## E. PROGRAMMING

**Table E-1.** Honors Program recruiting events in FY 2022-2023.

Event Name	Location	Date	Staff	Student Employees	Students Contacted		Family Contacted	
					I	P	I	P
Connections Welcome Fair	USU (TSC)	08/23/2022	2	2	78	32	5	12
Day on the Quad	USU (Quad)	08/31/2022	2	9	40	155	0	0
QCNR Student Social	USU (QCNR Patio)	08/31/2022	1	1	2	15	0	0
Brigham City Bash	Brigham City, UT	09/01/2022	2	0	0	15	0	0
Undergraduate Research Fair	USU (Quad)	09/07/2022	0	2	1	15	0	0
Biology Undergraduate Student Association	USU (LSB Atrium)	09/08/2022	0	2	2	14	0	0
High School Counselor Conference <sup>a</sup>	USU (West Stadium Complex)	09/15/2022	1	0	0	0	0	0
CAAS Day on the Patio	USU (CAAS Patio)	09/21/2022	0	2	30	0	0	0
Senior Preview Day	USU (TSC)	09/23/2022	1	3	0	54	40	0
Open House—Logan	USU (TSC)	09/28/2022	1	6	1	94	0	61
Open House—Layton	Layton, UT	09/29/2022	1	3	0	97	0	53
Open House—Provo	Provo, UT	10/03/2022	1	3	0	84	0	64
Open House—Roosevelt	Roosevelt, UT	10/04/2022	1	0	0	21	0	18
Open House—South Jordan	South Jordan, UT	10/11/2022	1	3	0	61	0	30
Senior Preview Day	USU (TSC)	10/21/2022	0	5	0	65	0	30
SLCC Transfer Open House	Taylorsville, UT	11/08/2022	1	0	0	9	0	0
Open House—USU Eastern Price	Price, UT	11/09/2022	1	0	0	17	0	8
Snow College Transfer Open House	Ephraim, UT	11/10/2022	1	0	0	33	0	0
MESAS—Pathways to Engagement	USU (EDUC 413)	02/16/2023	0	1	5	1	0	0
Junior Preview Day	USU (TSC)	03/16/2023	1	2	0	47	0	25
Junior Preview Day	USU (TSC)	03/17/2023	1	2	0	110	0	67
Science Unwrapped	USU (ESLC 130)	03/17/2023	1	4	0	6	0	0
Admitted Students Day	USU (TSC)	03/18/2023	0	7	56	0	0	38
Admitted Students Day	USU (TSC)	03/24/2023	1	5	50	23	5	31
Admitted Students Day	USU (TSC)	03/25/2023	0	3	67	3	0	36

<sup>a</sup> Honors engaged with 32 high school counselors at this event.

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**Table E-2.** Demographics of FY 2022-2023 Honors applicant and admission pools.

Category	Total	Male (%)	Female (%)	Non-Binary (%)	URM <sup>a</sup> (%)	1 <sup>st</sup> Gen (%)	Veteran (%)
First-year Applicants	334	120 (36%)	209 (63%)	5 (1%)	33 (10%)	39 (12%)	8 (2%)
<u>Accepted</u>	330	117 (36%)	208 (63%)	5 (1%)	32 (10%)	39 (12%)	8 (2%)
<i>Admitted</i>	172	47 (28%)	121 (70%)	4 (2%)	19 (11%)	24 (14%)	5 (3%)
<i>Deferred</i>	30	25 (83%)	5 (17%)	0	1 (3%)	1 (3%)	0
<i>Declined</i>	128	45 (35%)	82 (64%)	1 (1%)	12 (9%)	14 (11%)	3 (2%)
<u>Not Accepted</u>	4	3 (75%)	1 (25%)	0	1 (25%)	0	0
Current/Transfer Applicants	16	5 (33%)	11 (67%)	0	3 (27%)	2 (40%)	N/A
<i>Accepted</i>	16	5 (23%)	11 (77%)	N/A	3 (27%)	2 (40%)	N/A
<i>Admitted</i>	16	5 (23%)	11 (77%)	N/A	3 (27%)	2 (40%)	N/A

<sup>a</sup> Includes students self-identifying as Hispanic/Latinx, Black or African American, American Indian or Alaska Native, and Native Hawaiian or Other Pacific Islander.

After a significant increase in the previous year, the Honors Program saw a slight decrease in the percentage of applicants who self-identified as URM (10%, -4%) or first-generation college students (12%, -2%, Table E-2) in this reporting period. Those numbers are in line with long-term averages, and match or exceed the percentage at which these groups are represented across the institution. As in previous years, the program's holistic and inclusive admissions process once again assured that these students' applications were given due consideration, resulting in 97% of URM applicants and 100% of first-generation applicants being offered a place in Honors; we were encouraged by the fact that over 60% of URM and first-generation students chose to accept our invitation.

Honors also received 16 complete applications from current USU and transfer students during this reporting period. All 16 applicants were offered admission, and all accepted the offer to join the program. These students are typically referred by faculty and identified as outstanding performers once at USU or at their previous institutions. Importantly, these current/transfer admits continue to be a more diverse group than more traditional high school applicants, thus adding significantly and meaningfully to our Honors Aggie community and embodying the program's inclusive values.

### 3. Orientation

In FY 2022-2023, USU Student Orientation and Transition Services returned to offering a full summer Aggie Orientation program, allowing Honors to both conduct an early morning Honors Orientation session and participate in the afternoon Aggie Information

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Fair. The program successfully engaged with 89 of our incoming students and 65 of their family members over the course of 13 early morning half-hour information sessions conducted by Honors staff. An additional 22 students participated in a virtual orientation session held over Zoom in early August. Program staff also planned and implemented an Instagram Q&A event, featuring the Honors Postgraduate Fellow and four Honors student volunteers, from August 3-5, 2022; this event reached 273 students, with 19 questions asked and answered.

The Honors booth at the afternoon Aggie Information Fair, run by 1-2 Honors staff with the support of 1-2 student employees, was primarily visited by prospective students curious about the program. Over the course of 13 events, we contacted 146 incoming first-year non-Honors students and 86 of their family members at these information fairs. In addition, 47 of our incoming first-year students (26%) and 35 of their family members used this opportunity to follow up, engage, and seek answers to any remaining questions.

### 4. Honors *Connections*

Honors again collaborated with USU 1010 *Connections* to provide a meaningful transition-to-college experience for 161 incoming first-year Honors students, 90% of the incoming Honors cohort (USU comparison: 74%). All six Honors *Connections* sections were assigned Honors student peer mentors, giving new students both Honors faculty and student guides as they began their time at USU and in Honors (Table E-3).

**Table E-3.** USU *Connections* Honors sections taught in FY 2022-2023.

Section Number	Instructor	Peer Mentor	Enrollment
082	Christine Cooper-Rompato	Maya Cabrera	28
083	Andrew Kulmatiski	Elliot Roberts	27
084	John Ferguson <sup>a</sup>	Brenna Hiltbrand	28
085	Elizabeth Vargis	Tate Smith <sup>a</sup>	26
087	Stephen VanGeem	Rebecca Baker	26
088	Gabriele Ciciurkaite <sup>a</sup>	George Miller	26

<sup>a</sup> FY 2021-2022 Honors *Connections* instructor or peer mentor.

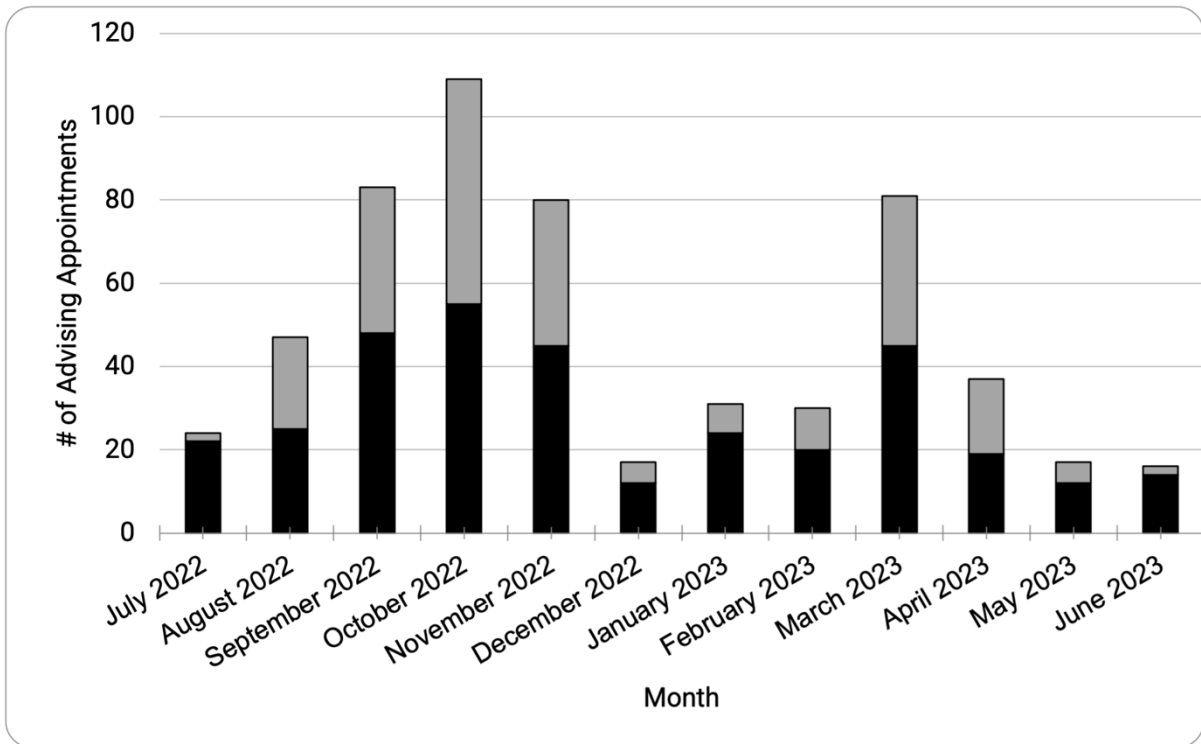
### 5. Theme Housing: Honors House

Honors once again collaborated with USU Housing Services and USU Residence Life to provide theme housing for up to 96 Honors students in Building C of the Living Learning Community complex. All four floors were staffed by Resident Assistants (all also Honors students) who received specialized training from Honors staff so that they were equipped to engage and support Honors residents as effectively as possible.

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### 6. Advising and Mentoring

The Honors Program's Academic Advisor and peer advisors completed 572 advising appointments in FY 2022-2023, in a variety of formats (virtual, phone, and in-person). Honors requires advising each semester, and to ensure student engagement, the program ties this requirement to good standing in Honors and priority registration. The distribution of appointments by month is shown in Figure E-1. Not surprisingly, the bulk of advising takes place in the fall, as students prepare to register for spring classes, and in late spring, as students approach graduation and registration for the following fall semester. It is noteworthy that advising nevertheless continues to be a year-round activity.



**Figure E-1.** Honors academic advising appointments by month during FY 2022-2023. Black = Academic Advisor appointments; grey = peer advisor appointments.

### 7. Website

The Honors website ([honors.usu.edu](http://honors.usu.edu)) continues to be one of the program's key modes of communication with prospective and current students, faculty, alumni, and stakeholders. In addition to providing information about mission, vision, and goals; Honors requirements; and student opportunities, the website highlights opportunities for alumni engagement and thus promotes positive attachment to the program. The website serves as a portal for students submitting admissions applications, applying for leadership positions and funding, and scheduling advising appointments, as well as

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for faculty submitting proposals to teach for Honors or requesting documentation of faculty work for promotion and tenure dossiers.

In FY 2022-2023, the Honors website received 68,219 page views (+5% over FY 2021-2022) in 26,586 visits (+8%) by 17,242 visitors (+37%). After the Honors Program's home page, the five top-viewed pages were the Honors application home page (6,853 views), first-year application home page (6,698 views), Honors Book Labs Page (5,407 views), Honors Courses page (3,601 views), and "What is Honors?" page (2,968 views).

### 8. Social Media

As in previous years, Honors maintained an active social media presence in FY 2022-2023, with accounts on Facebook, Instagram, and Twitter.

*Facebook*—The Honors Facebook page featured 93 posts and received 587 page visits and 624 likes, with a reach of 2,319 unique accounts through March 2023, when the page was deactivated by Meta, as other USU group pages were. Honors has built a new page and is in the process of transferring followers and shifting activity to this new page.

*Instagram*—Honors made 145 posts to its Instagram account, receiving 2,635 page visits. In FY 2022-2023, the Honors Instagram account reached 4,307 unique accounts and had 409 followers. Honors also facilitated three Instagram takeovers by Abbey Horrocks (2021, Kinesiology), Hailey Hatch (2022, Biology), and McKenzie Pedersen-Campbell (current Honors student and Honors Leadership Academy graduate).

*Twitter*—Honors tweeted 139 times, receiving 7,100 page visits. In FY 2022-2023, the Honors Twitter account had 409 followers.

### 9. Development

In FY 2022-2023, the Honors Program worked once again with USU Advancement and Alumni Relations to create messaging for USU's annual mail and "A Day of Giving" campaigns.

Program staff facilitated communication between Honors student scholarship winners and the donors who supported them. In addition, Honors timed the mailing of its annual holiday card to alumni and stakeholders with the university's annual year-end giving campaign, contacting current and former students' parents, as well as Honors alumni. As a result of these development and fundraising activities, the program received 95 gifts (+3%) from 52 donors (+6%), totaling \$62,529 (+104%).

### ACADEMIC PROGRAMS

The Honors curriculum includes four types of core activities that guide students in building both portfolios of outstanding undergraduate work and reflection on their personal and professional growth as they progress toward graduation with University Honors. These activities include Honors coursework, Honors-in-Practice experiential learning projects, required Honors capstone projects, and attendance at and reflection upon academically



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oriented co-curricular events (on campus, in the community, or via Zoom/broadcast). The embedded reflection at each stage of the curriculum ensures that every Honors student can clearly articulate the value and trajectory of their undergraduate academic experience, and thus helps students to develop the self-aware personal and professional narrative that defines the USU Honors educational experience.

### 10. Honors Courses

*Honors Introductory Experiences (USU General Education (GE) Breadth)*—In FY 2022-2023, Honors funded the teaching of seven Honors Introductory Experience courses/sections designed for first- and second-year students. Of these seven courses, four were taught for the final time in the program's regular three-year cycle. HONR 1350: *Science, Technology, and Modern Society* and HONR 1360: *Planet Earth 2.0*, were taught for the second time. The highly successful and popular HONR 1320: *Revolution! Reacting to the Atlantic Revolutions* course returned to the Honors curricular line-up after two previous three-year cycles to be taught as a hybrid course serving Honors students on any USU campus.

Enrolling a total of 118 students, these courses met a range of USU GE Breadth requirements (Table E-4), including Humanities (BHU), Creative Arts (BCA), Life Sciences (BLS), and Physical Sciences (BPS). Selected by both the Honors Faculty and Student Advisory Boards as outstanding experiential-learning opportunities, these courses featured hands-on interdisciplinary experiences designed to introduce first-year Honors students to college-level work. With enrollments capped at 25, the classes allowed for meaningful mentoring interactions between students and faculty and between students and the Honors Undergraduate Teaching Fellow (UTF) assigned to each course.

*Honors Think Tanks (USU GE Depth)*—In FY 2022-2023, Honors offered one team-taught, cross-disciplinary Think Tank course, HONR 3010/3030: *Food Matters: Global Complexities of Agriculture*, which was taught for the first time this year. Like all Honors Think Tanks, this course cross-listed two USU GE Depth sections, which met together and featured the combined expertise of two faculty members from different disciplines. Although they enrolled in only one section in the discipline of their choice, all students completed the same coursework and thus met learning outcomes for both Honors and USU GE. Both sections also carried a Communication Intensive designation and fulfilled those requirements for all registered students. The Think Tank allowed 22 Honors students to earn their choice of DHA or DSS credit while enjoying an innovative, interdisciplinary, team-taught approach to USU's GE requirements (Table E-4).

