



USU Board of Trustees Regular Meeting

Friday, June 20, 2025

9:15 AM-1:15 PM MDT

320 Aggie Blvd. Vernal, Utah or

via Zoom <https://usu-edu.zoom.us/j/83594248735?pwd=XmUz4faQM5KszHHEB5GjYV7kXAYZwC.1>

Agenda

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| 1. Welcome and Call to Order
Presenter: Chair Jacey Skinner | 9:15 AM |
| 2. USU Uintah Basin Overview
Presenter: Associate Vice President David Law | 9:20 AM |
| 3. Resolution of Commendation
Presenter: Chair Jacey Skinner | 9:30 AM |
| 4. Committee Reports | 9:40 AM |
| 4.1. Executive Committee
Presenter: Chair Jacey Skinner | |
| 4.2. Research and Academic Approval Committee
Presenter: Trustee Kacie Malouf | |
| 4.3. Statewide Mission and Campus Oversight Committee
Presenter: Trustee Kent K. Alder | |
| 4.4. Student Health, Safety, and Well-Being Committee
Presenter: Trustee David H. Huntsman | |
| 4.5. Honorary Degrees, Awards, and Recognition Committee
Presenter: Trustee Heather Mason | |
| 4.6. Recruitment, Retention, Completion Committee
Presenter: Trustee Tessa White | |
| 5. President's Report
Presenter: President Al Smith | 10:00 AM |
| 6. CLOSED SESSION | 10:15 AM |
| 7. BREAK | 10:35 AM |

- 8.1. Statewide Enterprise** 10:45 AM
Presenter: Senior Vice President Ken White
- 8.2. Athletics: House Settlement Updates** 11:10 AM
Presenter: Vice President Diana Sabau

9. CONSENT AGENDA 11:20 AM

- 9.1.** Approve: 4.30.25 USU Board of Trustees Regular Meeting Minutes
- 9.2.** Approve: 5.22.25 USU Board of Trustees Special Meeting Minutes
- 9.3.** Approve: Tenure and Professor Rank for Christopher B. Fox
- 9.4.** Approve: Policy 2100: Affirmative Action Retirement
- 9.5.** Approve: Policy 2105: Free Expression and Assembly
- 9.6.** Approve: Policy 2107: Political & Electoral Participation
- 9.7.** Approve: Policy 3116: Sabbatical Leave
- 9.8.** Approve: Policy 5200: Information Security and Appropriate Use
- 9.9.** Approve: Centers
- 9.9.1.** Center for Rural Economic Development and Emerging Technologies
- 9.10.** Approve: Discontinuations
- 9.10.1.** Mathematical Sciences – PhD – Statistics Specialization in the in the College of Science
- 9.11.** Approve: Name Changes and Restructures
- 9.11.1.** Restructure the Automotive Technology Certificate of Completion to an Automotive Technology Technical Certificate in the College of Agriculture and Applied Sciences
- 9.11.2.** Changing the Name and Restructuring the Small Business Operations- Entrepreneurism Certificate of Completion to a Business Technical Certificate in the College of Agriculture and Applied Sciences
- 9.11.3.** Changing the Name and Restructuring the Diesel Technician Certificate of Completion to the Diesel Technology Technical Certificate in the College of Agriculture and Applied Sciences
- 9.11.4.** Changing the Name and Restructuring the General Technology Associate of Applied Science to the Technology and Design Associate of Applied Science in the College of Agriculture and Applied Sciences
- 9.11.5.** Restructuring the Technology Systems Bachelor of Science in the College of Agriculture and Applied Sciences
- 9.11.6.** Restructuring the Unmanned Aircraft Systems – Drones – Certificate of Completion to the Unmanned Aircraft Systems – Technical Certificate in the College of Agriculture and Applied Sciences
- 9.11.7.** Changing the Name of the Educational Technology and Learning Sciences Master of Education to the Instructional Technology and Learning Sciences Master of Education in the Emma Eccles Jones College of Education and Human Services

9.11.8. Changing the Name of the Fitness Promotion Master of Fitness Promotion to the Applied Kinesiology Master of Applied Kinesiology in the Emma Eccles Jones College of Education and Human Services

9.11.9. Changing the Name of the Health Education and Promotion Bachelor of Science to the Public Health – Health Promotion Bachelor of Science in the Emma Eccle Jones College of Education and Human Services

9.11.10. Restructuring the Master of Engineering in Biological Engineering in the College of Engineering

9.11.11. Changing the Name of the Master of Data Analytics Management Information Systems to the Master of Data Analytics in the Jon M. Huntsman School of Business

9.11.12. Restructuring the Master of Data Analytics in the Jon M. Huntsman School of Business

9.12. Approve: Emphases

9.12.1. Theatre Arts: Musical Theatre Bachelor of Fine Arts Emphasis in the Caine College of the Arts

9.12.2. Special Education: Visual Impairment Emphasis – Bachelor of Arts and Bachelor of Science in the Emma Eccles Jones College of Education and Human Services

9.13. Approve: Programs

9.13.1. Natural Resource Economics Bachelor of Science in the College of Agriculture and Applied Sciences

9.13.2. Planning and Design Technologies Bachelor of Science in the College of Agriculture and Applied Sciences

9.13.3. Elementary Education Associate of Science in the Emma Eccles Jones College of Education and Human Services

10. ACTION AGENDA

10.1. Accept: Utah State University Appropriated FY26 Budget 11:25 AM
Presenter: Vice President Dave Cowley

10.2. Approve: Real Property Acquisition, Price, Utah 11:40 AM
Presenter: Vice President Dave Cowley

10.3. Ratify: USU Board of Trustees Secretary 11:50 AM
Presenter: Chair Jacey Skinner

10.4. Ratify: 2025-2027 Trustee Chair and Vice Chair Election 11:55 AM
Presenter: Trustee Heather Mason

11. INFORMATION AGENDA 12:00 PM

11.1. Report of Investments for February 2025

11.2. Report of Investments for March 2025

11.3. Summer 2025 Advancement Report

11.4. Policy 2406: Hazing

- 11.3.** Summer 2025 Advancement Report
- 11.4.** Policy 2406: Hazing
- 11.5.** Policy 3207: Wage & Salary Administration

12. Adjourn	12:05 PM
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13. Trustee Lunch with USU Leadership Teams	12:15-1:15 PM
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President's Report

JUNE 20, 2025



Message from Utah State University Interim President Al Smith

Dear Trustees,

With the arrival of summer comes opportunity to rejuvenate, reflect, and reinvent. Campus has been a touch quieter, and this has allowed us to take stock of the accomplishments of the 2024-25 academic year and look ahead with excitement to the next academic year. The sections embedded in this report highlight a number of important accomplishments over the past year across our full span of activity. I hope that you take pride not only in what USU offers our students and the state of Utah, but also your critical role in making USU a success. You are valued collaborators as we work to broaden and strengthen our impact!



The strategic reallocation process we have modeled over the past academic year has been involved and challenging, while offering us the opportunity to consider our future impact. Over the next three years, we will build capacity in technologies and careers of the future, health and wellbeing, and student access and success. Our plan was conditionally approved by the Utah Board of Higher Education (UBHE) earlier this month, moving us a step closer to full implementation of our plan. We have some technical details to address and possibly some additional efficiencies to model, after which we anticipate UBHE will advance our plan for consideration by the legislature.

Our future also will involve our move to the PAC-12 athletic conference a little over a year from now, a reenvisioning of our Statewide enterprise to ensure that it meets the evolving needs of Utah communities, navigating the changing federal funding context, and transforming our institution to fully leverage artificial intelligence in our operations and instruction. It will also involve the appointment of a new President who will bring additional vision to our forward-looking institution. The search is now underway and is expected to be completed early in the coming academic year. These developments and initiatives, as well as many not listed here, afford—and, for some, necessitate—a rethinking of how business is done in higher education and at USU. We stand ready to meet this challenge in partnership with you.

As always, I am ever grateful for your commitment to a thriving and impactful USU.

Sincerely,

A handwritten signature in black ink, reading "Alan L. Smith".

Alan L. Smith

Academic Enterprise

PROVOST'S OFFICE

Empowering Teaching Excellence – We continue to provide opportunities for our faculty to grow and thrive:

- In our ongoing EmpowerED workshops, over 80 faculty, instructors, and graduate students have engaged with sessions on topics such as AI in higher education and equity-based grading practices.
- Publish and Prosper, our faculty writing support program, guided 13 participants in submitting manuscripts to peer-reviewed journals including *The Journal of the Learning Sciences*, *Cultural Studies of Science Education*, *The Journal of Higher Education*, and *The Journal of Rural Health*. All participants reported increased confidence in their academic writing.
- The President's Leadership Academy concluded its inaugural year with 10 fellows. When surveyed, 100% of participants rated the program as excellent, were very likely to apply their learning to leadership roles, and had already implemented or planned changes in their units.
- In May, our annual eLearnX Conference supported 30 faculty in a deep dive into digital teaching practices with a focus on AI and other emerging educational technologies.
- The latest issues of *The Journal on Empowering Teaching Excellence* reached a worldwide audience of over 82,000 with peer-reviewed, teaching-focused articles.

General Education – In collaboration with the legislature, USU will engage in some of the most transformative general education reform in the country. Our approach preserves faculty governance but empowers USU to adapt in response to state concerns and needs. The new, purpose-built general education program will align with USU's mission and provide a more meaningful experience for students by focusing on civic virtues and understanding, as well as cultivating durable skills which will help graduates in the workforce and in public life.

Online & Digital Learning Technology – Our Teaching and Learning Technologies, Classroom Technology, and Audiovisual and Technical Services teams had the privilege of hosting the third annual [USU Zoom EDU Summit](#) May 13–14. We welcomed more than 150 attendees from over 30 different colleges/universities and technology partners. USU continues to be recognized as an innovative leading institution in this space.

The strategic action plan associated with the Online Enterprise is a continued area of focus. We are working closely with the Office of the Registrar, Strategic Enrollment Management, Business Services, and other stakeholders to roll out the Online Campus in 2026. This will include a new online tuition and revenue share model. We are also conducting market studies with EAB to identify new program opportunities.

Digital Accessibility Services, in collaboration with the Disability Resource Center, is currently working with over 100 faculty to ensure that all course materials meet accessibility requirements. Details about this activity and other accessibility efforts can be found at <http://accessibility.usu.edu>.

Regional Pathways – Andy Walker of ITLS is constructing a proposal as we continue to work on 90-credit bachelor's programs. We are considering joining the College-in-3 Exchange to support and collaborate with universities across the country, sharing ideas and helping shape relevant policies. We are also expanding technical pathways and creating marketing resources to help students capitalize on these opportunities.

The First Credential Program from the state legislature is starting to take shape. The new legislation will reinvigorate the conversation with K–12 students about opportunities for skill acquisition across the system as well as ways to enter college with existing credits, industry credentials, and first-earned academic and technical certificates.

University Honors Program – We anticipate welcoming 275 new honors students to USU this fall—the largest incoming cohort in over a decade. These intellectually-curious and highly-motivated students come to USU from across the state, region, and nation, and they represent a wide range of majors and disciplines. Through an engaging combination of classroom learning and real-world application, the Honors Program will empower these students to develop essential skills and articulate the value of their education at USU.

Academic Enterprise (cont.)

UNDERGRADUATE AFFAIRS

Career Design Center – We hosted the first annual Career Design Awards on April 7, 2025. Awards were given for Student Employee of the Year, Student Employment Supervisor of the Year, Intern of the Year, Internship Supervisor of the Year, and Career Design Champion of the Year. Students submitted over 200 nominations in recognition of their supervisors.

The Utah Association of Colleges and Employers awarded USU's Career Design Center the Outstanding Events, Fairs, and Programs Award in recognition of our annual Student Employee Appreciation Week, which took place April 7–11.

Student Affairs – Campus Recreation, CAPS, Student Involvement and Leadership, and the Veterans Resource Office all saw increased utilization of their services over the past year. Campus Recreation attributes an increase of 6.4% to collaboration with academic and other Student Affairs units as well as a concerted effort to assess and respond to post-use student suggestions.

CAPS offers a unique training experience to undergraduate students through its REACH Peer Program. Each year, a cohort of 8–10 students receives specialized training to organize outreach events and provide mental health skills coaching to CAPS clients. Of the 56 students trained over the past six years, 78% have pursued careers in mental health-related fields after graduating, and 73% have advanced to graduate programs.

The Office of Student Conduct has reviewed all cases from 2016, bringing them into full Clery Act compliance, and SAAVI is in the process of expanding services to the Eastern and Blanding campuses.

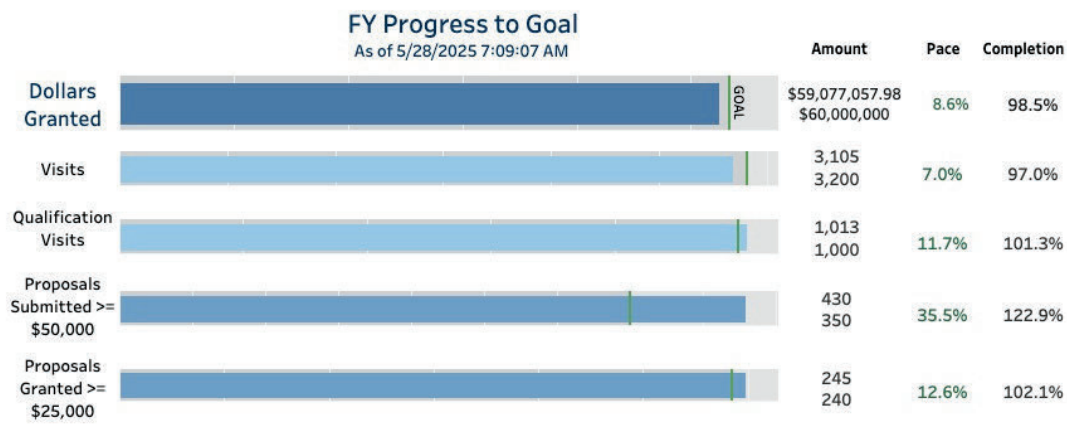
Student Orientation and Advising – A new partnership between Orientation and Advising encouraged a pilot group of incoming students to meet with academic advisors as early as January to plan for fall semester. This led to 30% of confirmed students in the group completing advising before April. It will be expanded to all incoming students next year.

Student Success – The Center for Academic Belonging and Learning Excellence strategically collaborated with Orientation and advisors to increase the number of students served through Habits of Mind courses. This effort resulted in 1,145 seat enrollments across all campuses. Significantly, enrollment in USU 1050 – Navigating College (for first-generation students) increased by 252% compared to last year.

The Division of Student Success and the Provost's Office hosted their third annual teaching conference, bringing together over 40 USU instructors from around the state. This two-day training, required for all who teach classes administered by the Provost's Office, focused on "Humanizing Teaching" and included both theoretical and practical sessions to improve the classroom experience in Career Design and Habits of Mind courses. These courses are particularly impactful for our most at-risk students, many of whom are lifespan learners, first-generation, and/or low-income students.

Advancement & USU Foundation

USU Elevated Through Philanthropy & Engagement

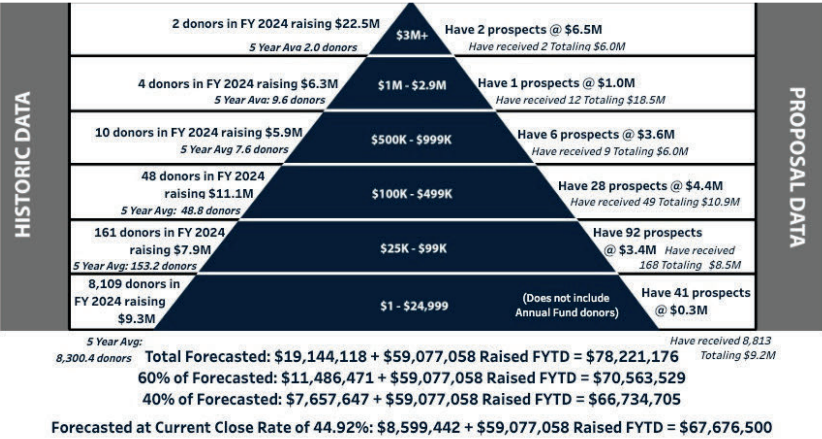


AGGIE IMPACT STORIES

Honoring Service and Leadership – In partnership with Utah State University, the [Major Brent Taylor Foundation](#) has established the Legacy Leadership Scholarship Endowment to support students participating in internships through USU's [Institute of Government and Politics](#). The scholarship will [prepare the next generation of public leaders](#) by enabling recipients to gain real-world experience at the local, state, and federal levels.



\$60M GOAL JUSTIFICATION FY25



Aggie Athletics

Athletics – Since July 1, 2024, Aggie student-athletes have recorded 4,147 community service hours, providing an economic impact of \$138,898 (4,147 x \$34.79—the national volunteer pay average) to the city of Logan and the Cache Valley community. USU finished the 2024–25 academic year No. 13 in the NCAA/Helper Helper Top 25 for community service and engagement.

Development – Since its announcement in June 2024, the Reach & Rise Campaign has received \$28M towards the first comprehensive capital campaign in program history. This includes 11 new commitments of \$25,000 or more.

Academics – Utah State student-athletes achieved a program-best term (3.57) and cumulative GPA (3.51) in the Spring 2025 semester. The women's teams recorded a 3.71 term GPA, and the men's teams finished with a 3.44. Both also set cumulative GPA program highs, with the women attaining a 3.68 and the men a 3.34. This marks the 46th consecutive semester in which the teams earned a 3.0 or higher term and cumulative GPA. Additionally, 86 student-athletes made the dean's list—a 20-person increase from Fall 2024.



Men's Tennis – Finished the Spring 2025 slate 15-9, including 4-2 in Mountain West play. USU won its opening round match against San Diego State in the Mountain West Championship, besting the Aztecs 4-1.

Senior Sergi Micó Fenollar and sophomore Mohammad Alkotop were each named to the Mountain West All-Conference Singles Team. Alkotop and freshman Dmitri Goubin also earned All-Conference Doubles Team honors. Alkotop, senior David Matirosian, and freshman Roman Vegner were each named to the All-Tournament Singles Team. Fenollar, Alkotop, and sophomore Keanu Rigby were named to the 2024–25 College Sports Communicators Academic All-District Team.

Women's Tennis – Finished the Spring 2025 slate 6-16 overall and 0-10 in conference play with a 3-5 home record. Seniors Indya Nespor and Cielo Tapia-Cruz, junior Olivia Halvorsen, and sophomore Niyati Kukreti were named to the 2024–25 College Sports Communicators Academic All-District Team.

Softball – Finished the 2025 campaign 26-26 and 11-11 in Mountain West play under the direction of second-year head coach Todd Judge. Competed in the Mountain West Tournament for the first time in program history and made first postseason tournament appearance since 2011.

The team set numerous program season records, including batting average (.340), hits (439), runs batted (319), and home runs (66). Senior catcher Grace Matej, junior outfielder Kya Pratt, and sophomore outfielder Tatum Silva earned All-Mountain West First Team honors. Senior infield trio Ariel Fifita, Giselle Gonzalez, and Claudia Medina made the Second Team, and senior outfielder Olivia Marble earned an honorable mention.



Golf – Finished second in the *Golfweek* National Invitational Championship, marking USU's second ever postseason appearance. The team's 19-under 845 at the championship was the second best in program history, and sophomore Enrique Karg tied for medalist honors at 12-under 204, winning the outright title on the first playoff hole.

Track & Field – Utah State sent 21 student-athletes to the 2025 NCAA West First Rounds in College Station, Texas.

At the Mountain West Outdoor Track & Field Championships, the men's team finished third with 114.5 points, and the women's team finished ninth with 38 points. Junior Logan Hammer and sophomore Landon Bott won the men's pole vault and 800 meters, respectively.

11 Aggies were selected for the 2025 Outdoor Track & Field All-Mountain West Team, and senior Joshua Hartvigsen was selected for the All-Mountain West SAAC Community Service Team.

Improving the Lives of Individuals, Families, & Communities in Utah

Elizabeth Davis, USU Extension Associate Professor, shared **healthy dating/relationship tips for teens** in a FOX 13 feature. She provided guidance to parents on starting early conversations with preteens and offered tips to help recognize warning signs of unhealthy relationships.



USU Extension recently sponsored **Art in the Arboretum**, a family-friendly celebration of the arts, at the **USU Botanical Center** in Kaysville. The event emphasized connection between people, creativity, and the beauty of the natural world. Attendees enjoyed an outdoor art gallery featuring quilts, paintings, sculpture, and 3-D printed creations, as well as live music, a vendor market, and activities.

May was **National Wildfire Awareness Month**, a time to raise awareness about the dangers of wildfires and encourage people to take measures to protect themselves, their homes, and their communities. **Bradley Washa**, USU Extension Assistant Professor in Wildland Fire Science, shared information with special interest groups and media outlets about the connection between forest thinning and wildfire danger, as well as tips on protecting property from wildfires.



From June 2 to August 9, USU Extension sponsors a statewide virtual **Marathon Kids** summer program. Open to all Utah youth and their families, the program is designed to help participants improve health and gain confidence by performing physical activity equivalent to the distance of a marathon. The program is part of the national Marathon Kids program, with the mission of increasing youth activity and health.

USU Extension is bringing **traditional indigo dyeing** back into home gardens with a comprehensive three-part guide to growing, extracting, and dyeing with Japanese indigo. With a history tracing back to East Asia, the plant produces a vibrant blue dye that has been used to color textiles for centuries.



The **Utah Women & Leadership Project**, affiliated with USU Extension, recently published a research snapshot, **Women and STEM—A 2025 Update**. The update explores key developments in education, employment, barriers, and emerging opportunities in the STEM landscape and aims to help Utahns understand the current state of STEM in Utah and how it is impacting women, girls, and families.

Cody Zesiger, USU Extension Assistant Professor, recently shared tips to help gardeners save their soil and boost their blooms on KSL Studio 5.



Finance & Administrative Services

Investing in Our Success

FACILITIES

Our university is committed to providing state-of-the-art facilities that enhance the learning experience for our students. We are currently undertaking several ambitious construction projects across our campuses, including:

Gardner Learning & Leadership Building

- Completion scheduled for Summer 2025

South Campus Residence Hall

- Completion scheduled for Summer 2025

South Campus Parking Terrace (Figure 1)

- Completion scheduled for Summer 2025

Monument Valley Academic Building (Figure 2)

- Completion scheduled for Winter 2025

College of Veterinary Medicine Building (Figure 3)

- Completion scheduled for Summer 2026

Administrative Services Building

- Completion scheduled for Fall 2026



Figure 1. South Campus Parking Terrace



Figure 2. Monument Valley Academic Building

DINING SERVICES

Over the last few months, USU Dining Services, in coordination with the USU Payment Solutions team, implemented mobile ordering in the revamped Hub Food Court in the Taggart Student Center. In addition to having exciting new dining options, students, faculty, and staff can order and pay from anywhere through a mobile app, which will send a text when the order is ready for pickup. Walk-in guests can place an order at one of two new kiosks installed in The Hub.

RISK MANAGEMENT

We are implementing Origami Risk, a comprehensive Risk Management Information System designed to streamline and enhance operations. This powerful system allows us to customize dashboards and reports for university administrators, automate claims management and compliance tracking, and leverage robust analytics to make informed decisions. These tools will help us resolve incidents and claims more efficiently, improve collaboration and process transparency across departments, and implement proactive risk mitigation strategies.



Figure 3. College of Veterinary Medicine Building

Government & External Relations



Legislative Appreciation Dinner – After the conclusion of each legislative session, we take an evening to express our gratitude to the legislators and Aggies who helped move our initiatives through the Capitol. At this year's dinner, students shared their USU experiences, while a bluegrass band consisting of alumni and staff provided entertainment.



DC SEMINAR SERIES – Last month, interns in Washington, D.C. were able to meet with notable Aggies living and working in the nation's capital.



Democratic Republic of the Congo Visit – In May, we worked alongside the Church of Jesus Christ of Latter-Day Saints to host His Excellency Grégoire Mutshail Mutomb, Minister for Agriculture and Food Security of the Democratic Republic of the Congo, at the Greenville Research Farm.



Lt. Governor Deidre Henderson
visits Logan campus



Senator John Curtis visits SDL

University Marketing & Communications

Utah State Today Highlights

Bridging Worlds: USU Physicists Develop Novel Test of the Holographic Principle	7,568 views
Utah State Legislature Brief: How USU is Affected by 2025 Legislative Session USU Evolutionary Biologist Says Study Reveals Complex Chromosomal Rearrangements in a Stick Insect	7,378 views
Super Powers: USU Researchers Say Alpacas' Unique Immune Systems Could Aid Humans	2,450 views



USU Innovation and Discovery in the Media

Sweating to Shivering: Study Finds Rapid Swings in Temperature Have Increased	New York Times
Q&A on tariffs and trade policy with an economist	Deseret News
USU research could yield solutions for getting water to the Great Salt Lake	Fox13

Utah State Magazine – Our spring issue, *The Heavens Above and the Sagebrush Below*, was sent to over 179,000 emails with a 39% open rate. The fall magazine theme will be *Collections & Connections*.

Of the 929 respondents to our annual reader survey, 40% favored print content, and 32% preferred both print and online. They gave the magazine an average rating of eight out of ten for value.

Executive Communications – The [Strategic Reinvestment Website](#) received over 20,000 unique visitors.

Institutional Advertising/Marketing – Aggie Brand Con 2025 returned to support and enhance the skills USU's marketers, communicators, and digital storytellers. With over 320 participants, the oversold event featured Doug Edwards, whose keynote presentation addressed being Generation Alpha-ready.

Recruitment Marketing – We have finalized new Gen Alpha-friendly recruitment marketing design and rolled it out for implementation at the college level.

Throughout June and July, we will be creating nine recruitment viewbooks for the Logan, Brigham City, Salt Lake City, Uintah Basin, Moab, Eastern, Blanding, and Southwest Campuses. We are also in the process of completing Logan and Statewide versions of an 80-page parent handbook.

Social Media – In May, USU ranked first on Facebook and TikTok for engagement and had the #1 most-engaged post among Utah universities.

Trademark Licensing – We're pleased to report that the release of the game *EA Sports College Football 25* has generated over \$500,000 in royalties for this fiscal year. We anticipate continued revenue with the release of *EA Sports College Football 26* this July.

USU has been recognized as a finalist in the Operation Hat Trick (OHT) Excellence in Service Awards. Our continued partnership with OHT has directly resulted in an \$8,500 donation to the Rocky Mountain Veterans Center, significantly supporting their vital services for veterans.

Operational Management

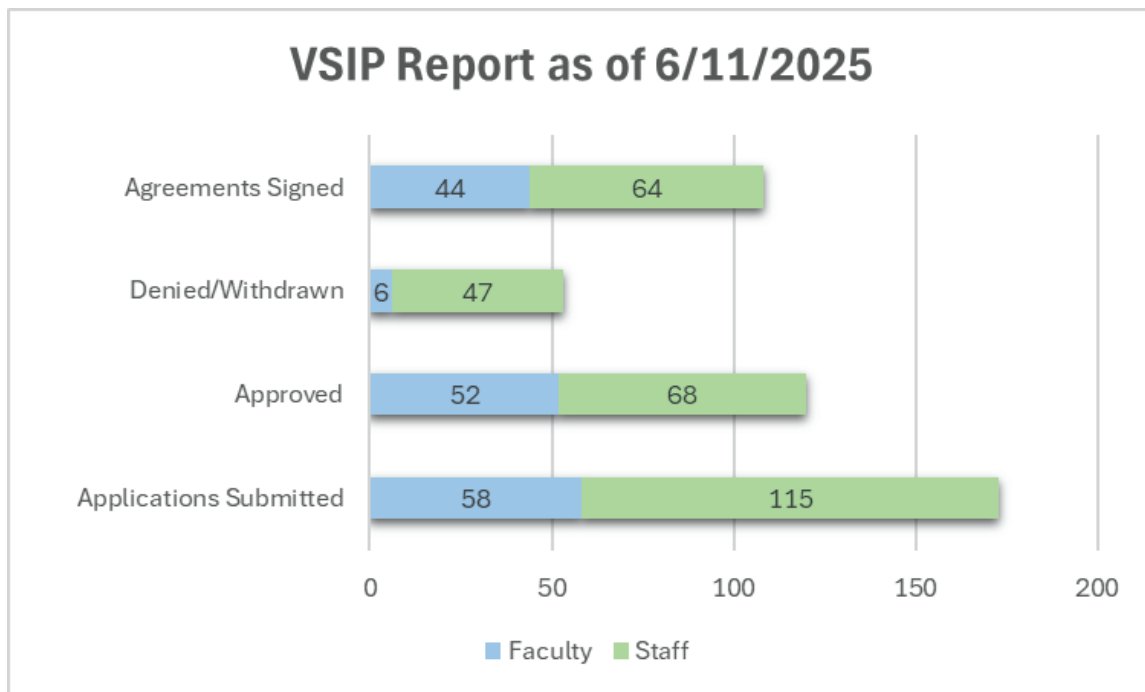
Navigating the Future: Operational Modernization in Action

HUMAN RESOURCES

Improved Pay Schedule – Working alongside Payroll, we leveraged additional processing efficiencies in the switch to semi-monthly payroll to now ensure that employees receive pay earlier when a pay date falls on a holiday or weekend.

College Restructure Support – We are providing regular meeting support to deans with regards to the college mergers. This includes change management, job classification, structure review, and reduction in force communications.

VSIP Update – To date, we have successfully processed 173 Voluntary Separation Incentive Program (VSIP) applications and issued agreements for signature. The VSIP program is an important tool in helping USU achieve its FY26 budget requirements.



Research Enterprise

UNDERGRADUATE RESEARCH

Student Research Program – This summer, we are funding the highest number of undergraduates in program history, including:

- 13 Peak Summer Fellows
- 17 Undergraduate Research and Creative Opportunities grant recipients
- 20 Utah Academy of Science Arts and Letters Research Interns

This is possible thanks to funds raised in relation to the Year of Undergraduate Research (YoUR), as well as strategic reallocation of existing resources within our operating budget. While the fact that we have 50 funded students on the 50th anniversary of undergraduate research at USU is a coincidence, we felt it was especially important to put funding directly into the hands of students as we celebrate this banner year.

YoUR Horizons – Our team continues to crunch the numbers on the first-ever Horizons event, but the initial data suggest that it was a huge success for the students in terms of their development of skills and confidence and that there is a lot of room to continue and to grow the program in the future, building relationships with industry and government to help connect USU's student researchers to future careers and opportunities.



RESEARCH SUMMITS

Research Summits are dynamic events where experts, thought leaders, and industry representatives converge to discuss critical topics. They offer researchers unique opportunities to connect with peers, explore funding, and build interdisciplinary teams to tackle complex challenges.

USU held three summits in the fall and spring semesters, covering the following topics:

- November 2024 – Health & Education Disparities
- January 2025 – Future of Food
- April 2025 – Expanding Your Research Funding Portfolio

Learn more at: <https://research.usu.edu/rd/summits/>.



Statewide Enterprise

Actively Exploring New Avenues to Enhance Services & Contribute to the University's Mission

CAMPUS & COMMUNITY HIGHLIGHTS

- The **Native American Summer Mentorship Program** (NASMP), supported by the NASNTI grant, began May 12, offering Native American students hands-on learning in fields such as horticulture, agriculture, and health science. The program includes research at the NEON site, sessions in Logan, and exploration of transfer pathways to USU Logan. Led by NASNTI Director Jim Dandy and staff Lavern Dennison and Matthew Tuni, the program blends academic exploration with outdoor learning and community-building.
- In May, Priscilla Arungwa, Director of Student Services at USU Blanding, chaired Utah's first **NASPA Drive-In Conference** in over five years. Held in Salt Lake City, the event drew student affairs professionals from more than ten Utah institutions, as well as from Colorado and Nevada. With a focus on professional development and equity in higher education, the conference featured a keynote by Dr. Karnell McConnell-Black of Reed College.
- This month, USU Brigham hosted a two-week **summer science camp** for 180 students in grades 4–7. Participants rotated through interactive science lessons taught primarily by USU students enrolled in a science teaching course, blending education with real-world teaching experience.
- USU Roosevelt hosted approximately 40 local high school students for a **business CTE workshop**, which included interactive breakout sessions led by local educators on topics like entrepreneurship, marketing, and accounting.
- The **USU Monument Valley building** is halfway complete and is slated to open February 1.

FACULTY, RESEARCH & ACADEMIC PROGRAMS

- USU Brigham has 148 **anatomy students** this summer.
- USU Salt Lake received 100 trees through a \$20,000 **Urban Forestry Grant** awarded to Rachel Broadbent, Senior Lecturer in Plants, Soils & Climate. She and her students will plant the trees, combining hands-on learning with campus beautification, guided by a student-designed landscape plan.

STUDENT SUCCESS & ENGAGEMENT

- Nearly **\$2M has been awarded** to over 2,100 Statewide students for the 2024–25 academic year (not including admission scholarships or athletic awards).
- Jillian Morley and LaNae Walker launched the **Career Design Champions Training** in Learn Blue to equip faculty and staff to better support student career development. The three-tier program—Explore, Engage, Launch—builds confidence in answering career questions and making referrals.
- USU Uintah Basin students participated in the **Statewide Research Symposium**, with nine presenting posters locally and three taking part in lightning sessions.



USU Board of Trustees Regular Meeting

Wednesday, April 30, 2025, at 9:00-11:00 AM MDT

University Inn, Logan, Utah, Sonne Board Room or

via Zoom: <https://usu-edu.zoom.us/j/86540687762?pwd=mEdKvz1WOYxQbbsMz6ZPGrQRt11Mz9.1>

Attendance:

Trustees:

Jacey Skinner, Chair
Gina Gagon, Vice Chair
Kent Alder
John Ferry (Zoom)

David Huntsman
Kacie Malouf
Heather Mason (Zoom)
Dave Petersen

Brandon Sorensen
Tessa White
Clark Whitworth

USU representatives:

Jeff Aird
Jodi Bailey (Zoom)
Lisa Berreau
Janalyn Brown
Doug Bullock (Zoom)
Jennifer Caines
Grant Cardon
David Cowley
Kerri Davidson
Clay Davis
Amanda DeRito (Zoom)
Krystin Deschamps

Alison Fabricious
Jared Gereau
Katie Jo North
JanaLee Johnson
Haley Klaassen
Mica McKinney
John O'Neil
Bill Plate
Matt Richey
Diana Sabau (Zoom)
Amy Shewan (Zoom)
Al Smith

Larry Smith
Brandon Sorensen
Brian Steed
MaKenzie Stock
James Taylor (Zoom)
Cameron West (Zoom)
Ken White
Matt White
Devin Wiser
Sam Zehe

Other Attendees:

Damon Cann

Angie Stallings

Courtney Tanner

Agenda

1. Welcome and Call to Order

9:04 AM

Chair Jacey Skinner welcomed everyone and called the meeting to order.

2. Resolution of Commendation - Trustee Matthew Richey

9:07 AM

Presenter: Chair Jacey Skinner (see attached resolution of commendation)

Chair Skinner read the attached commendation and recognized and thanked President Matt Richey for the work he has done over the last year.

Matt Richey expressed his gratitude for the opportunity to be on the Board of Trustees.

3. Oath of Office - Brandon Sorensen

9:10 AM

Presenter: Notary Sam Zehe

Notary Sam Zehe swore in the new USUSA President and Trustee, Brandon Sorensen. The attached oath of office form was signed by Trustee Sorensen and stamped by Notary Sam Zehe at 9:12 AM. It will be filed with the Utah State Archives.

4. Committee Reports

9:13 AM

4.1. Executive Committee

Presenter: Chair Jacey Skinner

The reallocation process is underway, with the Board of Trustees engaged through reports and input on various policies, in close coordination with President Al Smith.

4.2. Audit, Risk and Compliance Committee

Presenter: Trustee David Petersen

Senior Vice President Mica McKinney is currently leading efforts to update the university's youth protection programming to align with best practices in the field. This includes enhancements to the reporting website to better highlight youth protection issues and clarify reporting obligations related to underage minors.

Vice President Dave Cowley provided an update on audit activities for the fiscal year.

4.3. Athletics Committee

Presenter: Trustee Clark Whitworth

Trustee Whitworth expressed confidence in the current trajectory of the athletics program, noting that student-athlete academic performance remains strong. With the transition into the PAC-12, the program is experiencing significant growth and change, requiring increased commitment across all areas.

Trustee Whitworth acknowledged the dedication of the athletics staff and noted that despite outside offers, coaches have remained at USU—crediting Diana Sabau's leadership.

Trustee Heather Mason shared her excitement about the direction of the athletics program and its future in the PAC-12. She emphasized that this transition represents a bold move forward for the university.

Vice President Diana Sabau presented detailed data to the subcommittee.

4.4. Recruitment, Retention and Completion Committee

Presenter: Trustee Tessa White

USU is slightly below the target retention rate set by Utah System of Higher Education (USHE) but remains in the middle range when compared to other universities in the state.

Enrollment trends are showing improvement, with an increase compared to the previous year. FAFSA submissions have also seen a notable rise, supported by the implementation of new software and the release of a new cost calculator that helps students make more informed financial decisions. USU is trending upward.

4.5. Student Health and Safety Committee

Presenter: Trustee David Huntsman

There have been two recent student deaths, one on the Logan campus, and one on the Blanding campus. These students were not known students of concern.

Interim Vice President Krystin Deschamps and her team continue to track and support students of concern. The Counseling and Psychological Services (CAPS) program has been a great support for

students, especially those in academic distress with 85% of students utilizing CAPS, which helped them stay in school.

5. Staff Employee Association (SEA) Report

9:31 AM

Presenter: President JanaLee Johnson (see attached presentation)

Staff Employee Association (SEA) President JanaLee Johnson discussed the structure and services the SEA provides to USU staff. They aim to enhance staff experiences, foster professional development, and create a supportive environment for staff statewide.

6. President's Report

9:45 AM

Presenter: President Al Smith (see attached report for details)

Commencement ceremonies celebrated the awarding of nearly 8,000 degrees, with two honorary degree recipients, including Dr. Willy Lensch and Mr. Kem Gardner.

The recent accreditation site visit was successful, with the peer review team commending the university's engaged and supportive culture, academic offerings, and mission. Their recommendations align with current initiatives, including General Education reform, increased departmental involvement, and improved data sharing and collection. Appreciation was extended to Jeff Aird for his leadership in the accreditation process.

Ongoing administration efforts include strategic planning, statewide redesign, and work related to HB265. The university is actively preparing for PAC-12 integration, including legal and media rights agreements, under the leadership of Diana Sabau. A full athletics conference rebrand is underway.

A recent event at the Wanlass Center highlighted continued progress in art education and research, reflecting the university's broader mission and momentum.

7. STRATEGIC AGENDA

7.1. Update on Process of Reallocation Plan (HB265)

9:54 AM

Presenter: President Al Smith

The university is actively responding to HB265, which mandates a 10% reduction in the instructional budget. A \$12.6 million reallocation plan will be proposed to achieve greater efficiency while supporting institutional goals. This living document will guide changes over the next three years.

Key deadlines include:

Draft submission to USHE: May 9, 2025

Final submission to USHE: May 23, 2025

Presentation to Utah Board of Higher Education (UBHE): June 6, 2025

The process involves multiple levels of review and approval. Communications have been ongoing, with updates shared regarding college mergers and programs. Implementation begins July 1, with faculty and staff engagement critical to success.

Reallocation priorities include expanding institutional capacity in AI, strengthening health sciences and workforce development, and enhancing student support and graduate education. The proposal remains under active refinement through the submission deadline.

Board of Trustee members expressed appreciation for President Smith, Provost Smith, and the team leading the reallocation plan, noting that it is being guided by the university's most experienced and capable individuals.

7.2. Update on Research Funding
Presenter: Vice President Lisa Berreau (see presentation)

10:08 AM

A presentation was given on the significant disruption to federal research funding, with \$15–20 million in awards paused or terminated, leading to staff impacts and potential long-term effects on research capacity, data loss, and economic impact. Leadership discussed ongoing efforts to adapt, including building internal tools, increasing communication, and pursuing alternative funding and industry partnerships. Board members commended the transparency and resilience of the response, emphasizing the need for continued advocacy, collaboration with peer institutions, and support for affected students and faculty.

8. CONSENT AGENDA

10:43 AM

- 8.1.** Approve: 3.17.2025 USU Board of Trustees Regular Meeting Minutes
- 8.2.** Approve: 4.4.2025 USU Board of Trustees Regular Meeting Minutes
- 8.3.** Approve: Policy 3005 Employment-related Reasonable Access and Accommodation
- 8.4.** Approve: Policy 3203 Overtime
- 8.5.** Accept: External Audit Report

Motion:

Motion was made to approve the consent agenda. Motion moved by Trustee David Huntsman and motion seconded by Trustee Clark Whitworth. Voting was unanimous in the affirmative. Motion passed.

BREAK

10:44 AM

9. CLOSED SESSION

10:55 AM

Motion:

Vice Chair Gina Gagon moved that in accordance with 2-4-205 of the Utah Code that the Trustees go into a closed Executive Session for the sole purpose of discussing the character, professional competence, physical or mental health of individuals, pending or reasonably imminent litigation, and the possible sale of real property.

Motion was seconded by Trustee David Petersen. Roll call vote was initiated by Janalyn Brown. Voting was unanimous in the affirmative and the meeting moved to a closed session which commenced at 10:55 AM and concluded at 11:58 AM.

Attendance:

Trustees:

Jacey Skinner, Chair
Gina Gagon, Vice Chair
Kent Alder
David Huntsman

Kacie Malouf
Heather Mason (Zoom)
Dave Petersen
Brandon Sorensen

Tessa White
Clark Whitworth

USU representatives:

Janalyn Brown
Dave Cowley

Mica McKinney
Al Smith

Others:

Angie Stallings

10. INFORMATION AGENDA

10.1. College of Veterinary Medicine Accreditation

10.2. Report of Investments for January 2025

10.3. Next: USU Board of Trustees Regular Meeting will be held at the Uintah Basin Campus, Vernal, Utah - June 19 & 20, 2025

10.4. Upcoming: USU Board of Trustees Retreat, Community Dinner, Regular Meeting, and USU Luminary - August 21-22, 2025

11. Adjourn

11:00 AM

Motion:

Motion was made to adjourn the meeting. Motion moved by Trustee Tessa White and motion seconded by Trustee David Petersen. Voting was unanimous in the affirmative. Motion passed and the meeting was adjourned.

Jacey Skinner, Chair

Janalyn Brown, Secretary

Date Approved



USU Board of Trustees Special Meeting (virtual only)

Thursday, May 22, 2025 at 4:00 - 5:00 PM MDT

<https://usu-edu.zoom.us/j/87581348087?pwd=xmycUJEawlB4c0YPpgHNHmD6naqTiK.1>

Agenda

Attendance:

Trustees:

Brandon Sorensen
Clark Whitworth
Dave Petersen

David Huntsman
Heather Mason
Jacey Skinner

John Ferry
Kent Alder

USU Representatives:

Al Smith
Bill Plate
Dave Cowley
Diana Sabau
Doug Bullock
Haley Klassen

Janalee Johnson
Janalyn Brown
Jeff Aird
John O'Neil
Kerri Davidson
Krystin Deschamps

Larry Smith
Lisa Berreau
MaKenzie Stock
Mica McKinney
Todd Griffith

1. Welcome and Call to Order

Presenter: Chair Jacey Skinner

4:03pm

ACTION AGENDA

4:04pm

1.1. Recommend to Utah Board of Higher Education (UBHE) for approval: USU Strategic Reinvestment Plan

Presenter: President Al Smith

usu.edu/president/reinvestment/plan.cfm

President Smith provided an overview of the Strategic Reinvestment Plan, outlining several key areas targeted for disinvestment. These include program elimination, improvements in program effectiveness, cost efficiencies, streamlined instruction and programming, and enhanced administrative efficiency. The plan anticipates generating \$12.6 million in savings from these measures. These funds are proposed to be reinvested in three strategic categories: technologies and careers of the future, health and well-being, and initiatives aimed at improving workforce and student access, success, and outcomes.

No substantive feedback has been received from the Utah System of Higher Education (USHE) that would necessitate changes to the Strategic Reinvestment Plan. As such, the administration does not anticipate any modifications and is seeking general support from the Board of Trustees to proceed with the plan as proposed.

Appreciation was extended to President Smith, Provost Smith, the deans, faculty, and staff for their leadership, input, and effort under a compressed timeline.

Motion:

4:25pm

A motion was made to recommend advancing USU's Strategic Reinvestment Plan to the Utah Board of Higher Education and the state legislature for their consideration. Motion was moved by Trustee John Ferry and motion seconded by Trustee Kent Alder and Trustee Heather Mason. The floor was opened for discussion, but no further comments were made. Voting was unanimous in the affirmative.

2. Adjourn

4:26pm

Motion was made to adjourn the meeting. Motion moved by Trustee John Ferry and motion seconded by Trustee David Petersen. Voting was unanimous in the affirmative. Motion passed and the meeting was adjourned.

Jacey Skinner, Chair

Janalyn Brown, Secretary

Date Approved

20 June 2025

ITEM FOR ACTION

RE: Faculty and Staff Adjustments

The attached faculty and staff adjustments are submitted for the Trustees consideration. They have received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

The faculty and staff adjustments include one (1) new appointment with tenure.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the attached faculty and staff adjustments.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, The President and the Provost recommend that the Board of Trustees approve one (1) new appointment with tenure.

NOW, THEREFORE, BE IT RESOLVED, That the USU Board of Trustees hereby approve the recommendation of the faculty and staff adjustments.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Signature

Date

Faculty and Staff Adjustments

New Appointments

College of Engineering

Christopher B. Fox to be Associate Dean of Research and Professor with Tenure, Department of Biological Engineering, effective April 28, 2025; B.S. Utah State University, 2003; Ph.D. University of Utah, 2007.

Policy 2100: Affirmative Action

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RETIREMENT of USU Policy 2100: Affirmative Action

Category: Community Expectations

Subcategory: Individual Rights

Covered Individuals: University Employees

Responsible Executive: Executive Vice President & Chief Operating Officer

Policy Custodian: Civil Rights & Title IX Office, Executive Director

BACKGROUND:

This policy should be considered for retirement based on Utah HB 261 and Executive Order 14173. Key provisions of this policy regarding the prohibition of discrimination are also outlined in Policy 2101: Discrimination Based on Protected Characteristics and Policy 3005: Employment Related Accommodation and Access for Individuals with Disabilities. USU has revised its policies to ensure its practices are consistent with current interpretations and enforcement of state and federal law.

IMPACT OF RETIRING POLICY:

The retirement of Policy 2100 should not impact any financial resources.

A review of the University Policy Library shows seven other policies that reference Policy 2100. The policy custodians for these policies will be notified.

IMPLEMENTATION PLAN:

The Civil Rights & Title IX Office will collaborate with the Web IT team to conduct a review of USU webpages that may reference Policy 2100.

Human Resources will review training documents and procedures to update any necessary references.

The Policy Office website will include notice of the retirement of Policy 2100. Individuals who subscribe to receive policy email updates will be notified.

POLICY MANUAL

GENERAL

Number 2100

Subject: Affirmative Action/Equal Opportunity

Date of Origin: January 24, 1997

Effective Date of Last Revision: August 26, 2011

Previous USU Policy #: 303: Affirmative Action/Equal Opportunity

2100.1 REFERENCES

- 1.1 The Equal Pay Act of 1963, as amended
- 1.2 The Civil Rights Act of 1964 (Title VI & Title VII) as amended
- 1.3 The Age Discrimination in Employment Act (ADEA) of 1967
- 1.4 Title IX of the Educational Amendments of 1972
- 1.5 The Rehabilitation Act of 1973 (Sections 503 and 504)
- 1.6 The Age Discrimination Act of 1974
- 1.7 Section 402 of the Vietnam Era Veterans' Readjustment Act (VEVRAA) of 1974 as amended by the Jobs for Veterans Act (JVA) of 2002
- 1.8 The Americans with Disabilities Act (ADA) of 1990 as amended by the Americans with Disabilities Act Amendments Act (ADAAA) of 2008
- 1.9 The Uniformed Services Employment and Reemployment Rights Act (USERRA) of 1994
- 1.10 Title II of the Genetic Information Nondiscrimination Act (GINA) of 2008
- 1.11 U.S. Presidential Executive Order 11246, as amended
- 1.12 Utah Antidiscrimination Act (Utah Code - Title 34A - Chapter 05)
- 1.13 Governor's Executive Order 206-0012: Prohibiting Unlawful Harassment, Issued December 13, 2006

2100.2 POLICY

2.1 Equal Opportunity

Equal Opportunity in employment and education is an essential priority for Utah State University (USU) and one to which the University is deeply committed. Utah State University is dedicated to providing an

equal opportunity climate and an environment free from discrimination and harassment for faculty, staff, students, applicants and participants in all programs/activities sponsored by USU. In accordance with established laws and University policies, the University prohibits discrimination and harassment based on race; color; religion; sex (including sexual harassment, pregnancy, childbirth, or pregnancy-related conditions); national origin; age; genetic information; sexual orientation or gender identity/expression; disability; status as a protected veteran; or any other status protected by University policy or local, state, or federal law.

2.2 Affirmative Action

Affirmative Action is designed to redress imbalances of minorities and women in the workforce. U.S. Presidential Executive Order 11246 (as amended) requires federal contractors to take "affirmative" steps to recruit, hire, and advance minorities and women when incumbency is significantly less than estimated availability in the labor force. Utah State University proactively undertakes good faith efforts to reach affirmative action goals.

While affirmative action goals are not established for protected veterans or people with disabilities, the University undertakes affirmative steps to recruit, hire, and advance people with disabilities and certain protected veterans (disabled veterans, other protected veterans, recently separated veterans, and Armed Forces Service Medal veterans), as required by the Rehabilitation Act of 1973 and the Vietnam Era Veteran's Readjustment Assistance Act of 1974 (VEVRAA) as amended by the Jobs for Veterans Act (JVA) of 2002.

The University's Affirmative Action Programs, including goals, are available for review at the Merrill-Cazier Library's reserve desk or the USU Civil Rights and Title IX Office.

2100.3 RESPONSIBILITIES

3.1 Civil Rights and Title IX Office

Responsible for developing annual Affirmative Action Programs (AAPs), monitoring affirmative action efforts and for providing equal opportunity counseling and training, as well as investigating complaints of illegal discrimination and/or harassment under this policy.

3.2 Office of Human Resources

Responsible for collecting data to assist in the affirmative action/equal opportunity effort. This office is also responsible for ensuring that all personnel policies and actions are in accordance with AA/EO laws and guidelines.

3.3 Department Heads, Supervisors, Deans, and Vice Presidents

Responsible for ensuring that employment decisions and treatment of students and participants in programs/activities sponsored by USU comply with principles outlined in this policy.

3.4 Employees, Students, Applicants and Participants in Programs/Activities Sponsored by USU

Responsible for bringing to the attention of the Civil Rights and Title IX Office any decisions, actions or behaviors felt to conflict with this policy.

References to 2100: Affirmative Action/Equal Opportunity

Policy	Notes
3308: Non-Benefited and Student Employment	3.1: For more info on USU's commitment to affirmative action and equal opportunity refer to Policy 2100: AAEO
3002: Respectful Workplace	Section 2: For issues regarding discrimination, please refer to USU Policy 2100
3006: Staff Employee Grievance	2.1: Allegations of discrimination in violation of USU Policy 2100...
4002: Academic Freedom	2.3.1.10, 2.3.1.11, 2.3.2.9, 2.3.2.10: Faculty members do not engage in the sexual harassment of students...as prohibited by Policy 2100
4003: Faculty Appointments	2.3: The dept. head and the search committee are responsible to ensure that all applicable policies....Policy 2100
2105: Free Expression & Assembly	Only referenced in related USU policies
2402: Public Safety, Response, and Reporting	2.10.3: Acts of violence...may violate USU Policy 2100; Standards of review, time frames, supportive measures, accommodations, individual protective order, resources, and retaliation processes and procedures are found within USU Policy 2100

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, USU Policy 2100: Affirmative Action describes employment practices that are not in alignment with Utah HB 261 and Executive Order 14173;

WHEREAS, the key provisions of this policy regarding the prohibition of discrimination are also outlined in Policy 2101: Discrimination Based on Protected Characteristics and Policy 3005: Employment Related Accommodation and Access for Individuals with Disabilities;

WHEREAS, the retirement requested by the Executive Director of the Civil Rights and Title IX Office is focused on ensuring practices are consistent with current interpretations and enforcement of state and federal law;

WHEREAS, the Executive Vice President and Chief Operating Officer and Executive Director of the Civil Rights and Title IX Office recommend that the Board of Trustees approve the retirement of Policy 2100: Affirmative Action; and

WHEREAS, the retirement of Policy 2100: Affirmative Action followed the procedures outlined in 1001-PR6: Retirement of Policies;

NOW THEREFORE BE IT RESOLVED THAT the Board of Trustees approve the retirement of Policy 2100: Affirmative Action.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Signature of Chair Skinner or designee

Date approved

Procedure 1001-PR6: Retirement of Policies

Associated Policy: 1001, University Policy System
Effective Date: 2025/03/17
Latest Revision: 2025/03/17
Category: Governance and Authority
Subcategory: None

POLICY STATEMENT (POLICY 1001.2.1.3)

Actions and review of University Policies must be carried out per Procedure 1001-PR1, Developing University Policies & Procedures, with further specific procedures outlined in:

- 1001-PR6, Retirement of Policies

PURPOSE

This procedure sets forth the steps to be taken and tools to be used in retiring policies. Policy Custodians are responsible for regular review, evaluation, and assessment of University Policy assigned to them. Either during the Scheduled Review of a policy or as a consequence of changes made to regulations or policies, the retirement of a policy may become appropriate. For example, a new policy may establish a scope encompassing the contents of an existing policy, allowing it to be retired to avoid conflicting with the new policy. More commonly, the change or rescission of regulation can also prompt a retirement.

DEFINITIONS

Definitions in this Procedure shall be as outlined in Policy 1001, Policy on University Regulations, Section 5.

PROCEDURES

Initiating Retirement

1. **Needs Assessment**

The Policy Custodian or Responsible Executive may initiate the retirement process by completing a needs assessment using the 1001-F6 Policy Retirement Form. This form includes a summary of the reasons or a justification for retiring the policy. Policy Custodians should assess the likelihood of various risks associated with retiring the policy.

2. **Consider Impact**

When retiring policy, Policy Custodians and Responsible Executives should consider the impact on stakeholders within the university, whose processes may include reference to or reliance on aspects of the existing policy. Stakeholders who may be significantly impacted should be considered as potential members of the policy retirement team. Similar to the policy development team, the policy retirement team will research best practices and determine the best options.

Policy Custodians should also consider any financial resources that may be impacted by retiring the policy.

3. Collaborate with Policy Office

The Policy Custodian and Responsible Executive shall submit all policies and amendments being considered for retirement through the Policy Officer. The Policy Officer will send the proposal to the Office of General Counsel for a preliminary legal review. All proposals should be submitted using the 1001-F6 Policy Retirement Form.

Developing Retirement Proposal

4. Engage Stakeholders

The Policy Officer will notify the Policy Custodian once the legal preliminary review is complete. As necessary, a policy retirement team is assembled under the leadership of the Policy Custodian. Team members shall represent functional areas of the university that will be impacted by the policy's retirement. Compliance Partners, as identified in the Compliance Matrix, may be members of the policy retirement team. The Policy Officer shall identify and recommend subject matter experts to serve on the team.

Based on the scope and content of the policy, the Policy Officer may recommend posting the proposal online for a comment period. Similar to new and substantively amended policies, this process provides opportunity for campus community members to weigh in on the impact of retiring the policy.

5. Draft

The policy retirement team shall draft the retirement proposal using part 2 of the 1001-F6 Policy Retirement Form. This phase includes researching best practices and benchmarking with peer institutions to provide an informed recommendation. Policy retirement teams must outline a plan to communicate changes with campus and external constituents. Additionally, the team must address what mechanisms or assessments will be implemented to monitor any unintended consequences of retiring the policy.

6. Acquire approval

The Responsible Executive may approve the retirement proposal and will notify the Policy Officer when the Responsible Executive approves a retirement proposal. The Policy Officer will coordinate the approval process and forward all the necessary documents to the appropriate approvers.

Approval

7. Initiate Approval Process

The 1001-F6 Policy Retirement Form and current policy shall be routed by the Policy Officer as required by USU policy and statute.

At a minimum, the following entities shall be approvers:

- USU Leadership Council
- The University President
- Board of Trustees

Any above-named approvers may approve, remand for modification, remand to additional individuals or bodies for review, or reject the retirement proposal. The retirement shall be effective upon approval by all identified approvers.

Implementation

8. **Update Policy Library**

After approval, the Policy Officer will remove the retired policy from the Policy Library. The Policy Officer will post an alert on the Policy Office website to notify the campus community and raise awareness of the purpose and expected impact of retiring the policy.

9. **Implement Communication Plan**

The Policy Custodian shall initiate any retirement plan, including training and internal and external communications activities as necessary.

Evaluation

10. **Evaluate Consequences**

The Policy Custodian and the Responsible Executive will monitor and evaluate any consequences of the policy retirement.

HISTORY

2025/03/17 Procedure approved at the time of publication of Policy 1001, University Policy System.

ADDITIONAL INFORMATION

Related USU Policies, USHE Rules, or Regulations

- Policy 1001: University Policy System

Related Procedures

- 1001-PR2: New and Substantively Amended Policies
- 1001-PR3: Interim Policies and Amendments
- 1001-PR4: Scheduled Review of Existing Policies
- 1001-PR5: Non-substantive Revisions of Existing Policies
- 1001-PR6: Retirement of Policies

Guidance

- 1001-G1: USU Flowchart for Policy Consideration and Approval
- 1001-G2 through G6: Policy Lifecycles
- 1001-G7: USU Policy Style Guide
- 1001-G8: USU Policy Categories
- Policy Template

Related Forms and Tools

- 1001-F1: Policy Substantive Revision Form
- 1001-F2: Policy Non-substantive Revision Form
- 1001-F3: Interim Policy Justification Form
- 1001-F5: Executive Summary
- 1001-F6: Policy Retirement Form
- Policy Review Calendar
- USU Compliance Framework

Policy 2105: Free Expression and Assembly

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EXECUTIVE SUMMARY

USU Policy 2105: Free Expression and Assembly

Category: Community Expectations

Subcategory: Individual Rights

Covered Individuals: University Employees, Students and Visitors

Responsible Executive: Sr. Vice President for Legal Affairs

Policy Custodian: Sr. Vice President for Legal Affairs

BACKGROUND:

This policy was first adopted as an interim policy in May 2024 to codify federal and state law protections for free expression and assembly. It also includes provisions required by the Utah Board of Higher Education's May 1, 2023 Resolution on Freedom of Expression and December 1, 2023 Resolution Establish Expectations for Implementing Principles of Free Expression on Campus. Additionally, it addresses provisions required by the Utah Legislature in H.B. 261:Equal Opportunity Initiatives.

Procedures 1001-PR3: Interim Policies & Amendments requires policy custodians to revisit interim policies within 1 year of adoption.

KEY PROVISIONS OF THE NEW/REVISED POLICY:

Based on feedback from the annual Free Expression training and from members of the faculty senate leadership, the following changes were made to clarify USU's policies on academic freedom:

- Organizing policy terms regarding Academic Freedom in a separate section from Free Expression;
- Adding academic freedom to section 2.5.2 to re-enforce that the University supports academic freedom in the classroom;
- Incorporating language from USU Policy 4003 regarding faculty members' professional responsibilities regarding classroom discussions;
- Clarifying that complaints regarding academic freedom can be reported to the University Ethics & Compliance hotline and that additional grievance options may be available under existing policies, such as USU Policy 3006 and USU Policy 4006.

IMPLEMENTATION PLAN:

Campus community members will be notified of changes through the public comment period, information posted on the Policy Office website, email messages sent to the policy community, and through the annual Free Expression training.

University Policy 2105: Free Expression and Assembly

Category: Community Expectations

Subcategory: Individual Rights

Covered Individuals: University Employees, Students, and Visitors

Responsible Executive: Vice President for Legal Affairs

Policy Custodian: Vice President for Legal Affairs

Last Revised: 2024/05/01

Previous USU Policy Number: 541

2105.1 PURPOSE AND SCOPE

Utah State University (the “University” or “USU”) is committed to free expression and assembly as guaranteed by the United States Constitution, the Utah Constitution, and by state law.

The purposes of this Policy are to (i) protect the free exchange of ideas, free speech, freedom of assembly, and academic freedom within University programs and activities and on the University Campus; (ii) define the limits of protected expression and assembly; (iii) identify unprotected expression and assembly; (iv) set reasonable rules governing the time, place, and manner of expression and assembly; and, (v) provide a process for individuals to report concerns that their free speech rights have been violated.

2105.2 POLICY

2.1 Scope

All persons on the University Campus, including the University Community and Visitors, are protected by and subject to laws governing freedom of expression and assembly and are required to abide by this policy and all other applicable University policies and procedures while on the University Campus.