*Departmental Honors Sections*—In addition to the Honors GE courses selected through a competitive committee review process and taught by outstanding Honors faculty, Honors also offered sections of required courses in some disciplines (Table E-5). As in the previous year, these sections were offered by the College of Engineering and the Departments of Biology, English, Kinesiology and Health Science, and Mathematics and Statistics, in collaboration with the University Honors Program. In FY 2022-2023, Honors sections of departmental courses enrolled a total of 217 students.



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**Table E-4.** Honors Introductory Experience and Think Tank courses taught in FY 2022-2023.

Course Number	Course Title	Term	USU Gen Ed	Instructor(s)	Enrollment
HONR 1330	<i>Dogs in Art</i>	Fall 2022	BCA	Dr. Laura Gelfand	25
HONR 1330	<i>Dogs in Art</i>	Fall 2022	BCA	Dr. Laura Gelfand	19
HONR 1360	<i>Planet Earth 2.0<sup>a</sup></i>	Fall 2022	BPS	Dr. Benjamin Burger	17
HONR 1320-001	<i>A History of Writing</i>	Spring 2023	BHU	Dr. Joyce Kinkead	12
HONR 1320-AW1	<i>Revolution! Reacting to the Atlantic Revolutions</i>	Spring 2023	BHU	Dr. Julia Gossard	12
HONR 1330	<i>Queer Manga: LGBTQ Stories, Histories, and Cultures through Visual Expression</i>	Spring 2023	BCA	Prof. Raymond Veon	10
HONR 1350	<i>Science, Technology and Modern Society</i>	Spring 2023	BLS	Dr. Rose Judd-Murray	23
HONR 3010/3030	<i>Food Matters: Complexities of Global Agriculture</i>	Spring 2023	DHA (CI)/ DSS (CI)	Dr. Rose Judd-Murray/Peter Crosby	14 (DHA) 8 (DSS)

<sup>a</sup> Course taught by an instructor on a statewide campus and offered in an interactive broadcast format specifically designed to include statewide students.

For the first time in FY 2022-2023, Honors collaborated with the Office of Academic Belonging and their Aggie First Scholars program to offer an Honors section of USU 1050: Habits of Mind: Learning as a First-Generation College Student. Due to low enrollment, this pilot section was combined with a non-Honors section (taught by Dr. Nate Trauntvein) and was team-taught by an Honors-engaged, first-generation faculty member, Dr. Guadalupe Marquez-Velarde.

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**Table E-5.** Honors sections of departmental courses taught during FY 2022-2023.

<b>Course Number</b>	<b>Course Title</b>	<b>Term</b>	<b>Instructor(s)</b>	<b>Enrollment</b>
PE 1520 (H) Section 001	<i>Honors Hiking</i>	Summer 2022	Dr. Jesse Jones	6
BIOL 1615 (H) Section 001	<i>Biology I Laboratory</i>	Fall 2022	Lauren Lucas	24
ENGL 2010 (H) Section M22 (CL2)	<i>Intermediate Writing: Research Writing in a Persuasive Mode</i>	Fall 2022	Ashley Wells	22
ENGL 2010 (H) Section M53 (CL2)	<i>Intermediate Writing: Research Writing in a Persuasive Mode</i>	Fall 2022	Rosa Thornley	23
MATH 1220 (H) Section MW8 (QI)	<i>Calculus II</i>	Fall 2022	Dr. Brent Thomas	14
PE 1063 (H) Section 001	<i>Honors Strength and Conditioning</i>	Fall 2022	Jon Carey	15
BIOL 1625 (H) Section 001	<i>Biology II Laboratory</i>	Spring 2023	Lauren Lucas	24
ENGL 2010 (H) Section 042 (CL2)	<i>Intermediate Writing: Research Writing in a Persuasive Mode</i>	Spring 2023	Dr. Jeremy Ricketts	15
ENGL 2010 (H) Section LWC (CL2)	<i>Intermediate Writing: Research Writing in a Persuasive Mode</i>	Spring 2023	Mary Ellen Greenwood	19
ENGR 3080 (H) Section 001 (CI)	<i>Technical Communication for Engineers</i>	Spring 2023	Melissa Scheaffer	8
MATH 2210 (H) Section LW2 (QI)	<i>Multivariable Calculus</i>	Spring 2023	Dr. Brent Thomas	17
PE 1057 (H) Section 013	<i>Honors Yoga</i>	Spring 2023	Camilla Adair	19
PE 1700 (H) Section 004	<i>World Dance</i>	Spring 2023	Stephanie White	7
USU 1050 (H) Section 002	<i>Habits of Mind: Learning as a First- generation College Student</i>	Spring 2023	Dr. Guadalupe Marquez-Velarde	4

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### 11. Honors in Practice (HIP)

USU has developed an innovative system that awards Honors points for completion of each assignment within the Honors curriculum. Rather than taking a suite of required Honors courses for academic credit, students can both take courses that fulfill USU GE requirements and apply their classroom knowledge in a range of high-impact activities, including research, creative work, professional-development programs, internships, study abroad experiences, and community or global engagement. Students propose, document, and reflect upon this work for Honors points that mark their progress in enhancing required major/minor work with professional development and experiential learning.

*Honors Mentoring Agreements (HMA)*—These formal agreements between students and faculty propose and document completion of at least 20 hours (typically substantially more) of mentored experiential learning beyond the classroom. Each HMA is overseen and ultimately approved or rejected by three faculty members: a mentor, a Departmental Honors Advisor, and the Honors Program Executive Director. These experiences can include research, creative work, study abroad, internships, service projects, or Honors Excel (graduate) courses taken with faculty and departmental permission. In FY 2022-2023, 57 Honors students pursued or completed 74 HMAs, engaging with 53 USU faculty and 13 other non-USU professional mentors in the process.

Honors supported adoption of this high-impact learning practice by featuring highlights of a diverse range of exceptional HMAs on social media on 14 occasions from September 2022 through April 2023. The program also held two HMA Showcases on Zoom, allowing students considering an HMA to hear from peers who have completed one.

*Structured Honors-in-Practice Programs*—In addition to student-faculty structured mentoring agreements, the Honors Program itself structures some HIP experiences for students. Students earn points over the course of a semester or year in these Honors-run programs, which include the Honors Alumni Mentoring Program, the Honors Alumni Connect Program, the Honors Leadership Academy, and service on the Honors Student Advisory Board.

*Honors Book Labs*—This curricular innovation allows faculty and Honors students the opportunity to read and discuss books in small cross-disciplinary groups (no more than five students per lab). The labs meet four times for an hour per week in the second through fifth weeks of each term. Faculty and students alike enjoy the opportunity to talk with people outside their disciplines about books of mutual interest, without grades or faculty evaluation of students (Honors awards one point per successfully completed Book Lab experience, based on student reflections). Faculty have led these labs as teams, taken field trips, invited guest speakers, or tied their labs to campus speaker series or visitors. Thirty-three faculty from 18 academic departments across six colleges led 34 Book Labs serving 150 students in FY 2022-2023 (Table E-6). Those numbers represent a 22% and 31% decrease, respectively, over the previous reporting

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**Table E-6.** Honors Book Labs conducted during FY 2022-2023.

Book Title	Term	Faculty Leader(s)	Students
<i>Atomic Habits: An Easy &amp; Proven Way to Build Good Habits &amp; Break Bad Ones</i> (by James Clear)	Summer 2022	LoraLynn Allen	5
<i>Breath: The New Science of a Lost Art</i> (by James Nester)	Summer 2022	Dr. Nicholas Morrison	5
<i>Charity and Sylvia: A Same-Sex Marriage in Early America</i> (by Rachel Hope Cleves)	Summer 2022	Dr. Chris Babits	3
<i>Sapphistries: A Global History of Love between Women</i> (by Leila Rupp)	Summer 2022	Raymond Veon	5
<i>Untamed</i> (by Glennon Doyle)	Summer 2022	Dr. Sara Bakker	5
<i>Atlas of a Lost World: Travels in Ice Age America</i> (by Craig Childs)	Fall 2022	Dr. Lauren Hunt	4
<i>Homosexuality and Civilization</i> (by Louis Crompton)	Fall 2022	Raymond Veon	4
<i>How Fascism Works</i> (by Jason Stanley)	Fall 2022	Dr. Rachel Robison-Greene	5
<i>In the Dream House</i> (by Carmen Maria Machado)	Fall 2022	Dr. Adena Rivera-Dundas	4
<i>Landmarks</i> (by Robert Macfarlane)	Fall 2022	Dr. Doris McGonagill	5
<i>Small Great Things</i> (by Jodi Picoult)	Fall 2022	Dr. Breanna Studenka	5
<i>The Best of Me</i> (by David Sedaris)	Fall 2022	Dr. Michaelann Nelson	4
<i>The Code Breaker: Jennifer Doudna, Gene Editing, and the Future of the Human Race</i> (by Walter Isaacson)	Fall 2022	Jennifer Burbank	5
<i>The Good Lord Bird</i> (by James McBride)	Fall 2022	Mary Ellen Greenwood	5
<i>The Right to Sex: Feminism in the Twenty-First Century</i> (by Amia Srinivasan)	Fall 2022	Dr. Marissa Vigneault	5
<i>Zone One</i> (by Colson Whitehead)	Fall 2022	Dr. Jeremy Ricketts	5
<i>Calling Bullshit: The Art of Skepticism in a Data-Driven World</i> (by Carl T. Bergstrom & Jevin D. West)	Spring 2023	Dr. Rachel Wishkoski and Nicole Fullmer	9
<i>Civil Rights Queen: Constance Baker Motley and the Struggle for Equality</i> (by Tomiko Brown-Nagin)	Spring 2023	Dr. Ryan Seedall	5
<i>Gang Leader for a Day</i> (by Sudhir Venkatesh)	Spring 2023	Dr. Stephen Van Geem	4
<i>Klara and the Sun</i> (by Kazuo Ishiguro)	Spring 2023	Deanna Allred	5

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**Table E-6.** Continued.

Book Title	Term	Faculty Leader(s)	Students
<i>Natura Urbana: Ecological Constellations in Urban Space</i> (by Matthew Gandy)	Spring 2023	Dr. Mark Brunson	5
<i>The Book on Ending Homelessness</i> (by Iain De Jong)	Spring 2023	Dr. Damon Cann	5
<i>The Book Woman of Troublesome Creek</i> (by Kim Michele Richardson)	Spring 2023	Rosa Thornley	4
<i>The Bright Ages: A New History of Medieval Europe</i> (by Matthew Gabrielle and David Perry)	Spring 2023	Dr. Alexa Sand	5
<i>The Challenger Launch Decision</i> (by Dr. Diane Vaughn)	Spring 2023	Melissa Scheaffer	5
<i>The Dawn of Everything: A New History of Humanity</i> (by David Graeber and David Wengrow)	Spring 2023	Dr. Anna Cohen	4
<i>The Last Cuentista</i> (The Last Storyteller) (by Donna Barba Higuera)	Spring 2023	Dr. Amy Piotrowski	5
<i>The Pink Line</i> (by Mark Gevisser)	Spring 2023	Raymond Veon	5
<i>The Quiet American</i> (by Graham Greene)	Spring 2023	Dr. Colin Flint	5
<i>The Things They Carried</i> (by Tim O'Brien)	Spring 2023	Dr. Molly Cannon and Dr. Susan Grayzel	6
<i>World of Wonders: In Praise of Fireflies, Whale Sharks, and Other Astonishments</i> (by Aimee Nezhukumatathil)	Spring 2023	Dr. Amber Caron	4
<i>The Good Life: Lessons from the World's Longest Scientific Study of Happiness</i> (by Robert Waldinger, MD & Marc Schulz, Ph.D.)	Summer 2023	Dr. Gregory Madden	5
<i>The Road to Middle-Earth: How J.R.R. Tolkien Created a New Mythology</i> (by Tom Shippey)	Summer 2023	Raymond Veon	4
<i>They Were Her Property: White Women as Slave Owners in the American South</i> (by Stephanie E. Jones-Rogers)	Summer 2023	Dr. Rebecca Bayeck	5

period when the Book Lab program was intentionally surged to promote student engagement during the pandemic. Honors supports this high-impact learning experience by hosting showcases that introduce the next term's labs, purchasing books for all participants, and evaluating student reflections for Honors points at the end of each term's session. In FY 2022-2023, a Spring Book Lab Showcase was held on November 16, 2022, and a summer/fall showcase was held April 17, 2023, both via Zoom webinar to allow statewide participation.

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### 12. Honors Capstone Projects

Honors continued a very successful one-credit/one-point capstone preparation course (HONR 3900), which guides students through the process of developing their Honors capstone proposals. Taught by Honors Executive Director Dr. Kristine Miller, this course asks students to read and reflect upon prior capstone projects and proposals, draft ideas for their own projects, pitch their ideas to their peers and professor, meet with faculty to focus and develop those ideas, and submit capstone proposals in preparation for their own required Honors capstone projects. Offered in fall and spring, this course served 45 students in FY 2022-2023.

To provide ongoing support to Honors students working on their capstone projects, Honors continued the Capstone Support Group, first instituted in FY 2017-2018 as a series of inspirational and logistical meetings tied to a set of reference materials in Canvas. Students met three times over the course of the academic year, with program staff, current students, and recent Honors graduates facilitating conversations that allowed students to share progress and problems regarding their own capstone projects, to hear from recent Honors graduates on the value of the capstone experience, and to receive guidance on capstone navigation and completion.

Forty-one faculty mentored 57 Honors students working on capstone projects this year. Thirty-two of these students completed capstones and graduated with Honors during FY 2022-2023 (Table H-1); the remainder are ongoing or discontinued. Spring 2023 Honors graduates Mikenna DeBruin (Conservation and Restoration Ecology/Communication Studies) and Wesley Mills (Physics) were nominated by their mentors and selected by the Honors Faculty Advisory Board as winners of the program's annual Joyce Kinkead Outstanding Honors Capstone Awards, each of which carries a \$500 cash prize.

All graduating students were invited to present their capstone work at the first annual Honors Capstone Showcase, held at the conclusion of the Spring Student Research Symposium and organized in collaboration with the Office of Research and University Libraries. Thirteen students participated and had their poster presentations judged by a panel of nine Honors-engaged faculty. Thomas Smith (Biology) won the Best Poster Award, and Sarah Brinck (Animal and Dairy Science) received the Runner-up Award for Best Poster. All audience members, including current Honors students, students enrolled in the HONR 3900 Capstone Preparation course, and the general public, were invited to vote online for the People's Choice Poster Award, which went to Camille Bassett (Global Communications).

### 13. Co-curricular Engagement

Honors students participate in, reflect upon, and earn Honors points for attending co-curricular events on and off campus. In FY 2022-2023, 217 Honors students (-12% from the previous reporting period) submitted 497 co-curricular reflections (-11%) for Honors points after attending in-person or virtual events. These significant decreases in participation reflect a return to normal levels of engagement with this part of the Honors curriculum. The emphasis during the pandemic on virtual events, combined

## E. PROGRAMMING

with limited opportunities to earn Honors points in other ways (including study abroad, in-person internships, and in-person research or creative work) led students to participate in substantially more virtual co-curricular activities than they would under normal circumstances.

In weekly co-curricular messaging to students, Honors advertised a total of 407 co-curricular events, and the program itself hosted 26 such events (Table E-7). These Honors events included the 47<sup>th</sup> Annual Honors Last Lecture, featuring Dr. David Brown from the Department of Mathematics and Statistics and delivered in person, in a return to pre-pandemic norms.

### ENGAGEMENT, ENRICHMENT, AND COMMUNITY BUILDING

USU Honors does far more than administer an effective program and deliver desired outputs and outcomes. Many of the program's resources are devoted to activities that engage our participants, enrich their USU and Honors experience, and build community. While Honors continued some virtual events that have proven effective during and after the pandemic, the program was also able to reintroduce many of its signature community-building efforts in their original, pre-pandemic formats.