The University reserves all rights afforded to it under applicable law. Nothing in this Policy or related USU policies and procedures shall be read to provide any contractual or quasi-contractual right, remedy, or cause of action against the University of any kind, and the University further states that it has no intent to extend a contractual or quasi-contractual right of any kind.

2.2 Designation of University Campus Spaces

The University designates the University Campus exclusively for the direct and indirect advancement of the University’s functions to ensure that it is used in keeping with the mission and objectives of the University. Academic and administrative uses of University Campus spaces will be reasonably prioritized over public access or use.

2.2.1 Outdoor Areas.

Consistent with state law, outdoor areas of the University Campus are designated open to the public and, generally, may be accessed for lawful Expressive Activity as “traditional public forums.” Access shall conform to all applicable time, place, and manner restrictions, which may be imposed or maintained on a case-by-case basis.

2.2.2 Indoor Areas.

The University may designate administrative offices, laboratory spaces, and certain indoor spaces and facilities as Restricted Areas and closed to public access and use. See section 2.4.5 of this Policy.

Select buildings and facilities have spaces, including, but not limited to, classrooms, auditoriums, and conference spaces that may be reserved for activities or events by the University Community and Visitors. The procedures for reserving such spaces are maintained by USU Events Services, the responsible University units, and/or building administrators. Rental fees may be charged for the use of University spaces and facilities.

Building administrators may also designate certain indoor areas of the University Campus as Limited Public Forums where Expressive Activity may be permitted for designated groups and/or categories of speech. Examples include but are not limited to open areas of the Taggart Student Center, kiosks, bulletin boards, display cases, and other areas.

2.2.3 Restricted Areas.

No person may enter or access University Campus spaces that have been designated as closed, private, or otherwise inaccessible to the public (referred to as “Restricted Areas”). Members of the University Community and/or Visitors found in violation of such designations may be subject to USU disciplinary procedures, trespass, and potential criminal prosecution.

2.3 Unprotected Expression and Assembly

Not all Expressive Activity is protected by the law. The following categories of expression and assembly are NOT PROTECTED by law, and are not permitted on the University Campus or in University programs or activities:

- (a) Obscenity;
- (b) Defamation;
- (c) Incitement to violence and/or True Threats;
- (d) Violations of state or federal law, including, without limitation, criminal trespass, and willful interference with lawful University activities, see Utah Code section 76-8-701, *et seq.*;
- (e) Expressive Activity that creates a hostile environment within the meaning of Title IX of the *Educational Amendments of 1972*, Title VI of the *Civil Rights Act*, Title VII of the *Civil Rights Act of 1964*, or other applicable law;
- (f) Expressive Activity that substantially disrupts, obstructs, or interferes with classes, teaching, the use of offices, ceremonies, sporting events, or other university activities;
- (g) Expressive Activity that damages property; and
- (h) Expressive Activity that discloses private or confidential information or trade secrets without appropriate authorization.

2.4 Expressive Activities

2.4.1 Free Expression Rights.

Subject to the limitations in this Policy and applicable law, and as more fully described in the following subsections, members of the University Community shall have the right to engage in Expressive Activity and assembly on the University Campus.

2.4.2 Time, Place, and Manner Restrictions.

The First Amendment allows the University to enact reasonable time, place, and manner restrictions on Expressive Activity. These restrictions must be (1) neutral in viewpoint and content, (2) no more extensive than necessary, and (3) serve a significant University interest. Examples of such interests include, but are not limited to, crime prevention, public safety, avoiding disruption of University functions, and maintaining an educational atmosphere. Any such restrictions must also leave open other channels for Expressive Activity.

2.4.3 Demonstrations.

Individuals or groups desiring to demonstrate, picket, or distribute literature within public forums on the University Campus are encouraged to file a written request with the Executive Director of Public Safety, indicating the preferred time, place, and manner of such activity. Such requests would be welcome at least 24 hours in advance.

2.4.4 Speakers.

When individuals are invited to speak or present on campus, the University respects the speaker's right to engage in protected speech and encourages a respectful presentation environment free from undue disruption or interference. Substantial disruption is not permitted and may result in an individual being removed from the event and/or trespassed from the University Campus and subject to USU disciplinary procedures.

2.4.5 Commercial Speech and Activity.

No person shall operate any commercial enterprise or solicit, sell, or rent goods or services (including any lessons, classes, or instruction) on the University Campus, whether for profit or otherwise, except those expressly authorized by USU in writing. For purposes of this Policy, soliciting and selling shall include commercial leafleting or distribution of advertisements or other promotional items or materials. Any sponsor of such commercial activity may be subject to established University fees and must comply with applicable University policies and procedures.

Commercial support of University programs or a Registered Student Organization is not considered a commercial activity under this Policy, and may therefore be permitted, provided that the primary purpose of such support is to underwrite the University program or organization, as opposed to the promotion or endorsement of a commercial product.

2.4.6 Student Organizations.

As described in and governed by the USU Student Code, student organizations may be established for any lawful purpose that does not interfere with or interrupt the policies and activities of the University. All Registered Student Organizations must comply with the USU Student Code, this Policy, and all applicable standards established by Student Affairs, the sponsoring department, USUSA, and/or the Greek Interfraternal and Panhellenic Councils, as applicable.

2.4.7 Student Publications.

Student-driven publications supported by University funds and/or student fees shall be governed by reasonable and nondiscriminatory procedures and practices, which shall be Viewpoint-Neutral and consistent with this policy. No member of the administration or staff, including but not limited to student publication advisors, shall prohibit speech in advance or exercise editorial control over the content of these publications. Notwithstanding, the University and its administrative units retain full editorial control over all non-student University publications.

2.4.8 Institutional Statements.

The University, as an institution, has the right to engage in free speech. The University will exercise its right to speak in a manner consistent with its core principles, values, and mission. Any statements issued by or on behalf of the University must be approved by the President or their designee. No other individual is authorized to speak or issue statements on behalf of USU. See [USU's Statement on Institutional Speech](#).

2.4.9 Sub-Unit or Departmental Statements.

Departments and other sub-units of USU should not issue statements that do not directly relate to the Department or sub-unit's work at the University without the approval of the President or their designee. Sub-Units and Departments should refrain from taking positions on political, social, or unsettled issues that do not directly relate to the University's mission, role, or pedagogical objectives.

2.4.10 Personal Statements.

Generally, USU employees have the right to express themselves in their personal capacity regarding issues of public concern, so long as their speech does not disrupt the University's interest in an efficient and harmonious workplace. Employees should not use University letterhead or University email addresses when engaging in Expressive Activity in their personal capacity. In addition, Utah law prohibits

state employees, including University employees, from engaging in certain political activities, such as campaigning or advocating for a ballot initiative, during work or with state-owned property.

2.4.11 Signage.

Signs, notices, posters, or banners may only be posted on University spaces specifically designated for public postings. Postings in or adjacent to student housing must comply with USU's Student Housing regulations. No sign, poster, paint, or other written messages may be placed, affixed, or applied to any University surface (except for those designated for public posting), including, but not limited to, walls, windows, floors, doors, light posts, or any other surface.

Small lawn signs may be used to promote University programs or activities, and/or to advertise an upcoming event held on the University Campus. However, these signs must comply with USU's Facilities' published sign procedures.

USU may remove and discard any signs, notices, posters, or banners that do not comply with USU policies. USU Facilities and those individuals charged with cleaning spaces will remove non-compliant signage each day in the ordinary course of their scheduled duties.

2.5 Academic Freedom

2.5.1 Academic Freedom.

Academic freedom in the pursuit and dissemination of knowledge shall be maintained at the University in a manner consistent with this Policy and other relevant USU policies, including, without limitation, USU Policy 4002, Academic Freedom and Professional Responsibility.

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of knowledge and innovation. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. See USU Policy 4002. Consistent with their professional responsibilities, faculty members must focus class discussions and content on the subject matter of each course and may not preempt substantial portions of class time for the presentation of views on unrelated topics. Similarly, faculty members may not reward agreement or penalize disagreement with their views on controversial topics.

2.5.2 Classroom Conduct.

The University supports academic freedom and free expression for both faculty and students within the classroom. The University respects the rights of faculty to teach and students to engage in the learning process. To preserve these rights, classroom conditions must not impede the learning process. Disruptive classroom behavior is not appropriate. An individual engaging in such behavior may be subject to disciplinary action as described in the Code of Policies and Procedures for Students at Utah State University, University Faculty Policies, and other administrative disciplinary actions.

2.6 Grievance Rights

Complaints regarding violations of free expression, assembly rights, and/or academic freedom, as protected by this Policy and by state and federal law, can be reported to the [University's Ethics & Compliance Hotline](#). Additional grievance options may be available under USU Policy 3006 (staff) and USU Policy 4006.5 (faculty).

Complaints regarding violations of USU's nondiscrimination policies, including discriminatory harassment, can be reported to the Civil Rights & Title IX Office using its [online reporting form](#).

Safety concerns should be reported to USU Police by calling 911 or by calling the 24-hour dispatch center at 435-797-1939.

2.7 Training and Education

Consistent with its commitment to training the next generation of ethical leaders, nurturing intellectual growth and the expansion of knowledge, respecting the fundamental value of freedom of speech, and encouraging a diversity of perspectives, the University will endeavor to provide opportunities for education and research in free speech and civic education.

All employees are required to complete annual training on free speech and academic freedom. Failure to complete this training may result in disciplinary action under USU Policy 311: Setting Expectations and Managing Performance or USU Policy 407: Academic Due Process: Sanctions and Hearing Procedures, as applicable.

2105.3 RESPONSIBILITIES

3.1 Departments

Each department with administrative control of University facilities and spaces must (i) develop, document, and maintain procedures addressing the permissible speech-related uses of indoor spaces and facilities, and (ii) train relevant administrative staff regarding this policy and all applicable procedures. Departments should seek advice from the Office of General Counsel on matters relating to the application of this Policy.

3.2 Individuals

The University Community and all Visitors must comply with this Policy.

3.3 Supervisors

Supervisors must maintain work environments consistent with this Policy and the standards of the University. Supervisors are responsible for ensuring all reporting employees complete the required training. Supervisors should seek advice from the Office of General Counsel on matters relating to the application of this Policy.

3.4 Office of General Counsel

The Office of General Counsel advises departments and supervisors on the application of this Policy. Additionally, the Office of General Counsel will review complaints received from the Ethics & Compliance Hotline regarding this Policy and First Amendment Rights and refer complaints to the appropriate administrative system for investigation and resolution.

3.5 Human Resources

In partnership with the Office of General Counsel, Human Resources develops and tracks employee completion of training required by this Policy.

2105.4 REFERENCES

- United States Constitution, First Amendment
- Utah Constitution, Article I, §15
- Title VI of the *Civil Rights Act of 1964*
- Title VII of the *Civil Rights Act of 1964*
- Title IX of the *Educational Amendments of 1972*
- Utah Code Ann. § 53B-1-116 to -118
- Utah Code Ann. § 53B-27-101, *et seq.*, *Campus Individual Rights Act*
- Utah Code Ann. § 76-8-701, *et seq.*, *Offenses Against the Administration of Government, Colleges and Universities*
- Utah Administrative Code r.765-800-1, *et seq.*, *Free Expression on Campus*
- UBHE Rule 251, *Campus Speakers*
- USHE Guidance on HB261: *Equal Opportunity Initiatives*

- USHE Guidance on Institutional Neutrality and Speech
- UBHE Resolution on Freedom of Expression, May 18, 2023.
- UBHE Resolution Establishing Expectations for Implementing Principles of Free Expression on Campus, December 1, 2023.

2105.5 RELATED USU POLICIES

- [USU Policy 2100: Affirmative Action/Equal Opportunity](#)
- [USU Policy 2101: Discrimination Based on Protected Characteristics](#)
- [USU Policy 2102: Title IX Sexual Misconduct in an Employment or Education Program or Activity](#)
- [USU Policy 2103: Non-Title IX Sexual Misconduct](#)
- [USU Policy 2106: Political Activity](#)
- [USU Policy 2107: Political and Electoral Participation](#)
- [USU Policy 4002: Academic Freedom and Professional Responsibility](#)
- [USU Policy 5101: University Social Media Accounts](#)
- [USU Student Code: Article IV, Student Organizations and Their Functions](#)
- [USU Student Code: Article V, University Regulations regarding Student Conduct](#)

2105.6 DEFINITIONS

- **Commercial Speech** means all spoken, written, and symbolic expression intended, in whole or in significant part, to generate financial gain.
- **Defamation** is an intentionally false statement that harms an individual's reputation.
- **Disruptive Behavior** is expression or assembly that presents a substantial disruption to a University function.
- **Expressive Activity** is any behavior designed to convey a message, including, without limitation, assembling, protesting, or speaking; distributing literature; carrying a sign; or circulating a petition.
- **Incitement** is an expression that is meant to incite or produce imminent lawless action and is likely to incite such action.
- **Limited Public Forums** are areas that the University has opened for Expressive Activity, but has established initial restrictions on access to the area based on subject matter and/or the speaker. These areas include, but are not limited to, conference rooms, auditoriums, recital halls, concert halls, and sports arenas. The University may impose restrictions on Expressive Activity so long as the restrictions are content-neutral, narrowly tailored to serve a significant University interest, and reasonable in light of the purpose served by the forum.
- **Obscenity**, in the context of free expression, does not refer to the curse words in and of themselves. Rather, it refers to sexually explicit content that is patently offensive and lacks serious merit.
- **Registered Student Organization** refers to a student group (a) registered with or formed by the University according to departmental organization standards established by the relevant departments or (b) registered and functioning according to Utah State University Student Association ("USUSA") organization standards as published and maintained by the USUSA.
- **Traditional Public Forums** are areas, such as public parks, sidewalks, and other spaces, that have traditionally been open to the public for free expression and assembly. Maximum First Amendment protections are afforded to expressive activities and assembly in these areas. The University may regulate time, place, and manner of expressive activities in Traditional Public Forums, so long as those regulations are content-neutral, narrowly tailored to serve a significant University interest, and leave open ample alternative channels of communication.

- **True Threat** is a statement that communicates a serious intent to commit an act of violence against a particular person or group. Additionally, the speaker must have some subjective understanding that their statement is threatening but recklessly make it anyway.
- **University Campus** refers to any University facility or property, physical or virtual, owned, operated, or controlled by the University, including, without limitation, University learning management systems, residential campuses, regional campuses, and University centers across the state of Utah.
- **University Community** refers to all enrolled students, all persons employed by or volunteering for the University, including, without limitation, members of the Board of Trustees, administrators, faculty, staff, and all organizations comprised of individual members of the University Community.
- **Viewpoint Neutral** means that a regulation, restriction, or requirement does not permit or restrict Expressive Activity based on the message advocated. A regulation would not be viewpoint neutral if it were based on an opinion or ideology. Viewpoint-neutral restrictions are distinguishable from content-based restrictions, which may be permissible under certain circumstances.
- **Visitors** refers to anyone on the University Campus who is not a member of the University Community.

RESOURCES

Guidance

- [Free Speech at USU](#)
- [Institutional Speech](#)

Contacts

- [Mica McKinney, Vice President for Legal Affairs and General Counsel](#)

POLICY HISTORY

Original issue date: 2024/05/01

Last revision date: 2025/MM/DD

Next scheduled review date: 2028/05/01

Previous revision dates: N/A



Interim

University Policy 2105: Free Expression and Assembly

Category: Community Expectations

Subcategory: Individual Rights

Covered Individuals: University Employees, Students, and Visitors

Responsible Executive: ~~Sr.~~ Vice President for Legal Affairs & General Counsel

Policy Custodian: ~~Office of General Counsel, Sr.~~ Vice President for Legal Affairs & General Counsel

Last Revised: 2024/05/01

Previous USU Policy Number: 541: ~~Free Expression and Assembly~~

2105.1 ~~PURPOSE AND SCOPE~~ PURPOSE AND SCOPE

Utah State University (the “University” or “USU”) is committed to free expression and assembly as guaranteed by the United States Constitution, the Utah Constitution, and by state law.

The purposes of this Policy are to (i) ~~to~~ protect the free exchange of ideas, free speech, freedom of assembly, and academic freedom within University programs and activities and on the University Campus; (ii) ~~to~~ define the limits of protected expression and assembly; (iii) identify unprotected expression and assembly; (iv) ~~to~~ set reasonable rules governing the time, place, and manner of expression and assembly; and (v) provide a process for individuals to report concerns that their free speech rights have been violated.

2105.2 ~~POLICY~~ POLICY

2.1 Scope

All persons on the University Campus, including the University Community and Visitors, are protected by and subject to laws governing freedom of expression and assembly and are required to abide by this policy and all other applicable University policies and procedures while on the University Campus.

The University reserves all rights afforded to it under applicable law. Nothing in this Policy or related USU policies and procedures shall be read to provide any contractual or quasi-contractual right, remedy, or cause of action against the University of any kind, and the University further states that it has no intent to extend a contractual or quasi-contractual right of any kind.

2.2 Designation of University Campus Spaces

The University designates the University Campus exclusively for the direct and indirect advancement of the University’s functions to ensure that it is used in keeping with the mission and objectives of the University. Academic and administrative uses of University Campus spaces will be reasonably prioritized over public access or use.

2.2.1 Outdoor Areas.

Consistent with state law, outdoor areas of the University Campus are designated open to the public and, generally, may be accessed for lawful Expressive Activity as “traditional public forums.” Access shall conform to all applicable time, place, and manner restrictions, which may be imposed or maintained on a case-by-case basis.

2.4.3.2 Indoor Areas.

The University may designate administrative offices, laboratory spaces, and certain indoor spaces and facilities as Restricted Areas and closed to public access and use. See section 2.4.5 of this Policy.

Select buildings and facilities have spaces, including, but not limited to, classrooms, auditoriums, and conference spaces that may be reserved for activities or events by the University Community and Visitors. The procedures for reserving such spaces are maintained by USU Events Services ~~and/or~~ the responsible University units, and/or building administrators. Rental fees may be charged for the use of University spaces and facilities.

Building administrators may also designate certain indoor areas of the University Campus as Limited Public Forums where Expressive Activity may be permitted for designated groups and/or categories of speech. Examples include but are not limited to open areas of the Taggart Student Center, kiosks, bulletin boards, ~~and~~ display cases, and other areas.

2.2.3 Restricted Areas.

No person may enter or access University Campus spaces that have been designated as closed, private, or otherwise inaccessible to the public (referred to as "Restricted Areas"). Members of the University Community and/or Visitors found in violation of such designations may be subject to USU disciplinary procedures, trespass, and potential criminal prosecution.

2.3 Unprotected Expression and Assembly

Not all Expressive Activity is protected by the law. The following categories of expression and assembly are NOT PROTECTED by law, and are not permitted on the University Campus or in University programs or activities:

- (a) Obscenity;
- (b) Defamation;
- (c) Incitement to violence and/or True Threats;
- (d) Violations of state or federal law, including, without limitation, criminal trespass, and willful interference with lawful University activities, see Utah Code section 76-8-701, *et seq.*;
- (e) Expressive Activity that creates a hostile environment within the meaning of Title IX of the *Educational Amendments* of 1972, Title VI of the *Civil Rights Act*, Title VII of the *Civil Rights Act* of 1964, or other applicable law;
- (f) Expressive Activity that substantially disrupts, obstructs, or interferes with classes, teaching, the use of offices, ceremonies, sporting events, or other university activities;
- (g) Expressive Activity that damages property; and
- (h) Expressive Activity that discloses private or confidential information or trade secrets without appropriate authorization.

2.4 Expressive Activities**2.4.1 Free Expression Rights.**

Subject to the limitations in this Policy and applicable law, and as more fully described in the following subsections, members of the University Community shall have the right to engage in Expressive Activity and assembly on the University Campus.

2.4.2 Time, Place, and Manner Restrictions.

The First Amendment allows the University to enact reasonable time, place, and manner restrictions on Expressive Activity. These restrictions must be (1) neutral in viewpoint and content, (2) no more extensive than necessary, and (3) serve a significant University interest. Examples of such interests include, but are not limited to, crime prevention, public safety, avoiding disruption of University functions, and ~~maintenance of~~ maintaining an educational atmosphere. Any such restrictions must also leave open other channels for Expressive Activity.

2.4.3 Demonstrations.

Individuals or groups desiring to demonstrate, picket, or distribute literature within public forums on the University Campus are encouraged to file a written request with the Executive Director of Public Safety, indicating the preferred time, place, and manner of such activity. Such requests would be welcome at least 24 hours in advance.

2.4.4 Speakers.

When individuals are invited to speak or present on campus, the University respects the speaker's right to engage in protected speech and encourages a respectful presentation environment free from undue disruption or interference. Substantial disruption is not permitted and may result in an individual being removed from the event and/or trespassed from the University Campus and subject to USU disciplinary procedures.

2.4.5 Commercial Speech and Activity.

No person shall operate any commercial enterprise or solicit, sell, or rent goods or services (including any lessons, classes, or instruction) on the University Campus, whether for profit or otherwise, except those expressly authorized by USU in writing. For purposes of this Policy, soliciting and selling shall include commercial leafleting or distribution of advertisements or other promotional items or materials. Any sponsor of such commercial activity may be subject to established University fees and must comply with applicable University policies and procedures.

Commercial support of University programs or a Registered Student Organization is not considered a commercial activity under this Policy, and may therefore be permitted, provided that the primary purpose of such support is to underwrite the University program or organization, as opposed to the promotion or endorsement of a commercial product.

2.4.6 Student Organizations.

As described in and governed by the USU Student Code, student organizations may be established for any lawful purpose that does not interfere with or interrupt the policies and activities of the University. All Registered Student Organizations must comply with the USU Student Code, this Policy, and all applicable standards established by Student Affairs, the sponsoring department, USUSA, and/or the Greek Interfraternal and Panhellenic Councils, as applicable.

2.4.7 Student Publications.

Student-driven publications supported by University funds and/or student fees shall be governed by reasonable and nondiscriminatory procedures and practices, which shall be Viewpoint-Neutral and consistent with this policy. No member of the administration or staff, including but not limited to student publication advisors, shall prohibit speech in advance or exercise editorial control over the content of these publications. Notwithstanding, the University and its administrative units retain full editorial control over all non-student University publications.

2.4.8 Institutional Statements.

The University, as an institution, has the right to engage in free speech. The University will exercise its right to speak in a manner consistent with its core principles, values, and mission. Any statements issued by or on behalf of the University must be approved by the President or their designee. No other individual is authorized to speak or issue statements on behalf of USU. [See USU's Statement on Institutional Speech.](#)

2.4.9 Sub-Unit or Departmental Statements.

Departments and other sub-units of USU should not issue statements that do not directly relate to the Department or sub-unit's work at the University without the approval of the President or their designee. Sub-Units and Departments should refrain from taking positions on political, social, or unsettled issues that do not directly relate to the University's mission, role, or pedagogical objectives.

2.4.10 Personal Statements.

Generally, USU employees have the right to express themselves in their personal capacity regarding issues of public concern, so long as their speech does not disrupt the University's interest in an efficient and harmonious workplace. Employees should not use University letterhead or University email addresses when engaging in Expressive Activity in their personal capacity. In addition, Utah law prohibits state employees, including University employees, from engaging in certain political activities, such as campaigning or advocating for a ballot initiative, during work or with state-owned property.

2.4.11 Signage.

Signs, notices, posters, or banners may only be posted on University spaces specifically designated for public postings. Postings in or adjacent to student housing must comply with USU's Student Housing regulations. No sign, poster, paint, or other written messages may be placed, affixed, or applied to any University surface (except for those designated for public posting), including, but not limited to, walls, windows, floors, doors, light posts, or any other surface.

Small lawn signs may be used to promote University programs or activities, and/or to advertise an upcoming event held on the University Campus. However, these signs must comply with USU's Facilities' published sign procedures.

USU may remove and discard any signs, notices, posters, or banners that do not comply with USU policies. USU Facilities and those individuals charged with cleaning spaces will remove non-compliant signage each day in the ordinary course of their scheduled duties.

2.5 Academic Freedom:

2.5.1 Academic Freedom.

Academic freedom in the pursuit and dissemination of knowledge shall be maintained at the University in a manner consistent with this Policy and other relevant USU policies, including, without limitation, USU Policy 4002, Academic Freedom and Professional Responsibility.

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning.

Freedom in research is fundamental to the advancement of knowledge. ~~The faculty member is and innovation. Faculty members are~~ entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. See USU Policy 4002. Consistent with their professional responsibilities, faculty members must focus class discussions and content on the subject matter of each course and may not preempt substantial portions of class time for the presentation of views on unrelated topics. Similarly, faculty members may not reward agreement or penalize disagreement with their views on controversial topics.

2.5.2 Classroom Conduct.

The University supports academic freedom ~~of and free~~ expression for both faculty and students within the classroom. The University respects the rights of faculty to teach and students to engage in the learning process. To preserve these rights, classroom conditions must not impede the learning process. Disruptive classroom behavior is not appropriate. An individual engaging in such behavior may be subject to disciplinary action as described in the Code of Policies and Procedures for Students at Utah State University, University Faculty Policies, and other administrative disciplinary actions.

2.6 Grievance Rights

Complaints regarding violations of free expression ~~and/or~~ assembly rights, and/or academic freedom, as protected by this Policy and by state and federal law, can be reported to the University's Ethics & Compliance Hotline. ~~University's Ethics & Compliance Hotline.~~ Additional grievance options may be available under USU Policy 3006 (staff) and USU Policy 4006.5 (faculty).

Complaints regarding violations of USU's nondiscrimination policies, including discriminatory harassment, can be reported to the Civil Rights ~~and~~ & Title IX Office using its online reporting form. ~~online reporting form.~~

Safety concerns should be reported to USU Police by calling 911 or by calling the 24-hour dispatch center at 435-797-1939.

2.57 Training and Education

Consistent with its commitment to training the next generation of ethical leaders, nurturing intellectual growth and the expansion of knowledge, respecting the fundamental value of freedom of speech, and encouraging a diversity of perspectives, the University will endeavor to provide opportunities for education and research in free speech and civic education.

All employees are required to complete annual training on free speech and academic freedom. Failure to complete this training may result in disciplinary action under USU Policy 30011: Setting Expectations and Managing Performance or USU Policy 40067: Academic Due Process: Sanctions and Hearing Procedures, as applicable.

2105.3 RESPONSIBILITIES RESPONSIBILITIES

3.1 Departments

Each department with administrative control of University facilities and spaces must (i) develop, document, and maintain procedures addressing the permissible speech-related uses of indoor spaces and facilities, and (ii) train relevant administrative staff regarding this policy and all applicable procedures. Departments should seek advice from the Office of General Counsel on matters relating to the application of this Policy.

3.2 Individuals

The University Community and all Visitors must comply with this Policy.

3.3 Supervisors

Supervisors must maintain work environments consistent with this Policy and the standards of the University. Supervisors are responsible for ensuring all reporting employees complete the required training. Supervisors should seek advice from the Office of General Counsel on matters relating to the application of this Policy.

3.4 Office of General Counsel

The Office of General Counsel ~~is responsible for providing advice to~~ advises departments and supervisors ~~relating to~~ on the application of this Policy. Additionally, the Office of General Counsel will review complaints received from the Ethics & Compliance Hotline regarding this Policy and First Amendment Rights and refer complaints to the appropriate administrative system for investigation and resolution.

3.45 Human Resources

In partnership with the Office of General Counsel, Human Resources ~~is responsible for developing~~ develops and ~~tracking~~ s employee completion of training required by this Policy.

2105.4 REFERENCES REFERENCES

- United States Constitution, First Amendment
- Utah Constitution, Article I, §15
- Title VI of the *Civil Rights Act of 1964*
- Title VII of the *Civil Rights Act of 1964*
- Title IX of the *Educational Amendments of 1972*

- Utah Code Ann. § 53B-1-116 to -118
- Utah Code Ann. § 53B-27-101, *et seq.*, *Campus Individual Rights Act*
- Utah Code Ann. § 76-8-701, *et seq.*, *Offenses Against the Administration of Government, Colleges and Universities*
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- [USHE Guidance on HB261: Equal Opportunity Initiatives](#)
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- UBHE Resolution on Freedom of Expression, May 18, 2023.
- UBHE Resolution Establishing Expectations for Implementing Principles of Free Expression on Campus, December 1, 2023.

2105.5 ~~RELATED~~ [RELATED](#) ~~USU~~ [POLICIES](#) ~~POLICIES~~

- ~~USU Policy 2100: Affirmative Action/Equal Opportunity~~
- ~~USU Policy 2101: Discrimination based on Protected Characteristics~~
- ~~USU Policy 2107: Political & Electoral Participation~~
- ~~USU Policy 2102: Title IX Sexual Misconduct in an Employment or Education Program or Activity~~
- ~~USU Policy 2103: Non-Title IX Sexual Misconduct~~
- ~~USU Policy 5101: University Social Media Accounts~~
- ~~USU Policy 4002: Academic Freedom and Professional Responsibility~~
- ~~USU Student Code: Article IV, Student Organizations and Their Functions~~
- ~~USU Student Code: Article V-3, University Standards of Student Conduct~~
- [USU Policy 2100: Affirmative Action/Equal Opportunity](#)
- [USU Policy 2101: Discrimination Based on Protected Characteristics](#)
- [USU Policy 2102: Title IX Sexual Misconduct in an Employment or Education Program or Activity](#)
- [USU Policy 2103: Non-Title IX Sexual Misconduct](#)
- [USU Policy 2106: Political Activity](#)
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2105.6 ~~DEFINITIONS~~ [DEFINITIONS](#)

- **Commercial Speech** means all spoken, written, and symbolic expression intended, in whole or in significant part, to generate financial gain.
- **Defamation** is an intentionally false statement that harms an individual's reputation.
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- **Expressive Activity** is any behavior designed to convey a message, including, without limitation, assembling, protesting, or speaking; distributing literature; carrying a sign; or circulating a petition.
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as the restrictions are content-neutral, narrowly tailored to serve a significant University interest, and reasonable in light of the purpose served by the forum.

- **Obscenity**, in the context of free expression, does not refer to the curse words in and of themselves. Rather, it refers to sexually explicit content, that is patently offensive and lacks serious merit.
- **Registered Student Organization** refers to a student group (a) registered with or formed by the University according to departmental organization standards established by the relevant departments or (b) registered and functioning according to Utah State University Student Association ("USUSA") organization standards as published and maintained by the USUSA.
- **Traditional Public Forums** are areas, such as public parks, sidewalks, and other spaces, that have traditionally been open to the public for free expression and assembly. Maximum First Amendment protections are afforded to expressive activities and assembly in these areas. The University may regulate time, place, and manner of expressive activities in Traditional Public Forums, so long as those regulations are content-neutral, narrowly tailored to serve a significant University interest, and leave open ample alternative channels of communication.
- **True Threat** is a statement that communicates a serious intent to commit an act of violence ~~to~~against a particular person or group. Additionally, the speaker must have some subjective understanding that their statement is threatening, but recklessly make it anyway.
- ~~• **Registered Student Organization** refers to a student group (a) registered with or formed by the University according to departmental organization standards established by the relevant departments or (b) registered and functioning according to Utah State University Student Association ("USUSA") organization standards as published and maintained by the USUSA.~~
- **University Campus** refers to any University facility or property, physical or virtual, owned, operated, or controlled by the University, including, without limitation, University learning management systems, residential campuses, regional campuses, and University centers across the state of Utah.
- **University Community** refers to all enrolled students, all persons employed by or volunteering for the University, including, without limitation, members of the Board of Trustees, administrators, faculty, staff, and all organizations comprised of individual members of the University Community.
- **Viewpoint Neutral** means that a regulation, restriction, or requirement does not permit or restrict Expressive Activity based on the message advocated. A regulation would not be viewpoint neutral if it ~~is~~were based on an opinion or ideology. Viewpoint-neutral restrictions are distinguishable from content-based restrictions, which may be permissible under certain circumstances.
- **Visitors** refers to anyone on the University Campus who is not a member of the University Community.

RESOURCES

RESOURCES

Guidance

- ~~• Presidential Statements and Neutrality~~
- ~~• Free Speech at USU~~
- Free Speech at USU
- Institutional Speech

Contacts

- ~~Mica McKinney, Vice President for Legal Affairs and General Counsel~~

POLICY HISTORY

- [Mica McKinney, Vice President for Legal Affairs and General Counsel](#)

POLICY HISTORY

Original issue date: 2024/05/01

Last revision date: ~~N/A~~ [2025/MM/DD](#)

Next scheduled review date: 20258/05/01

Previous revision dates: N/A

Interim University Policy 2105: Free Expression and Assembly

Category: Community Expectations

Subcategory: Individual Rights

Covered Individuals: University Employees, Students, and Visitors

Responsible Executive: Sr. Vice President for Legal Affairs & General Counsel

Policy Custodian: Office of General Counsel, Sr. Vice President for Legal Affairs & General Counsel

Last Revised: 2024/05/01

Previous USU Policy Number: 541: Free Expression and Assembly

2105.1 PURPOSE AND SCOPE

Utah State University (the “University” or “USU”) is committed to free expression and assembly as guaranteed by the United States Constitution, the Utah Constitution, and by state law.

The purposes of this Policy are (i) to protect the free exchange of ideas, free speech, freedom of assembly, and academic freedom within University programs and activities and on the University Campus, (ii) to define the limits of protected expression and assembly, (iii) identify unprotected expression and assembly, (iv) to set reasonable rules governing the time, place, and manner of expression and assembly, and (v) provide a process for individuals to report concerns that their free speech rights have been violated.

2105.2 POLICY

2.1 Scope

All persons on the University Campus, including the University Community and Visitors, are protected by and subject to laws governing freedom of expression and assembly and are required to abide by this policy and all other applicable University policies and procedures while on the University Campus.

The University reserves all rights afforded to it under applicable law. Nothing in this Policy or related USU policies and procedures shall be read to provide any contractual or quasi-contractual right, remedy, or cause of action against the University of any kind, and the University further states that it has no intent to extend a contractual or quasi-contractual right of any kind.

2.2 Designation of University Campus Spaces

The University designates the University Campus exclusively for the direct and indirect advancement of the University’s functions to ensure that it is used in keeping with the mission and objective of the University. Academic and administrative uses of University Campus spaces will be reasonably prioritized over public access or use.

2.4.4 Outdoor Areas.

Consistent with state law, outdoor areas of the University Campus are designated open to the public and, generally, may be accessed for lawful Expressive Activity as “traditional public forums.” Access shall conform to all applicable time, place, and manner restrictions, which may be imposed or maintained on a case-by-case basis.

2.4.3 Indoor Areas.

The University may designate administrative offices, laboratory spaces, and certain indoor spaces and facilities as Restricted Areas and closed to public access and use. See section 2.4.5 of this Policy.

Select buildings and facilities have spaces, including, but not limited to, classrooms, auditoriums, and conference spaces that may be reserved for activities or events by the University Community and Visitors. The procedures for reserving such spaces are maintained by USU Events Services and/or the responsible University units and/or building administrators. Rental fees may be charged for the use of University spaces and facilities.

Building administrators may also designate certain indoor areas of the University Campus as Limited Public Forums where Expressive Activity may be permitted for designated groups and/or categories of speech. Examples include but are not limited to open areas of the Taggart Student Center, kiosks, bulletin boards, and display cases and areas.

2.4.5 Restricted Areas.

No person may enter or access University Campus spaces that have been designated as closed, private, or otherwise inaccessible to the public (referred to as "Restricted Areas"). Members of the University Community and/or Visitors found in violation of such designations may be subject to USU disciplinary procedures, trespass, and potential criminal prosecution.

2.3 Unprotected Expression and Assembly

Not all Expressive Activity is protected by the law. The following categories of expression and assembly are NOT PROTECTED by law, and are not permitted on the University Campus or in University programs or activities:

- (a) Obscenity;
- (b) Defamation;
- (c) Incitement to violence and/or True Threats;
- (d) Violations of state or federal law, including without limitation, criminal trespass, and willful interference with lawful University activities, see Utah Code section 76-8-701, *et seq.*;
- (e) Expressive Activity that creates a hostile environment within the meaning of Title IX of the *Educational Amendments of 1972*, Title VI of the *Civil Rights Act*, Title VII of the *Civil Rights Act of 1964*, or other applicable law;
- (f) Expressive Activity that substantially disrupts, obstructs, or interferes with classes, teaching, the use of offices, ceremonies, sporting events, or other university activities;
- (g) Expressive Activity that damages property; and
- (h) Expressive Activity that discloses private or confidential information or trade secrets without appropriate authorization.

2.4 Expressive Activities

2.4.1 Free Expression Rights.

Subject to the limitations in this Policy and applicable law, and as more fully described in the following subsections, members of the University Community shall have the right to engage in Expressive Activity and assembly on the University Campus.

2.4.2 Time, Place, and Manner Restrictions.

The First Amendment allows the University to enact reasonable time, place, and manner restrictions on Expressive Activity. These restrictions must be (1) neutral in viewpoint and content, (2) no more extensive than necessary, and (3) serve a significant University interest. Examples of such interests include, but are not limited to crime prevention, public safety, avoiding disruption of University functions, and maintenance of an educational atmosphere. Any such restrictions must also leave open other channels for Expressive Activity.

2.4.6 Demonstrations.

Individuals or groups desiring to demonstrate, picket, or distribute literature within public forums on the University Campus are encouraged to file a written request with the Executive Director of Public Safety indicating the preferred time, place, and manner of such activity. Such requests would be welcome at least 24 hours in advance.

2.4.7 Speakers.

When individuals are invited to speak or present on campus, the University respects the speaker's right to engage in protected speech and encourages a respectful presentation environment free from undue disruption or interference. Substantial disruption is not permitted and may result in an individual being removed from the event and/or trespassed from the University Campus and subject to USU disciplinary procedures.

2.4.8 Commercial Speech and Activity.

No person shall operate any commercial enterprise or solicit, sell, or rent goods or services (including any lessons, classes, or instruction) on the University Campus, whether for profit or otherwise, except those expressly authorized by USU in writing. For purposes of this Policy, soliciting and selling shall include commercial leafleting or distribution of advertisements or other promotional items or materials. Any sponsor of such commercial activity may be subject to established University fees and must comply with applicable University policies and procedures.

Commercial support of University programs or a Registered Student Organization is not considered a commercial activity under this Policy, and may therefore be permitted, provided that the primary purpose of such support is to underwrite the University program or organization, as opposed to the promotion or endorsement of a commercial product.

2.4.9 Student Organizations.

As described in and governed by the USU Student Code, student organizations may be established for any lawful purpose that does not interfere with or interrupt the policies and activities of the University. All Registered Student Organizations must comply with the USU Student Code, this Policy, and all applicable standards established by Student Affairs, the sponsoring department, USUSA, and/or the Greek Interfraternal and Panhellenic Councils, as applicable.

2.4.10 Student Publications.

Student-driven publications supported by University funds and/or student fees shall be governed by reasonable and nondiscriminatory procedures and practices, which shall be Viewpoint-Neutral and consistent with this policy. No member of the administration or staff, including but not limited to student publication advisors, shall prohibit speech in advance or exercise editorial control over the content of these publications. Notwithstanding, the University and its administrative units retain full editorial control over all non-student, University publications.

2.4.11 Institutional Statements.

The University, as an institution, has the right to engage in free speech. The University will exercise its right to speak in a manner consistent with its core principles, values, and mission. Any statements issued by or on behalf of the University must be approved by the President or their designee. No other individual is authorized to speak or issue statements on behalf of USU.

2.4.12 Sub-Unit or Departmental Statements.

Departments and other sub-units of USU should not issue statements that do not directly relate to the Department or sub-unit's work at the University without the approval of the President or their designee. Sub-Units and Departments should refrain from taking positions on political, social, or unsettled issues that do not directly relate to the University's mission, role, or pedagogical objectives.

2.4.13 Personal Statements.

Generally, USU employees have the right to express themselves in their personal capacity regarding issues of public concern, so long their speech does not disrupt the University's interest in an efficient and harmonious workplace. Employees should not use University letterhead or University email addresses when engaging in Expressive Activity in their personal capacity. In addition, Utah law prohibits state

employees, including University employees, from engaging in certain political activities, such as campaigning or advocating for a ballot initiative, during work or with state-owned property.

2.4.14 Signage.

Signs, notices, posters, or banners may only be posted on University spaces specifically designated for public postings. Postings in or adjacent to student housing must comply with USU's Student Housing regulations. No sign, poster, paint, or other written messages may be placed, affixed, or applied to any University surface (except for those designated for public posting), including, but not limited to, walls, windows, floors, doors, light posts, or any other surface.

Small lawn signs may be used to promote University programs or activities, and/or to advertise an upcoming event held on the University Campus. However, these signs must comply with USU's Facilities' published sign procedures.

USU may remove and discard any signs, notices, posters, or banners that do not comply with USU policies. USU Facilities and those individuals charged with cleaning spaces will remove non-compliant signage each day in the ordinary course of their scheduled duties.

2.4.15 Academic Freedom.

Academic freedom in the pursuit and dissemination of knowledge shall be maintained at the University in a manner consistent with this Policy and other relevant USU policies, including without limitation USU Policy 4002, Academic Freedom and Professional Responsibility.

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of knowledge. The faculty member is entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. See USU Policy 4002.

2.4.16 Classroom Conduct.

The University supports freedom of expression for both faculty and students within the classroom. The University respects the rights of faculty to teach and students to engage in the learning process. To preserve these rights, classroom conditions must not impede the learning process. Disruptive classroom behavior is not appropriate. An individual engaging in such behavior may be subject to disciplinary action as described in the Code of Policies and Procedures for Students at Utah State University, University Faculty Policies, and other administrative disciplinary actions.

2.5 Grievance Rights

Complaints regarding violations of free expression and/or assembly rights, as protected by this Policy and by state and federal law, can be reported to the [University's Ethics & Compliance Hotline](#).

Complaints regarding violations of USU's nondiscrimination policies, including discriminatory harassment, can be reported to the Civil Rights and Title IX Office using its [online reporting form](#).

Safety concerns should be reported to USU Police by calling 911 or by calling the 24-hour dispatch center at 435-797-1939.

2.5 Training and Education

Consistent with its commitment to training the next generation of ethical leaders, nurturing intellectual growth and the expansion of knowledge, respecting the fundamental value of freedom of speech, and encouraging a diversity of perspectives, the University will endeavor to provide opportunities for education and research in free speech and civic education.

All employees are required to complete annual training on free speech and academic freedom. Failure to complete this training may result in disciplinary action under USU Policy 3001: Setting Expectations and Managing Performance or USU Policy 4006: Academic Due Process: Sanctions and Hearing Procedures, as applicable.

2105.3 RESPONSIBILITIES

3.1 Departments

Each department with administrative control of University facilities and spaces must (i) develop, document, and maintain procedures addressing the permissible speech-related uses of indoor spaces and facilities, and (ii) train relevant administrative staff regarding this policy and all applicable procedures. Departments should seek advice from the Office of General Counsel on matters relating to the application of this Policy.

3.2 Individuals

The University Community and all Visitors must comply with this Policy.

3.3 Supervisors

Supervisors must maintain work environments consistent with this Policy and the standards of the University. Supervisors are responsible for ensuring all reporting employees complete required training. Supervisors should seek advice from the Office of General Counsel on matters relating to the application of this Policy.

3.4 Office of General Counsel

The Office of General Counsel is responsible for providing advice to departments and supervisors relating to the application of this Policy. Additionally, the Office of General Counsel will review complaints received from the Ethics & Compliance Hotline regarding this Policy and First Amendment Rights and refer complaints to the appropriate administrative system for investigation and resolution.

3.4 Human Resources

In partnership with the Office of General Counsel, Human Resources is responsible for developing and tracking employee completion of training required by this Policy.

2105.4 REFERENCES

- United States Constitution, First Amendment
- Utah Constitution, Article I, §15
- Title VI of the *Civil Rights Act of 1964*
- Title VII of the *Civil Rights Act of 1964*
- Title IX of the *Educational Amendments of 1972*
- Utah Code Ann. § 53B-1-116 to -118
- Utah Code Ann. § 53B-27-101, *et seq.*, *Campus Individual Rights Act*
- Utah Code Ann. § 76-8-701, *et seq.*, *Offenses Against the Administration of Government, Colleges and Universities*
- Utah Administrative Code r.765-800-1, *et seq.*, *Free Expression on Campus*
- UBHE Rule 251, *Campus Speakers*
- UBHE Resolution on Freedom of Expression, May 18, 2023.
- UBHE Resolution Establishing Expectations for Implementing Principles of Free Expression on Campus, December 1, 2023.

2105.5 RELATED USU POLICIES

- USU Policy 2100: Affirmative Action/Equal Opportunity
- USU Policy 2101: Discrimination based on Protected Characteristics
- USU Policy 2107: Political & Electoral Participation
- USU Policy 2102: Title IX Sexual Misconduct in an Employment or Education Program or Activity
- USU Policy 2103: Non-Title IX Sexual Misconduct

- USU Policy 5101: University Social Media Accounts
- USU Policy 4002: Academic Freedom and Professional Responsibility
- USU Student Code: Article IV, Student Organizations and Their Functions
- USU Student Code: Article V-3, University Standards of Student Conduct

2105.6 DEFINITIONS

- **Commercial Speech** means all spoken, written, and symbolic expression intended, in whole or in significant part, to generate financial gain.
- **Defamation** is an intentionally false statement that harms an individual's reputation.
- **Disruptive Behavior** is expression or assembly that presents a substantial disruption to a University function.
- **Expressive Activity** is any behavior designed to convey a message, including, without limitation, assembling, protesting, or speaking; distributing literature; carrying a sign; or circulating a petition.
- **Incitement** is an expression that is meant to incite or produce imminent lawless action and is likely to incite such action.
- **Limited Public Forums** are areas that the University has opened for Expressive Activity, but has established initial restrictions on access to the area based on subject matter and/or the speaker. These areas include, but are not limited to, conference rooms, auditoriums, recital halls, concert halls, and sports arenas. The University may impose restrictions on Expressive Activity so long as the restrictions are content-neutral, narrowly tailored to serve a significant University interest, and reasonable in light of the purpose served by the forum.
- **Obscenity**, in the context of free expression, does not refer to the curse words in and of themselves. Rather, it refers to sexually explicit content, that is patently offensive and lacks serious merit.
- **Traditional Public Forums** are areas, such as public parks, sidewalks, and other spaces, that have traditionally been open to the public for free expression and assembly. Maximum First Amendment protections are afforded to expressive activities and assembly in these areas. The University may regulate time, place, and manner of expressive activities in Traditional Public Forums, so long as those regulations are content-neutral, narrowly tailored to serve a significant University interest, and leave open ample alternative channels of communication.
- **True Threat** is a statement that communicates a serious intent to commit an act of violence to a particular person or group. Additionally, the speaker must have some subjective understanding that their statement is threatening, but recklessly make it anyway.
- **Registered Student Organization** refers to a student group (a) registered with or formed by the University according to departmental organization standards established by the relevant departments or (b) registered and functioning according to Utah State University Student Association ("USUSA") organization standards as published and maintained by the USUSA.
- **University Campus** refers to any University facility or property, physical or virtual, owned, operated, or controlled by the University, including without limitation University learning management systems, residential campuses, regional campuses, and University centers across the state of Utah.
- **University Community** refers to all enrolled students, all persons employed by or volunteering for the University, including without limitation members of the Board of Trustees, administrators, faculty, staff, and all organizations comprised of individual members of the University Community.

- **Viewpoint Neutral** means that a regulation, restriction, or requirement does not permit or restrict Expressive Activity based on the message advocated. A regulation would not be viewpoint neutral if it is based on an opinion or ideology. Viewpoint-neutral restrictions are distinguishable from content-based restrictions, which may be permissible under certain circumstances.
- **Visitors** refers to anyone on the University Campus who is not a member of the University Community.

RESOURCES

Guidance

- [Presidential Statements and Neutrality](#)
- [Free Speech at USU](#)

Contacts

- [Mica McKinney, Vice President for Legal Affairs and General Counsel](#)

POLICY HISTORY

Original issue date: 2024/05/01

Last review date: N/A

Next scheduled review date: 2025/05/01

Previous revision dates: N/A

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, USU Policy 2105: Free Expression and Assembly affirms USU’s commitment to free expression and assembly, protects the free exchange of ideas, free speech, freedom of assembly, and academic freedom, defines the limits of protected expression and assembly, sets reasonable rules for governing the time, place, and manner of expression and assembly and provides information on how to report violations of free speech rights;

WHEREAS, the Senior Vice President for Legal Affairs and General Counsel desires to clarify the university’s support of academic freedom in the classroom, outline faculty members’ professional responsibilities regarding classroom discussions and clarifying how to report complaints regarding academic freedom;

WHEREAS, the revisions requested by the Senior Vice President for Legal Affairs and General Counsel are focused on feedback from the annual Free Expression training and campus stakeholders;

WHEREAS, the Senior Vice President for Legal Affairs and General Counsel recommends that the Board of Trustees approve the amendment to Policy 2105: Free Expression and Assembly; and

WHEREAS, the amendments to Policy 2105: Free Expression and Assembly received the appropriate administrative review and approval required by USU Policy 1001.

NOW THEREFORE BE IT RESOLVED THAT the Board of Trustees approve the amendment to Policy 2105: Free Expression and Assembly.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Signature of Chair Skinner or designee

Date approved

Policy 2107

Executive Summary

Resolution

Policy 2107 (final)

Policy 2107 (redlined)

Current Policy 2107



EXECUTIVE SUMMARY

USU Policy 2107: Political & Electoral Participation (Previously policy 333)

Category: Community Expectations

Subcategory: Individual Rights

Covered Individuals: University Employees

Responsible Executive: Vice President for Government and External Affairs

Policy Custodian: Government and External Affairs, Vice President

BACKGROUND:

Why is this change necessary?

- The purpose of this policy is to set clear expectations for University employees who participate in campaigning and electoral political activities, including voting, political endorsements, and running for and holding political office.
- These revisions were necessary to comply with Utah Code Section 53B-2-115.
- This policy aligns with the Utah System of Higher Education Institutional Neutrality and Speech Guidance.
- These revisions were updated in concert with USU Policy 2105: Free Expression and Assembly and USU Policy 2106: Political Activity.

KEY PROVISIONS OF THE REVISED POLICY:

What has changed?

- USU employees running for or holding political office are responsible for fulfilling job duties, campaigning outside of work hours, and complying with USU Policy 2301: Individual Conflicts of Interest.
- Employees may not use the university's name in connection with political endorsements.
- Only the President or the President's designees are authorized to speak on behalf of the university.
- The amended policy clarifies approved leave for voting and expands on the university's and employee's responsibilities.
- Policy development for this policy began prior to the adoption of Policy 1001: University Policy System.
- The Policy Custodian solicited feedback from Human Resources, Faculty Senate, Staff Employee Association, and a department chair.

IMPLEMENTATION PLAN:

How will you implement the new policy?

The Policy Office will post the update on the Policy Office website and send an email to all policy custodians, responsible executives, and individuals who subscribe to the policy email list serv. In addition to the email notifications sent by the Policy Office, the Office of Government and External Relations will send communication to the Deans and Statewide Leadership.

If feedback is received about a need for more detailed procedures, the Policy Custodian will address this.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, USU Policy 2107: Political and Electoral Participation sets clear expectations and requirements for University employees who participate in campaigning and electoral political activities;

WHEREAS, the Office of Government and External Affairs desires to update language to comply with Utah Code Section 53B-2-115 and to align with the Utah System of Higher Education Institutional Neutrality and Speech Guidance;

WHEREAS, the revisions requested by the Office of Government and External Affairs are focused on compliance and clarifying expectations for approved leave for voting, employees running for or holding political office, institutional speech, campaigning, and use of the university's name in connection with an employee's political endorsement;

WHEREAS, the Vice President for Government and External Affairs recommends that the Board of Trustees support the amendment to Policy 2107: Political and Electoral Participation; and

WHEREAS, the amendments to Policy 2107: Political and Electoral Participation received the appropriate administrative review and approval required by USU Policy 1001.

NOW THEREFORE BE IT RESOLVED THAT the Board of Trustees support the amendment to Policy 2107: Political and Electoral Participation.

RESOLUTION SUPPORTED BY THE BOARD OF TRUSTEES

Signature of Chair Skinner or designee

Date approved

University Policy 2107: Political and Electoral Participation

Category: Community Expectations

Subcategory: Individual Rights

Covered Individuals: University Employees

Responsible Executive: Vice President for Government and External Affairs

Policy Custodian: Office of Government and External Affairs, Vice President

Last Revised: 2025/05/14

Previous USU Policy Number: 333: Political and Electoral Participation

2107.1 PURPOSE AND SCOPE

Utah State University (University or USU) values and encourages employees' participation in public service, in the electoral process, and local, state, and national campaign activities if those activities do not adversely affect University operations. The purpose of this Policy is to set clear expectations and requirements for University employees who participate in campaigning and electoral political activities.

2107.2 POLICY

2.1 Running for and Holding Political Office

An employee who wishes to engage in direct political activity by running for or holding political office must do so outside of work hours or while on approved leave.

In accordance with Utah Code Section 63A-17-904, a career service employee elected to any partisan or full-time nonpartisan political office will be granted leave without pay when the employee receives monetary compensation for service in the political office.

An employee must continue to fulfill the employee's job duties and obligations while running for or holding political office.

An employee running for or holding political office may not exploit the employee's relationship with the University for any purpose, directly or indirectly. The employee must comply with applicable provisions of [USU Policy 2301: Individual Conflicts of Interest](#) and Utah Code Title 67, Chapter 16, Utah Public Officers' and Employees' Ethics Act.

An employee may run for and hold public office, including in the Utah State Legislature or United States Congress, without resigning from employment at the University.

2.2 Endorsement of Political Candidate or Political Cause

Only the President and the President's designees are authorized to speak or issue statements on behalf of the University. See [USU Policy 2105: Free Expression and Assembly](#). An employee may not use the name of the University in connection with the endorsement of a political candidate or cause except for the limited purpose of identifying the University as the employer of the employee making the endorsement. An employee who endorses a political candidate or political cause must do so in the employee's personal capacity. If the employee identifies the University as the employee's employer, the employee must make a statement that the employee's endorsement is in the employee's personal capacity and not on behalf of

the University. Any endorsement of a political candidate or political cause that an employee makes must be made in compliance with [USU Policy 2106: Political Activity](#).

2.3 Campaigning

A University employee who wishes to engage in direct political activity by campaigning must do so outside of work hours or while on approved leave and, where applicable, in compliance with [USU Policy 2106: Political Activity](#) and Utah Code Section 63A-17-904.

2.4 Voting

An employee may take up to two (2) hours of leave on election day during regular work hours to vote. An employee who is scheduled to work for fewer than three hours on election day is not entitled to this leave. See Utah Code § 20A-3a-105. Approved leave for voting is in addition to any other leave to which an employee may be entitled under USU policies.

Before the appropriate election day, an employee must request leave from their immediate supervisor to cast a ballot during scheduled work hours.

2107.3 RESPONSIBILITIES

3.1 University

3.1.1 Approving leave for holding or running for public office.

The supervisor and appropriate Dean or Vice President of an employee who runs for or holds public office is responsible for approving leave required for campaigning activities and fulfilling the responsibilities of holding public office. The supervisor and Dean or Vice President will work with the employee to arrange a mutual agreement for approved leave.

For an employee who is a legislator in the Utah State Legislature, leave will be granted for authorized legislative days and authorized legislative training days in accordance with Utah Code Section 53B-2-115. If the Board of Trustees determines that granting leave to an employee for authorized legislative days or authorized legislative training days would cause the University significant difficulty or expense when considered in relation to the size, financial resources, nature, or structure of the University's operations, leave will not be granted. See Utah Code § 53B-2-115(4).

In accordance with Utah Code Section 63A-17-904, leave approved for an employee for holding any partisan or full-time nonpartisan political office will be without pay for any time when the employee receives monetary compensation for service in the political office.

3.1.2 Approving leave for voting.

The immediate supervisor of an employee who requests leave to cast a ballot on election day shall approve up to two (2) hours of leave during regular work hours while the polls are open to allow the employee to vote. The supervisor may specify the hours in which the employee may be absent but the supervisor must grant the employee's request if the employee requests the leave at the beginning or end of the work shift. Leave is not required to be granted if the employee is not scheduled to work for three or more hours while polls are officially open. See Utah Code § 20A-3a-105.

3.2 University Employees

3.2.1 General.

An employee must communicate with the employee's supervisor about any campaign activity, duties of public office, or other political activities that may interfere with the employee's regular duties.

3.2.2 Holding or running for public office.

An employee who files as a candidate for an elective public office must notify the employee's department head or immediate supervisor in writing. The employee must forward a copy of the written notice to the appropriate Dean or Vice President, the Vice President of Government and External Affairs, and the President.

If the candidacy, campaign activities, or office responsibilities, if elected, require substantial time away from the employee's duties during work hours, the employee must arrange for approved leave with the employee's supervisor and the appropriate Dean or Vice President. Approved leave may include accrued vacation leave, leave without pay, or reducing the employee's hours to part-time while running for or holding public office.

3.2.3 Voting.

An employee whose work schedule prevents the employee from casting a ballot in a state or national election must request leave to vote during work hours from the employee's direct supervisor before election day.

2107.4 REFERENCES

- [Utah Code Ann. § 20A-3a-105](#)
- [Utah Code Ann. § 53B-2-115](#)
- [Utah Code Ann. § 63A-17-904](#)
- [Utah Code Ann. Title 67, Chapter 16, Utah Public Officers' and Employees' Ethics Act](#)

2107.5 RELATED USU POLICIES

- [USU Policy 2106: Political Activity](#)
- [USU Policy 2105: Free Expression and Assembly](#)
- [USU Policy 2301: Individual Conflicts of Interest](#)

2107.6 DEFINITIONS

6.1 Campaigning

Participating in a political campaign, including by soliciting votes for the individual or on behalf of another individual, managing a political campaign, working for a political campaign as an employee or volunteer, soliciting campaign contributions, or directing group action on behalf of a political candidate or for or against a political issue.

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

Contacts

- [Vice President for Government and External Affairs, Devin Wiser](#)

POLICY HISTORY

Original issue date: 1997/01/24

Last review date: 2025/05/14

Next scheduled review date: 2027/11/01

Previous revision dates: 1999/07/01

POLICY MANUAL

GENERAL

Number

University Policy 2107

Subject: Political and Electoral Participation

Category: Community Expectations

Subcategory: Individual Rights

Covered Individuals: University Employees; ~~University Employees~~ **Date**

Responsible Executive: Vice President for Government and External Affairs

Policy Custodian: Office of ~~Origin: January 24, 1997~~ Government and External Affairs, Vice President

~~Effective Date of Last Revision: July 1, 1999~~

Last Revised: 2025/MM/DD

Previous USU Policy #: Number: 333: Political and Electoral Participation

2107.1 ~~POLICY~~ PURPOSE AND SCOPE

~~The~~ Utah State University (University or USU) values and encourages ~~all employees to take an active role~~ employees' participation in public service ~~by participating~~ in the electoral process, and local, state, and national ~~political activities. The University will attempt to accommodate employees who run for public office, while ensuring that the employee's political~~ campaign activities if those activities do not adversely affect University operations. The purpose of this Policy is to set clear expectations and requirements for University employees who participate in campaigning and electoral political activities.

2107.2 POLICY

2.1 Running for and Holding Political Office

An employee who wishes to engage in direct political activity by running for or holding political office must do so outside of work hours or while on approved leave.

~~In The University assumes no responsibility for an employee's~~ accordance with Utah Code Section 63A-17-904, a career service employee elected to any partisan or full-time nonpartisan political office will be granted leave without pay when the employee receives monetary compensation for service in the political office.

An employee must continue to fulfill the employee's job duties and obligations while running for or holding political office.

An employee running for or holding political office may not exploit the employee's relationship with the University for any purpose, directly or indirectly. The employee must comply with applicable provisions of USU Policy 2301: Individual Conflicts of Interest and Utah Code Title 67, Chapter 16, Utah Public Officers' and Employees' Ethics Act.

An employee may run for and hold public office, including in the Utah State Legislature or United States Congress, without resigning from employment at the University.

2.2 Endorsement of Political Candidate or Political Cause

Only the President and the President's designees are authorized to speak or issue statements on behalf of the University. See USU Policy 2105: Free Expression and Assembly. An employee may not use the name of the University in connection with the endorsement of a political candidate or cause. ~~The name of the University is not to be connected with such an endorsement in any way except for the limited purpose of identifying the University as the employer of the employee making the political endorsement. No endorsement shall be made on the official stationery of the University nor on stationery having the University address or a University telephone number.~~ endorsement. An employee who endorses a political candidate or political cause must do so in the employee's personal capacity. If the employee identifies the University as the employee's employer, the employee must make a statement that the employee's endorsement is in the employee's personal capacity and not on behalf of the University. Any endorsement of a political candidate or political cause that an employee makes must be made in compliance with USU Policy 2106: Political Activity.

2107.2 PROCEDURES

2.1 Political Activity

~~Any~~ 2.3 Campaigning

A University employee who wishes to engage in direct political activity by campaigning must do so outside of work hours or while on approved leave and, where applicable, in compliance with USU Policy 2106: Political Activity and Utah Code Section 63A-17-904.