#### **14. Weekly *Honors in the Know* Messaging**

In FY 2022-23, Honors generated 65 email campaigns in Mailchimp: 33 for students and 32 for Honors-engaged faculty and staff. Delivered each Monday morning, these weekly messages featured important program announcements, deadlines, and job/internship opportunities; summarized both in-person and virtual Honors events and co-curricular activities across campus; and advertised contact information for program staff and peer advisors.

The student email was sent to an average of 653 recipients and had a 40% open and a 5.8% click rate, rates that are, respectively, about 1.75 and 1.5 times the industry averages for large electronic mail campaigns. The faculty email went to an average of 405 recipients, getting a 42% open rate, almost twice the industry average; the click rate was 3.6%, which is about one third above the industry average. Overall, the Honors Program's weekly event emails reached an average of 413 users and engaged a minimum of 52 on average at any given time.



## E. PROGRAMMING

**Table E-7.** Co-curricular events organized by Honors in FY 2022-2023.

Event	Date
<i>Honors Cares: Honors Laughter Practice (Dr. Matthew Wappett)</i>	9/14/2022
<i>Honors Cares: Loaves and Fishes (Jennifer Cortez)<sup>a</sup></i>	9/17/2022
<i>Honors Cares: Honors Laughter Practice (Dr. Matthew Wappett)</i>	9/21/2022
Alumni Panel: The Value of Graduating with USU Honors (Morgan Graham (2019, English), Jacob Alder (2020, Economics), and Savannah Daines (2021, Human Biology))	9/27/2022
Honors Scavenger Hunt	9/27-10/7/2022
<i>Honors Cares: Honors Laughter Practice (Megan Bartschi)</i>	9/28/2022
<i>Honors Cares: Logan Canyon Hike (Lauren Lucas)</i>	10/1/2022
<i>Honors Cares: Honors Laughter Practice (Dr. Matthew Wappett)</i>	10/5/2022
HMA Showcase (Gracie Shippen, Lorenzo Papworth, Rebecca Ivans, Sara Miner, Jacob Bybee, and Sara Polizzotto)	10/18/2022
<i>Honors Cares: Stokes Nature Center Project (Andreas Leidolf)</i>	10/22/2022
47 <sup>th</sup> Annual Honors Last Lecture: Our Sixth Sense: Math (Dr. David Brown)	10/25/2022
<i>Honors Cares: Honors Laughter Practice (Dr. Matthew Wappett)</i>	10/26/2022
<i>Honors Cares: Honors Laughter Practice (Megan Bartschi)</i>	11/2/2022
Gratitude Workshop (Dr. Kristine Miller, Savannah Daines)	11/30/2022
Honors Fall Thank-a-Thon	12/1-12/16/2022
<i>Honors Cares: Ice Skating (Jennifer Cortez)</i>	12/6/2022
<i>Honors Cares: Failure Resume Workshop (Jacob Alder (2020 Economics), Jeff Argast (1991, Electrical Engineering), Viviane Baji (2016, Environmental &amp; Natural Resource Economics), Morgan Graham (2019, English), and Grant Holyoak (2016, Economics))</i>	2/8/2023
HMA Showcase (Anna Billings, Mary Thayne, Camille Bassett, Jackson Morley, Radeyah Kaplan, Anna Tuite)	2/15/2023
<i>Honors Cares: Meditation Workshop (Dr. Michael Sowder)</i>	2/23/2023
Salsa & Salsa (Jennifer Cortez) <sup>b</sup>	2/28/2023
<i>Honors Cares: Spring into Service (Jennifer Cortez)<sup>c</sup></i>	3/14/2023
<i>Honors Cares: Science Unwrapped (Jennifer Cortez)<sup>d</sup></i>	3/17/2023
Honors Capstone Showcase <sup>e</sup>	4/14/2023
Honors Spring Thank-a-Thon	4/17-5/3/2023
<i>Honors Cares: 5K Run Packets<sup>f</sup></i>	4/19/2023
Honors Brain Break: Bowling	4/27/2023

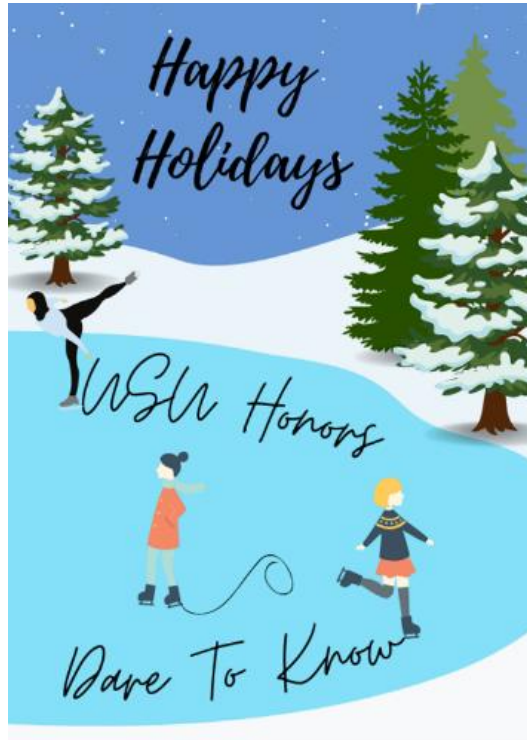
Events planned and implemented in collaboration with <sup>a</sup> COSAS, <sup>b</sup> Latinx Cultural Center and Latin Dance Club, <sup>c</sup> Queer Student Alliance, <sup>d</sup> College of Science, <sup>e</sup> Office of Research and University Libraries, <sup>f</sup> iHelp Foundation.



## E. PROGRAMMING

### 15. Honors Holiday Card

As in previous years, the Honors Program sent a holiday card to our partners, stakeholders, alumni, faculty, and students (Figure E-2). Using a design by Honors student Jordan Taft (Civil Engineering), Honors sent 735 physical cards, as well as 1,285 digital cards in December 2022.



**Figure E-2.** 2022 Honors Holiday Card (design by Honors student Aubrey Felty, Theatre Arts, 2022).

### 16. Student, Faculty, and Faculty-Student Socials

Honors held five socials in FY 2022-2023: a student-only social to celebrate the beginning of fall term; a faculty-only social and networking event to introduce USU faculty to Honors engagement; a student-faculty Holiday social; an end-of term social for Honors graduates and their families, current Honors students, and faculty mentors, and an end-of-academic year faculty appreciation social. These catered events were well attended, drawing over 100 guests on average.

### 17. Honors Cares

Now in its third year, the *Honors Cares* event series continued its focus on mental and physical health and personal well-being in an intentionally welcoming and accessible format. Over the course of two terms, Honors held 15 events involving well over 100 students (Table E-7).

## E. PROGRAMMING

### 18. Honors Graduation Celebration

The 2023 Honors Medallion Ceremony was held in the Ellen Eccles Conference Center Auditorium on May 3, 2023. It featured representatives from the USU Provost's Office, all eight USU colleges, the Honors Faculty Advisory Board, alumni guest speaker Jeff Carr (2009, English/Creative Writing), and 31 of our 32 FY 2022-2023 Honors graduates and their mentors. The ceremony was also attended by an audience of 150 people, representing primarily family and friends of our graduates. A reception in honor of our graduates—open to our graduates, their families, as well as all Honors students and faculty—was held on the Quad after the conclusion of the ceremony.

### 19. 47<sup>th</sup> Annual Honors Last Lecture

The 47<sup>th</sup> Annual Honors Last Lecture, entitled "Our Sixth Sense: Math" was delivered on October 25, 2022, by Dr. David Brown, from the Department of Mathematics and Statistics. Dr. Brown was selected by a committee of USU Honors students to share with students, faculty, and community members the ideas he would most want to convey if he had only one final lecture to give. The lecture was delivered in person at the Russell/Wanless Performance Hall with a reception at NEHMA immediately following. This event was attended by an audience of 176 people.

### 20. Honors Brain Break

In keeping with the *Honors Cares* focus on self-care and personal well-being, this finals-week series of snacks and socializing once again featured a mixture of relaxing and therapeutic activities and healthy snacks to allow students to take a break from their studies in a casual and supportive atmosphere. The Fall Brain Break (December 12-16, 2022) featured a series of group puzzles, as well as a visit from several service dog-handler teams; and the Spring Brain Break (April 26-May 2, 2023) invited students to play video and board games and participate in the iHelp Foundation's 5k run. Combined, these two series of events were attended by over 100 Honors students.

### 21. Friend of Honors Award

Each year, the University Honors Program recognizes a person for their long-standing, continuous, and sustained support of the program—frequently in ways that are not immediately apparent or visible to others. The 2023 Friend of Honors award was given to Dr. Vijay Kannan from the Department of Management and Strategy for his many years of contributions to building and strengthening a university-wide Honors Program. This work includes, but is not limited to, recruiting Honors faculty and students in his department and college, advocating for the value of Honors at USU, reviewing admissions and scholarship applications, and being a reliable and accessible supporter of the program in roles both public and less visible.

## E. PROGRAMMING

### PROFESSIONALIZATION

In addition to engaging curious students and equipping them with the academic skill to think critically and communicate clearly, Honors prepares students for next steps on their educational or career paths. The following comprehensive list of programming attests to the importance of professionalization in the USU Honors Program's curriculum. Evidenced by student reflections, alumni responses, and faculty feedback, these activities have been incredibly effective and are well received by students, alumni, and faculty.

### 22. Alumni Mentoring

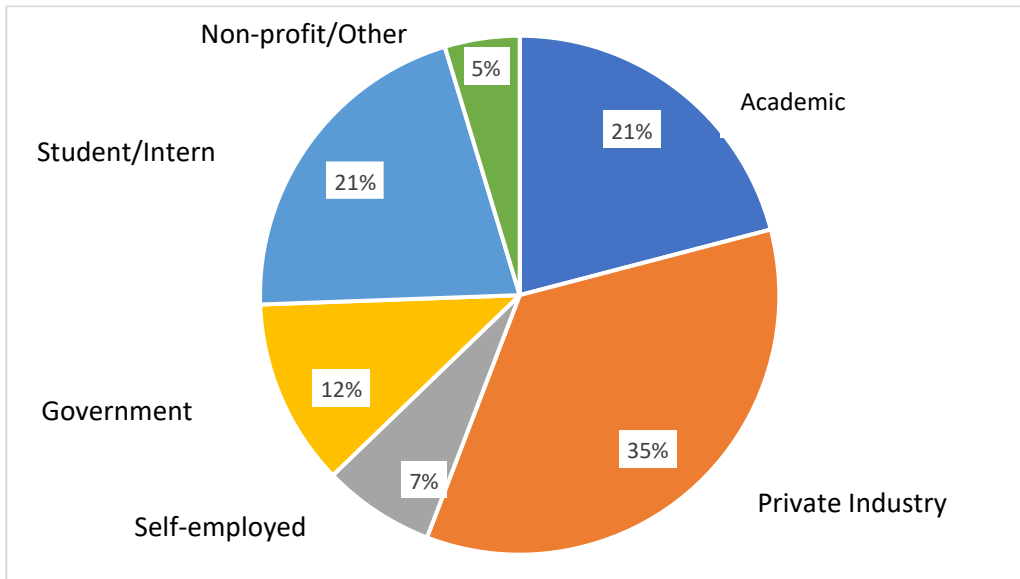
*Honors Alumni Connect (HAC)*—Now in its third year, this semester-long program serves as an introduction to alumni mentoring for first- and second-year students and thus as a gateway to the year-long Alumni Mentoring Program (AMP). In fact, of 41 students who completed the program in FY 2020-2021 and FY 2021-2022, 11 participated in AMP in FY 2022-2023. Honors recruited 22 alumni in fall 2022 and matched 17 of them with all 18 students who applied (one student withdrew, resulting in a cohort of 17 students). Ten students (59%) successfully completed the program.

*Alumni Mentoring Program (AMP)*—In its eighth year, the highly successful Honors Alumni Mentoring Program once again paired current Honors students with Honors alumni and offered the pairs a structured, collaborative, curriculum-based mentoring experience. As in the previous year, Honors limited participation in the program to students in their third and fourth years.

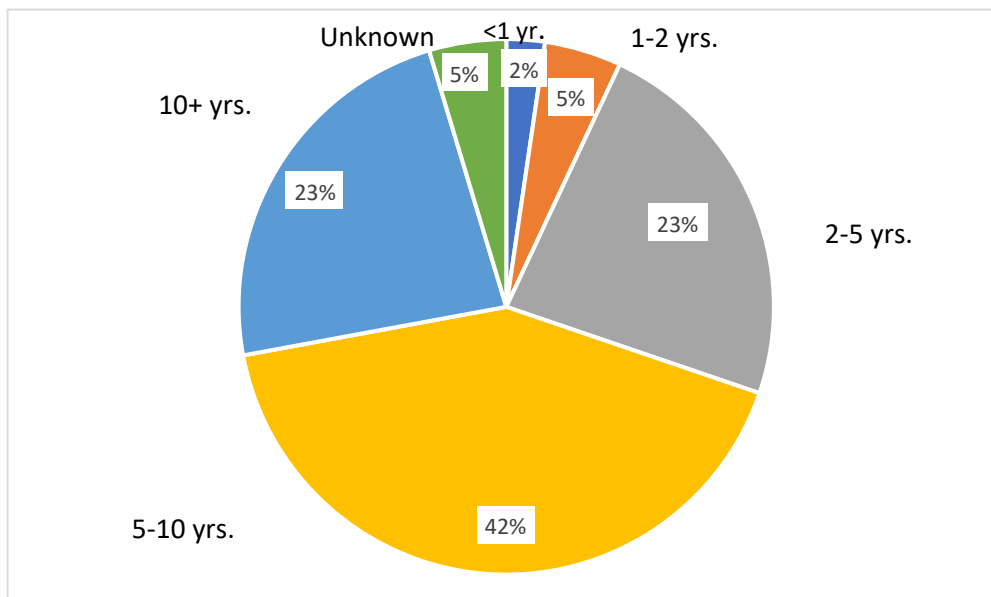
After receiving 43 expressions of interest from alumni, Honors staff were able to match all 28 student applicants (two applicants withdrew, resulting in a cohort of 26 students) with 23 alumni mentors from different employment sectors and at various career stages (Figure E-3). Of the 26 student participants, 11 had previously completed HAC, illustrating that HAC truly does serve as a gateway to AMP. The percentage of students completing all program requirements (75%) once again increased significantly over the previous year (+6%). Student reflections on the experience continued to provide clear evidence that those who complete the program have a high-impact, valuable experience. The consistently high return rate of alumni to the program (58% in FY 2022-2023) also indicates that the AMP continues to be a rewarding and meaningful experience for our mentors.

## E. PROGRAMMING

**(A)**



**(B)**



**Figure E-3.** Demographics of Honors alumni participating in the Alumni Mentoring Program in FY 2022-2023: (A) Employment sector; (B) Time since graduation.

## E. PROGRAMMING

### 23. National Scholarship Mentoring and Application Support

The University Honors Program coordinates student applications for prestigious national scholarships and fellowships (with the exception of international scholarships like Fulbright, Boren, and Gilman, which are coordinated by the Office of Global Engagement). Honors-engaged faculty member Dr. David Peak from the Department of Physics once again conducted a Goldwater Scholarship preparation experience, in collaboration with Dr. Ryan Berke, from the Department of Mechanical and Aerospace Engineering. In an effort to support Dr. Peak as he reduces involvement in Goldwater mentoring, the Honors Program and the Office of Research worked together to define and publicize a role and to share the cost of funding a new mentor. Dr Berke was hired to work with Dr. Peak in FY 2022-2023. Together, they mentored a select cohort of students in fall term and then worked with a faculty review committee, including the Honors Executive Director, to review applications and select four USU nominees (Laura Lundahl, Michelle Norman, Emily Sargeant, and Zachary Zito) from among nine finalists. Unfortunately, none of this year's nominees were ultimately selected as Goldwater Scholars by the Goldwater Foundation; because three of the four nominees were only sophomores, they will be eligible to reapply as juniors in the coming year.