2.4 Voting

An employee may take up to two (2) hours of leave on election day during regular work hours to vote. An Employee who is scheduled to work for fewer than three hours on election day is not entitled to this leave. See Utah Code § 20A-3a-105. Approved leave for voting is in addition to any other leave to which ~~will involve~~ an employee may be entitled under USU policies.

Before the appropriate election day, an employee must request leave from their immediate supervisor to cast a ballot during scheduled work hours.

2107.3 ~~substantial amount of time (i.e.,~~ **RESPONSIBILITIES**

3.1 University

3.1.1 Approving leave for holding or running for public office.

The supervisor and appropriate Dean or Vice President of an employee who runs for or holds public office is responsible for approving leave required for campaigning activities and fulfilling the responsibilities of holding public office. The supervisor and Dean or Vice President will work with the employee to arrange a mutual agreement for approved leave.

For an employee who is a legislator in the Utah State Legislature, leave will be granted for authorized legislative days and authorized legislative training days in accordance with Utah Code Section 53B-2-115. If the Board of Trustees determines that granting leave to an employee for authorized legislative days or authorized legislative training days would cause the University significant difficulty or expense when considered in relation to the size, financial resources, nature, or structure of the University's operations, leave will not be granted. See Utah Code § 53B-2-115(4).

In accordance with Utah Code Section 63A-17-904, leave approved for an employee for holding any partisan or full-time nonpartisan political office will be without pay for any time when the employee receives monetary compensation for service in the political office.

3.1.2 Approving leave for voting.

The immediate supervisor of an employee who requests leave to cast a ballot on election day shall approve up to two (2) hours of leave during regular work hours while the polls are open to allow the employee to vote. The supervisor may specify the hours in which the employee may be absent but the supervisor must grant the employee's request if the employee requests the leave at the beginning or end of the work shift. Leave is not required to be granted if the employee is not scheduled to work for three or more hours while polls are officially open. See Utah Code § 20A-3a-105.

3.2 University Employees

3.2.1 General.

An employee must communicate with the employee's supervisor about any campaign activity, duties of public office, or other political activities that may interfere with the employee's regular duties.

3.2.2 Holding or running for public office.

An employee who files as a candidate for an elective public office must notify the employee's department head or immediate supervisor in writing. The employee must forward a copy of the written notice to the appropriate Dean or Vice President, the Vice President of Government and External Affairs, and the President.

If the candidacy, campaign activities, or office responsibilities, if elected, require substantial time away from the employee's duties during work hours, the employee must arrange for approved leave with the employee's supervisor and the appropriate Dean or Vice President. Approved leave may include accrued vacation leave, leave without pay, or reducing the employee's hours to part-time while running for or holding public office.

3.2.3 Voting.

An employee whose work schedule prevents the employee from casting a ballot in a state or national election must request leave to vote during work hours from the employee's direct supervisor before election day.

2107.4 REFERENCES

- [Utah Code Ann. § 20A-3a-105](#)
- [Utah Code Ann. § 53B-2-115](#)
- [Utah Code Ann. § 63A-17-904](#)
- [Utah Code Ann. Title 67, Chapter 16, Utah Public Officers' and Employees' Ethics Act](#)

2107.5 RELATED USU POLICIES

- [USU Policy 2106: Political Activity](#)
- [USU Policy 2105: Free Expression and Assembly](#)
- [USU Policy 2301: Individual Conflicts of Interest](#)

2107.6 DEFINITIONS

6.1 Campaigning

[Participating in a political campaign, including by soliciting votes for the individual or on behalf of another individual, managing a ~~campaign~~ political campaign, working for a political campaign as an employee or volunteer, soliciting campaign contributions, or directing group action on behalf of a political candidate or issue\) is expected to work out a mutual agreement for released time with his or her supervisor and the appropriate dean/vice](#) [for or against a political issue.](#)

[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](#) ~~before undertaking such activity.~~

2.2 Public Office

~~Any employee who files as a candidate for an elective public office must notify his or her department head or immediate supervisor in writing and forward copies to the appropriate dean/vice president and the University President. No further action is necessary if the candidacy and office require little or no time away from campus during working hours (for example, positions on school boards or town councils.)~~

~~If the candidacy and the responsibilities of the office will require substantial time away from campus, the employee must make special arrangements with the department head or supervisor. Generally, a benefit-eligible employee may arrange to take accrued annual leave or leave without pay to campaign for elective office and/or to meet off-campus obligations the office may require.~~

~~Any employee may become a candidate for the Utah State Legislature or for the United States Congress without resigning from the University, even though it may be necessary to take a leave of absence without pay or use accrued annual leave to campaign effectively for the U.S. Congress. Such leaves will be automatically granted for both campaigning time and the period of time between commencement and final adjournment of any regular or special session of the legislature. Accrued annual leave may be used to reduce the leave without pay period required to meet the responsibilities associated with the elected office.~~

2.3 University Responsibilities

~~Employees have a binding obligation to fulfill their regular duties. Any private activity requiring a large portion of time away from campus may hurt the performance of those duties. Therefore, for the mutual protection of employees and the University, employees campaigning as political candidates for state or federal offices must do so on their own time. While campaigning and holding office, an employee must obtain a leave of absence or continue to work at the University on a part time basis.~~

RESOURCES

Contacts

- [Vice President for Government and External Affairs, Devin Wiser](#)

POLICY HISTORY

[Original issue date: 1997/01/24](#)

[Last review date: 2025/MM/DD](#)

[Next scheduled review date: 2027/11/01](#)

[Previous revision dates: 1999/07/01](#)

~~In such campaign activities, the individual's relationship to the University is not to be exploited, either directly or indirectly.~~

2.4 Voting

~~Utah State University encourages employees to participate in the voting process. In situations where an employee's work schedule does not allow time to cast a ballot in a state or national election, the University will allow the employee to take off up to 2 hours during regular work hours to vote. A request for voting time off must be made to the employee's immediate supervisor before election day.~~

~~2107.3~~ **RESPONSIBILITY**

3.1 Employees

~~Responsible to communicate to their supervisors any political activity that would interfere with their regular duties at the University. In addition, if time is needed to participate in the voting process, employees must inform their immediate supervisors before election day.~~



UtahStateUniversity

POLICY MANUAL

GENERAL

Number 2107

Subject: Political and Electoral Participation Covered

Employees: University Employees Date of Origin: January 24, 1997

Effective Date of Last Revision: July 1, 1999

Previous USU Policy #: 333: Political and Electoral Participation

2107.1 POLICY

The University encourages all employees to take an active role in public service by participating in local, state, and national political activities. The University will attempt to accommodate employees who run for public office, while ensuring that the employee's political activities do not adversely affect University operations.

The University assumes no responsibility for an employee's endorsement of a political candidate or cause. The name of the University is not to be connected with such an endorsement in any way except for the limited purpose of identifying the University as the employer of the employee making the political endorsement. No endorsement shall be made on the official stationery of the University nor on stationery having the University address or a University telephone number.

2107.2 PROCEDURES

2.1 Political Activity

Any employee who wishes to engage in direct political activity which will involve a substantial amount of time (i.e., holding or running for political office, managing a campaign, or directing group action on behalf of a political candidate or issue) is expected to work out a mutual agreement for released time with his or her supervisor and the appropriate dean/vice president before undertaking such activity.

2.2 Public Office

Any employee who files as a candidate for an elective public office must notify his or her department head or immediate supervisor in writing and forward copies to the appropriate dean/vice president and the University President. No further action is necessary if the candidacy and office require little or no time away from campus during working hours (for example, positions on school boards or town councils.)

If the candidacy and the responsibilities of the office will require substantial time away from campus, the employee must make special arrangements with the department head or supervisor. Generally, a benefit-eligible employee may arrange to take accrued annual leave or leave without pay to campaign for elective office and/or to meet off-campus obligations the office may require.

Any employee may become a candidate for the Utah State Legislature or for the United States Congress without resigning from the University, even though it may be necessary to take a leave of absence without pay or use accrued annual leave to campaign effectively for the U.S. Congress. Such leaves will be automatically granted for both campaigning time and the period of time between commencement and final adjournment of any regular or special session of the legislature. Accrued annual leave may be used to reduce the leave-without-pay period required to meet the responsibilities associated with the elected office.

2.3 University Responsibilities

Employees have a binding obligation to fulfill their regular duties. Any private activity requiring a large portion of time away from campus may hurt the performance of those duties. Therefore, for the mutual protection of employees and the University, employees campaigning as political candidates for state or federal offices must do so on their own time. While campaigning and holding office, an employee must obtain a leave of absence or continue to work at the University on a part-time basis.

In such campaign activities, the individual's relationship to the University is not to be exploited, either directly or indirectly.

2.4 Voting

Utah State University encourages employees to participate in the voting process. In situations where an employee's work schedule does not allow time to cast a ballot in a state or national election, the University will allow the employee to take off up to 2 hours during regular work hours to vote. A request for voting time off must be made to the employee's immediate supervisor before election day.

2107.3 RESPONSIBILITY

3.1 Employees

Responsible to communicate to their supervisors any political activity that would interfere with their regular duties at the University. In addition, if time is needed to participate in the voting process, employees must inform their immediate supervisors before election day.

Policy 3116: Sabbatical Leave

Executive Summary

Final Policy

Final Procedures

Redline Policy

Original Policy

Resolution

EXECUTIVE SUMMARY

USU Policy 3116: Sabbatical Leave

Category: Human Resources

Subcategory: Benefits

Covered Individuals: Tenured Faculty

Responsible Executive: Provost and Executive Vice President

Policy Custodian: Office of the Provost and Executive Vice President, Executive Vice Provost

Last Revised: 2018/01/12

BACKGROUND:

This policy outlines the procedure and requirements for applying for a professional leave of absence with compensation for tenured faculty members. This policy aligns with other institutions of higher education and supports USU's mission to attract and retain the most highly qualified faculty. The policy will impact the USU community by providing a schedule and requirements for a leave of absence for tenured faculty with compensation. Without this policy, USU stands vulnerable to being competitive in hiring and retaining tenure-track faculty.

KEY PROVISIONS OF THE NEW/REVISED POLICY:

The changes in the policy are primarily to provide clarity based on questions that have arisen in the past. These clarifications include:

- Eligibility, compensation, process and obligations during and after completion of the sabbatical leave.
- Necessary edits to comply with federal regulations on institutional base salary

Stakeholders including faculty, department heads and deans were consulted during the process and feedback was included as part of the policy development process.

IMPLEMENTATION PLAN:

The changes to the policy and procedures will be communicated to the campus via the faculty senate, department head executive committee and Council of Deans. Changes will also be communicated on the application form and website. Any financial impact will occur at the department level.

University Policy 3116: Sabbatical Leave

Category: Human Resources

Subcategory: Benefits

Covered Individuals: Tenured Faculty

Responsible Executive: Provost and Executive Vice President

Policy Custodian: Office of the Provost and Executive Vice President, Executive Vice Provost

Last Revised: 2025/05/14

Previous USU Policy Number: 365: Sabbatical Leave

3116.1 PURPOSE AND SCOPE

This Policy defines eligibility, application standards, compensation standards, and the responsibilities of faculty and supervisors for the administration of sabbatical leave.

3116.2 POLICY

Sabbatical leave is a professional leave of absence with compensation for tenured faculty members for a year or fraction thereof, as determined by the appropriate department head, dean, director, or vice president in conjunction with the Provost, to renew, update, and broaden the tenured faculty's teaching, research, or professional skills and knowledge.

A tenured faculty member must be employed with the rank of instructor or higher for, at minimum, at least six years at the University to be eligible for a sabbatical leave.

After completing a sabbatical leave, a minimum of six additional years of professional service to the University are required to be eligible for any additional sabbatical leave. Any leave period of one semester or more does not earn credit toward sabbatical leave privileges.

An eligible faculty member on sabbatical leave is eligible for advancement in rank and any general or special adjustment in salary received by other faculty members of the University.

Eligible faculty members are strongly encouraged to use sabbatical leave for advanced study or research at an institution with a distinguished reputation or for significant professional association with a reputable organization.

2.1 Application for Sabbatical Leave

Eligible faculty members planning for sabbatical leave must consult with their department heads or supervisors to determine whether their plans are feasible before making any commitments to the faculty member or the University.

- Eligible faculty members shall apply for sabbatical leave by completing an official application by the deadlines specified in the [Sabbatical Leave Procedures](#).

2.2 Sabbatical Leave and Scheduling

As far as possible, departmental schedules shall permit eligible faculty members to take sabbatical leaves. Departmental schedules shall minimize the disruption of departmental programs and activities

caused by sabbatical leaves. Requests for leaves from eligible faculty members of small or large departments shall receive equal consideration by deans, directors, vice presidents, and the Provost.

2.3 Sabbatical Leave Compensation

Compensation for sabbatical leave shall be calculated as a portion of the annual base salary at the academic year or fiscal year full-time equivalent (FTE) for the months taken as sabbatical leave under the following schedule:

12-month sabbatical	80% fiscal year FTE salary
Two-semester sabbatical	80% academic year FTE salary
6-month sabbatical	100% fiscal year FTE salary
One-semester sabbatical	100% academic year FTE salary

Sabbatical leave for one semester will be granted only in special circumstances where such leave is primarily in the interest of the University.

An eligible faculty member is covered by benefits while on sabbatical leave, provided the usual premium deductions are made from their salary.

2.4 Sabbatical Leave and Other Employment

A faculty member on sabbatical leave may accept a fellowship, an assistantship, or professional employment in their field of specialization. The University shall not be obligated to pay more than that amount of sabbatical compensation, which, when added to the outside source of compensation, will equal 100% of the faculty member's annual base salary (academic year at 1.0 FTE salary plus full summer months; or fiscal year 1.0 FTE salary) for the leave. Any compensation above the annual base salary would require extra-service compensation approval (Policy 3201: Extra-Service Compensation). If an outside source provides a transportation allowance, the amount of this allowance will be disregarded when computing the contribution to be made by the University.

2.5 Sabbatical Leave and Employee Benefits

All employee benefits apply to a faculty member on sabbatical leave, except for vacation and sick leave accrual. Vacation leave is not earned, and sick leave is not permitted for faculty members while on sabbatical leave. However, any vacation leave and/or sick leave accrued by a faculty member prior to the commencement of sabbatical leave will remain to the faculty member's credit until the faculty member returns to professional service for the University, after which unused vacation or sick leave shall be subject to the vacation leave and sick leave provisions of USU Policies 345 and 363.

2.6 Responsibilities During and Upon Return from Sabbatical Leave

Eligible faculty must fulfill the mentoring plan articulated in the sabbatical leave proposal (see [Sabbatical Leave Procedures](#)). Faculty must participate in the annual performance review during sabbatical leave.

Accepting a sabbatical leave binds the faculty member to return and remain in the University's service for at least one academic year. If the faculty member fails to return to the service of the University, the faculty member will pay a penalty to the University equal to the sabbatical leave salary received. After the sabbatical leave, a written report shall be presented to the department head, dean, director, vice president, and Provost.

3116.3 RESPONSIBILITIES

3.1 Provost, Deans, Vice Presidents, Department Heads

Responsible for approving/disapproving sabbatical leave requests according to the provisions of this policy and ensuring that the requested leave is in the best interest of the individual faculty member and the University.

3116.4 RELATED USU POLICIES

- USU Policy 3100: [Vacation Leave](#)
- USU Policy 3105: [Other Leave](#)
- USU Policy 3104: [Sick Leave](#)
- USU Policy 3201: [Extra-Service Compensation](#)

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

Procedures

- [Sabbatical Leave Procedures](#)

Contacts

- Paul Barr, Executive Vice Provost
Paul.barr@usu.edu
435.797.0718

POLICY HISTORY

Original issue date: 1997/01/24

Last review date: 2025/05/14

Next scheduled review date: 2027/06/01

Previous revision dates: 2004/01/30, 1999/07/01, 2018/01/12

Policy 3116 Sabbatical Leave Procedures

A. Summary

This document defines eligibility and timing for applying for sabbatical leave. Procedures and required materials are also outlined.

B. Guidelines

1. Eligibility for the first sabbatical leave

To be eligible for sabbatical leave, tenured or tenure-eligible faculty members must be employed at the university with the rank of instructor or higher for six years and must be tenured before the proposed leave begins.

2. Eligibility for any additional sabbatical leave

Upon return from a sabbatical leave, an additional 6 years of professional service to the university is required before beginning the next sabbatical leave.

C. Procedures

1. Application for Sabbatical Leave

Eligible faculty must apply for sabbatical leave through [Curriculog](#) by following the instructions below.

1. Log in to [Curriculog](#) using your A number and strong password.
2. Click on the + New Proposal link in the top left corner.
3. Scroll down and click the next page button to navigate to the 7.1 SABBATICAL LEAVE APPLICATION from the processes list.
4. Click the blue checkmark to the far right of the form name to start the proposal.
5. Read and follow the instructions for each section and fill out all necessary fields on the form.
6. Be sure to fill out all university-related travel, international travel, collaboration, and sponsored program questions that relates to your sabbatical.
7. Be sure to attach all necessary documents before submitting (proposal, CV, letters of invitation).
8. Be sure to “Launch” and “Approve” the proposal in Curriculog.
9. Contact the Office of the Provost & Executive Vice President at (435) 797-1166 with any questions about this form.

The application requires a proposal that includes:

- justification, objectives, place, and other details of proposed activities;
- professional, institutional, and personal benefits, including how the sabbatical leave supports renewing, updating, and broadening teaching, research, or professional skills and knowledge; and
- mentoring plan (strategy for continued service on graduate supervisory, tenure advisory, promotion advisory committees, etc.).

The application for sabbatical leave shall be forwarded via Curriculog to the appropriate department head, dean, director, or vice president for approval. After approval at these levels, the application shall be submitted to the Provost for final approval.

Applications for sabbatical leave shall be approved in Curriculog and forwarded to the Provost by:

- February 14 for sabbaticals planned for the following full fiscal year, the following full academic year, or the following fall semester;
- July 1 for sabbaticals planned for the following calendar year or the following spring semester; or
- Six months before the start date for sabbaticals planned for shorter durations or other start dates.

Eligible faculty are encouraged to begin the process in Curriculog at least one week in advance of the deadline.

2. Approval and Notification

Faculty members approved for sabbatical leave will be notified via email. Copies of the approval notification will be sent to administrators, business services personnel, Human Resources, and Research Compliance.

3. Changes in Approved Sabbatical Leave

Changes in timing, duration, location, or objectives of approved sabbatical leave must be reviewed and approved by the department head, director, vice president, and Provost.

A new application for sabbatical leave must be submitted if an approved sabbatical leave is postponed for one year or more.



Utah State University

Utah State University

POLICY MANUAL

BENEFITS

Number 365

Subject

University Policy 3116: Sabbatical Leave

Category: Human Resources

Subcategory: Benefits

Covered ~~Employees:~~ Individuals: Tenured Faculty ~~Date~~

Responsible Executive: Provost and Executive Vice President

Policy Custodian: Office of ~~Origin: January 24, 1997~~ the Provost and Executive Vice President,
Executive Vice Provost

Date of Revision(s): July 1, 1999, January 30, 2004, January 12, 2018 **Date of**
Last Revision: January 12, 2018

365.1 POLICY

A sabbatical **Last Revised: 2018/01/12**

Previous USU Policy Number: 365: Sabbatical Leave

3116.1 PURPOSE AND SCOPE

This Policy defines eligibility, application standards, compensation standards, and the responsibilities of faculty and supervisors for the administration of sabbatical leave.

3116.2 POLICY

Sabbatical leave is a professional leave of absence with compensation for tenured faculty members for a year or fraction thereof, as determined by the appropriate department head, dean, director, or vice president, ~~and in conjunction with~~ the Provost, ~~for to renew, update, and broaden~~ the ~~purpose of renewing, updating, and broadening the individual's~~ tenured faculty's teaching, research, or professional skills and knowledge.

~~Credit toward sabbatical leave begins the day the~~ A ~~tenured or tenure-eligible~~ faculty member is employed as an instructor or higher rank; but a sabbatical leave shall not be granted until tenure has been attained. A faculty member must be employed with the rank of instructor or higher for ~~6, at minimum, at least six~~ years at the University to be eligible for a sabbatical leave.

~~Additional sabbaticals are earned at the rate~~

~~After completing a sabbatical leave, a minimum of 1 sabbatical leave for every 6~~ six additional years of professional service to the University; ~~are required to be eligible for any additional sabbatical leave.~~ Any leave period of one semester or more does not earn credit toward sabbatical leave privileges.

~~A~~ An eligible faculty member on sabbatical leave is eligible for advancement in rank and ~~for~~ any general or special adjustment in salary received by other faculty members of the University.

~~Faculty~~ Eligible faculty members are strongly encouraged to use sabbatical leave for advanced study or research at an institution with a distinguished reputation or for significant professional association with a reputable organization.

~~365.2 PROCEDURES~~

2.1 Application for Sabbatical Leave

~~Faculty members shall apply for sabbatical leave by completing an official form, available from the Office of the Provost, in which they provide justification, objectives, place, and other details of proposed activities during the leave period.~~ Faculty

Eligible faculty members planning for sabbatical leave ~~should~~ must consult with their department heads or supervisors to determine ~~that~~ whether their plans are feasible before making any commitments ~~are made involving~~ to the individual faculty member or the University. ~~After consultation with the department head or supervisor the~~

- Eligible faculty members shall apply for sabbatical leave by completing an official application ~~for sabbatical leave shall be forwarded to the appropriate dean, director, or vice president for approval. After approval at this level, the application shall be forwarded to the Provost for approval.~~ by the deadlines specified in the Sabbatical Leave Procedures.

~~Applications for sabbatical leave describing the proposed activity and specifying the personal, professional, and institutional benefits which will result shall be in the Provost's Office by February 14 for sabbaticals planned for the following full fiscal or academic year. Applications for sabbatical leaves of shorter durations must be submitted to the Provost's Office 6 months prior to the beginning of the proposed leave.~~

2.2 Sabbatical Leave and Scheduling

As far as possible, departmental schedules shall permit eligible faculty members to take sabbatical leaves. Departmental schedules shall minimize the disruption of departmental programs and activities caused by sabbatical leaves. Requests for leaves from eligible faculty members of small or large departments shall receive equal consideration by deans, directors, vice presidents, and the Provost.

2.3 Sabbatical Leave Compensation

Compensation for sabbatical leave shall be calculated as a portion of the ~~monthly~~annual base salary at the academic year or fiscal year full-time equivalent (FTE) for the months taken as sabbatical leave under the following schedule:

12-month sabbatical	80% monthly base <u>fiscal year FTE</u> salary
Two-semester sabbatical	80% monthly base <u>academic year FTE</u> salary
<u>6-month sabbatical</u>	<u>100% fiscal year FTE salary</u>
One-semester sabbatical	100% monthly base <u>academic year FTE</u> salary

Sabbatical leave for one semester will be granted only in special circumstances where such leave is primarily in the interest of the University.

~~A~~An eligible faculty member is covered by benefits while on sabbatical leave, provided~~ing~~ed the usual premium deductions ~~for same~~ are made from ~~his or her~~their salary.

2.14 Sabbatical Leave and Other Employment

A faculty member ~~who is~~ on sabbatical leave may accept a fellowship, an assistantship, or professional employment in ~~his or her~~their field of specialization. The University shall not be obligated to pay more than that amount of sabbatical compensation, which, when added to the outside source of compensation, will equal ~~100%~~100% of the faculty member's annual base salary (academic year at 1.0 FTE salary plus full summer months; or fiscal year 1.0 FTE salary) for the leave. Any compensation above the annual base salary would require extra-service compensation approval (Policy 3201: Extra-Service Compensation). If an outside source provides a transportation allowance, the amount of this allowance will be disregarded when computing the contribution to be made by the University.

~~full regular salary for the period of the leave, after adjustment for regional cost-of-living difference. If an allowance for transportation is provided by the outside source, the amount of this allowance will be disregarded in computing the contribution to be made by the University.~~

2.5 Sabbatical Leave and Employee Benefits

~~A~~

All employee benefits apply to a faculty member on sabbatical leave ~~is covered by all employee benefits~~, except for ~~the accrual of annual~~vacation and sick leave. ~~Annual~~accrual. Vacation leave is not earned, and sick leave is not ~~allowed to a~~permitted for faculty members while on sabbatical leave. However, any ~~annual~~vacation leave and/or sick leave accrued by a faculty member ~~at prior to~~ the commencement of sabbatical leave will remain to the faculty member's credit until ~~he or she~~the faculty member returns to professional service for the University, after which, unused ~~annual~~vacation or sick leave shall be subject to the ~~annual~~vacation leave and sick leave provisions of ~~policies~~USU Policies 345 and 363.

2.6 Responsibilities During and Upon Return from Sabbatical Leave

~~Acceptance of~~

Eligible faculty must fulfill the mentoring plan articulated in the sabbatical leave proposal (see Sabbatical Leave Procedures). Faculty must participate in the annual performance review during sabbatical leave.

[Accepting](#) a sabbatical leave binds the faculty member to return and ~~to~~ remain in the [University's](#) service ~~of the University~~ for at least one academic year. If the faculty member fails to return to the service of the University, ~~he or she~~ [the faculty member](#) will pay a penalty to the University equal to the sabbatical leave salary received ~~based on a calculation to be made by the Payroll Office. At the conclusion of~~. After the sabbatical leave, a written report shall be presented to the department head ~~or supervisor~~, dean ~~or~~, director, [vice president](#), and Provost.

~~365.3 RESPONSIBILITIES~~

[3116.3 RESPONSIBILITIES](#)

[3.1 Provost, Deans, Vice Presidents, Department Heads](#)

Responsible for approving/disapproving sabbatical leave requests according to the provisions of this policy and ensuring that the requested leave is in the best interest of the individual faculty member and the University.

[3116.4 RELATED USU POLICIES](#)

- [USU Policy 3100: Vacation Leave](#)
- [USU Policy 3105: Other Leave](#)
- [USU Policy 3104: Sick Leave](#)
- [USU Policy 3201: Extra-Service Compensation](#)

[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](#)

[Procedures](#)

- [Sabbatical Leave Procedures](#)

[Contacts](#)

- [Paul Barr, Executive Vice Provost](#)
Paul.barr@usu.edu
[435.797.0718](tel:435.797.0718)

[POLICY HISTORY](#)

[Original issue date: 1997/01/24](#)

[Last review date: 2018/01/18](#)

[Next scheduled review date: 2027/06/01](#)

[Previous revision dates: 2004/01/30, 1999/07/01.](#)



UtahStateUniversity

POLICY MANUAL

BENEFITS

Number 365

Subject: Sabbatical Leave

Covered Employees: Faculty

Date of Origin: January 24, 1997

Date of Revision(s): July 1, 1999, January 30, 2004, January 12, 2018

Date of Last Revision: January 12, 2018

365.1 POLICY

A sabbatical leave is a professional leave of absence with compensation for tenured faculty members for a year or fraction thereof as determined by the appropriate dean, director, or vice president, and the Provost, for the purpose of renewing, updating, and broadening the individual's teaching, research, or professional skills and knowledge.

Credit toward sabbatical leave begins the day the tenured or tenure-eligible faculty member is employed as an instructor or higher rank; but a sabbatical leave shall not be granted until tenure has been attained. A faculty member must be employed with the rank of instructor or higher for 6 years at the University to be eligible for a sabbatical leave. Additional sabbaticals are earned at the rate of 1 sabbatical leave for every 6 years of professional service to the University. Any leave period of one semester or more does not earn credit toward sabbatical leave privileges.

A faculty member on sabbatical leave is eligible for advancement in rank and for any general or special adjustment in salary received by other faculty members of the University.

Faculty members are strongly encouraged to use sabbatical leave for advanced study or research at an institution with a distinguished reputation or for significant professional association with a reputable organization.

365.2 PROCEDURES

2.1 Application for Sabbatical Leave

Faculty members shall apply for sabbatical leave by completing an official form, available from the Office of the Provost, in which they provide justification, objectives, place, and other details of proposed activities during the leave period. Faculty members planning for sabbatical leave should consult with their department heads or supervisors to determine that their plans are feasible before any commitments are made involving the individual or the University. After consultation with the department head or supervisor the application for sabbatical leave shall be forwarded to the appropriate dean, director, or vice president for approval. After approval at this level, the application shall be forwarded to the Provost for approval.

Applications for sabbatical leave describing the proposed activity and specifying the personal, professional, and institutional benefits which will result shall be in the Provost's Office by February 14 for sabbaticals planned for the following full fiscal or academic year. Applications for sabbatical leaves of shorter durations must be submitted to the Provost's Office 6 months prior to the beginning of the proposed leave.

2.2 Sabbatical Leave and Scheduling

As far as possible, departmental schedules shall permit eligible faculty members to take sabbatical leaves. Departmental schedules shall minimize the disruption of departmental programs and activities caused by sabbatical leaves. Requests for leaves from faculty members of small or large departments shall receive equal consideration.

2.3 Sabbatical Leave Compensation

Compensation for sabbatical leave shall be calculated as a portion of the monthly base salary for the months taken as sabbatical leave under the following schedule:

12-month sabbatical	80% monthly base salary
Two-semester sabbatical	80% monthly base salary
One-semester sabbatical	100% monthly base salary

Sabbatical leave for one semester will be granted only in special circumstances where such leave is primarily in the interest of the University.

A faculty member is covered by benefits while on sabbatical leave, providing the usual premium deductions for same are made from his or her salary.

2.4 Sabbatical Leave and Other Employment

A faculty member who is on sabbatical leave may accept a fellowship, an assistantship, or professional employment in his or her field of specialization. The University shall not be obligated to pay more than that amount of sabbatical compensation which, when added to the outside source of compensation, will equal 110% of the faculty member's

full regular salary for the period of the leave, after adjustment for regional cost-of-living difference. If an allowance for transportation is provided by the outside source, the amount of this allowance will be disregarded in computing the contribution to be made by the University.

2.5 Sabbatical Leave and Employee Benefits

A faculty member on sabbatical leave is covered by all employee benefits, except for the accrual of annual and sick leave. Annual leave is not earned and sick leave is not allowed to a faculty member while on sabbatical leave. However, any annual leave and/or sick leave accrued by a faculty member at the commencement of sabbatical leave will remain to the faculty member's credit until he or she returns to professional service for the University, after which, unused annual or sick leave shall be subject to the annual leave and sick leave provisions of policies 345 and 363.

2.6 Responsibilities Upon Return from Sabbatical Leave

Acceptance of a sabbatical leave binds the faculty member to return and to remain in the service of the University for at least one academic year. If the faculty member fails to return to the service of the University, he or she will pay a penalty to the University equal to the sabbatical leave salary received based on a calculation to be made by the Payroll Office. At the conclusion of the sabbatical leave, a written report shall be presented to the department head or supervisor, dean or director, and Provost.

365.3 RESPONSIBILITIES

3.1 Provost, Deans, Vice Presidents

Responsible for approving/disapproving sabbatical leave requests according to the provisions of this policy and ensuring that the requested leave is in the best interest of the individual faculty member and the University.

RESOLUTION

UTAH STATE UNIVERSITY

BOARD OF TRUSTEES

WHEREAS, USU Policy 3116: Sabbatical Leave supports the University's mission to attract and retain the most highly qualified faculty;

WHEREAS, the Office of the Provost desires to clarify the procedure and requirements for tenured faculty members to apply for a professional leave of absence including eligibility, compensation, process, and obligations during and after completion of the sabbatical leave;

WHEREAS, the revisions requested by the Office of the Provost are focused on providing clarity and complying with federal regulations on institutional base salary;

WHEREAS, the Provost and Executive Vice President recommend that the Board of Trustees support the amendment to Policy 3116: Sabbatical Leave; and

WHEREAS, the amendments to Policy 3116 received the appropriate administrative review and approval required by USU Policy 1001.

NOW THEREFORE BE IT RESOLVED THAT the Board of Trustees support the amendment to Policy 3116: Sabbatical Leave.

RESOLUTION SUPPORTED BY THE BOARD OF TRUSTEES

Signature of Chair Skinner or designee

Date approved

Policy 5200

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*NOTE: This policy proposal recommends combining some of the relevant information from the current policy 5200 and 5201 to create a new policy. Since this was a complete re-write of the policy there is not a red-lined version of the policy. Instead, the current policies are included for reference.

EXECUTIVE SUMMARY

USU Policy 5200: Information Security and Appropriate Use

Category: Facilities, Operations, and IT

Subcategory: Information Technology

Covered Individuals: Employees, Students, and Guest Users of IT Resources

Responsible Executive: Chief Information Officer, Executive Vice President & Chief Operating Officer

Policy Custodian: Information Technology, Chief Information Security Officer

BACKGROUND

This policy update consolidates and replaces former Policies 550 (Appropriate Use) and 551 (Information Security) to establish a unified, modernized framework for managing information security and appropriate use of technology at Utah State University. The revision is necessary to reflect current best practices, address emerging cybersecurity threats, and ensure compliance with increasingly complex legal, regulatory, and contractual obligations.

Policy 5200 supports USU's mission by protecting the confidentiality, integrity, and availability of institutional information and IT resources across academic, research, and administrative functions. It reinforces the university's commitment to data stewardship, risk management, and responsible innovation, including the ethical and secure use of Artificial Intelligence.

The updated policy will clarify responsibilities for all users, streamline enforcement mechanisms, and enhance institutional readiness in the face of evolving digital risks. It provides clearer expectations for faculty, staff, students, researchers, and vendors regarding acceptable use, security controls, data classification, and incident response.

Policy 5200 aligns with and supports compliance with FERPA, HIPAA, GLBA, GDPR, Utah's Protection of Personal Information Act, CMMC level 1, and USHE Policy R345, while drawing from national frameworks like the NIST Cybersecurity Framework and CIS Controls. The absence of a unified and current policy presented operational and compliance risks, particularly in the areas of vendor oversight, AI usage, and secure research. This revision mitigates those risks and positions USU to proactively manage its digital environment.

KEY PROVISIONS OF THE NEW/REVISED POLICY

Policy 5200 consolidates and modernizes USU's information security and appropriate use policies by replacing former Policies 550 and 551. The updated policy establishes a unified framework to address current cybersecurity threats, meet regulatory obligations, and promote responsible use of university IT resources.

Key updates and new provisions include:

- Integration of Information Security and Appropriate Use into a single, comprehensive policy.
- Clearly defined responsibilities for users, IT staff, researchers, data stewards, and vendors.
- New section on Artificial Intelligence (AI) use, emphasizing responsible, secure, and compliant use of AI tools in academic, research, and administrative contexts.
- Formalized Data Classification and System Criticality framework to manage risk and align with compliance needs.

- Stronger vendor and third-party requirements, including alignment with USU's Vendor Management Plan.
- Enhanced incident reporting expectations, emphasizing risk evaluation, timely notification, and coordination with institutional response procedures.

Additionally, the policy is supported by a new companion website, <https://infosec.usu.edu>, which provides practical guidance on the “how” and “why” behind each policy section. This includes implementation procedures, training modules, and awareness materials that map to recognized security frameworks like the NIST Cybersecurity Framework and CIS Controls. The site is designed to improve policy accessibility and usability across the campus community.

Stakeholder feedback was solicited from university leadership, IT leadership, Privacy Office, Legal Affairs, the Office of Research, and employees from department units. Their input helped shape a policy that is aligned with institutional operations and responsive to user needs.

IMPLEMENTATION PLAN

The rollout of Policy 5200 will adhere to the structured policy lifecycle defined in USU Policy 1001 and its associated procedures, ensuring consistency, transparency, and shared governance.

Policy Publication and Communication

- Policy Library Posting: Upon final approval, Policy 5200 will be published in the official USU Policy Library, ensuring accessibility to all university stakeholders.
- Campus-Wide Notification: The Policy Office will disseminate announcements through official university channels, including email bulletins, the MyUSU portal, and departmental communications, to inform faculty, staff, students, and affiliated personnel of the new policy.

Training and Awareness

- Training Modules: Relevant sections of the policy will be integrated into USU's annual employee IT security training, ensuring continuous reinforcement of key requirements, updated guidance, and increased awareness across campus. This recurring training cycle will help embed a culture of security and compliance, while allowing the university to adapt to emerging threats and evolving policy needs.
- Supplementary Resources: The <https://infosec.usu.edu> website will serve as a central hub, offering detailed guidance, FAQs, and best practices related to information security and appropriate use.
- IT support staff will continue to engage in training on the computer management program established by the President and CIO in 2024.

Procedural Updates

In alignment with Policy 1001, the following procedures and standards will be reviewed and updated to reflect the provisions of Policy 5200. Primary procedures are available on the <https://infosec.usu.edu> website and will be reviewed periodically to ensure ongoing relevance and compliance. Highlights include:

- Device and Endpoint Management: Ensuring all university-owned and personal devices accessing institutional data meet security standards. <https://computers.usu.edu>
- Data Classification and Handling: Implementing a structured approach to classify and manage institutional information based on sensitivity and criticality. <https://dataconsensus.usu.edu>

- Specific cybersecurity compliance procedures and guidance, including CMMC level 1.
- Incident Response Protocols: Establishing clear procedures for reporting and managing information security incidents.
- Vendor and Third-Party Management: Defining requirements for external entities accessing university systems or data.

Resource Allocation

Implementation of Policy 5200 will primarily utilize existing university resources. Key areas requiring support include:

- Training Development: Creating and updating training materials and modules.
- Website Maintenance: Regularly updating the <https://infosec.usu.edu> site with current information and resources.
- Compliance Monitoring: Allocating staff time for monitoring adherence to the policy and addressing non-compliance issues.
- All colleges, departments, and units must ensure that they have allocated sufficient time and personnel to skilled IT support, including completing and sustaining operations in the new computer management system and meeting other compliance efforts.
- Employees must become comfortable with device management requirements, including associated processes and annual training.
- USU must continue to fund growing software licensing costs associated with these programs.

Ongoing Evaluation and Review

In accordance with the policy lifecycle outlined in Policy 1001, Policy 5200 will undergo regular reviews to assess its effectiveness and relevance. Feedback mechanisms will be established to gather input from the university community, ensuring the policy remains responsive to evolving needs and challenges.

University Policy 5200: Information Security and Appropriate Use

Category: Facilities, Operations and IT

Subcategory: Information Technology

Covered Individuals: Employees, Students, and Guest Users of IT Resources

Responsible Executive: Chief Information Officer, Executive Vice President & Chief Operating Officer

Policy Custodian: Information Technology, Chief Information Security Officer

Last Revised: 2025/05/14

Previous USU Policy Number: 550: Appropriate Use and 551: Information Security

5200.1 PURPOSE AND SCOPE

The purpose of this Information Security Policy is to establish a comprehensive framework for protecting the confidentiality, integrity, and availability of Institutional Information and Information Technology Resources at Utah State University (USU), safeguarding them from unauthorized access, use, disclosure, disruption, modification, or destruction. This policy enables the university to comply with regulations and maintain a secure environment for administration, academics, and research.

This policy applies to all faculty, staff, students, third parties, vendors, and any other individuals or entities with access to USU's Information Technology Resources and Institutional Information, also known as User(s).

5200.2 POLICY

2.1 Information Security Standards

All users must use the University's Information Technology Resources responsibly and in accordance with applicable laws, regulations, and policies. The use of these resources must align with assigned roles and be in accordance with the capacity and purpose of the resource.

USU maintains security policies, standards, procedures, and best practices to protect Institutional Information and University Systems. These resources are available at <https://infosec.usu.edu> and are regularly updated to address evolving security threats, compliance requirements, and industry best practices. Users should refer to this repository for required procedures and guidance on implementing security controls, understanding legal obligations, and managing risks effectively.

USU is committed to compliance with all applicable local, state, federal, and international regulations, including but not limited to [FERPA](#), [HIPAA](#), [GDPR](#), [GLBA](#), [the Utah Governmental Data Privacy Act \(GDPA\)](#), [the Utah Protection of Personal Information Act](#), and the Government Records Access and Management Act (GRAMA), as well as internal university policies and procedures governing information security and privacy. Adherence to these requirements is critical to protecting university data, ensuring research integrity, and maintaining operational security. Additional compliance resources are available on the [Information Security website](#).

2.2. Appropriate Use and Terms of Use

Users are required to adhere to the following Appropriate Use standards whenever they access or interact with the University's Information Technology Resources and Institutional Information:

- a. **Access Controls & Authentication:** Access to restricted resources is granted through authentication credentials and controls provided as a privilege tied to a user's role. The university reserves the right to revoke credentials to safeguard resources.
- b. **User Responsibility & Security Awareness:** Users are responsible for maintaining the integrity, security, and confidentiality of university resources and data. They must follow instructions from resource administrators and take proactive measures to prevent unauthorized access, such as recognizing phishing attempts, malware risks, and social engineering threats.
- c. **Prohibited Activities:** Circumventing security controls, accessing unauthorized systems or data, sharing credentials, or granting unauthorized access to others is strictly prohibited. Users must only access resources and data within the scope of their roles and responsibilities, ensuring compliance with all related policies and procedures.

By accessing the University's Information Technology Resources and Institutional Information, users agree to adhere to these [Terms of Use](#), which define acceptable behavior, security practices, and user responsibilities. These Terms of Use are subject to updates to reflect changes in legal, regulatory, and cybersecurity requirements. Additionally, users must comply with all applicable federal, state, and local laws, including those governing intellectual property, communications, privacy, and the appropriate use of government resources.

2.3 Device and Endpoint Management and Security

All university-owned devices must meet or exceed the security procedures and standards outlined at <https://computers.usu.edu>. This includes requirements for device configuration, software updates, and endpoint security controls to protect against unauthorized access, malware, and other threats. Access controls must be implemented on all devices to ensure only authorized individuals can access university-owned or -managed data and resources. Employees are responsible for collaborating with their assigned IT staff to ensure their devices meet these security standards.

The use of personal devices to access university data or conduct university business must be limited to ensure the security, privacy, and integrity of institutional information. Employees are encouraged to utilize university-provided devices and services whenever possible. If personal devices must be used, they must comply with the university procedure, as documented on the [Device Management Website](#).

2.4 Data Classification and System Criticality Classification

USU data must be inventoried and classified according to a system that assesses the potential impact of unauthorized access, use, or alteration. This classification framework helps manage risks associated with various types of Institutional Information and supports critical functions such as compliance, information management, vendor oversight, and incident response. Each classification level considers potential impacts on individuals and the university, as well as legal, regulatory, and contractual obligations. While all individuals handling Institutional Information should be aware of its classification and associated safeguards, trustees and stewards must ensure that their teams implement and adhere to appropriate security measures. For more details, refer to the [USU Data Classification and System Criticality Classification](#).

2.5 Security Incident Management

A security incident is any unauthorized access, acquisition, disclosure, loss of access, or destruction of Institutional Information. The significance of a breach is determined by its potential to cause substantial harm or disruption to university resources, stakeholders, affected individuals, or services. This assessment considers various risk factors, including the type and volume of data involved, the number of individuals affected, and the nature of the incident. All users must report Information Security Incidents according to the procedures and timelines outlined at <https://infosec.usu.edu>. Timely reporting helps

mitigate damage, ensures compliance with regulatory requirements, and assists in the swift recovery and investigation of security incidents.

2.6 Vendor Management

Vendors or third-party contractors may access the University's Information Technology Resources or Institutional Information only if an appropriate agreement is established, ensuring compliance with applicable information security and privacy regulations and standards, based on the type of Institutional Information involved. Please consult the [University Vendor Management Plan](#) before initiating a contractual process to understand and address the applicable compliance controls.

2.7 Information Privacy

USU is committed to protecting the privacy of Personal Data in compliance with applicable laws, regulations, and standards. Users must handle Personal Data in accordance with the information outlined in the University Privacy Policy and the [USU Privacy Website](#). This includes safeguarding personal information and promoting its confidential, lawful, transparent, and responsible use of Personal Data.

2.8 Artificial Intelligence (AI) Use and Compliance

USU recognizes the growing significance of Artificial Intelligence (AI) in education, research, and operations. The use of AI tools must align with university policies, security guidelines, and ethical standards.

- a. **Data Security & Privacy:** Users are responsible for ensuring that sensitive, restricted, or confidential data (including FERPA, HIPAA, Personal Data, and proprietary university information) is not uploaded or processed in AI tools unless the university has an established privacy agreement with the provider. Uploading such data to third-party AI tools without a university-approved privacy agreement may result in security breaches, compliance violations, and legal or institutional liability. Users must understand these restrictions and exercise caution when using AI tools.
- b. **Integrity and Accountability:** AI-generated content must be reviewed for accuracy, bias, and compliance with copyright regulations before use in coursework, research, or administrative communications.
- c. **Responsible Use:** AI should supplement human decision-making but must not replace critical thinking, academic rigor, or professional judgment.
- d. **Institutional Guidance:** Faculty, staff, and students should refer to [USU's AI Guidance](#) for official procedures, best practices, and available AI tools.

2.9 Enforcement and Sanctions

Failure to comply with USU's Information Security policies, including but not limited to unauthorized access, data misuse, or failure to report security incidents, may result in disciplinary action. Potential sanctions include loss of access to university IT resources, termination of employment or academic privileges, and, where applicable, legal action. Violations will be investigated in accordance with university procedures, and actions will be determined based on the severity of the infraction.

Disciplinary actions will be enforced in alignment with the following policies:

- [USU Policy 3001](#): Setting Expectations and Managing Performance
- [USU Policy 4006](#): Academic Due Process—Sanctions and Hearing Procedures for Faculty
- [Article VI of the Student Code](#): Governing Procedures for Students

5200.3 RESPONSIBILITIES

The successful implementation and adherence to USU's information security policies require the involvement of various stakeholders across the institution. The following roles outline the responsibilities of specific parties to ensure compliance and protect university assets.

3.1 President's Cabinet, Deans, and Department Heads

The President's Cabinet, Deans, and Department Heads are accountable for fostering a culture of compliance, providing the necessary resources to support information security initiatives, and ensuring that their departments and divisions comply with relevant security policies, procedures, and standards. Additionally, they must promote security awareness and support the enforcement of university-wide security measures.

3.2 Chief Information Security Officer (CISO)

The CISO is responsible for developing, maintaining, and overseeing USU's overarching information security program. The CISO ensures that security standards, procedures, and best practices are documented, updated, and made accessible to support compliance with laws, policies, and evolving security needs. This role includes overseeing the implementation of enterprise security controls and leading responses to security incidents. Additionally, responsibilities include coordinating the assessment of emerging threats and vulnerabilities to drive continuous improvement in security practices and procedures across the university. Collaboration with university departments is a key aspect of this role, ensuring the delivery of effective training and awareness programs related to information security.

3.3 Information Technology and IT Staff

The Information Technology department, along with all campus IT staff, holds primary responsibility for implementing and enforcing technical security controls on university systems. IT staff includes members of the USU Information Technology Department as well as any other USU employees tasked with these responsibilities. Collectively, they are accountable for ensuring robust access control, comprehensive device management, proactive engagement, and timely incident response. This includes the consistent application of security patches, configurations, reporting, and updates in accordance with established university procedures to protect the university's information assets and infrastructure.

Additionally, IT staff manage IT resources, systems, and services that store, process, or transmit Institutional Information. They ensure system security through proper configuration, maintenance, and adherence to best practices, policies, and procedures. By providing technical expertise and supporting the systems under their care, IT staff play a critical role in preserving data integrity, enforcing security standards, and protecting university-owned assets.

3.4 Data Management Roles

3.4.1 Data Trustees are responsible for appointing Data Stewards to manage specific data sets or operational responsibilities, ensuring that data governance is effectively delegated and maintained. They establish and approve governance practices designed to protect and preserve Institutional Information while ensuring alignment with organizational goals and regulatory requirements. Additionally, Data Trustees guide the development of data strategies, ensuring compliance with policies and mitigating risks associated with data management. They also make high-level decisions regarding system procurement, creation, and lifecycle governance to support the organization's overall mission.

3.4.2 Data Stewards Data Stewards are responsible for collaborating with Data Trustees to ensure that operational practices align with data governance strategies, institutional goals, and organizational policies. They inventory, classify, and categorize Institutional Information to maintain an accurate understanding of the data landscape. Additionally, they manage user access permissions based on roles and responsibilities, ensuring compliance with relevant policies, regulations, and contracts. Data Stewards implement and enforce policies, procedures, and best practices to promote secure and effective data management. They also oversee and approve the lifecycle of Institutional Data, including its collection, transfer, integration, and use, with a focus on maintaining integrity when data is shared across units or with third parties.

3.5 Researchers and Research Administrators

Researchers must comply with university policies, state and federal regulations, and contract and award terms to protect research data, including by working under the proper cybersecurity controls, adhering to export control laws and securing controlled technologies. They are responsible for classifying and safeguarding research data in accordance with university procedures to protect sensitive research, intellectual property, and federally funded projects. Research Administrators assist researchers in fulfilling compliance requirements, working with the Office of Research to secure research data and report any information security incidents. For further guidance on research data security, and export controls, researchers can consult [USU's Office of Research](#).

3.6 Faculty, Staff, and Students

All faculty, staff, and students are responsible for adhering to the information security procedures outlined in <https://infosec.usu.edu>. This includes following the security protocols for device usage, data protection, and reporting any security incidents. Users are required to comply with data classification procedures and ensure that any confidential or sensitive data they handle is protected in accordance with university standards. Each user is expected to complete any required information security awareness training and to follow best practices for securing their accounts, passwords, and devices.

3.7 Contractors and Vendors

Contractors and vendors with access to university systems or data must comply with the university's information security policies and contractual obligations regarding data protection. Contractors must follow the security protocols outlined in their agreements, including limited use, confidentiality, access controls, data handling procedures, incident reporting, and disposal or return of data. When engaging or planning to procure University Systems through third-party vendors, all units and departments must follow the [USU Vendor Management Process](#).

3.8 Users (General Responsibility)

Users include university employees, faculty, students, agents, contractors, consultants, temporary staff, volunteers, visiting scholars, guests, and affiliated personnel through third-party contractors who are granted access to University Systems, Institutional Information, or resources to fulfill their academic, professional, or contractual responsibilities, or for any other authorized purpose.

Users are responsible for protecting Personal Data and Institutional Information on any devices they use and for ensuring that personal and sensitive information is handled securely. They must safeguard their user-controlled equipment, accounts, and credentials to prevent misuse or compromise.

Users are required to report any information security incidents promptly and follow the procedures outlined at <https://infosec.usu.edu>. Furthermore, users must adhere to the university's acceptable use policies as outlined in the [Terms of Use](#), as well as any service and access policies established by their units, departments, or USU. Finally, they must comply with all applicable laws, regulations, and university policies governing the use of institutional systems and data.

5200.4 REFERENCES

This policy and its associated procedures are designed to comply with and implement the requirements of the Utah State of Higher Education Policy R345, Information Technology Resource Security, and the Protection of Personal Information Act, Utah Code 13-44-101 et seq. The framework established by this policy is based on current best practices, including the CIS Controls, the NIST Cybersecurity Framework, and other relevant standards and guidelines. These are intended to secure university information systems, protect personal data, and ensure compliance with applicable legal and regulatory standards.

- [Utah System of Higher Education Policy R345, Information Technology Resource Security.](#)
- [Protection of Personal Information Act, Utah Code 13-44-101 et seq.](#)
- [Center for Internet Security – Critical Security Controls \(CIS Controls\)](#)
- [NIST Cybersecurity Framework](#)

5200.5 RELATED USU POLICIES

- [Information Technology Policies \(5200-5208\)](#)
- [Policy 5003: Contract Signature Authority and Delegation](#)
- [Policy 2202: Privacy and Security of Protected Health Information under HIPAA](#)
- [Policy 4102: Research](#)
- [Policy 4103: Protection of Human Participants in Research](#)
- [Policy 4106: Intellectual Property](#)
- [Policy 4107: Research Data](#)
- [Policy 4109: Export Controls](#)

5200.6 DEFINITIONS

- **Artificial Intelligence (AI).** A machine-based system that can, for a given set of human-defined objectives, make predictions, recommendations, or decisions influencing real or virtual environments.
- **Capacity of Resource.** Some Resources have a limit that can be exceeded by certain uses, either causing the Resource to underperform or exceed service or license capacity.
- **CIS Controls.** A set of best practices developed by the Center for Internet Security to safeguard systems and data from cyber threats.
- **Chief Information Security Officer (CISO).** A role responsible for developing, maintaining, and overseeing the organization's information security program. The CISO ensures that security standards, procedures, and best practices are documented, updated, and made accessible to support compliance with laws, policies, and evolving security needs.
- **Compromise.** Loss of exclusive, authorized control of an IT Resource to an unauthorized person or unauthorized software, resulting in the exploitation, control, and/or use of the IT Resource beyond USU's purpose or intent for that IT Resource.
- **Credentials.** UserID/PIN, username/passcode or other secrets or keys used to gain access to a restricted Resource.
- **Data Asset Inventory.** A comprehensive list of data assets owned or managed by an organization, used for classification and protection purposes.
- **Data Stewards.** Management-level officials (e.g., Controller, Registrar, Directors, Managers, Principal Investigators) who have operational responsibility for specific data or services that may contain sensitive information. They coordinate with Data Trustees, classify data, authorize access, and enforce applicable policies and practices.
- **Data Trustees.** USU Administrative Officers (President, Provost, Vice Presidents, Deans, etc.) with oversight of data in their divisions. Responsibilities include appointing stewards, implementing protective practices, approving data transfers and usage, and designing workflows to reduce risk.
- **Device.** Any electronic equipment, such as laptops, desktops, smartphones, or tablets, used to access, store, or process organizational data.
- **Endpoint Security.** Measures implemented to protect devices such as laptops, desktops, and mobile devices connected to an organization's network from threats like unauthorized access and malware.
- **Export Control Regulations.** U.S. laws that restrict the export of certain sensitive technologies, information, and software, particularly those related to defense and national security.
- **Incident Management Plan.** The process of reporting any event that compromises the security of information systems, including data breaches and unauthorized access.
- **Institutional Data.** Refer to Institutional Information.
- **Institutional Information.** Information collected, created, maintained, shared with, or generally managed by Utah State University (USU) in support of academic, research, administrative, or operational functions. This includes data in all formats and media and encompasses both personal and non-personal data.

- **Information Technology (IT).** Refers to the systems, services, personnel, and resources involved in managing the university's computing, networking, and digital infrastructure.
- **Information Technology Resources.** Any service, data, or device provided by or on behalf of the University, including networks, infrastructure, devices, applications, and storage.
- **NIST Cybersecurity Framework.** A set of standards, guidelines, and practices developed by the National Institute of Standards and Technology to help organizations manage and reduce cybersecurity risks.
- **Personal Data.** Also known as Personally Identifiable Information (PII), this includes any information that can be used to identify an individual. This includes both Direct Identifiers (e.g., name, ID number) and Indirect Identifiers (e.g., ZIP code, gender, age) that can reveal an individual's identity when combined.
- **Privilege.** While access is generally granted to everyone in a relevant role, the University retains the right to revoke that access to protect the Resource from misuse or overuse.
- **Research Administrators.** University staff who manage compliance requirements related to sponsored research and regulatory areas. They coordinate with institutional offices and the CISO to secure research data and report incidents.
- **Resource.** Refer to Information Technology Resources.
- **Resource Owners.** Individuals directed to establish and communicate procedures and access controls specific to the Resource they manage, aligning with policy objectives.
- **Resource Users.** Individuals who use a Resource and are responsible for complying with policies and procedures associated with that Resource.
- **Restricted Resources.** Resources available only to individuals in particular roles, unlike public resources such as the USU homepage.
- **Role.** A category of user who is given access to a particular restricted Resource; may range from general (e.g., student) to specific (e.g., advisor).
- **System Administrators or Support.** IT professionals responsible for managing systems and services that store, process, or transmit sensitive data. They ensure technical security, system preservation, and compliance with best practices and policies.
- **Terms of Use.** A document outlining acceptable behavior, responsibilities, and practices that users must agree to in order to access and use organizational resources.
- **Third-party.** Any external entity that interacts with the institution but is not directly part of it, including vendors, collaborators, and government agencies.
- **University Systems.** Any software, hardware, network, or cloud-based system used to gather, process, transmit, or store data in support of university operations.
- **User.** Any individual or organization granted access to University Systems, including students, faculty, staff, contractors, volunteers, and affiliated personnel. Users are expected to comply with policies, report incidents, and follow university security guidelines.
- **Vendor Management Plan.** A structured approach to managing third-party vendors and service providers to ensure they meet operational, security, and compliance requirements. It includes evaluation, contracting, monitoring, and risk management processes.

Additional definitions of key terms related to USU's Information Security Program may be found in the Glossary section on the [USU Information Security Program website](#).

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

Procedures

- Information Security Program: <https://infosec.usu.edu>
- Device/Endpoint Management: <https://computers.usu.edu>
- Data Asset Inventory: <https://datacensus.usu.edu>
- Research Data: <https://research.usu.edu/compliance/>

- Artificial Intelligence: <https://ai.usu.edu>
- Data Management and Storage
- Equipment Management Procedures and Forms

Guidance

- Center for Internet Security CIS Critical Security Controls (USHE 2022 selected core cybersecurity framework):
- NIST Cybersecurity Framework
- Guidance For Implementing National Security Presidential Memorandum 33 (Nspm-33) On National Security Strategy for United States Government-Supported Research and Development
- Cybersecurity Maturity Model Certification (CMMC) Program
 - <https://www.federalregister.gov/documents/2024/10/15/2024-22905/cybersecurity-maturity-model-certification-cmmc-program>
 - <https://www.defense.gov/News/Releases/Release/Article/3932947/cybersecurity-maturity-model-certification-program-final-rule-published/>
- Executive Order 14028, Improving the Nation's Cybersecurity:
 - <https://www.federalregister.gov/documents/2021/05/17/2021-10460/improving-the-nations-cybersecurity>
 - <https://www.nist.gov/itl/executive-order-improving-nations-cybersecurity>

Related Forms and Tools

- Equipment Management Forms

Contacts

- USU IT Services: <https://it.usu.edu>
 - Chief Information Officer, [Eric Hawley](#)
 - Chief Information Security Officer, [Allen Hill](#)
 - Service Desk, (435) 797-HELP
- Office of Legal Affairs
- Office of Research
- Internal Audit Services
- List of Data Trustees, Data Stewards, and Support Technicians (under development)

POLICY HISTORY

Original issue date: 2022/03/23

Last review date: 2025/05/14

Next scheduled review date: 2026/05/01

Previous revision dates: 2022/03/23

University Policy 5200: Information Security

Category: Facilities, Operations, IT

Subcategory: Information Technology

Covered Individuals: Employees or Persons with access to Institutional PII/CID

Responsible Executive: Chief Information Officer (CIO)

Policy Custodian: Institutional Security Officer (ISO) role, Information Technology Services (ITS)

Last Revised: 2022/03/23

Previous USU Policy Numbers: 551: *Computer Management (2008)* and 558: *Information Security (2010)*

5200.1 PURPOSE AND SCOPE

This policy is established to protect [Critical Institutional Data \(CID\)](#) and [Personally Identifiable Information \(PII\)](#) while stored, accessed, processed, or transmitted by Utah State University (USU). The purposes of this policy will be achieved through proper assignment of responsibility, and appropriate management and protection of accounts and credentials, access levels, [devices](#), [services](#), and incident response.

This policy and its associated procedures are intended to comply with and implement the requirements of Utah State of Higher Education Policy R345, Information Technology Resource Security and the Protection of Personal Information Act, Utah Code 13-44-101 et seq.

Proper implementation and management of roles, responsibilities, accounts, credentials, access levels, devices, services, and response, reduces risk of loss and the legal, reputational, and financial consequences that may result.

5200.2 POLICY

2.1 Protecting and preserving PII and CID

2.1.1 USU and its employees, colleges, departments, centers, and divisions, must take measures to protect institutional PII and CID that are stored, accessed, processed, or transmitted using USU services, [systems](#), and resources.

2.1.2 Data Trustees are USU Administrative Officers (President, Provost, Vice Presidents, Deans, etc.) who have oversight responsibilities for data governed by or used within their divisions. The responsibilities of Data Trustees include: designating data stewards, ensuring the establishment of practices that will protect and preserve the PII and CID collected and/or used, development of processes for reviewing and approving data transfer, integration, and use requests by other units, and designing and implementing workflows and/or procedures to reduce risk.

2.1.3 Data Stewards are management level officials (Controller, Registrar, Directors, Managers, etc.) who have operational level responsibility for specific data or services that may include PII and/or CID. Data Stewards are responsible for: coordinating with Data Trustees, classifying specific data as PII or CID, authorizing specific data users to access data as needed for their job functions, and enforcing the policies, procedures, programs, and practices that apply.

2.1.4 System Administrators or Support Technicians are IT professionals with assigned responsibilities to technically manage [IT resources](#), computers, software, and services which store, process or transmit PII and/or CID. They are responsible for technical system and service data preservation, system-level [security](#) features, and to configure, secure, and maintain such according to best practices, policies, procedures, and software that apply to the services and systems they are assigned to support.

2.1.5 Data Users are any persons who are authorized to examine or utilize data, including PII and/or CID, as part of their duties. Data Users must protect against [unauthorized access](#), duplication, or release of PII as well as loss or corruption of CID from their user-controlled equipment, accounts, and credentials, and to follow all service and access policies, programs, and procedures established by their units and/or USU.