The Honors Program Coordinator, who coordinates fellowship advising for the University Honors Program, also provided mentoring and logistical support for USU's nomination of one Marshall nominee (Isaac Dixon), one Rhodes nominee (Isaac Dixon), two Truman nominees (Cristina Chirvasa and Carter Ottley), and two Udall nominees (Cristina Chirvasa and Christian Stewart). Cristina Chirvasa was awarded an Honorable Mention by the Morris K. Udall and Stewart L. Udall Foundation in April 2023.

### 24. Student Employment

*Undergraduate Teaching Fellows (UTF)*—With dedicated support from the Office of the Provost, the Honors Program once again selected UTFs to assist in each of its Honors GE courses (both Honors Introductory Experiences and Think Tanks). Seven Honors students and one non-Honors student were hired and assigned to these courses, based on faculty recommendations and a competitive application process (Table E-8). In addition to USU's standard trainings for all employees, these students received from Honors valuable training, mentoring, and professional development in the areas of peer mentoring, instructional technology and Canvas, and identification of students of concern.

*Peer Advisors*—Honors matched a monetary commitment from the Office of the Provost to establish two peer advisor positions to support our students. The program was able to hire three Honors students for these positions in FY 2022-2023 (Table E-9). In addition to the standard trainings for all USU employees, the Honors Academic Advisor engaged these peer advisors in valuable mentoring, training, and professional development in student advising, Box usage, and Canvas navigation. Peer advisors kept regular virtual and in-person office hours to assist in Honors student advising and peer mentoring, providing over 850 hours of support to our students.

## E. PROGRAMMING

**Table E-8.** Honors Undergraduate Teaching Fellow (UTF) appointments in FY 2022-2023.

UTF Name	Course Number	Course Title	Semester
Peterson, Lucy	HONR 1330-001	<i>Dogs in Art</i>	Fall 2022
Brinck, Sarah	HONR 1330-002	<i>Dogs in Art</i>	Fall 2022
Kearsley, Kayleigh	HONR 1360	<i>Planet Earth 2.0</i>	Fall 2022
Corbett, Landon	HONR 1320-001	<i>A History of Writing</i>	Spring 2023
Carlson, Jonah	HONR 1320-AW1	<i>Revolution! Reacting to the Atlantic Revolutions</i>	Spring 2023
Coffin, Jenna	HONR 1330	<i>Queer Manga: LGBTQ Stories, Histories, and Cultures Through Visual Expression</i>	Spring 2023
Sagers, Jacob	HONR 1350	<i>Science, Technology and Modern Society</i>	Spring 2023
Butikofer, Jamie	HONR 3020/3030	<i>Food Matters: Global Complexities of Agriculture</i>	Spring 2023

**Table E-9.** Honors Peer Advisor appointments in FY 2022-2023.

Name	Semester(s)	# of Advising Hours
Ivans, Rebecca	Fall 2022 – Summer 2023	460
Mullen, Audrey	Fall 2022 – Spring 2023	303
Sagers, Jacob	Spring 2023 – Summer 2023	90

*Office Assistants*—Honors employed three Honors students (Briggs Kroff, Kai Phillips, and Aimee Schaelling) as Office Assistants to support our professional staff in their routine daily work.

*Honors Postgraduate Fellow*—This position continued to benefit both the Honors Program and the Postgraduate Fellow in FY 2022-2023. Honors intends this role as a professional bridge for recent Honors graduates, and the Honors Postgraduate Fellow works closely with the Executive Director and Honors staff on collaborative projects, including writing and editing of blog posts, website content, and email campaigns; construction, implementation, and analysis of surveys; editing and building of Canvas content; and planning of student-engagement and cohort-building activities. Savannah Daines (Human Biology, 2021) served a second and final year in this role during FY 2022-2023.

## E. PROGRAMMING

### 25. Student Leadership

*Honors Student Advisory Board (HSAB)*—Honors contributed to the professional development of nine students (Table H-5) by inviting them to represent their colleges or statewide campuses on the HSAB. For the first time in FY 2022-2023, a student representing statewide campuses served on this board. Collectively, these representatives participated in leadership activities focused on retention of current Honors students in their respective colleges or on statewide campuses; collaborated with their counterparts on the Honors Faculty Advisory Board to plan and implement these activities; and consulted with the Executive Director on the Honors curriculum, including the review and selection of new Honors courses.

Service on HSAB is integrated into the Honors curriculum as Honors-in-Practice work. Board members earn three Honors points upon successful documentation in Canvas of fulfillment of the requirements of the HSAB role and submission of a comprehensive reflection about how their HSAB experience met Honors learning outcomes. Students may reapply for a second year on HSAB, and those selected can earn an additional 1.5 points for their work in this second year. The opportunity for a second year of service ensures continuity and preservation of institutional memory on the HSAB, but in FY 2022-2023, all HSAB representatives were new to the board.

*Last Lecture Committee*—Honors invited five students to serve on the selection committee for the 2023 Honors Outstanding Professor (Table H-6). The student-run committee was responsible for reviewing nominations of outstanding faculty from their Honors peers, choosing finalists to interview, conducting those interviews, and selecting the 2023 Honors Outstanding Professor. This year's award went to Dr. Colin Flint from the Department of Political Science in the College of Humanities and Social Sciences. Dr. Flint will deliver the 48<sup>th</sup> Annual Honors Last Lecture, "Dare to Build Global Peace," on October 4, 2023.

*Honors Leadership Academy (HLA)*—Now in its fourth year, the HLA is designed for first- and second-year students who aspire to become leaders in Honors and beyond. As they engage in a year-long curriculum, participants are trained in four key areas:

- Honors Ambassador—learning and sharing Honors benefits with others
- Honors Peer Educator—learning and showing peers how to navigate Honors requirements
- Honors Community Builder—joining and creating Honors community
- Honors Publicist—following and promoting Honors in social and other media

Honors received 32 applications for HLA in FY 2022-2023 and accepted 29 students to participate in the program. As in the previous year, the curriculum was offered in a series of independent modules to encourage students to complete all four training modules but to also allow them the flexibility to complete and earn Honors points for just those modules that were of interest to them.



## E. PROGRAMMING

Of the 29 members of this year's HLA cohort, 17 (59%) completed at least one module; 14 (48%) completed two or more modules; twelve (41%) completed three or more modules; and ten (35%) completed all four modules (Table H-7). Collectively, these students form a talented and engaged pool from which Honors (and the institution more broadly) can draw future student leaders for service as ambassadors, peer educators, community builders, and publicists. In fact, three 2022-2023 HLA graduates have already been appointed as Honors Ambassadors, UTFs, or Resident Assistants for FY 2023-2024.

### 26. Thank-a-thon

As in previous years, Honors used the end of the semester as an opportunity to encourage students to thank the faculty, staff, alumni, and donors who have made a difference in their lives. The importance and power of expressing gratitude is a recurring theme in the Honors Program's preparation of students for the next stage of their educational and career paths, and the program supports this value with regular gratitude workshops that teach students how to write high-impact thank-you notes. Both the fall (December 1-16, 2022) and spring (April 17-May 3, 2023) thank-a-thons were run as hybrid events, allowing students the choice to either pick up physical thank-you cards from the Honors office or express their gratitude by email. In FY 2022-2023, 67 Honors students participated in the Honors Thank-a-thon.

### STATEWIDE PROGRAMMING

In its third year of statewide engagement, the University Honors Program expanded from a pilot launched in partnership with USU Statewide Campuses on the Brigham City, Uintah Basin, and USU Eastern Price campuses to a broader integration of students and faculty across Utah. Moving beyond the pilot required the program to open admission to students from all statewide campuses, actively recruit statewide faculty to engage with students on their campuses, and deliver curricular programming in hybrid and online formats.

In FY 2022-2023, Honors made progress in the following key areas:

#### Essential Activities

- Honors participated in statewide recruiting events by staffing booths at the **USU Eastern Price** Open House, the **Brigham City** Open House, and the **Roosevelt/Uintah Basin** Open House.
- The program shared admissions information and flyers with recruiters and advisors on the USU Eastern Price, Brigham City, and Uintah Basin campuses,
- Honors successfully recruited four faculty members on the Brigham City, Uintah Basin, and USU Eastern Price campuses to participate in holistic review of Honors admissions applications for students coming to USU in FY 2023-2024.
- Honors offered a virtual orientation option that was attended by incoming first-year students on statewide campuses.



## E. PROGRAMMING

- Honors expanded USU 1010 (H) *Connections* to include a first-year cohort at USU Eastern Price.
- Honors offered regular academic advising to statewide students via Zoom or phone.

### Academic Programs

- Honors offered an Honors Introductory Experience course taught by a statewide faculty member, intentionally reserving space for statewide students to enroll.
- An Honors faculty member created a hybrid format for a popular Honors Introductory Experience course that had run successfully on the Logan campus and offered a statewide section of the course in Spring 2023.
- Two statewide faculty members on the **San Juan County** and USU Eastern Price campus co-supervised two students' Honors Mentoring Agreements.
- Honors increased the number of virtual Honors Book Labs during summer term and recruited three statewide faculty members on the **Blanding**, Uintah Basin, and USU Eastern Price campuses to run Book Labs.
- Two statewide faculty members on the **Tooele** campus mentored two Honors capstones.
- Honors adapted weekly *Honors in the Know* messaging to highlight virtual and statewide co-curricular opportunities.
- Honors expanded the Honors Faculty Advisory Board to include a statewide representative.
- Honors recruited statewide faculty to serve not only as campus liaisons between the program and a particular statewide campus, but also as Departmental Honors Advisors in USU departments housed on the Logan campus and serving all campuses across the state. One faculty member on the Uintah Basin campus currently serves as the DHA for the Department of Geosciences across the state.
- Honors involved one statewide faculty in the 2022-2023 review of student applications for Honors scholarships.

### Community Building

- Honors staff visited the USU Eastern Price campus and hosted a lunch for the Price Honors student cohort.

### Professionalization

- A statewide student was featured in one of the HMA showcases.
- Honors expanded the Honors Student Advisory Board to include a statewide representative.

## F. FUNDING

*In FY 2022-2023, Honors allocated almost 56% of its spendable (non-salary) budget to student participants via scholarships and awards, research funding, and other miscellaneous funding. Most of the remainder was disbursed to faculty and their academic departments to support the development and teaching of academic courses.*

### ***This funding included:***



**\$19,100** in **scholarship** and award funds to 27 Honors students, with **\$20,500** committed for FY 2023-2024 to an additional 27 Honors students.



**22** undergraduate **research** awards totaling **~\$8,500** to 22 Honors students, including **seven URCO matches**.



Over **\$3,700** in **miscellaneous** academic and professionalization funding to support mentoring, Honors Book Labs, and engagement or enrichment experiences.



**18 study abroad** awards to 18 students totaling **\$15,500**.



**~\$41,000** in **student wages**, allowing Honors students to gain professional experience as teaching fellows, peer mentors, peer advisors, ambassadors, office assistants, and postgraduate fellows.



**~\$44,000** in direct funding to academic departments and Honors-engaged faculty to support teaching and development of **six Honors courses** and **five departmental Honors sections**.

## F. FUNDING

### 1. Student Funding

*Scholarships and Awards*—Through a competitive application and review process, Honors awarded \$20,500 in scholarships to 27 students in FY 2022-2023 for the coming academic year (Table F-1). The program distributed \$17,250 of the \$17,500 in scholarship funds awarded in the previous fiscal year to 22 recipients in FY 2022-2023. The Honors “Dare to Know” Book Award, available to students at all levels of the program, was awarded to 15 students (+15%). The Honors Access and Inclusion Scholarship, first awarded in the previous reporting period, was again the focus of Honors development efforts this fiscal year and was awarded to five students (+25%), including three current and two incoming first-year Honors students. This scholarship is for Honors students with demonstrated academic merit and the capacity to excel in college. Preference is given to students who are the first in their families to attend college and/or have experience in or a commitment to working with historically underserved or underprivileged populations. Due to significant donations to the Joseph G. and Karen W. Morse Endowed Scholarship Fund in FY 2022-2023, Honors was able to maintain an increase to the award amount (from \$750 to \$1,000 in FY 2021-2022) and to expand the number of awards from two to three.

Two spring 2023 Honors graduates, Mikenna DeBruin (Conservation and Restoration Ecology/Communication Studies) and Wesley Mills (Physics), earned Joyce Kinkead Outstanding Honors Capstone Awards, each of which carries a \$500 cash prize.

Students presenting at the first annual Honors Capstone Showcase competed for three poster awards. Thomas Smith (Biology) was awarded the Best Poster Award (\$250); Sarah Brinck (Animal and Dairy Science) won the Runner-Up Award for Best Poster (\$100); and Camille Bassett (Global Communication) won the People’s Choice Award (\$250).

*Research and Creative Work Funding*—The number of Honors student research and creative funding application continued to grow in FY 2022-2023, although that number has not yet returned to pre-pandemic levels. Honors granted 22 undergraduate research and creative awards, totaling over \$8,500, to 22 students engaged in the pursuit and/or presentation of research or creative work. Of those awards, almost \$7,500 (88%) was disbursed in this fiscal year (Table H-8). These awards also included seven funding matches for the Undergraduate Research and Creative Opportunities (URCO) Grant Program, issued as part of the Honors Program’s ongoing partnership with USU’s Office of Research (Table H-9).

*Study Abroad Funding*—As study abroad programs continue to reopen in many parts of the world, Honors awarded \$15,500 to support global experiences for 18 students, with \$2,500 of those awards disbursed in this reporting period (Table H-10). With the help of this funding, Honors students participated this fiscal year in international academic programs in Australia, Belgium, Dominican Republic, France, India, Ireland, Italy, Japan, Mexico, Nepal, Spain, Switzerland, The Netherlands, and the United Kingdom.

## F. FUNDING

**Table F-1.** Honors academic scholarships and awards to students in FY 2022-2023.

Scholarship/Award	Amount	Recipient	Graduation Year/Major(s)
Helen B. Cannon Award (Humanities and Social Sciences)	\$1,500.00	Alyssa Burton	2024, Music Therapy
Lawrence O. Cannon Award (STEM)	\$1,500.00	Jackson Morley	2023, Biochemistry
Douglas D. Alder Scholarship (Leadership)	\$1,000.00	Carter Ottley	2024, Political Science/Journalism
Elaine Alder Service Scholarship	\$1,000.00	Landon Corbett	2024, Kinesiology
Joseph G. and Karen W. Morse Scholarship	\$1,000.00	Rebecca Baker	2025, Music
	\$1,000.00	Rebecca Ivans	2026, Political Science/Environmental Studies
	\$1,000.00	Audrey Mullen	2025, Public Health
Joyce Kinkead Outstanding Honors Capstone Award	\$500.00	Mikenna DeBruin	2023, Conservation and Restoration Ecology/ Communication Studies
	\$500.00	Wesley Mills	2023, Physics
Honors Access and Inclusion Scholarship	\$1,000.00	Isabella DeJesus	2025, Biology/Biochemistry
	\$1,000.00	Kaleah Olson	2027, Undeclared
	\$1,000.00	McKenzie Pedersen-Campbell	2026, Law and Constitutional Studies
	\$1,000.00	Jacob Sagers	2026, Political Science/International Studies
	\$1,000.00	Kai Li Tullis	2027, Undeclared
“Dare to Know” Book Award	\$500.00	Mallory Bingham	2025, Chemistry
	\$500.00	Sophia Christensen	2025, Political Science
	\$500.00	Jacey Hopkin	2025, Psychology
	\$500.00	Mia Knight	2025, Dietetics
	\$500.00	Maggie Mace	2024, International Studies
	\$500.00	Brayden Monson	2025, Mechanical Engineering
	\$500.00	Elijah Moss	2025, Biology
	\$500.00	Spencer Mullen	2026, Public Health

## F. FUNDING

**Table F-1.** Continued.

Scholarship/Award	Amount	Recipient	Graduation Year/Major(s)
"Dare to Know" Book Award	\$500.00	Bella Nielsen	2025, Mechanical Engineering
	\$500.00	Michelle Norman	2025, Geology
	\$500.00	Kade Robison	2025, Biological Engineering
	\$500.00	Lily Roth	2024, Mathematics/Statistics Composite Teaching
	\$500.00	Aimee Schaelling	2025, Chemistry/Chemistry Teaching
	\$500.00	Joshua White	2024, Statistics
	\$500.00	Name Withheld	[FERPA Hold]

*Honors Book Lab Funding*—To support student participation in Honors Book Labs (Table E-6), the program purchased books for 172 students as well as some faculty members for a total expenditure of \$3,722.47.