2.1.6 USU requires anyone with access to institutional credentials, systems, services, or resources that may store or transmit institutional PII/CID to:

- 1) understand and comply with policies, procedures, and programs established for the equipment, service, data classification, and role assigned.
- 2) report to Data Stewards or Data Trustees any access to PII and/or CID outside of the scope of their role for correction and remediation.
- 3) understand how to effectively utilize multifactor authentication, including denying unauthorized attempts, and reporting and updating credentials if such occurs.
- 4) effectively participate in required trainings, including annual, service, procedure, and compliance.
- 5) follow best practice protection of any data or IT Resource used to store, view, process, or transmit information. Protection from electronic, social, and physical [compromise](#) or loss is required.
- 6) promptly report to the IT Service Desk or the IT Enterprise Systems and Security Team, all evidence or suspicion of network, device, credential, or service intrusion attempts, information [security breaches](#), and other security related incidents perpetrated against data [and information resources](#).

2.1.7 Internal Audit Services, Legal Affairs, and the Office of Information Technology Services (ITS) have authority to review and audit all systems, devices, services, procedures, and controls used during the storage, processing, and transfer of institutional data.

2.1.8 ITS is directed to develop and maintain a written cybersecurity program, reasonably conforming to necessary cybersecurity frameworks (see policy Guidance section and applicable procedures for more information), and to establish and maintain procedures with regard to this policy in collaboration and consultation with the Office of Legal Affairs, Office of the Vice President for Research, and other units as may be appropriate to reduce cybersecurity risk.

2.2 Account and Credential Security (to services, applications, data, and resources)

2.2.1 Services that utilize USU credentials (including employee A# accounts), which provide access to services that contain or process institutional PII and/or CID, or other systems identified by the ISO as necessary to safeguard institutional data and/or systems, must be protected by multifactor authentication.

2.2.2 Authentication credentials will be provisioned, updated, and revoked according to USU employment, position, service, and role assignments.

2.2.3 Authentication credentials (including passwords) will be reviewed for [vulnerability](#), and such may be expired, revoked, or reset to reduce risk or if there is evidence of compromise or misuse.

2.2.4 Persons in possession of credentials are required to comply with account, service, and credential requirements, and to protect and secure such against misuse. Individual credentials (including A# username/password) may not be shared.

2.2.5 Use of shared credentials and/or [orphan accounts](#) are to be minimized to necessary circumstances and should not be used to store or access PII. Data Trustees and/or Data Stewards shall ensure that shared credential accounts have processes in place to reduce risk, including appropriate onboarding and offboarding practices, such as changing the shared credential password whenever any team member with access changes.

2.3 Access Level Security (within services, applications, data, and resources)

2.3.1 Data Stewards and Data Trustees (see 2.1) are required to establish and maintain documented procedures for assigning, changing, and revoking rights to data within services and applications under their stewardship, and to ensure that access levels assigned to credentials remain appropriately monitored, scoped, assigned, controlled, and revoked.

2.3.2 Access must be restricted, wherever possible, to the minimum set of data and services necessary to the current role and function to be performed.

2.4 Device Security (computers, laptops, servers, storage, etc.)

2.4.1 All institutional devices, computers, [servers](#), storage, and other IT Resources must be configured and managed by employees who have ongoing responsibilities for those resources to reduce vulnerability in compliance with best practice and USU Computer Management Procedures.

2.4.2 The transfer and storage of PII and/or CID to [end-user equipment](#) is restricted to necessary circumstances and is to be minimized and eliminated wherever possible. Certain service or data classifications may prohibit storage on end-user devices entirely.

2.4.3 When PII and/or CID is transferred or stored it must be protected by encryption, strong credentials, and all other measures appropriate for the specific data classification.

2.4.4 When IT Resource media are being disposed, destroyed, or recommissioned, industry standard procedures for thorough obliteration of PII and/or CID must be employed by the media owner/user, system administrator/support technician, and/or by USU Surplus Property Sales.

2.4.5 USU does not accept liability for PII that is transmitted through, or stored on, IT Resources by the end user for non-university related purposes.

2.5 Personal Accounts

2.5.1 Use of personally owned accounts and services to store institutional PII and/or CID is prohibited. Such cannot be assumed or assured to meet regulatory, compliance, classification, security, retention, or preservation requirements.

2.6 Service Security

2.6.1 Storage, processing, provisioning, or backup of PII and/or CID and related services and applications must use service providers, software, and systems evaluated and approved by the responsible Data Steward, in consultation with the Office of Information Technology Services, designated Systems and Technical Support, and other individuals or units as the specific data classification may necessitate, including following USU contract review policies and procedures.

2.6.2 Such systems must be configured and supported technically, procedurally, and operationally according to this policy and in compliance with other applicable procedures, regulations, controls, or requirements.

2.7 Incident Response

2.7.1 Upon discovery or notification of a security incident, ITS will evaluate and where necessary, promptly and systematically convene a technical [incident response team](#) to investigate, escalate, remediate, and collaborate with other units and USU Administration to resolve the issue.

2.7.2 ITS shall establish procedures, in collaboration and consultation with the Office of Legal Affairs, for convening a Technical Incident Response Team to respond to security breaches that may expose or destroy PII or CID.

2.7.3 USU compliance, legal, privacy, and regulatory leads must be promptly informed of any and all breach or loss of PII or CID.

2.7.4 To protect confidentiality and promote identification of perpetrators, any external notification about an incident must be handled by University Marketing and Communications (UMAC) after review and approval by impacted unit administration, CIO, General Counsel, and any President's designees.

2.7.5 Ransom payments or other demand responses may not be made without approval by the President or President's designee(s).

2.7.6 If an incident is judged by ITS, in consultation with available administrators, to be a critical threat to the confidentiality of data and/or the integrity of Information Resources, ITS is authorized to take immediate action to eliminate the threat. This action may include the interruption of service, addition of controls, denial of access, or removal of systems from the network while the incident is being resolved. Such actions will be reported to the CIO and the affected members of the USU community. Actions required to control a critical security incident will take precedence over business continuity. Losses due to a security incident must be weighed against losses due to interruption of services to the USU community in assessing the criticality of a threat.

5200.3 RESPONSIBILITIES

3.1 Anyone with access to USU data, systems, or services has a responsibility to understand and comply with this policy.

3.2 Every service that acts as a [system of record](#) for PII or CID must have Data Trustees, Data Stewards, and System Administrators/Support Technicians identified and reported to ITS through the Office of the CIO.

3.3 Data Trustees will be assigned, where necessary, by a committee consisting of the CIO, the Vice President for Finance & Administrative Services, the Vice President for Academic Instructional Services, and the Provost.

5200.4 REFERENCES

- [Utah System of Higher Education Policy R345, Information Technology Resource Security](#)
- Protection of Personal Information Act, Utah Code 13-44-101 et seq.

5200.5 RELATED USU POLICIES

- Policy 5201: Appropriate Use of Computing, Networking, and Information Resources
- Policy 5200: Information Security
- Policy 5203: Internal Bulk Email
- Policy 5204: Banner Identification Number
- Policy 5205: Network Monitoring and vulnerability Scanning Policy

- Policy 3016: Data Privacy
- Policy 5207: Institutional Email Service
- Policy 5209: University Website Policy
- Policy 5208: Electronic and Information Technology Accessibility
- [Policy 4107: Research Data](#)
- [Policy 5003: Contract Signature Authority and Delegation](#)

5200.6 DEFINITIONS

- **Compromise** - Loss of exclusive, authorized control of an IT Resource to an unauthorized person or to unauthorized software resulting in exploitation, control and/or use of the IT Resource beyond USU's purpose or intent for that IT Resource.
- **Critical Institutional Data (CID)** - Any USU institutional data that cannot be regenerated from readily available sources if corrupted or lost and is necessary for the function of USU. CID may be private or public. CID is any information that is generated or acquired, stored and required for the continued function of USU, including but not limited to: academic records, employment records, financial records, schedules, etc.
- **Critical IT or Information Resource** - Any IT Resource which, if it fails to function when needed, would cause an unacceptable disruption to mission critical academic or business services of USU or expose USU to liability. Examples include: the wired network, essential communications systems, the enterprise administrative computing system (Banner), the learning Management System (Canvas), etc.
- **Device** – Any piece of technology used to store, transmit, access, or utilize data.
- **End-user equipment** – Any device that is used by the ultimate intended unit, consumer, manipulator, accessor, user, or producer of data in USU systems.
- **Incident Response Team** - An ad hoc team of specialists convened to investigate the causes of a security breach or other data exposure event, to evaluate the extent and cost of a loss, and to formulate corrective actions to prevent recurrence.
- **Information or IT Resource** - Any electronic equipment, infrastructure or software used to transmit, process or store digital data or information. This policy is concerned only with IT Resources owned or leased by USU or privately owned client-side equipment that is directly connected to USU IT infrastructure. IT Resources include, but are not limited to: servers, network wiring, routers, switches, wireless access points, desktop, laptop, handheld and other portable client equipment and peripherals such as printers, scanners, web cameras, as well as programs and operating systems used on any of that equipment. For the purposes of this policy "IT Resource" does not include the data (PII, CID or other) that is transmitted, processed or stored on the IT Resource.
- **Orphan Accounts** - These are USU credentials (usernames and passwords) that are not assigned directly and exclusively to an individual.
- **Personally Identifiable Information (PII)** - Non-public information maintained by or accessible through IT Resources such as networks and/or computers, that can be used to identify an individual alone (e.g., full social security number, biometric records, etc.) or when an individual's first name or initial and last name is combined with other information linkable to that person, including but not limited to the following: last four digits of a Social Security number, date or place of birth, mother's maiden name, government issued identification numbers such as driver license or state identification card number, and/or protected health information. Access to such data is governed by state and federal laws, both in terms of protection of the data, and requirements for disclosing the data to the individual to whom it pertains. Private Sensitive Information does not include public information that is lawfully made available to the general public from federal, state, or local government records and/or pursuant to the Utah Government Records Access and Management Act (GRAMA), or in the case of student records, "directory information" as defined by the Family Education Rights and Privacy Act (FERPA).
- **Security** - The process of managing risks to prevent or reduce loss.
- **Security Breach** - An identified compromise which exposes PII to unauthorized access or an IT Resource to unauthorized use.
- **Server** - A computing device used to provide services or data to multiple users.
- **Service** - A software application or system, purchased, subscribed to, or created, to meet a set of business objectives that stores, manipulates, or transmits data. Examples include Software as a Service, software applications, cloud or locally hosted software.

- **System** – A bounded collection of components, including hardware, software, services, data, and processes unified (often as a service) to meet a set of business objectives.
- **System of Record** - A system of record is a server or service that is the authoritative source for a given set of data or set of information.
- **Unauthorized Access** - Access to a USU IT Resource or to USU data that is outside of the approved uses.
- **Vulnerability** - The lack of adequate controls to prevent an IT Resource from becoming compromised. A weakness in a system allowing possible or actual unauthorized action.

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

Procedures

- [Computer Management Procedures](#)
- [Data Management and Storage](#)
- [Equipment Management Procedures](#) and [Forms](#)
- Cybersecurity Program (under development)
- Technical Incident Response Team Procedures (under development)

Guidance

- Center for Internet Security CIS Critical Security Controls (USHE 2022 selected core cybersecurity framework): <https://www.cisecurity.org/controls>
- Guidance For Implementing National Security Presidential Memorandum 33 (Nspm-33) On National Security Strategy for United States Government-Supported Research and Development: <https://www.whitehouse.gov/wp-content/uploads/2022/01/010422-NSPM-33-Implementation-Guidance.pdf>
- Executive Order 14028, Improving the Nation's Cybersecurity:
 - <https://www.federalregister.gov/documents/2021/05/17/2021-10460/improving-the-nations-cybersecurity>
 - <https://www.nist.gov/itl/executive-order-improving-nations-cybersecurity>

Related Forms and Tools

- [Equipment Management Forms](#)

Contacts

- USU IT Services: <https://it.usu.edu>
 - Chief Information Officer, Eric Hawley, (435) 797-1134
 - ISO role, Blake Rich, (435) 797-1134
 - Service Desk, (435) 797-HELP
- Office of Legal Affairs: <https://www.usu.edu/legal/>
- Office of Research: <https://research.usu.edu>
- Internal Audit Services: <https://www.usu.edu/internal-audit-services/>
- List of Data Trustees, Data Stewards, and Support Technicians (under development)

POLICY HISTORY

Original issue date: 2022/03/23

Last review date: 2022/03/23

Next scheduled review date: 2023/Q2

Previous revision dates: 0202/03/23



UtahStateUniversity

POLICY MANUAL

INFORMATION TECHNOLOGY

Number 5201

Subject: Appropriate Use of Computing, Networking, and Information Resources

Effective Date: February 1, 2008

5201.1 PURPOSE

This policy is intended to be consistent with Utah State University's established culture of academic freedom, intellectual curiosity, openness, and integrity by defining the requirements and limits of appropriate use of information technology resources and services including computers, digital networks, and information resources at Utah State University. These rules are in place to protect faculty, staff, students, and the University. Inappropriate use exposes Utah State University to risks including compromise of network systems and services, loss of confidential data, loss of the resource for legitimate use, and legal liability.

5201.2 DEFINITIONS

- Authentication credentials – userID/PIN, username/passcode or other secrets or keys used to gain access to a restricted Resource.
- Capacity of Resource – some Resources have a limit that can be exceeded by certain uses, either causing the Resource to crash or causing unacceptable delays in the delivery of results.
- Malware – programs that “infect” computers to do things the user doesn't want or even know about – often giving control of the computer to outsiders or reporting to outsiders the private information sent from or stored on the computer.
- Phishing – messages and/or websites that impersonate legitimate businesses (especially banks) in order to intercept authentication credentials for individuals.
- Privilege – while access is generally granted to everyone in a relevant role, the right is retained by the University to revoke that access when it is in the interest of the University, such as to protect the Resource from use in violation of policy or use in excess of capacity.

- Resource – Computing, Networking and Information Resources – including end-user computers such as desktops, laptops, PDAs, smartphones, Blackberries, Treos; servers; peripherals such as printers, scanners, webcams; firewalls; network routers; wireless access points (see USU Policy 5202 [Wireless Deployment](#)); databases; enterprise information system; system of record; shadow systems; etc.
- Restricted Resources – some Resources are available only to individuals in particular roles while other Resources (USU homepage, for instance) are available without restriction and without authentication by the user.
- Role – a category of user who is given access to a particular restricted Resource; may be as general as faculty or student, or as specific as advisor or auditor.
- Strong Password – a password that is not easily guessed by individual or automated guessing, and is not easily cracked by hackers. Strong passwords are generally long and are not composed of words, names, numeric sequences or keyboard patterns. Some central services automatically impose a strong password requirement; but many desktop systems leave this good practice to the user.
- User – faculty, staff, students, and guests of the University.

5201.3 POLICY

USU Computing, Networking and Information Resources are provided as a service for use by faculty, staff, students, and guests in a responsible manner that is within the capacity of the Resource and consistent with the mission of the University.

Authentication credentials (e.g., ID/password) are assigned as an access privilege for restricted Resources that may be relevant to the role of the user as faculty, staff, student, or visitor. Users must maintain a strong password. Credentials must be protected from use by anyone other than the assigned individuals. Credentials may be revoked to protect the Resources.

Users of Resources must obey relevant federal, state, and local laws with special attention to intellectual property laws (copyright), communications laws (libel, harassment, obscenity, child pornography, privacy, etc.), and government property laws (non-commercial use, etc.). The University will cooperate with law enforcement agencies when allegations of violation are made.

Users of Resources must protect the integrity of the Resource and the confidentiality of stored and transmitted data by following directions specific to the Resource being used and the data being accessed. Those directions will be provided by IT or other administrators of the Resource or data. This requirement guards against “social engineering” attempts by outsiders to mislead users in ways that allow the outsider to gain access to the Resource or data (e.g., viruses, phishing, hidden malware, etc.).

User-owned equipment connected to the University network must be properly registered and managed in compliance with the separate USU Policy 5200 [Information Security](#) to protect against technical vulnerabilities which will allow outsiders to gain access to the Resource or data.

University-owned equipment must comply with USU Policy 5200 [Information Security](#), however users of that equipment should be alert for any indication of deficiencies in compliance that may result in compromise to the security of the Resource or data.

Users are expected to recognize that the Resources being provided are subject to compromise and other failure at any time in spite of professional efforts in compliance with industry best practices.

Users should take extra precaution to protect their own privacy, to insure the confidentiality of their own personal identifying information, and to guard against the loss or destruction of their own intellectual property as a result of any compromise or failure.

While the University respects the user's privacy, information stored on or transmitted through the Resource is subject to exposure by technical, legal, and extra-legal means beyond the control of the University.

USU Information Technology is directed to interpret this policy and other relevant University policies as they apply to the changing deployment of Resources and provide [Appropriate Use Procedures and Standards](#) that specify in greater detail the required, recommended or prohibited uses of specific Resources. Those procedures and standards will clarify, but not limit or change, the scope of approved policies; and will be approved by the IT Users Advisory Committee.

5201.4 ENFORCEMENT AUTHORITY & PENALTIES

Disciplinary action or sanctions for violations of this policy will be in accordance with USU Policy 3001 [Disciplinary Procedures](#) for exempt and non-exempt employees, USU Policy 4006 [Academic Due Process: Sanctions and Hearing Procedures for faculty, and Article VI](#) of the Student Code for students.

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RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, USU Policy 5200: Information Security and Appropriate Use supports the University’s mission by protecting the confidentiality, integrity, and availability of institutional information and IT resources across academic, research, and administrative functions;

WHEREAS, the Chief Information Security Officer and the Chief Information Officer desire to amend Policy 5200 by consolidating Policies 5201: Appropriate Use and 5200: Information Security to establish a unified, modernized framework for managing information security and appropriate use of technology at USU;

WHEREAS, the revisions requested by the Office of Information Security are necessary to reflect current best practices, address emerging cybersecurity threats, and ensure compliance with legal, regulatory, and contractual obligations, clearly defining responsibilities for key stakeholders, adding information on the responsible and secure use of Artificial Intelligence, formalizing data classification, strengthening vendor and third-party requirements, and enhancing incident reporting expectations;

WHEREAS, the President, the Chief Information Security Officer, and the Chief Information Officer recommend that the Board of Trustees support the amendment of Policy 5200: Information Security and Appropriate Use; and

WHEREAS, the amendments to Policy 5200: Information Security and Appropriate Use received the appropriate administrative review and approval required by USU Policy 1001.

NOW THEREFORE BE IT RESOLVED THAT the Board of Trustees support the amendment to Policy 5200: Information Security and Appropriate Use.

RESOLUTION SUPPORTED BY THE BOARD OF TRUSTEES

Signature of Chair Skinner or designee

Date approved

20 June 2025

ITEM FOR ACTION

Utah State University's Extension, in the College of Agriculture and Applied Sciences proposes establishing a Center for Rural Economic Development and Emerging Technologies.

EXECUTIVE SUMMARY

The Extension in the College of Agriculture and Applied Sciences proposes establishing a Center for Rural Economic Development and Emerging Technologies.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve establishing a Center for Rural Economic Development and Emerging Technologies.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Extension in the College of Agriculture and Applied Sciences proposes establishing a Center for Rural Economic Development and Emerging Technologies, and

WHEREAS, The proposal will establish a center to empower rural communities through research-driven education, workforce innovation, and entrepreneurial support,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve establishing a Center for Rural Economic and Emerging Technologies in the College of Agriculture and Applied Sciences' Extension, and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date:

CAAS - Extension - Center for Rural Economic Development & Emerging Technologies

4.1.c R401 NEW ADMINISTRATIVE UNIT

Proposal Information

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

Centers and Institutes are officially recognized academic organizational and administrative units that are created with the purpose of advancing scholarly activity. These organizations serve an important role in focusing efforts on issues or topics and fostering multi-disciplinary programs. Utah State University creates centers and institutes to explore research and educational initiatives that span colleges, departments, and disciplinary boundaries. They are essential to Utah State Universities land-grant mission of advancing education, research and discovery, and community contribution at the highest levels. The work of centers and institutes enhances Utah State Universities strengths and expands its impact by bringing together faculty, scholars, fellows, and students for academic exploration.

[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

DEPARTMENT or
UNIT: * Extension

PROPOSED UNIT
TITLE: * Center for Rural Economic Development & Emerging Technologies

REQUEST

TYPE OF UNIT BEING REQUESTED

(Click the button below that best reflects your proposal)

CENTERS: *A center is an organized unit, typically of a single college of the University, whose mission is to sponsor, coordinate, and promote research, training, instruction, and/or service, in order to enrich and support the core mission of the college. Centers are typically organized to conduct research, usually on a highly specific theme or topic. Centers shall not duplicate or substantially complete with the mission of university-wide institutes, special initiatives, or other centers. They may involve faculty from one or more departments, usually from within the same college or faculty of the University. Centers, as college-based entities, will generally be funded through a combination of external sponsored program funds and college-based support. Centers will typically report their activities to the respective dean of the college where the center is located. Centers have a five-year cycle for application and renewal.*

INSTITUTES: *An institute is an organized unit of the University typically staffed, supported, and governed by multiple colleges of the University or central administration. An institute's mission is to sponsor, coordinate, and promote research, training, instruction, and service and to enhance by collaboration the University's strength in specific areas, in order to augment and support the core mission of the University. An institute is an organization that is broader in scope and funding than a center. It is typically associated with a physical organizational infrastructure. Institutes will generally be funded through secure on-going sources (typically over \$1 million per year). An institute may house within it one or more centers. New institutes shall not duplicate or substantially overlap with the mission of existing institutes or special initiatives.*

Unit Being
Requested * ☒ New Center
☐ New Institute

DESCRIPTION | NARRATIVE

PROPOSING A NEW CENTER OF INSTITUTE: *A written proposal, using the R401C process, is required to be submitted and approved to establish a center or institute. The naming of a center or institute is typically based on a gift and must be recommended by the University Naming Committee and approved by the Board of Trustees. The proposal must include the following:*

**Administrative Unit
Description and
Narrative***

The USU Center for Rural Economic Development & Emerging Technologies is proposed as a unified entity to drive statewide economic development efforts in addressing the pressing needs of rural Utah. This Center will focus on the critical areas identified in statewide needs assessments and economic reports (Narine, 2023; Economic Report to the Governor, 2024):

1. Strengthening the workforce through digital skills training.
2. Diversifying rural economies to reduce unemployment.
3. Developing leadership and technical skills.
4. Facilitating the adoption and adaptation of emerging technologies.

The Center will address rural Utah's unique challenges, including limited economic opportunities, underemployment, insufficient broadband access, and gaps in workforce development. Population declines, geographic isolation, and the ongoing evolution of the digital economy have further exacerbated these challenges. Reports by the Center on Rural Innovation (2024), Rural Population Research Network (2024), and the Western Governors Association (2024) emphasize the urgent need for integrated, place-based solutions to support the sustainability and prosperity of rural communities.

Critical needs in rural Utah include:

1. Broadband Connectivity and Digital Inclusion
 - Broadband access remains a significant barrier for many rural communities, hindering access to remote work, telehealth, artificial intelligence (AI), and online education opportunities.
2. Workforce Development
 - Rural areas face higher unemployment rates, limited job diversity, and a lack of skilled workers to meet emerging industry demands.
3. Economic and Community Resilience
 - Due to limited capacity, rural communities struggle to use AI to access and manage funding for economic development projects.

The proposed Center would consolidate existing programs and future initiatives to create a cohesive structure that leverages shared resources, maximizes funding opportunities, and streamlines outcome tracking. By housing the following programs under this new structure, the Center will serve as a hub for rural workforce and economic innovation:

- Rural Online Initiative: Specialized remote work training courses (Utah Legislature-funded).
- E-Commerce Accelerator: Mentoring and training for rural businesses/agricultural operations in B2B e-commerce (Utah Legislature pilot-funded).
- Sales Professional & Leadership Accelerator: Training programs in sales and leadership (Talent Ready Utah-funded).
- Mountains and Plains Thriving Communities Collaborative: A technical assistance center addressing community environmental challenges (EPA-funded).
- National Affiliate Program: Remote work training partnerships across rural

America (supported by course revenues and affiliate fees).

- Digital Opportunity Initiative (Forthcoming): Programs in digital literacy, telehealth, and AI training (funding proposal submitted to NTIA under the Digital Equity Act).

The creation of the Center is particularly timely following the dissolution of the Western Rural Development Center (WRDC) in 2023. By filling this gap, the Center provides USU with a strategic platform to expand its role in securing grants, contracts, and legislative appropriations without requiring new internal funding from USU Extension. This structure will position USU as a leader in rural economic and technological innovation while addressing the evolving needs of communities across the state.

Mission and Vision*

Vision - A thriving rural economy where innovation, opportunity, and education empower individuals, families, and communities to prosper without geographic limitations.

Mission - To empower rural communities through research-driven education, workforce innovation, and entrepreneurial support for sustainable economic growth and broad access to emerging technologies.

The USU Center for Rural Economic Development & Emerging Technologies uniquely integrates Utah State University's strategic direction and its commitment to excellence, access, and opportunity. Unlike other university units, the Center is dedicated exclusively to addressing the critical and evolving needs of rural Utah by:

1. Providing accessible, research-based education and workforce development programs to build technical and leadership skills.
2. Leveraging innovation and emerging technologies to diversify local economies and reduce geographic limitations.
3. Facilitating collaboration across academic disciplines, Extension services, and external partners to solve complex challenges.

Aligned with USU's vision to empower individuals to lead lives of involvement, innovation, and impact, the Center will serve as a strategic platform for education, applied research, and community contribution. Through its targeted efforts, the Center will empower rural communities to thrive and strengthen USU's position as a leader in advancing practical solutions for local and national economic challenges.

By fulfilling this mission, the Center directly supports USU's role as Utah's premier land grant university, providing access to resources, advancing innovation, and creating opportunities for all.

Goals and Objectives*

The USU Center for Rural Economic Development & Emerging Technologies has identified clear and measurable goals to fulfill its mission and vision. These goals align with USU's strategic plans, provide metrics for success, and incorporate broad strategic integration to drive sustainable outcomes for rural communities. In addition, the Center will play a role in strengthening the USU Statewide Enterprise by creating pathways for Extension program participants to transition into non-traditional students enrolled in degree-seeking programs through USU's Statewide Campuses.

Goal 1: Enhance Digital Literacy and Broadband Utilization

Objectives:

1. Increase broadband adoption in targeted rural areas to 85% within six years through partnerships with broadband providers and community initiatives.
2. Deliver digital literacy courses to equip at least 5,000 rural residents annually with skills in software proficiency, cybersecurity, and digital communication.
3. Expand broadband utilization to provide rural residents with access opportunities in remote work, e-commerce, and telehealth services.

Metrics for Success:

- Track broadband adoption rates, aiming for annual increases of 10-15%.
- Monitor completion rates for digital literacy programs, with a target 15% year-over-year participation growth.
- Measure the number of digital literacy program participants who enroll in related degree or certificate programs at USU Statewide Campuses.

Goal 2: Empower Rural Entrepreneurs and Innovators

Objectives:

1. Develop entrepreneurship resources to support a 10% increase in rural business startups within four years, focusing on digital and tech-driven industries.
2. Create targeted programs for mentorship and digital marketing training, to assist at least 100 rural small businesses annually in accessing online markets.
3. Facilitate pathways for rural entrepreneurs and business owners to pursue advanced education and professional development through USU's degree programs.

Metrics for success:

- Track the number of new businesses launched through Center programs.
- Measure participant success, including job creation, revenue growth, and access to funding.
- Track the number of program participants who transition to USU degree-seeking programs to further their entrepreneurial skills.

Goal 3: Align Workforce Training with Growing Industries

Objectives:

1. Connect individuals to workforce training opportunities in IT, healthcare, advanced manufacturing, renewable energy, and outdoor products, focusing on high-demand growth sectors.
2. Achieve an 70% job placement rate for program graduates by aligning training with employer needs and industry standards.
3. Create pathways from workforce training programs to related degree and certificate programs at USU Statewide Campuses.

Metrics for success:

- Monitor job placement rates and track participant transitions into high-demand careers.
- Report on the issuance of professional credentials and certifications.
- Measure the number of workforce training participants who enroll in degree programs to enhance their qualifications.

Goal 4: Promote Lifelong Learning and Career Resilience

Objectives:

1. Build a culture of continuous learning through micro-credentials, professional development, and certification programs that are adaptable to economic shifts.
2. Develop career resilience initiatives to support rural workers in staying competitive in a digital-first economy.
3. Promote enrollment pathways for lifelong learners to seamlessly transition into USU's Statewide Campuses for degree-seeking opportunities.

Metrics for success:

- Track the number of credentials, certifications, and career pathways achieved through Center programs.
- Measure participant enrollment in USU programs, specifically among adult learners and working professionals.
- Monitor career progression and adaptability to new economic opportunities.

Goal 5: Advance Digital Access and Opportunity

Objectives:

1. Expand digital skills training and broadband access for underrepresented groups, providing opportunities for high-wage digital jobs.
2. Prioritize programs that integrate remote work, telehealth access, and essential services to improve economic and health outcomes for underserved areas.
3. Facilitate pathways for underrepresented program participants to access educational opportunities through USU's Statewide Campuses.

Metrics for success:

- Track participation rates for underserved populations in Center programs.
- Measure improvements in digital access, workforce opportunities, and health

outcomes enabled by telehealth adoption.

- Monitor the transition of program participants into USU degree or certificate programs to promote greater educational equity.

Strategic Integration

The Center's goals align with broader economic, technological, and educational priorities, supporting USU's mission, land grant purpose, and the USU Statewide Enterprise. The focus on broadband access, workforce training, and educational pathways will drive rural economic growth and expand opportunities for residents to pursue higher education through USU's Statewide Campuses.

1. Broadband as a Tool for Growth

- Broadband adoption will support remote work, e-commerce, telehealth, and educational opportunities for rural residents.

2. Alignment with the Digital Economy

- The Center will equip rural communities with skills needed for careers in high-demand, technology-driven sectors.

3. Community Engagement and Partnerships

- Collaboration with broadband providers, employers, and state agencies will extend program reach and strengthen educational opportunities.

4. Sustainability and Future Readiness

- Programs will focus on workforce training and technology adoption to support long-term, rural economic development.

5. Strengthening the USU Statewide Enterprise

- The Center will help Extension program participants transition into degree and certificate programs at USU's Statewide Campuses, expanding access to education and workforce development.

This strategic integration will guide the Center in achieving its goals and position Utah State University as a leader in rural economic development, digital opportunity, and workforce innovation.

Evaluation Criteria*

The evaluation of the Center will rely on the following quantitative and qualitative measures to assess progress toward goals, determine program effectiveness, and show impact on rural communities.