*Student Wage Support*—Honors contributed to the professional development of 26 Honors students by offering them relevant and meaningful employment in our program. In total, Honors allocated almost \$41,000 to support two Honors Peer Advisor positions, two Honors Office Assistant positions, an Honors Postgraduate Fellow position, and eight Undergraduate Teaching Fellow (UTF) positions for all Honors courses offered in fall 2022 and spring 2023 (Table H-11). While the Postgraduate Fellow is not a current undergraduate student, the continuation of student support during the one- or two-year bridge period immediately following graduation is an essential part of the program's student support. That number includes support from the Provost's Office for UTFs and Peer Advisors in the amount of \$12,340, bringing our program's contribution to \$28,500.

### 2. Funding to Faculty and Departments

The program supported instruction for seven Honors courses (eight sections, three in fall 2022 and five in spring 2023) with \$36,000 (Table E-4). In addition, two Honors faculty members each received a \$500 course development grant for the creation of a new spring 2023 team-taught Honors Think Tank course. The program also supported the teaching of one Honors section of USU 1050 (H) Habits of Mind: Learning as a First-generation Student; and four Honors sections of physical education courses: PE 1063 (H) Honors Strength and Conditioning in fall 2022, PE 1057 (H) Honors Yoga and PE 1700 (H) World Dance in spring 2023, and PE 1520 (H) Honors Hiking in summer 2023.

Dr. Timothy Curran (Communication Studies and Philosophy) and Dr. Tsung-Chen Shen (Physics) received Joyce Kinkead Distinguished Honors Capstone Mentor

## F. FUNDING

Awards, each of which carries a \$500 honorarium, for their work with the graduates winning outstanding capstone awards this year.

## G. OUTPUTS AND OUTCOMES

*In FY 2022-2023, Honors students generated a substantial number of relevant outputs and outcomes fully or partially attributable to their participation in the USU Honors Program:*



**32 capstones** deposited in electronic format by USU Libraries in Digital Commons



**77 presentations**, involving **64 Honors student authors**, at international, national, regional, state, or local conferences



**67 optional transcript designation awards**, including University Honors, Undergraduate Research, Global Engagement Scholar, and Community-Engaged Scholar



**60 awards and honors** at the national, university, college, or departmental levels

## G. OUTPUTS AND OUTCOMES

### OUTPUTS

#### 1. Student Capstones

Aller, M. 2022. The Effects of Flexibility Training on Working Adults in College. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Anderson, C. 2023. Oppression in Xinjiang: Rhetorical Parallels to the Causal Mechanisms. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Bartschi, M. 2022. Interactive Learning as a Form of Language Development. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Bassett, C. 2023. Shifting the Paradigm: Why Nuanced, Intersectional Representations of Autistic People Matter. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Bradley, M. 2023. INL Building Automation Sector Design Project. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Brawand, M. 2023. Annotation of Eye Tracking Videos to Facilitate Analysis and Pairing with Postural Force Plate Data Regarding the Influence of Postural Stability and Yoga Experience on Perceptions of Other's Postural Stability. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Brinck, S. 2023. Analysis of Scientific Literature Regarding Service Dog Success and Efficacy. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Brogdon, C. 2023. Dissertation on Ethical Issues Surrounding Schizophrenia Research. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Cook, C. 2023. Connections for Success: Social Networking in Virtual University. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Davis, M. 2023. Detecting Accurate Emotions in Faces. Honors Capstone Project, Utah State University, Logan, Utah, USA.

DeBruin, M. 2023. Applying the Extended Parallel Process Model to Climate Change Communication. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Dixon, I. 2023. Becoming Bitter or Becoming Better: How Adversity Affects Leaders' Motivation and Ability to Lead. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Fairbourn, K. 2023. A Phenomenological Inquiry of the Applicability of Neurologic Music Therapy for a Student Music Therapist. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Foster, Z. 2023. High Powered Rocketry Level 3 Certification. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Griffin, H. 2023. Evidence-Based Approaches to Lowering UTI Rates in Skilled Nursing Facilities: A Review of the Literature and Application to a Local Skilled Nursing Home. Honors Capstone Project, Utah State University, Logan, Utah, USA.



## G. OUTPUTS AND OUTCOMES

Johansen, A. 2023. Grounded in Reality: An Exploration of Acceptance in Relational Conflict. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Kroff, B. 2023. Predicting "Noncompliant" Listener Behavior. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Kump, M. 2023. The Levant: Climate Change's Effect on Security Policy in the Middle East. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Linares, S. 2023. Heart2Heart Online: A Discrimination-Based Stress Reduction Intervention for BIPOC. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Meek, A. 2023. Evaluating the Potential of Wastewater Produced Algae Oil as a Palm Oil Replacement in Soap Production. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Mills, W. 2023. Light Scattering from Periodic Conducting Structures. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Miner, S. 2023. Ethics, Fashion and Film of the 1950s and 60s. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Olson, J. 2023. Creating JO. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Palmer, L. 2023. Disruptive Technology Analysis of MijiM, Inc. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Phillips, A. 2022. Developing a Test Method to Determine the Maximum Allowable Leakage Limit of Microbial Ingress for Dialysis Films. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Prouty, T. 2023. Markov Chain Analysis Comparison. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Schwanke, J. 2023. Reason and Rationality in the Post-Pandemic Era. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Smith, T. 2023. NET Presence and Characterization in Naked Mole Rats. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Sparks, M. 2023. The Kinematics of Motor Planning Span. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Stoker, C. 2023. Protein Nutrition and the Melanization Immune Response in Males of *Bombus impatiens*. Honors Capstone Project, Utah State University, Logan, Utah, USA.

Stone, E. 2023. Critiquing the Present and Imagining the Future: The Influence of Contemporary Young Adult Dystopian Literature in Pop Culture and Education. Honors Capstone Project, Utah State University, Logan, Utah, USA.

## G. OUTPUTS AND OUTCOMES

Stringham, S. 2023. Metadrama, Gender, and the Illusion of Agency in William Shakespeare's *The Taming of the Shrew* and *Much Ado About Nothing*. Honors Capstone Project, Utah State University, Logan, Utah, USA.

### 2. Student Presentations—Poster Presentations (Honors student in bold)

**Anderson, C.** 2023. Oppression in Xinjiang: Rhetorical Parallels to the Causal Mechanisms. National Conference on Undergraduate Research, Eau Claire, Wisconsin, USA.

**Anderson, C.** 2023. Oppression in Xinjiang: Rhetorical Parallels to the Causal Mechanisms. Utah Conference on Undergraduate Research, University of Utah, Salt Lake City, Utah, USA.

**Ash, D., L. Corbett, J. Harvey, C. Lloyd, E. Miller, L. Myers, H. Potter, W. Spence, M. Bodell, A. Truman, A. Tuite, I. Vasquez, and N. Villastrigo.** 2023. An Analysis of Digital Natives' Preference for Writing Tools. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Bartschi, M.** 2023. Interactive Learning as a Form of Language Development. University Honors Program Capstone Showcase, Logan, Utah, USA.

**Basset, C.** 2023. Shifting the Paradigm: Why Nuanced, Intersectional Representation of Autistic People Matters. University Honors Program Capstone Showcase, Logan, Utah, USA.

**Bassett, C.** 2023. Shifting the Paradigm with Wednesday Addams: Why Nuanced, Intersectional Portrayals of Autistic People Matter. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Billings, A.** 2022. Relationship Between Protein and Secondary Metabolite Content in Congeneric Tropical Shrubs. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Blotter, K.** 2023. The Evaluation of Compound X in a Mouse Model of CHIKV Disease. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Braunersrither, M.** 2022. How Does Perceived Human Instability Affect One's Own Stability? Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Brawand, M.** 2023. Annotation of Eye Tracking Videos to Facilitate Analysis and Pairing with Postural Force Plate Data Regarding the Influence of Postural Stability and Yoga Experience on Perceptions of Other's Postural Stability. University Honors Program Capstone Showcase, Logan, Utah, USA.

**Brawand, M.** 2023. The Influence of Yoga Practice on Posture Perception and Stability. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Brinck, S.** 2023. Analysis of Scientific Literature Regarding Service Dog Success and Efficacy. University Honors Program Capstone Showcase, Logan, Utah, USA.

## G. OUTPUTS AND OUTCOMES

Chennette, T., R. Becker, and **M. Hatfield**. 2022. Is Harmonic Dictation Effective? Joint Annual Meeting of the American Musicological Society and Society for Ethnomusicology. New Orleans, Louisiana, USA.

**Chirvasa, C.** 2023. Understanding How Changes in Precipitation Intensity Will Affect Vegetation in the Western U.S. National Conference on Undergraduate Research, Eau Claire, Wisconsin, USA.

**Cook, C.** 2023. Connections for Success: Social Networking in Virtual University. Utah Conference on Undergraduate Research, University of Utah, Salt Lake City, Utah, USA.

**Cooney, J.** 2023. Single-Origin Chocolates Have Unique Properties. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Cooney, J.** 2023. Unique Properties of Single-Origin Chocolates. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Cooney, J., L. Monteiro, and S. Martini.** 2023. Flow Properties of Single Origin Chocolates: Effect of Product Formulation and Particle Size. American Oil Chemists' Society Annual Meeting and Expo, Denver, Colorado, USA.

**Dabb, A.** 2023. Optimizing Treatment of Cytomegalovirus. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**DeBruin, M.** 2023. Applying a Health-Risk Model to Climate Change Communication: The Benefits and Barriers of the EPPM for Inciting Carbon Footprint Reductions. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**DeBruin, M.** 2023. Applying the Extended Parallel Process Model to Climate Change Communication. University Honors Program Capstone Showcase, Logan, Utah, USA.

**Dixon, I.** 2023. Mindfulness Meditation as a Potential Mediator in the Transformation of Adversity into Leadership Ability. University Honors Program Capstone Showcase, Logan, Utah, USA.

**Fairbourn, K.** 2023. A Phenomenological Inquiry of the Applicability of Neurologic Music Therapy for a Student Music Therapist. University Honors Program Capstone Showcase, Logan, Utah, USA.

**Hayden, M.** 2023. Supplementation of Anthocyanin-rich Foods Reduces Risk Factors of Colorectal Cancer Risk. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Johns, H.** 2023. Vascularization of Renal Organoids Using Chorioallantoic Membrane. Utah Conference on Undergraduate Research, University of Utah, Salt Lake City, Utah, USA.

**Johns, H.** 2022. Mechanical Properties of Hagfish Protein Hydrogels. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Johnson, A.** 2023. Quantifying and Managing Anthropogenic and Drought Influences on Instream Temperatures. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

## G. OUTPUTS AND OUTCOMES

**Judson, M.** 2023. The Reality of Fictional Power: Students' Use of Fiction as a Coping Mechanism. Utah Conference on Undergraduate Research, University of Utah, Salt Lake City, Utah, USA.

**Kroff, B.** 2023. Predicting Noncompliant Listener Behavior. University Honors Program Capstone Showcase, Logan, Utah, USA.

**Kroff, B.** 2023. Speech Intelligibility Assessment: Predicting "Noncompliant" Listener Behavior. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Kump, K.** 2023. The Levant: Climate Change's Effect on Security Policy in the Middle East. University Honors Program Capstone Showcase, Logan, Utah, USA.

**Linares, S.** 2023. Psi Chi at Utah State University: Research, Outreach, Education, Service. Rocky Mountain Psychological Association, Albuquerque, New Mexico, USA.

**Lonardo, I.** 2023. Modification of Ribonucleoprotein Substrates for the Investigation of PRMT1 Substrate Recognition. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Lott, M.** 2023. Leveraging Markets to Alleviate Utah's Water Crisis. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Lundahl, L., A. Kadomtsev, H. Kartchner, and S. Dutta.** 2023. Quantifying Pycnocline Mixing in Offshore Wind Farms. 2023 USU Research Week College of Engineering Poster Session, Utah State University, Logan, Utah, USA.

**McCarthy, M.** 2023. Opportunities and Constraints on Battery Supplies: Setting Policy for an Electrified Future. Utah Conference on Undergraduate Research, University of Utah, Salt Lake City, Utah, USA.

**Miller, T.** 2023. Examining Different Cultural and Chemical Options for Control of *Fusarium* Bulb Rot in Onions. National Conference on Undergraduate Research, Eau Claire, Wisconsin, USA.

**Miner, S.** 2022. Historical Astronomy Books Reveal our Evolving Understanding of Time. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Miner, S.** 2023. Contemporary Sustainable Architecture. National Conference on Undergraduate Research, Eau Claire, Wisconsin, USA.

**Miner, S.** 2023. Contemporary Sustainable Architecture. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Miner, S.** 2023. Contemporary Sustainable Architecture. Utah Conference on Undergraduate Research, University of Utah, Salt Lake City, Utah, USA.

**Norman, M.** 2023. A DICE-y Situation: Considering the Drumlan Carbon Isotope Excursion (DICE) in Western-Central Utah. Research on Capitol Hill, Salt Lake City, Utah, USA.

## G. OUTPUTS AND OUTCOMES

**Norman, M.,** C. Dehler, and H. Cothren. 2022. A DICE-y Situation: Considering the Drumian Carbon Isotope Excursion (DICE) at the Drumian Gssp, Western-Central Utah. Geological Society of America Meeting, Denver, Colorado, USA.

**Olson, J.** 2023. Creating JO. University Honors Program Capstone Showcase, Logan, Utah, USA.

**Ottley, C.** 2023. Pandemic Experiences of Utah College Students Collected Through Oral Histories. National Conference on Undergraduate Research, Eau Claire, Wisconsin, USA.

**Patch, M.** 2023. Developing a Life-like Robotic Prosthetic Arm. Research on Capitol Hill, Salt Lake City, Utah, USA.

**Phillips, L.** 2022. Developing a Test Method to Determine the Maximum Allowable Leakage Limit of Microbial Ingress for Dialysis Films. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Samuels, O.** 2022. The Evolution of Banned Books Week. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Smith, T.** 2023. NET Presence and Characterization in Naked Mole Rats. University Honors Program Capstone Showcase, Logan, Utah, USA.

**Smith, T.** 2023. NETosis in Naked Mole-Rats: A Step Towards Cancer Resistance. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Sparks, M.** 2023. The Kinematics of Motor Planning Span. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Sparks, M.** 2023. The Kinematics of Motor Planning Span. University Honors Program Capstone Showcase, Logan, Utah, USA.

**Stanger, H.** 2023. Compound Drug treatment of Yellow Fever Virus: Evaluation of Compound X in the Enhancement of Favipiravir Potency in a Hamster Model of Yellow Fever Virus Infection. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Stoker, C.** 2023. Protein Nutrition and Immunity in Male Bumblebees of *Bombus impatiens*. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Stone, E.** 2023. Critiquing the Present and Imagining the Future: Diversity in Contemporary Young Adult Dystopian Fiction. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Stone, E.** 2023. Critiquing the Present and Imagining the Future: Diversity in Contemporary Young Adult Dystopian Fiction. University Honors Program Capstone Showcase, Logan, Utah, USA.

**Tong, R.** 2023. Mapping of Corticotropin-Releasing Factor (CRF) Receptors in the Coyote Brain. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

## G. OUTPUTS AND OUTCOMES

**Van Wagoner, E.** 2023. Text Selection with New Teachers. 2023 Utah Council of Teachers of English Conference, Sandy, Utah, USA.

### 3. Student Presentations—Oral Presentations (Honors student in bold)

**Andrus, K.** 2022. Keep Sweet: An Ideological Analysis of the FLDS Cult led by Warren Jeffs. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Chirvasa, C.** 2023. Controlling Harmful Algal Blooms Through Biomanipulation at Utah Lake. Utah Conference on Undergraduate Research, University of Utah, Salt Lake City, Utah, USA.

**Davies, R., R. Kaplan,** and C. McLennan. 2023. 'Beethoven's Pastoral Symphony' on Tuesday's Access Utah. Utah Public Radio, Logan, Utah, USA.

**DeBruin, M.** 2023. Applying the Extended Parallel Process Model to Climate Change Communication. Utah Conference on Undergraduate Research, University of Utah, Salt Lake City, Utah, USA.

Emadi, S. N. A., B. Andrees, N. Kabbani, B. Kakhobwe, and **C. Cook.** 2023. High-Level Doha Briefing on “Recovery from Covid-19: Consequences on Employment and Decent Work Among Arab Families and Its Implications on Achieving SDG8 in the Arab World”. Doha International Family Institute, New York City, New York, USA.

**Fairbourn, K.** 2023. A Phenomenological Inquiry of the Applicability of Neurologic Music Therapy Training for a Student Music Therapist. Utah Conference on Undergraduate Research, University of Utah, Salt Lake City, Utah, USA.

**Fairbourn, K.** 2023. The Value of Neurologic Music Therapy for a Student Music Therapist. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Harrison, P.** 2022. Addressing the Dangers of the Online Alt-Right. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Hayden, M.** 2022. The Effect of Fish Oil Supplementation and a Western-type Diet on Gut Health. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Johansen, A.** 2023. Grounded in Reality: An Exploration of Acceptance in Relational Conflict. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Keller, K.** 2023. The Grieving Brain: Effect of Pairmate Loss on Coyote Oxytocin Receptor Densities. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Linares, S.** 2023. Heart2Heart Online: A Discrimination-Based Stress Reduction Intervention for People of Color. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Mills, W.** 2022. Chirality Control with Dielectric Metasurfaces. Four Corners Meeting of the American Physical Society, Albuquerque, New Mexico, USA.



## G. OUTPUTS AND OUTCOMES

**Mills, W.** 2022. Light Scattering from Periodic Conducting Nanostructures. Fall Student Research Symposium, Utah State University, Logan, Utah, USA.

**Mills, W.** 2023. Light Scattering from Periodic, Conducting Nanostructures. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Miner, S.** 2023. Ethics, Fashion, and Film in the 1950s and 60s. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Schwanke, J.** 2023. Reason and Rationality in the Post-Pandemic Era. Spring Student Research Symposium, Utah State University, Logan, Utah, USA.

**Waddoups, P.** 2023. The Byronic Hero and Turgenev's 'Fathers and Sons.' Utah Conference on Undergraduate Research, University of Utah, Salt Lake City, Utah, USA.

**Zito, Z.** 2023. Constructing Time in a Closed Dynamical System. Utah Conference on Undergraduate Research, University of Utah, Salt Lake City, Utah, USA.

### 4. Student Publications (Honors student in bold)

**Cooney, J.**, I. Hilton, M. Marsh, A. Jones, and S. Martini, S. 2022. Crystallization Behavior of Milk Fat, Palm Oil, Palm Kernel Oil, and Cocoa Butter with and without the Addition of Cannabidiol. *Journal of the American Oil Chemists' Society* 100(3): 225-236. <https://doi.org/10.1002/aocs.12667>

Israelsen, B., **L. Taylor**, and Z. Zhang. 2023. Efficient Trace Generation for Rare-Event Analysis in Chemical Reaction Networks. In: Caltais, G., and C. Schilling, eds. *Model Checking Software. SPIN 2023. Lecture Notes in Computer Science*, vol. 13872. Springer, Cham, Switzerland. [https://doi.org/10.1007/978-3-031-32157-3\\_5](https://doi.org/10.1007/978-3-031-32157-3_5)

Juarez, B., **S. C. Linares**, and M. M. Domenech Rodríguez. 2023. Dr. Martha Bernal: First Latina PhD in Psychology, In: Grahe, J., M. Ceynar, and R. S. Mason, eds. *Early Psychological Research Contributions of Women of Color*, 1<sup>st</sup> ed. Routledge, Milton Park, UK. <https://doi.org/10.4324/9781003246183>

Kulmatiski, A., M. C. Holdredge, **C. Chirvasa**, and K. H. Beard. 2023. Root Distributions Predict Shrub-steppe Responses to Precipitation Intensity. *Biogeosciences Discuss* [preprint]. <https://doi.org/10.5194/bg-2023-13>

### 5. Honors Program Staff Presentations (Honors staff in bold)

Buss, J., J. Vahlbusch, **K. Miller**, T. Spencer, and R. Barnes. 2022. Honors Advocacy: How to Talk to Different Audiences (Both on and off Campus). National Collegiate Honors Council Annual Conference, Dallas, Texas, USA.

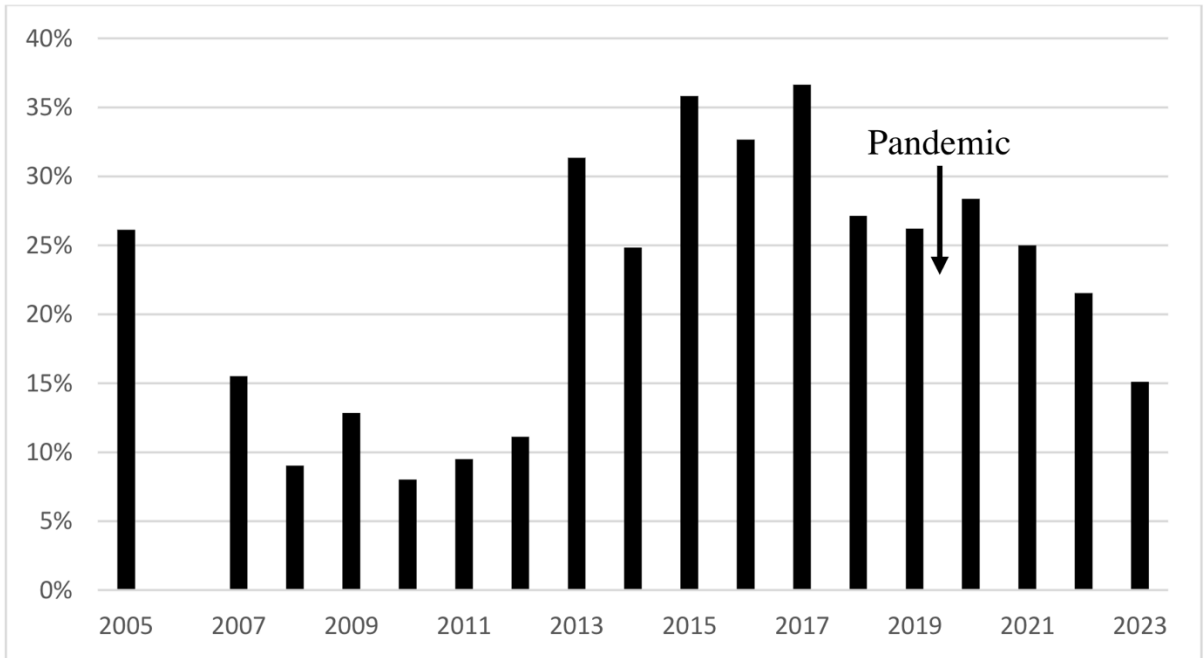
## OUTCOMES

### 6. Graduation

During FY 2022-2023, 32 students successfully completed all requirements for graduation with University Honors. This number represents 5% of this year's Honors

## G. OUTPUTS AND OUTCOMES

student population and 15% of the 2019 ( $t-4$ ) first-year Honors cohort. Figure G-1 illustrates the Honors Program's completion rate based on four-year cohorts between 2005 and 2023. Formerly run with different graduation requirements for each department, Honors was renamed in 2014 as the University Honors Program, a university-wide program with shared requirements across disciplines.



**Figure G-1.** Honors Program completion rate (graduation with Honors) at time  $t$  as a percentage of incoming first-year students at time  $t-4$ .

### 7. Academic Action and Discontinuation

*Academic Action*—In an effort to support students and to help them grow as they take academic risks, the Honors advising staff proactively communicates with students about their status in the program through supportive messaging with non-threatening language tuned to each student's stage in their undergraduate career. Internally only, these messages are collectively referred to and noted in the student's advising file as "academic action." Because students have been required to meet a 3.5 cumulative USU GPA threshold (which students have also been allowed to petition) to graduate with University Honors, these messages treat single-term grades realistically and frame those grades within the larger picture of progress toward graduation with Honors. They also offer students resources for taking action themselves to improve their academic performance. The program plans to consider possible alternatives to this GPA threshold in FY 2023-2024, recognizing the potential value of balancing holistic admissions review with a more holistic approach to graduation GPA requirements.



## G. OUTPUTS AND OUTCOMES

In FY 2022-2023, Honors sent “academic action” messages to 106 students whose GPAs had fallen below 3.0 for the current semester, 53 in fall 2022 and 53 in spring 2023. In addition, 102 students received supportive messages from the program because their cumulative USU GPA had dropped below a threshold determined by their year in the program: 3.00 for students after their first year in the program (43 academic action emails), 3.34 for second-year students (35 academic action emails), 3.44 for third-year students (15 academic action emails), and 3.50 for fourth-year students/students in their final year (nine academic action emails).

*Discontinuation*—The Honors Program’s decision in 2019 to end the practice of involuntarily removing students for failure to meet GPA requirements, schedule regular advising appointments, and/or earn Honors points means that students must take ownership of the disenrollment decision-making process. In FY 2022-2023, 175 students voluntarily withdrew from the program for a variety of reasons, including insufficient time to complete Honors requirements or the Honors capstone. That total includes 13 students who transferred to another institution and 5 students who withdrew from USU. An additional 19 students were removed from the program due to their admission having expired. These students either did not enroll at USU after acceptance into the program or did not return to USU from a leave of absence.

### 8. Transcript Designations

*University Honors*—Every student who successfully completes the University Honors Program requirements earns a University Honors transcript designation. In FY 2022-2023 the following 32 Honors students graduated with University Honors, a 6% decrease over FY 2021-2022:

Aller, Madison	Anderson, Christina	Bartschi, Megan
Bassett, Camille	Bradley, Myles	Brawand, Marina
Brinck, Sarah	Brogdon, Chloé	Cook, Clara
Davis, Marisa	DeBruin, Mikenna	Dixon, Isaac
Fairbourn, Katie	Foster, Zachary	Griffin, Hailey
Johansen, Audrey	Kroff, Briggs	Kump, Mary
Linares, Shari	Meek, Abiela	Mills, Wesley
Miner, Sara	Olson, Jenna	Palmer (Pack), Lauren
Phillips, Alexandra	Prouty, Thomas	Schwanke, Jordan
Smith, Thomas	Sparks, Megan	Stoker, Carson
Stone, Ericka	Stringham, Samantha	

## G. OUTPUTS AND OUTCOMES

*Undergraduate Research*—All students seeking the Undergraduate Research transcript designation must complete a minimum of two semesters of undergraduate research, scholarship, or creative activity supervised by a faculty mentor, present their work in a recognized venue, and submit to the Office of Research an application for this transcript designation. In FY 2022-2023, 30 Honors students earned an Undergraduate Research designation, representing 94% of the Honors graduate cohort, and a 50% increase over FY 2021-2022. This reflects the ongoing effort by Honors advising staff to inform and motivate students to seek the designation.

Anderson, Christina	Bassett, Camille	Bradley, Myles
Brawand, Marina	Brinck, Sarah	Brogdon, Chloé
Cook, Clara	Davis, Marisa	DeBruin, Mikenna
Dixon, Isaac	Fairbourn, Katie	Foster, Zachary
Griffin, Hailey	Johansen, Audrey	Kroff, Briggs
Kump, Mary	Linares, Shari	Meek, Abiela
Mills, Wesley	Miner, Sara	Olson, Jenna
Palmer (Pack), Lauren	Phillips, Alexandra	Prouty, Thomas
Schwanke, Jordan	Smith, Thomas	Sparks, Megan
Stoker, Carson	Stone, Ericka	Stringham, Samantha

*Global Engagement Scholar*—The University Honors Program offers its students the opportunity to ground their Honors work in topics of global concern. Focusing on both academic understanding and practical application, Global Engagement Scholars are students who have learned to think deeply and engage thoughtfully with the international issues that shape their disciplines. The Global Engagement Scholar transcript designation communicates to future employers and/or graduate programs the student's commitment to international communication and understanding. Honors students seeking this transcript designation must demonstrate foreign language competence, accumulate 15 credits/points of internationally focused coursework (with a minimum of 6 credits earned in study abroad) or other Honors-in-Practice work in an area of global concern, complete a pre- and post-experience reflection, and make a returning traveler presentation during the Global Engagement Scholarship Symposium. Many Honors students choose to complete an Honors Capstone project that demonstrates substantial engagement with global issues in the student's discipline and Honors and OGE allow this work to count for up to 5 of the 15 credits of internationally focused coursework. In FY 2022-2023, three Honors students earned the Global Engagement Scholar designation:

Dixon, Isaac	Miner, Sara	Palmer, Lauren
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## G. OUTPUTS AND OUTCOMES

*Community-Engaged Scholar*—The program also offers students the opportunity to ground their Honors work in community-engaged learning. Focusing on both classroom learning and community practice, Community-Engaged Scholars (now Christensen Community Scholars) are students who have used the skills of their disciplines to think deeply and engage thoughtfully with local and global issues. This transcript designation communicates to future employers and/or graduate programs the student's commitment to connect academic work with their communities. Honors students seeking this designation must complete two courses designated as community-engaged learning or two service-based HMAs, partially fulfill the co-curricular requirement by logging 200 hours of community service through USU's AggiePulse platform by completing up to two additional service-based HMAs and complete an Honors capstone project that develops and implements a sustainable service project in response to a specific community-identified need. The written part of the Honors capstone project must be a community-engaged learning portfolio that documents all of the student's community-engaged learning experiences at USU and reflects specifically and in detail on the relationship between the capstone and the student's academic discipline. For Honors students, this reflective writing must be substantial and meet the requirements for an Honors capstone project. An optional track allows students interested in international service to pursue this designation with a Peace Corps Prep focus. In FY 2022-2023, two Honors students, Marina Brawand and Isaac Dixon, earned a Community-Engaged Scholar designation.

Overall, the 32 students comprising the 2022-2023 cohort of Honors graduates earned 67 optional transcript designations, including all four designations available at USU. One Honors student, Isaac Dixon, successfully completed the requirements for all four designations.

### 9. Student Awards and Honors

#### *International, National, and State Awards and Honors*

Cristina Chirvasa, 2023 Truman Scholar Nominee

Cristina Chirvasa, 2023 Udall Scholar Honorable Mention

Isaac Dixon, 2022 Rhodes Scholar Nominee

Isaac Dixon, 2022 Marshall Scholar Nominee

Laura Lundahl, 2023 Goldwater Scholar Nominee

Michelle Norman, 2023 Goldwater Scholar Nominee

Carter Ottley, 2023 Truman Scholar Nominee

Emily Sargeant, 2023 Goldwater Scholar Nominee

Christian Stewart, 2023 Udall Scholar Nominee

Zachary Zito, 2023 Goldwater Scholar Nominee

## G. OUTPUTS AND OUTCOMES

### *University Awards and Honors*

Clara Alder, Bill E. Robins Memorial Award, USU 2023 Robins Awards

Camille Bassett, Third Place in Undergraduate Fiction, USU Creative Writing and Art Contest, 2023

Jaron Bono, Outstanding Undergraduate Poster Presentation, Engineering, Spring Student Research Symposium

Alissa Dabb, Recipient, Undergraduate Research and Creative Opportunities Grant, Spring 2023

Mikenna DeBruin, Recipient, Undergraduate Research and Creative Opportunities Grant, Spring 2023

Katie Fairbourn, Outstanding Undergraduate Oral Presentation, Social Sciences and Education, Spring Student Research Symposium

Noelani Hadfield, Third Place in Undergraduate Poetry, USU Creative Writing and Art Contest, 2023

Marcus Hayden, 2022 Peak Summer Research Fellow

Ian Jones, Recipient, Undergraduate Research and Creative Opportunities Grant, Fall 2022

Kaleb Keller, Outstanding Undergraduate Oral Presentation, Life Sciences, Spring Student Research Symposium

Isabella Lonardo, Outstanding Undergraduate Poster Presentation, Physical Sciences, Spring Student Research Symposium

Lily Martindale, Gerald Robins Award, USU 2023 Robins Awards

Abiela Meek, Scholar of the Year, USU 2023 Robins Awards

Timothy Miller, 2022 Peak Summer Research Fellow

Wesley Mills, 2022 Peak Summer Research Fellow

Sara Miner, Recipient, Undergraduate Research and Creative Opportunities Grant, Spring 2023

Jackson Morley, Recipient, Undergraduate Research and Creative Opportunities Grant, Fall 2022

Lily Roth, Recipient, Undergraduate Research and Creative Opportunities Grant, Spring 2023

Thomas Smith, Recipient, Undergraduate Research and Creative Opportunities Grant, Spring 2023

Sarah Wessman, Second Place in Undergraduate Art, USU Creative Writing and Art Contest, 2023

## G. OUTPUTS AND OUTCOMES

Andrew Williams, Outstanding Undergraduate Poster Presentation, Life Sciences, Spring Student Research Symposium

Zachary Zito, 2022 Peak Summer Research Fellow

### *College Awards and Honors*

Clara Cook, Kiwanis Award, College of Humanities and Social Sciences

Isaac Dixon, Valedictorian, Jon M. Huntsman School of Business

Meghan Hatfield, Caine College of the Arts Summer Arts Research Grant

Hayden Johns, College of Science Undergraduate Research Minigrant

Isabella Lonardo, College of Science Undergraduate Research Minigrant

Abiela Meek, Outstanding Senior and Scholar, College of Engineering

Wesley Mills, College of Science Undergraduate Research Minigrant

Michelle Norman, College of Science Undergraduate Research Minigrant

Sarah Polizzotto, Caine Scholar for Excellence

Jacob Sagers, College of Humanities and Social Sciences Faculty-Student Summer Mentorship Grant

Rachel Tong, Legacy of Utah State Award Nominee, College of Science

Rachel Tong, College of Science Undergraduate Research Minigrant

Emily Van Wagoner, College of Humanities and Social Sciences Faculty-Student Summer Mentorship Grant

Preston Waddoups, College of Humanities and Social Sciences Faculty-Student Summer Mentorship Grant

Andrew Williams, Dean's Scholar, College of Science

Name Withheld, Caine Scholar for Excellence

### *Departmental Awards and Honors*

Camille Bassett, Student of the Year, Global Communications

Clara Cook, Student of the Year, Sociology

Lauren Cunningham, Student of the Year, Law and Constitutional Studies

Marisa Davis, Student of the Year, Communication Studies

Anna Johnson, Student of the Year, Broadcast Journalism

Brock Marchant, Student of the Year, Print Journalism

Lily Martindale, Outstanding Senior, Department of Wildland Resources

Emma Norton, Student of the Year, History

## G. OUTPUTS AND OUTCOMES

Ericka Stone, Student of the Year, Literature

Samantha Stringham, Student of the Year, Liberal Arts

Preston Waddoups, Student of the Year, Philosophy

Liam Weed, Student of the Year, Interdisciplinary Studies

## H. APPENDIX

**Table H-1.** List of FY 2022-2023 Honors graduates.

Name	College	Major(s)	Designation
Aller, Madison	CEHS	Psychology	University Honors
Anderson, Christina	CHaSS	Global Communication/International Studies	University Honors
Bartschi, Megan	CEHS	Elementary Education	University Honors
Bassett, Camille	CHaSS	Global Communication	University Honors
Bradley, Myles	ENGR	Mechanical Engineering	University Honors
Brawand, Marina	HSB, CEHS	Economics (Managerial Emphasis)/Kinesiology (Pre-physical Therapy Emphasis)	University Honors
Brinck, Sarah	CAAS	Animal and Dairy Science	University Honors
Brogdon, Chloé	CoS	Human Biology/Law and Constitutional Studies	University Honors
Cook, Clara	CHaSS	Sociology	University Honors
Davis, Marisa	CEHS	Psychology/Communication Studies	University Honors
DeBruin, Mikenna	QCNR	Conservation and Restoration Ecology /Communication Studies	University Honors
Dixon, Isaac	HSB, CEHS	International Business/Economics	University Honors
Fairbourn, Katie	CCA	Music Therapy	University Honors
Foster, Zachary	ENGR	Mechanical Engineering (Aerospace Emphasis)	University Honors
Griffin, Hailey	CEHS	Nursing	University Honors
Johansen, Audrey	CHaSS	Communication Studies	University Honors
Kroff, Briggs	CEHS	Communicative Disorders and Deaf Education	University Honors
Kump, Mary	CHaSS	International Studies (Peace and Conflict Emphasis)	University Honors
Linares, Shari	CEHS	Psychology	University Honors
Meek, Abiela	ENGR	Biological Engineering	University Honors
Mills, Wesley	CoS	Physics	University Honors
Miner, Sara	CHaSS	Liberal Arts	University Honors
Olson, Jenna	HSB	International Business	University Honors
Palmer, Lauren	CHaSS	International Studies	University Honors
Phillips, Alexandra	ENGR	Biological Engineering	University Honors
Prouty, Thomas	ENGR	Computer Engineering	University Honors

## H. APPENDIX

**Table H-1. Continued.**

<b>Name</b>	<b>College</b>	<b>Major(s)</b>	<b>Designation</b>
Schwanke, Jordan	CHaSS	Philosophy/Political Science	University Honors
Smith, Thomas	CoS	Biology	University Honors
Sparks, Megan	CoS	Human Biology	University Honors
Stoker, Carson	CoS	Cellular/Molecular Biology	University Honors
Stone, Ericka	CHaSS	English (Literature Emphasis)	University Honors
Stringham, Samantha	CHaSS	English (Literature Emphasis)/Liberal Arts	University Honors



## H. APPENDIX

**Table H-2.** List of FY 2022-2023 Honors-engaged faculty, staff, and other mentors/instructors.

Name	College	Department or Program
Adair, Camilla	CEHS	Kinesiology and Health Science
Allen, LoraLynn	CEHS	Nursing
Allred, Deanna	CHaSS	English
Anderson, D. Andy	CoS	Biology
Archer, Seth	CHaSS	History
Babits, Chris	CHaSS	History
Bakker, Sara	CCA	Music
Barker, Brittan	CEHS	Communicative Disorders and Deaf Education
Bartmann, Jessica	N/A	CAPS
Bates, Scott	CEHS	Psychology
Bayeck, Rebecca	CEHS	Instructional Technology and Learning Sciences
Bayless, Anne	CCA	Music
Beck, Russ	CHaSS	English
Belmont, Patrick	QCNR	Watershed Sciences
Belmont, Shannon	QCNR	Environment and Society
Berke, Ryan	ENGR	Mechanical and Aerospace Engineering
Berreau, Lisa	CoS	Chemistry and Biochemistry
Bilicka, Katarzyna	HSB	Economics and Finance
Bitner, Spencer	N/A	Student Involvement and Leadership
Bosworth, Ryan	CAAS	Applied Economics
Bowen, Briana	CHaSS	Center for Anticipatory Intelligence
Britt, David	ENGR	Biological Engineering
Brown, David	CoS	Mathematics and Statistics
Brunson, Mark	QCNR	Environment and Society
Buhusi, Mona	CEHS	Psychology
Bundock, Kaitlin	CEHS	Special Education and Rehabilitation Counseling
Bunnell, Matt	CAAS	Aviation & Technical Education
Burbank, Jennifer	CoS	Biology
Burger, Benjamin	CoS	Geosciences
Canfield, Clair	CHaSS	Communication Studies and Philosophy

## H. APPENDIX

**Table H-2.** Continued.

Name	College	Department or Program
Cann, Damon	CHaSS	Political Sciene
Cannon, James	HSB	School of Accountancy
Cannon, Molly	CHaSS	Sociology and Anthropology
Carey, Jon	CEHS	Kinesiology and Health Science
Caron, Amber	CHaSS	English
Carter Olson, Candi	CHaSS	Journalism and Communication
Charlton, Rebecca	CAAS	Nutrition, Dietetics and Food Sciences
Chenette, Tim	CCA	Music
Cho, Isaac	CoS	Computer Science
Ciciurkaite, Gabriele	CHaSS	Sociology and Anthropology
Cohen, Anna	CHaSS	Sociology and Anthropology
Colton, Jared	CHaSS	English
Cooper Rompato, Christine	CHaSS	English
Coster, Daniel	CoS	Mathematics and Statistics
Craig, Boyd	HSB	Marketing and Strategy
Crosby, Peter	N/A	AAA
Curran, Timothy	CHaSS	Communication Studies and Philosophy
Davidson, Jeanne	N/A	University Libraries
Dawson, Amanda	CCA	Theatre Arts
Dehler, Carol	CoS	Geosciences
DeSoi, Lisa	N/A	Office of Research/LARC
Dixon, Michael	HSB	Management
Domenech-Rodriguez, Melanie	CEHS	Psychology
Draper, Crissa	CEHS	Psychology
Durward, Carrie	CAAS	Nutrition, Dietetics and Food Sciences
Dutta, Som	ENGR	Mechanical and Aerospace Engineering
Ellsworth, Joel	ENGR	Mechanical and Aerospace Engineering
Erickson, Shannon	N/A	NEHMA
Eyre, Nikole	CHaSS	English
Ferguson, John	HSB	Management
Fisher, Russell	HSB	Marketing and Strategy

## H. APPENDIX

**Table H-2.** Continued.

Name	College	Department or Program
Fjeldsted, Paul	HSB	Economics and Finance
Fletcher, Annalise	CEHS	Communicative Disorders and Deaf Education
Flint, Colin	CHaSS	Political Science
Flint, Courtney	QCNR	Environment and Society
Fox, Allison	CCA	Music
Freeman, Sara	CoS	Biology
Fullmer, Nicole	N/A	University Libraries
Gelfand, Laura	CCA	Art and Design
Gentry, Brittany	CHaSS	Communication Studies and Philosophy
Gilbert, John	HSB	Economics and Finance
Gilmore, Jason	CHaSS	Communication Studies and Philosophy
Goelzhauser, Greg	CHaSS	Political Science
Gossard, Julia	CHaSS	History
Grayzel, Susan	CHaSS	History
Greenwood, Mary Ellen	CHaSS	English
Gunnell, Megan	CEHS	Nursing
Harris, Jeanette	CEHS	Nursing
Hastings of Scarisbrick, Lord Michael	HSB	Marketing and Strategy
Hills, Nancy	CCA	Theatre Arts
Hofmann, Erin	CHaSS	Sociology and Anthropology
Holland, Daniel	HSB	Marketing and Strategy
Holt, Kerin	CHaSS	English
Hunsaker, Scott	CEHS	Teacher Education and Leadership
Hunt, Lauren	CCA	Music
Johnson, Kayla	N/A	Student Health and Wellness Center
Jones, Jesse	CEHS	Kinesiology and Health Science
Jones, Justin	CoS	Biology
Jones, Norman	CHaSS	History
Judd-Murray, Rose	CAAS	Applied Sciences, Technology, and Education
Julander, Justin	CAAS	Animal, Dairy, and Veterinary Sciences

## H. APPENDIX

**Table H-2.** Continued.

Name	College	Department or Program
Kannan, Vijay	HSB	Management
Kapheim, Karen	CoS	Biology
Kaundal, Amita	CAAS	Plants, Soils, and Climate
Keady, Darcy	CEHS	Human Development and Family Studies
Kinkead, Joyce	CHaSS	English
Knuppe, Austin	CHaSS	Political Science
Kouraytem, Nadia	ENGR	Mechanical and Aerospace Engineering
Koven, Mark	CAAS	Applied Sciences, Technology, and Education
Kraus, Katie	CAAS	Nutrition, Dietetics and Food Sciences
Kulmatiski, Andrew	QCNR	Wildland Resources
Kwiatek, Stephen	CEHS	Special Education and Rehabilitation Counseling
Lambert, Patricia	CHaSS	Sociology and Anthropology
Law, Martin	CHaSS	Communication Studies and Philosophy
Lefevor, Tyler	CEHS	Psychology
Lewis, Hannah	CoS	Mathematics and Statistics
Lindstrom, Erika	N/A	Inclusion Center
Lucas, Lauren	CoS	Biology
Luecke, Chris	QCNR	Watershed Sciences
Lund, Marie	CEHS	Teacher Education and Leadership
Lyons, Michael	CHaSS	Political Sciene
Macfarlane, Wally	QCNR	Watershed Sciences
Madden, Gregory	CEHS	Psychology
Mahaffy, Caitlin	CHaSS	English
Manuel-Dupont, Sonia	CHaSS	English
Marquez-Velarde, Guadalupe	CHaSS	Sociology and Anthropology
Martini, Silvana	CAAS	Nutrition, Dietetics and Food Sciences
McClain Verdoes, Maryellen	CEHS	N/A
McGonagill, Doris	CHaSS	World Languages and Cultures
McKay Strobel, Sarah	CoS	Biology
McLennan, Caitlin	N/A	Facilities
Meier, Cris	CHaSS	Social Work

## H. APPENDIX

**Table H-2.** Continued.

Name	College	Department or Program
Miller, Kristine	CHaSS	English
Minichiello, Angela	ENGR	Engineering Education
Monson, Amy	CAAS	Aviation and Technical Education
Monson, Debra	CHaSS	Journalism and Communication
Moon, Todd	ENGR	Electrical and Computer Engineering
Morrison, Nicholas	CCA	Music
Murphy, Mollie	CHaSS	Communication Studies and Philosophy
Murray, Jessica	CoS	Biology
Nelson, Michaelann	CHaSS	English
Newell, Dennis	CoS	Geosciences
Nischwitz, Claudia	CoS	Biology
Norton, Jeanette	CAAS	Plants, Soils, and Climate
Olsen, Jason	CHaSS	English
O'Shay, Sydney	CHaSS	Communication Studies and Philosophy
Palsson, Craig	HSB	Economics and Finance
Peak, David	CoS	Physics
Pederson, Joel	CoS	Geosciences
Peterson, Justin	N/A	Residence Life
Peterson, Shannon	CHaSS	Political Science
Phillips, Colin	ENGR	Civil and Environmental Engineering
Piotrowski, Amy	CEHS	Teacher Education and Leadership
Piper, Daniel	CEHS	Psychology
Podgorski, Greg	CoS	Biology
Pokharel, Binod	CAAS	Plants, Soils, and Climate
Reali, Virginie	CHaSS	World Languages and Cultures
Rego, Cacilda	CHaSS	World Languages and Cultures
Rice, John	ENGR	Civil and Environmental Engineering
Ricketts, Jeremy	CHaSS	English
Rivera-Dundas, Adena	CHaSS	English
Rivera-Mueller, Jessica	CHaSS	English
Robison-Greene, Rachel	CHaSS	Communication Studies and Philosophy

## H. APPENDIX

**Table H-2.** Continued.

Name	College	Department or Program
Rodgers, Kaitlin	N/A	Academic Testing Services
Romney, Alexander	HSB	Marketing and Strategy
Ross, Robert	CHaSS	Political Science
Roueche, Jessica	N/A	Staff Employee Association
Sand, Alexa	CCA	Art and Design
Sapci, Ayse	HSB	Economics and Finance
Scheaffer, Melissa	ENGR	Engineering Education
Scheiner, Steve	CoS	Chemistry and Biochemistry
Schmidt, Jack	QCNR	Watershed Sciences
Schupp, Eugene	QCNR	Wildland Resources
Searle, Kristin	CEHS	Instructional Technology and Learning Sciences
Seedall, Ryan	CEHS	Human Development and Family Studies
Shen, Tsung-Chen	CoS	Physics
Simon, Chad	HSB	School of Accountancy
Singleton, Patrick	ENGR	Civil and Environmental Engineering
Sleipness, Ole	CAAS	Landscape Architecture and Environmental Planning
Sloat, Aubrynn	N/A	Residence Life
Soyer, Gonca	CEHS	Psychology
Spears, Jeff	CHaSS	Social Work
Stephens, Kate	N/A	Center for Community Engagement
Stoner, David	QCNR	Wildland Resources
Straight, Nathan	CHaSS	English
Studenka, Breanna	CEHS	Kinesiology and Health Science
Tainter, Joseph	QCNR	Environment and Society
Thomas, Brent	CoS	Mathematics and Statistics
Thornley, Rosa	CHaSS	English
Thornton-Kurth, Kara	CAAS	Animal, Dairy, and Veterinary Sciences
Torre, Charles	CoS	Physics
Tsugawa, Marissa	ENGR	Engineering Education
Twede, Jason	CHaSS	Sociology and Anthropology
VanGeem, Stephen	CHaSS	Sociology and Anthropology

## H. APPENDIX

**Table H-2.** Continued.

<b>Name</b>	<b>College</b>	<b>Department or Program</b>
Vargis, Elizabeth	ENGR	Biological Engineering
Veblen, Kari	QCNR	Wildland Resources
Veon, Raymond	CCA	Art and Design
Vigneault, Marissa	CCA	Art and Design
Wallentine, John	CAAS	Animal, Dairy, and Veterinary Sciences
Walters, Jayme	CHaSS	Social Work
Wang, Zhongde	CAAS	Animal, Dairy, and Veterinary Sciences
Wappett, Lianne	HSB	Data Analytics and Information Systems
Watson, Daniel	CoS	Computer Science
Wells, Ashley	CHaSS	English
White, Stephanie	CCA	Theatre Arts
Winstead, Chris	ENGR	Electrical and Computer Engineering
Wishkoski, Rachel	N/A	University Libraries
Wytsalucy, Reagan	CAAS	Extension
Yong, Kim	HSB	Data Analytics and Information Systems
Young, Matthew	CoS	Mathematics and Statistics
Zhao, Jia	CoS	Mathematics and Statistics
Zsiray, John	N/A	Student Involvement and Leadership

## H. APPENDIX

**Table H-3.** List of FY 2022-2023 faculty Departmental Honors Advisors (DHA).

Department/Area	Name
<i>College of Agriculture and Applied Sciences</i>	
Animal, Dairy and Veterinary Sciences	Thornton-Kurth, Kara
Applied Economics	Bosworth, Ryan
Applied Sciences, Technology and Education	Judd-Murray, Rose
Aviation and Technical Education	Bunnell, Matt
Landscape Architecture and Environmental Planning	Sleipness, Ole
Nutrition, Dietetics and Food Science	Charlton, Rebecca
Plants, Soils and Climate	Norton, Jeanette
Technology, Design, and Technical Education	Koven, Mark
 <i>Caine College of the Arts</i>	
Art, Art History, Interior Design	Vigneault, Marissa
Music, Music Education, Music Therapy	Bakker, Sara
Theatre Arts	White, Stephanie
 <i>Emma Eccles Jones College of Education and Human Services</i>	
Communicative Disorders and Deaf Education	Barker, Brittan
Human Development and Family Studies	Keady, Darcy
Kinesiology and Health Science	Studenka, Breanna
Instructional Technology and Learning Sciences	Searle, Kristin
Nursing	Gunnell, Megan
Psychology	Soyer, Gonca
Special Education and Rehabilitation	Bundock, Kaitlin
Teacher Education and Leadership	Hunsaker, Scott
 <i>College of Humanities and Social Sciences</i>	
Anthropology	Cohen, Anna
Communication Studies	O'Shay, Sydney



## H. APPENDIX

**Table H-3.** Continued.

Department/Area	Name
English	Holt, Kerin
History/Religious Studies	Archer, Seth
English	Holt, Kerin
International Studies, Law and Constitutional Studies, Political Science	Goelzhauser, Greg
Journalism and Communication	Monson, Debra
Philosophy	Robison-Greene, Rachel
Social Work	Meier, Cris
Sociology	Ciciurkaite, Gabriele
World Languages and Cultures	McGonagill, Doris
 <i>College of Engineering</i>	
Biological Engineering	Vargis, Elizabeth
Civil and Environmental Engineering	Rice, John
Electrical and Computer Engineering	Moon, Todd
Mechanical and Aerospace Engineering	Ellsworth, Joel
 <i>College of Science</i>	
Biochemistry and Chemistry	Scheiner, Steve
Biology and Public Health	Burbank, Jennifer
	Freeman, Sara
Computer Science	Watson, Dan
Geology	Burger, Benjamin
Mathematics and Statistics	Brown, David
Physics	Shen, Tsung-Chen
 <i>Jon M. Huntsman School of Business</i>	
Accounting	Cannon, James
Data Analytics and Information Systems	Yong, Kim

## H. APPENDIX

**Table H-3.** Continued.

<b>Department/Area</b>	<b>Name</b>
Economics and Finance	Palsson, Craig
Management	Dixon, Michael
Marketing and Strategy	Romney, Alexander
<i>S.J. and Jessie E. Quinney College of Natural Resources</i>	
College of Natural Resources Coordinator	Schupp, Eugene
Environment and Society	Tainter, Joseph
Watershed Sciences	Belmont, Patrick
Wildland Resources	Veblen, Kari
<i>Statewide Campuses</i>	
Brigham City	Eyre, Nikole
USU Eastern Price	Spears, Jeff
Uintah Basin	Burger, Benjamin

## H. APPENDIX

**Table H-4.** FY 2022-2023 Honors Faculty Advisory Board (HFAB).

<b>College or Academic Unit</b>	<b>Name</b>
Caine College of the Arts	Gelfand, Laura
College of Agriculture and Applied Sciences	Kraus, Katie
College of Engineering	Vargis, Elizabeth
College of Humanities and Social Sciences	Archer, Seth
College of Science	Brown, David
Emma Eccles Jones College of Education and Human Services	Bates, Scott
Jon M. Huntsman School of Business	Kannan, Vijay
S.J. and Jessie E. Quinney College of Natural Resources	Schupp, Eugene
University Libraries	Fullmer, Nicole
Office of Research	Sand, Alexa
Statewide Campuses	Spears, Jeffrey

**Table H-5.** FY 2022-2023 Honors Student Advisory Board (HSAB).

<b>College</b>	<b>Name</b>
Caine College of the Arts	Polizzotto, Sarah
College of Agriculture and Applied Sciences	Brinck, Sarah
College of Engineering	Gaither, Alyssa
College of Humanities and Social Sciences	Cook, Clara
College of Science	Roth, Lily
Emma Eccles Jones College of Education and Human Services	Kroff, Briggs
Jon M. Huntsman School of Business	Olson, Jenna
S.J. and Jessie E. Quinney College of Natural Resources	Withers, Sophia
Statewide Campuses	Thayn, Mary

## H. APPENDIX

**Table H-6.** FY 2022-2023 Annual Honors Last Lecture Committee.

Name	College
Cole, Morgan (Co-chair)	Jon M. Huntsman School of Business
Morley, Jackson (Co-chair)	College of Science
Mace, Maggie	College of Humanities and Social Sciences
Prinster, Carlie	Undeclared
Sagers, Jacob	College of Humanities and Social Sciences

**Table H-7.** FY 2022-2023 Honors Leadership Academy Graduates.

Name	Number of Modules Completed	College
Berry, Adelaide	3	Jon M. Huntsman School of Business
Christensen, Allie	2	College of Agriculture and Applied Sciences
Decker, Gabriel	4	College of Science
Jones, Bryn	1	N/A (Exploratory)
Kaplan, Radeyah	4	Emma Eccles Jones College of Education and Human Services
Kennedy, Eliana	2	College of Agriculture and Applied Sciences
Loertscher, Ethan	4	College of Agriculture and Applied Sciences
Mace, Maggie	4	College of Humanities and Social Sciences
Miner, Sara	4	College of Humanities and Social Sciences
Mullen, Spencer	4	College of Science
Nelson, Sarah	4	College of Engineering
Orn, Karli	1	Emma Eccles Jones College of Education and Human Services
Pedersen-Campbell, McKenzie	4	College of Humanities and Social Sciences
Prinster, Carlie	4	N/A (Exploratory)
Shaw, Ethan	3	Caine College of the Arts
Westhara, Daniel	1	Jon M. Huntsman School of Business
Whiting, Myriam	4	College of Science

## H. APPENDIX

**Table H-8.** Recipients of Honors Research Fund awards in FY 2022-2023.

Name	Title/Description of Research or Activity
Anderson, Christina	Research—Oppression in Xinjiang: Rhetorical Parallels to Causal Mechanisms
Brinton, Jacob	Travel—Attendance and Participation in Student Competition at Mathematical Association of America Intermountain Sectional Meeting, Saint George, Utah
Cummings, Tyler	Travel—Attendance and Participation in Student Competition at Mathematical Association of America Intermountain Sectional Meeting, Saint George, Utah
Hatfield, Meghan	Travel—Presentation at American Musicological Society, Society for Ethnomusicology, and Society for Music Theory Joint Annual Meeting, New Orleans, Louisiana
Kump, Kenna	Travel—Center for Anticipatory Intelligence Field Excursion
Leonelli, Ella	Travel—Attendance and Participation in Student Competition at Mathematical Association of America Intermountain Sectional Meeting, Saint George, Utah
Martinson, Marty	Travel—Attendance and Participation in Student Competition at Mathematical Association of America Intermountain Sectional Meeting, Saint George, Utah
Mills, Wesley	Travel—Presentation at Four Corners Meeting of the American Physical Society, Albuquerque, New Mexico
Norman, Michelle	Travel—Presentation at Geological Society of America Annual Meeting, Denver, Colorado
Phillips, Kai	Travel—Center for Anticipatory Intelligence Field Excursion
Piquet, Cassandra	Travel—Attendance and Participation in Student Competition at Mathematical Association of America Intermountain Sectional Meeting, Saint George, Utah
Pullins, Madalyn	Travel—Attendance and Participation in Student Competition at Mathematical Association of America Intermountain Sectional Meeting, Saint George, Utah
Sagers, Jacob	Research—Declining Democracy: Tunisian Perspectives for Future Democratic Institutions
Schutfort, Elsa	Travel—Attendance and Participation in Student Competition at Mathematical Association of America Intermountain Sectional Meeting, Saint George, Utah
Tuite, Anna	Research—Mae Costume Project

## H. APPENDIX

**Table H-9.** Undergraduate Research and Creative Opportunities (URCO) grant program Honors matching funds in FY 2022-2023.

<b>Name</b>	<b>Title/Description of Research</b>
Dabb, Alissa	Optimizing Cytomegalovirus Treatment with Quercetin and Poloxamer 188 in Stria Vascularis Cells
DeBruin, Mikenna	Applying the Extended Parallel Process Model (EPPM) to Climate Change Communication
Jones, Ian	Characterization of Functionally Graded Regolith-Metal Powder Mixtures for Additive Manufacturing in Space
Miner, Sara	Validating a Computational Stochastic Model of Retinal Angiogenesis with Experimental Data
Morley, Jackson	Recombinant Production of Novel Bee Silk Protein
Roth, Lily	Investigating Mathematical Assessments Through the Lens of Educational Taxonomies
Smith, Thomas	A Comparison of Wolf Home Range Estimates Between Two Populations Using GPS Radio Collar Data

## H. APPENDIX

**Table H-10.** Recipients of Honors Study Abroad Fund awards in FY 2022-2023.

Name	Title/Description (Location)
Adams, Kiara	Summer in Japan—Japanese Culture and Language (Japan)
Berlin, Ben	Associazione Cristiani Lavoratori Italiani Immigration Internship (Italy)
Butikofer, Jamie	Humanities and Arts in Europe (Belgium, Ireland, Netherlands, and UK)
Clemens, Chloe	Small Enterprise Education and Development (SEED), Merida, Mexico (Mexico)
Kartchner, Caleb	Study Abroad in Switzerland (Switzerland)
Keller, Ivey	International Language Program (Dominican Republic)
Lee, Abigail	Narratives, Culture, and Community in Ireland (Ireland)
Lee, Kyden	Small Enterprise Education and Development (SEED), Merida, Mexico (Mexico)
Lewin, Kimberly	Studying Cello in Spain (Spain)
Mace, Maggie	India Global Community Leadership (India)
Orn, Karli	Education and Humanities Summer (UK)
Pedersen-Campbell, McKenzie	Humanities and Arts in Europe (Belgium, Ireland, Netherlands, and UK)
Polizzotto, Sarah	Humanities and Arts in Europe (Italy, UK)
Roberts, Elliot	Volunteering Journeys Medical Volunteer Trip (Nepal)
Sagers, Jacob	French Language (France)
Schaelling, Aimee	Study Abroad in Logrono, Spain (Spain)
Thornley, Rebecca	Narratives, Culture, and Community in Ireland (Ireland)
Truman, Avery	Introduction to Coral Reefs (Australia)

## H. APPENDIX

**Table H-11.** Honors student employment in FY 2022-2023.

Position	Name (Term)
Honors Student Peer Advisor	Ivans, Rebecca (Summer/Fall 2022, Spring 2023)
	Mullen, Audrey (Fall 2022, Spring 2023)
	Sagers, Jacob (Spring/Summer 2023)
Honors Postgraduate Fellow	Daines, Savannah (Summer/Fall 2022, Spring/Summer 2023)
Honors Student Office Assistant	Kroff, Briggs (Summer/Fall 2022)
	Phillips, Kai (Fall 2022, Spring 2023)
	Schaelling, Aimee (Fall 2022, Spring 2023)
Honors Ambassador	Bassett, Camille (Summer 2023)
	Chirvasa, Cristina (Fall 2022, Spring 2023)
	Cole, Morgan (Fall 2022, Spring 2023)
	Corbett, Landon (Summer/Fall 2022, Spring/Summer 2023)
	DeJesus, Isabella (Summer 2023)
	Gilliland, Jentrie (Fall 2022, Spring 2023)
	Johnson, Caroline (Summer/Fall 2022, Spring 2023)
	Kaplan, Radeyah (Summer 2023)
	Loertscher, Ethan (Summer 2023)
	Marshall, Aspen (Summer 2022)
	Ottley, Carter (Summer/Fall 2022, Spring/Summer 2023)
	Sagers, Jacob (Fall 2022, Spring/Summer 2023)
	Slack, Aubony (Fall 2022, Spring 2023)
	Withers, Sophia (Fall 2022, Spring 2023)
	Honors <i>Connections</i> Peer Mentor
Cabrera, Maya	
Hiltbrand, Brenna	
Miller, George	
Smith, Tate	
Roberts, Elliott	
HONR 1330-001 UTF (Fall)	Peterson, Lucy



## H. APPENDIX

**Table H-11.** Continued.

<b>Position</b>	<b>Name (Term)</b>
HONR 1330-002 UTF (Fall)	Brinck, Sarah
HONR 1360 UTF (Fall)	Kearsley, Kayleigh
HONR 1320-001 UTF (Spring)	Corbett, Landon
HONR 1320-AW1 UTF (Spring)	Carlson, Jonah
HONR 1330 UTF (Spring)	Coffin, Jenna
HONR 1350 UTF (Spring)	Gaither, Alyssa
HONR 3010/3030 UTF (Spring)	Sagers, Jacob