Quantitative Measures

- Broadband adoption rates in targeted areas.
- Number of program participants annually (i.e., digital literacy, workforce training, entrepreneurship).
- Percentage of job placements for program graduates.
- Number of credentials and certifications earned.
- Number of rural businesses supported through mentorship and training.
- Number of participants transitioning into USU Statewide Campus programs.
- Participation rates of underserved populations in Center programs and activities.

Qualitative Measures

- Participant Surveys and Interviews - Collect pre- and post-program feedback to evaluate changes in skills, confidence, and program satisfaction.
- Case Studies - Document individual and community success stories to show program impact, such as new businesses launched, jobs placed, or educational milestones achieved.
- Employer Surveys and Interviews - Collect insights from employers on workforce readiness and the value of program participants.
- Community Partner Assessments - Evaluate partnerships with broadband providers, businesses, and state agencies to determine effectiveness and identify areas for improvement.

These measures align with the Center's goals, focusing on participant outcomes, workforce development, entrepreneurial growth, and expanded pathways to higher education. To evaluate the success of the Center, the following measures will be employed:

Goal 1: Enhance Digital Literacy and Broadband Utilization

- Broadband adoption rates - Track the percentage of households in targeted rural areas that adopt broadband services, with a goal of reaching 85% adoption within six years.
- Program participation - Measure the number of rural residents who complete digital literacy programs annually, aiming for 5,000 participants.
- Skill development - Assess participant competency in key areas such as software proficiency, cybersecurity, and digital communication through pre- and post-program surveys.
- Pathways to higher education - Track the number of digital literacy participants who transition into related degree or certificate programs at USU Statewide Campuses.

Goal 2: Empower Rural Entrepreneurs and Innovators

- New business creation - Monitor the number of rural business startups supported by the Center, targeting a 10% increase within four years.
- Small business engagement - Measure the number of rural small businesses receiving mentorship and participating in digital marketing training workshops, with a goal of supporting 100 businesses annually.
- Economic impact - Evaluate business success through measures such as job creation, revenue growth, and access to funding or capital.
- Educational pathways for Entrepreneurs - Track the number of program participants who pursue advanced education or professional development opportunities through USU Statewide Campuses.

Goal 3: Align Workforce Training with Growing Industries

- Job placement rates - Measure the percentage of program graduates placed in high-demand careers, with a goal of achieving a 70% job placement rate.
- Credentials and certifications - Track the issuance of professional credentials and certifications, with a target of awarding 500 annually.
- Participant transitions - Monitor the number of workforce training participants who enroll in related degree or certificate programs with USU Statewide Campuses.
- Employer satisfaction - Collect qualitative feedback from employers on program graduates' readiness and skill alignment with industry needs.

Goal 4: Promote Lifelong Learning and Career Resilience

- Program participation - Measure the number of participants completing micro-credentials, certifications, and professional development courses annually.
- Enrollment in USU Programs - Track the number of lifelong learners who transition into USU's Statewide Campuses for degree-seeking opportunities.
- Career progression - Assess participant career adaptability and progression through follow-up surveys, interviews, and employment outcomes.

Goal 5: Advance Digital Access and Opportunity

- Program participation - Monitor participation rates of underrepresented and underserved groups in digital skills and broadband access programs.
- Workforce and economic outcomes - Measure improvements in access to high-wage digital jobs, telehealth services, and other essential opportunities.
- Pathways to higher education - Track the number of underserved participants who transition into USU degree or certificate programs, promoting educational equity.

By combining these measures, the Center will be able to assess its progress toward meeting its objectives, document its contributions to rural economic growth, and provide a clear understanding of its success in expanding workforce training and educational opportunities throughout rural Utah.

**List of Participating
Faculty***

Dr. Paul Hill - Extension Professor, Washington County

- Paul will serve as the Executive Director of the Center, overseeing its strategic objectives and supervising the three program managers responsible for supervising staff across all programs.

Ryan Benally - Extension Assistant Professor, San Juan County.

- Ryan will focus on digital literacy and workforce development programming in San Juan County, leading outreach efforts and developing program partnerships to drive enrollment.

Maria Velasco - Extension Assistant Professor, Grand County.

- Maria will focus on digital literacy and workforce development programming in Grand County, leading outreach efforts and developing program partnerships to drive enrollment.

**Governance
Structure***

The Executive Director of the USU Center for Rural Economic Development & Emerging Technologies will be appointed by the Senior Vice President of the Statewide Enterprise and will serve at will under this appointment. The Executive Director will be selected from qualified Extension faculty members with demonstrated leadership experience, strategic planning expertise, and a commitment to advancing the Center's mission and vision. The appointed faculty member will dedicate 0.6 - 0.8 FTE toward the administration of the Center, focusing on accomplishing its strategic goals. The appointment will be subject to periodic review and continuation at the discretion of the Senior Vice President.

The Executive Director will provide leadership to advance the Center's mission of empowering rural communities through research-driven education, workforce innovation, and entrepreneurial support. The Executive Director will set strategic priorities, oversee the Center's growth, and build partnerships to achieve measurable outcomes. Responsibilities of the Executive Director include:

- Strategic leadership - Develop and implement long-term strategies that align with the Center's mission, vision, and goals.
- Leadership team oversight - Supervise program directors, providing direction and support to align their efforts with the Center's strategic objectives.
- Budget and resource management - Oversee the Center's budgets to ensure fiscal accountability, sustainable growth, and effective resource allocation.
- Grant acquisition and funding development - Pursue external funding opportunities, including grants, contracts, and legislative appropriations, to support the Center's operations and programs.
- Research and scholarship - Publish and present research to demonstrate the Center's contributions to rural workforce development and economic growth.
- Partnership development - Collaborate with businesses, government agencies, broadband providers, and other key stakeholders to advance the Center's strategic goals and broaden its impact.

Alignment with institutional goals - Integrate the Center's initiatives with USU's land grant mission, statewide priorities, and strategic objectives for community and economic development.

Space and Facilities Requirements*

The Center will utilize existing office facilities across multiple statewide locations to support its operations. These facilities provide a combination of private offices, shared workspaces, and conference rooms that accommodate administrative needs, collaboration, and program delivery. Existing office facilities include:

Main Campus

- Private office in the Agricultural Sciences (AGRS) building.
- Private office in the Center for Integrated BioSystems (CIB) building.

Extension Offices

- Washington County Extension Office: Private office, open workspaces, and access to two conference rooms.
- Garfield County Extension Office: Shared office space.
- Emery County Extension Office: Private office.
- Sevier County Extension Office: Private office.

These existing facilities support the Center's leadership, administrative functions, and statewide programming. The Center is not requesting any additional space as part of this proposal. It will operate using current resources without requiring further allocations. Should the need for additional space arise in the future, it will be requested and coordinated based on availability. Options for securing additional office space may include on-campus locations or off-campus facilities within Utah State University Extension offices throughout the state.

Funding/Budget*

The Center will utilize a combination of committed external and internal financial resources to support its ongoing operations and achieve its strategic objectives. These funding sources include state appropriations, competitive grants, and revenue from existing programs.

Committed Resources

1. Rural Online Initiative - Specialized remote work training courses.
 - Budget: \$1,000,400 annually in ongoing funding from Utah Legislature.
2. E-Commerce Accelerator - Mentoring and e-commerce training program for rural businesses and agricultural operations.
 - Budget: \$1,044,985 one-time appropriation secured from Utah Legislature for 3-year pilot program (2023-2026).
3. Sales Professional & Leadership Accelerator - Training program focused on sales and leadership development (2024-2025).
 - Budget: \$207,000 grant funding from USHE's Talent Ready Utah grant program.
4. Mountains and Plains Thriving Communities Collaborative - A technical assistance center addressing community environmental challenges (2024-2029).
 - Budget: \$1,008,984 funding secured over five years through a subaward from the Environmental Protection Agency (EPA) under Montana State University.
5. National Affiliate Program - Remote work training partnerships across rural America
 - Budget: \$75,000 balance available from course revenues and affiliate fees.
 - Budget: \$65,000 balance in university endowment.
6. Digital Opportunity Initiative (Forthcoming) - Digital literacy, telehealth, and AI training program (2025-2031).
 - Budget: \$4,597,742 pending award from proposed subaward under the Utah Education and Telehealth Network (UETN) through the NTIA Digital Equity Act.

The Center's current and committed financial resources provide a strong foundation to meet its strategic objectives and support its operational activities over the long term. These resources allow the Center to:

- Deliver workforce training and digital literacy programs to rural communities.
- Support rural entrepreneurship and small business development.
- Address environmental challenges and community needs through technical

- Address environmental challenges and community needs through technical assistance.
- Expand program delivery through partnerships, affiliate models, and revenue-generating activities.

The Center is not requesting any additional funding as part of this proposal. All operations will be supported by existing financial resources, and no further financial commitments are required from USU or other stakeholders. Future funding needs, if any, will be addressed through competitive grants, legislative appropriations, external partnerships, and program-generated revenue. The Center remains committed to maintaining fiscal responsibility and securing sustainable resources to achieve its mission of empowering rural communities and driving economic growth.

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.

20 June 2025

ITEM FOR ACTION

Utah State University's Department of Mathematics and Statistics, in the College of Science proposes discontinuing the Mathematical Sciences – PhD – Statistics Specialization.

EXECUTIVE SUMMARY

The Department of Mathematics and Statistics, in the College of Science proposes discontinuing the Mathematical Sciences – PhD – Statistics Specialization.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve discontinuing the Mathematical Sciences – PhD – Statistics Specialization.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Mathematics and Statistics in the College of Science proposes discontinuing the Mathematical Sciences – PhD – Statistics Specialization, and

WHEREAS, The proposal will remove the unnecessary specialization,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve discontinuing the Mathematical Sciences – PhD – Statistics Specialization in the College of Science's Department of Mathematics and Statistics, and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date:

COS - Mathematics and Statistics - Mathematical Sciences - PhD - Statistics Specialization

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

[High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

[Student Learning Outcomes Assessment Plan](#)

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)*

Mathematics and Statistics

Current Title (if applicable)* Mathematical Sciences - PhD - Statistics Specialization

Proposed Title* Mathematical Sciences - PhD - Statistics Specialization

CIP Code

Enter the Correct CIP Code by Using the Following Link: [High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

CIP Code (6-digits) * 27.0501

Minimum Number of
Credits (if
applicable)* 72

Maximum Number of
Credits (if
applicable)* 72

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:**
- ☐ Certificate - Academic (undergraduate)
 - ☐ Certificate - Technical
 - ☐ Certificate - Post Bachelor's
 - ☐ Certificate - Post Master's
 - ☐ K-12 Endorsement Program
 - ☐ Minor
 - ☐ New Emphasis for Existing Program
 - ☐ Out of Service Area Delivery Program (attached signed MOU)

- 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 R401 is to discontinue the Statistics Specialization of the Mathematical Science PhD as currently offered by the Department of Mathematics and Statistics at Utah State University. Note that all other specializations within the Mathematical Sciences PhD will remain unchanged and will not be discontinued. The Mathematical Sciences PhD will continue to be offered by the department, but without the statistics specialization as an option.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The Mathematics and Statistics Department at Utah State University requests to discontinue the Statistics Specialization of the Mathematical Sciences PhD. This change is in response to the department's recent authorization to offer a standalone PhD in Statistics and Data Science, which renders the Statistics Specialization obsolete. This proposal removes the potential for competing options (i.e., the Statistics specialization of the Mathematical Sciences PhD competing with the new Statistics and Data Science PhD) for students enrolling in the graduate programs offered by the department.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*

The discontinuance of the Statistics Specialization in the Mathematical Sciences PhD is in direct response to the creation of a new and better graduate program offering for the students who would have otherwise taken this specialization. Thus, we refer to our statements about consistency with institutional mission and institutional impact that we made on the R401 for the

Describe and List any Anticipated Expenses and Revenue*

There are no anticipated expenses and/or revenue associated with this proposal.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

Student Learning Outcomes Assessment Plan*

There is no need for an assessment plan since the statistics specialization is being discontinued.

If this is a new credential does the curriculum require more than 25% newly developed courses?*

☐ Yes

☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) 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.

ITEM FOR ACTION

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

EXECUTIVE SUMMARY

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

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve restructuring the Automotive Technology Certificate of Completion to an Automotive Technology Technical Certificate.

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 the Automotive Technology Certificate of Completion to an Automotive Technology Technical Certificate, and

WHEREAS, The proposal will prepare students to work with industry partners and develop marketable skills,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve restructuring the Automotive Technology Certificate of Completion to an Automotive Technology Technical Certificate 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.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date:

CAAS - Technology, Design and Technical Education - Automotive Technology - Technical Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

[High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

[Student Learning Outcomes Assessment Plan](#)

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)* Automotive Technology - Certificate of Completion

Proposed Title* Automotive Technology - Technical Certificate

CIP Code

Enter the Correct CIP Code by Using the Following Link: [High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

CIP Code (6-digits) * 47.0604

Minimum Number of
Credits (if
applicable)* 42

Maximum Number of
Credits (if
applicable)* 42

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

- New Academic Program:**
- ☐ Certificate - Academic (undergraduate)
 - ☒ Certificate - Technical
 - ☐ Certificate - Post Bachelor's
 - ☐ Certificate - Post Master's
 - ☐ K-12 Endorsement Program
 - ☐ Minor
 - ☐ New Emphasis for Existing Program
 - ☐ Out of Service Area Delivery Program (attached signed MOU)

- 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*

Utah State University requests approval of the Technical Certificate in Automotive Technology effective Fall 2025. The Automotive Technology technical certificate is a 42-credit hour stackable credential that will also fulfill requirements leading to the Associate of Applied Science Degree (AAS) in Automotive Maintenance, AAS in General Technology, and AAS in Small Business Operations. In addition, this technical certificate also qualifies students for positions within the automotive maintenance, service, systems assembly, and mechanical manufacturing careers. A technical certificate facilitates student momentum toward solid foundational skills and provides timely successes as the student transitions into industry or higher degree pathways. These successes will support student completion of degree programs in related areas of interest in the skilled trades, a hotbed of activity within Utah.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The technical certificate for Automotive Technology has been restructured through collaboration with industry partners and state-wide faculty committees through USHE to facilitate the technical certificate offering. This program has been created with technical institutions as the intended space for instruction. This provides another entry into the university with the ability to gain viable skills through an education emphasizing work-ready skills and a statewide focus on building entrepreneurial business programs within the university. The Automotive Technology certificate aims to offer students highly sought-after skills in automotive systems, internal combustion engines and performance, and automotive electronics and safety systems, all marketable skill sets backed by industry-developed curricula aligned with third-party automotive service excellence (ASE) industry credentials which are an industry standard nationwide. 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 2023, the average annual salary for students with these areas of expertise, including electronics installers and automotive service technicians, is \$79,160 nationally, with a median hourly wage of \$38.06 and service technicians earning, on average \$22.96, nationally. Automotive maintenance is a diverse occupation with opportunities at all skill levels and higher opportunities for earning potential for the students as they continue their education and select concentration areas to continue their skill development in other areas of manufacturing and business types. The purpose of this technical 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 technical certificate offers accelerated entrance to the job market and short-term credentials, students can access more advanced jobs and higher wages. The proposed certification will be essential for avionics talent in all state regions looking to diversify and help bring new jobs to rural areas of Utah.

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

The Technical Certificate of Automotive Technology will be launched through Technical Education in the Department of Technology, Design, and Technical Education (TDTE) at the Southeast region location at Eastern in Price. Dedicated faculty, staff, facilities, and equipment will implement and sustain the proposed certificate program.

This technical certificate will provide independent, statewide-developed certification and a stackable credential toward a two-year Associate of Applied Science in Automotive Maintenance Technician. Credits earned in the certificate program(s) will meet requirements for existing Certificate and BS program requirements:

- AAS, Automotive Maintenance Technician
- AAS, General Technology
- AAS, Small Business Operations
- BS, Technology Systems, Technical Management

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 emphasis areas. The proposed certificate provides an opportunity to develop region-specific training at USU residential and statewide campuses in rural parts of the state. It creates a framework that will lead the state in forming new partnerships and alignment with the Utah System of Higher Education—Technical Education Division.

**Describe and List any
Anticipated Expenses
and Revenue***

The re-launch of this technical certificate will be cost-neutral. All courses for the certificate are currently offered and developed. 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 through this certificate program.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

The Automotive Technology program prepares students with diversified employment skills and knowledge as master automotive technicians, including hands-on instruction in brakes, suspension and steering, manual drivetrain and transaxles, electrical/electronic systems, engine performance, preventative maintenance, safety, professionalism, and workplace relations.

Automotive Technology		
Institutions: USU-Eastern		
Technical Certificate (Catalog Year: 2025, 16 Credits, CIP: 47.0604)		
Aligned (16 Credits)		Credits
TEAU 1500	Brakes	4
TEAU 1400	Suspension and Steering	4
TEAU 1600	Electrical I	4
TEAU 1800	Engine Performance I	4
Non-Aligned (Electives)		
USU-Eastern (26 Credits)		
TEAU 1060	Safety and Introduction to Automotive Service	4
TEAU 1100	Engine Repair	3
TEAU 1200	Automatic Transmissions	4
TEAU 1300	Manual Drivetrain and Axles	4
TEAU 1700	Heating, Ventilation, and Air Conditioning (HVAC)	3
TEAU 2600	Electrical II	4
TEAU 2800	Engine Performance II	4

**Student Learning
Outcomes
Assessment Plan***

All curricula are aligned with industry-standard ASE credentials that are expected outcomes of student participation. Students are expected to test for their industry credentials to support future employment accounting for all certificates in each area of automotive maintenance and technology.

**If this is a new
credential does the
curriculum require
more than 25%
newly developed
courses?***

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) 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.

ITEM FOR ACTION

Utah State University's Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes changing the name and restructuring the Small Business Operations-Entrepreneurism Certificate of Completion to a Business Technical Certificate.

EXECUTIVE SUMMARY

The Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes changing the name and restructuring the Small Business Operations-Entrepreneurism Certificate of Completion to a Business Technical Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve changing the name and restructuring the Small Business Operations-Entrepreneurism Certificate of Completion to a Business Technical Certificate.

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 changing the name and restructuring the Small Business Operations-Entrepreneurism Certificate of Completion to a Business Technical Certificate, and

WHEREAS, The proposal will help equip students with job-ready skills, prepare them for employment and further education,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the name and restructuring the Small Business Operations-Entrepreneurism Certificate of Completion to a Business Technical Certificate 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.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date:

CAAS - Technology, Design and Technical Education - Business - Technical Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

[High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

[Student Learning Outcomes Assessment Plan](#)

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)* Small Business Operations-Entrepreneurism - Certificate of Completion

Proposed Title* Business - Technical Certificate

CIP Code

Enter the Correct CIP Code by Using the Following Link: [High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

CIP Code (6-digits) * 52.0401

Minimum Number of
Credits (if
applicable)* 30

Maximum Number of
Credits (if
applicable)* 30

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

- New Academic Program:**
- ☐ Certificate - Academic (undergraduate)
 - ☒ Certificate - Technical
 - ☐ Certificate - Post Bachelor's
 - ☐ Certificate - Post Master's
 - ☐ K-12 Endorsement Program
 - ☐ Minor
 - ☐ New Emphasis for Existing Program
 - ☐ Out of Service Area Delivery Program (attached signed MOU)

- 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*

Utah State University requests approval to rename and restructure the Technical Certificate Business effective Fall 2025. Business is a 30-credit hour stackable credential that will also fulfill requirements leading to the Associate Degree in Business (AB), Associate of Applied Science in General Technology, and numerous Bachelor's Degrees across the University. In addition, this technical certificate also qualifies students for entry-level positions within the front-line management, bookkeeping, and business world with additional skills geared toward small business ownership and support. A technical certificate facilitates student momentum toward solid foundational skills and provides timely successes as the student transitions into industry or higher degree pathways. These successes will support student completion of degree programs in related areas of interest in the business sphere, which is a hotbed of activity within Utah. Additionally, a technical certificate allows students to earn skills and quickly transition into the professional world.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The technical certificate of Business has been renamed and restructured through collaboration with industry partners and state-wide faculty committees through USHE to facilitate a one-semester certificate offering. This technical certificate program has been created with technical institutions as the intended space for instruction. This provides another entry into the university with the ability to gain viable remote work skills and a statewide focus on business programs within the University. The Business Certificate of Proficiency aims to offer students highly sought-after skills in early management careers and bookkeeping 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 2023, the average annual salary in the front-line supervisors and office administrator industry is \$68,620, with a median hourly wage of \$32.99. This opportunity is available to students after a year of training. Business is a diverse occupation with opportunities 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, marketing, management, data analytics, and economics. The purpose of this technical 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 technical certificate offers accelerated entrance to the job market and short-term credentials, students can access more advanced jobs and higher wages. The proposed certification will be essential for businesses in regions of the state looking to diversify and help bring new jobs to rural areas of Utah.

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

The Technical Certificate of Business will be relaunched through Technical Education in 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 technical Certificate of Business will provide independent, nationally developed certifications and a stackable credential toward a one-year certificate and a two-year Associate of Business (AB) degree. Credits earned in the certificate program(s) will meet requirements for existing Certificate and BS program requirements:

- AB, Associate of Business
- AAS, General Technology
- BS, Business Education, Technical Management
- BS, Management (Huntsman School of Business)

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 emphasis areas. The proposed technical certificate would likely lead toward the Associate of Business (AB) and future business programs at Utah State University. The proposed certificate provides an opportunity to develop region-specific training at USU residential campuses in rural parts of the state. It creates a framework that will lead the state in forming new partnerships and alignment with the Utah System of Higher Education—Technical Education Division.

**Describe and List any
Anticipated Expenses
and Revenue***

The re-launch of this technical certificate will be cost-neutral. All courses for the certificate are currently offered and developed. 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

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

The business program offers foundational training that will prepare students to excel in a career in any business setting. The program fosters a strong work ethic and independent learning, where students can cultivate knowledge, practice technical skills, and develop professional work habits. Students will have the opportunity to earn industry certifications that verify technical skills and enhance credibility.

Business		
Institutions: USU-Eastern		
<i>Technical Certificate (Catalog Year: 2025, 21 Credits CIP: 52.0401)</i>		
Foundational Courses (21 Credits/630 Clock-Hours)		Credits
TEBP 1000	Financial Principles	3
TEBP 1100	Digital Literacy	2
TEBP 1130	Word Processing	2
TEBP 1140	Spreadsheets	2
TEBP 1150	Presentations	2
TEBP 1200	Professionalism	3
TEBP 1500	Business English	1
TEBP 1550	Business Communication	3
TEBP 1840	Business Productivity	3
Supplemental Courses		
USU – Eastern (9 Credits/270 Clock-Hours)		
TEBP 1300	Accounting I	2
TEBP 1350	Computerized Accounting	3
TEBP 1650	Management Principles	2
TEBP 1700	Marketing I	3
TEBP 2000	Introduction to Entrepreneurship	3
TEBP 2300	Accounting II	2
TEBP 2320	Accounting III	2
TEBP 2999	Business Externship	1-3
TEIT 2500	Web Business	3

**Student Learning
Outcomes
Assessment Plan***

Students will showcase their computer proficiency by effectively utilizing business software to quickly and accurately create sophisticated documents. They will apply leadership and management principles in relevant business scenarios, demonstrating their understanding in practical contexts. Through the use of fundamental financial and accounting principles, they will carry out essential accounting tasks. Additionally, they will enhance their written, verbal, and digital communication skills by crafting clear and precise messages suitable for a business environment. Finally, students will engage in practicing essential professional skills that are crucial for career growth and success in the workplace. All grading and artifacts will be tracked by faculty and are subject to annual programmatic review.

**If this is a new
credential does the
curriculum require
more than 25%
newly developed
courses?***

☐ Yes

☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) 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.

20 June 2025

ITEM FOR ACTION

Utah State University's Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes changing the name and restructuring the Diesel Technician Certificate of Completion to the Diesel Technology Technical Certificate.

EXECUTIVE SUMMARY

The Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes changing the name and restructuring the Diesel Technician Certificate of Completion to the Diesel Technology Technical Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve changing the name and restructuring the Diesel Technician Certificate of Completion to the Diesel Technology Technical Certificate.

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 changing the name and restructuring the Diesel Technician Certificate of Completion to the Diesel Technology Technical Certificate, and

WHEREAS, The proposal will prepare students for the diesel maintenance field,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the name and restructuring the Diesel Technician Certificate of Completion to the Diesel Technology Technical Certificate 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.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date:

CAAS - Technology, Design and Technical Education - Diesel Technology - Technical Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

[High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

[Student Learning Outcomes Assessment Plan](#)

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)* Diesel Technician - Certificate of Completion

Proposed Title* Diesel Technology - Technical Certificate

CIP Code

Enter the Correct CIP Code by Using the Following Link: [High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

CIP Code (6-digits) * 47.0605

Minimum Number of
Credits (if
applicable)* 34

Maximum Number of
Credits (if
applicable)* 34

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

- New Academic Program:**
- ☐ Certificate - Academic (undergraduate)
 - ☒ Certificate - Technical
 - ☐ Certificate - Post Bachelor's
 - ☐ Certificate - Post Master's
 - ☐ K-12 Endorsement Program
 - ☐ Minor
 - ☐ New Emphasis for Existing Program
 - ☐ Out of Service Area Delivery Program (attached signed MOU)

- 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*

Utah State University requests approval to restructure the Diesel Technician certificate effective in the fall semester of 2025. This technical education certificate program is restructured to a 35-credit hour stackable credential that is a redesign of an existing program. This certificate will also fulfill some of the requirements for an associate of applied science (AAS) degree in Diesel Technology. In addition, this certificate program also qualifies students for jobs in the diesel maintenance field, which is a highly sought-after and transferable skill. This program is a four-star occupation assessed by the Utah Department of Workforce Services (DWS), indicating high demand and wages for those completing the program. A certificate of completion will build momentum to facilitate student transitions and support student completion of certificate and degree programs in related fields. This is a required restructuring of technical education programs across all institutions under the Utah System of Higher Education (USHE) and is part of the new aligned Technical Education curriculum for the state of Utah.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The Diesel Technician Certificate is designed to prepare students with career-ready skills and job training with the industry-standard and provisionally required ASE certifications. This program functions to allow students to gain high-quality and structured entry into the field of diesel technology and maintenance with a marketable skill set equipped with the required nationally recognized industry credentials. Students who complete the certificate will be prepared to work in the field and prepare for a career that can be stacked upward into a future degree if they choose to. With highly marketable and transferable skills, students will have the option to pursue a variety of maintenance jobs in heavy equipment maintenance, diesel technology, and similar maintenance operations.

**Labor Market Demand
(if applicable)**

The United States Bureau of Labor Statistics predicts that the employment of diesel maintenance and installers will rise modestly over the next ten years (3%), with Utah projecting similar growth with regional needs growing at 4%. While nationally, these career fields forecast modest growth, Utah is poised to scale these professions quickly over the next decade. The earning potential for these occupations is favorable compared to individuals and career fields with similar educational requirements. Boasting a median wage of \$54,360, it is rated as a Four-Star occupation sector by the Department of Workforce Services in Utah, meaning that at the technician level, it is both High Demand and High Wage. Across the state, these careers help to create an economic foundation for all Utah communities to thrive.

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

The proposed redesign of the Diesel Technician Certificate will be offered as a technical education program through the Department of Technology, Design, and Technical Education in the College of Agriculture and Applied Sciences at the Southeast regional campus location in Price. Existing faculty, staff, facilities, and equipment will implement and sustain the proposed certificate program.

This technical certificate will provide independent, industry-recognized certifications. Utah State University currently offers stackable options from the Diesel Technician program toward Diesel Technology and General Technology options to support student development. Students will be able to apply credits earned in the certificate program toward necessary requirements for existing associate and baccalaureate programs offered in the College of Agriculture and Applied Science.

The Department of Technology, Design, and Technical Education (TDTE) at Utah State University proposes to offer a comprehensive certificate in Diesel that not only has the ability to stack upward to higher degrees but is also offered on the residential campus in Price. This creates wrap-around services for students returning to work, starting a career, or transitioning to a new career and helps to conserve personal resources to alleviate the transition. The proposed certificate provides an opportunity to develop industry-specific training at USU residential and statewide campuses and across the region. This positions Utah State University as a needed innovator and educational leader in the state, forming new partnerships with the Utah Technical colleges and offering needed student support that will help to ensure student retention and completion. The certificate carefully articulates with the other USHE technical colleges to provide additional opportunities for students while avoiding unnecessary duplication and allowing students a pathway into university credentials through prior licensure and required supplemental coursework toward their degree.

**Describe and List any
Anticipated Expenses
and Revenue***

The proposed technical certificate will be cost-neutral and funded by the internal reallocation of funds and tuition revenue. All courses for the proposed certificate are currently offered, and no new faculty, staff, library, or operational funds are required. There will be no budgetary impact on other programs or units at Utah State University, including cost savings

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

Diesel Technology		
Institutions: USU-Eastern		
Technical Certificate (Catalog Year: 2025, 29 Credits CIP: 47.0605)		
Foundational Courses (29 Credits)		Credits
TEDT 1010	Introduction to Diesel Technology	2
TEDT 1100	Electrical I	4
TEDT 1110	Electrical II	4
TEDT 1200	Steering and Suspension	4
TEDT 1300	Brakes	4
TEDT 1400	Drivetrain	4
TEDT 1600	Engines I	4
TEDT 1610	Engines II	3
Supplemental Courses		
USU - Eastern (6 Credits)		
TEDT 1500	Preventative Maintenance I	1
TEDT 1700	Hydraulics	2
TEDT 1800	Heating, Ventilation, and Air Conditioning (HVAC)	3

**Student Learning
Outcomes
Assessment Plan***

Upon the successful completion of this program, students will demonstrate safe working habits and practices in all aspects of diesel equipment operations, ensuring compliance with industry safety standards. They will exhibit a comprehensive understanding of the service, maintenance, operation, and functionality of core systems related to diesel-powered equipment, enabling effective troubleshooting and problem-solving in various contexts. Additionally, students will cultivate the ability to build and maintain positive working relationships with colleagues and clients, fostering a collaborative and respectful work environment. These outcomes are designed to equip graduates with the essential skills and knowledge necessary for success in the diesel technology field.

**If this is a new
credential does the
curriculum require
more than 25%
newly developed
courses?***

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) 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.

ITEM FOR ACTION

Utah State University's Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes changing the name and restructuring the General Technology Associate of Applied Science to the Technology and Design Associate of Applied Science.

EXECUTIVE SUMMARY

The Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes changing the name and restructuring the General Technology Associate of Applied Science to the Technology and Design Associate of Applied Science.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve changing the name and restructuring the General Technology Associate of Applied Science to the Technology and Design Associate of Applied Science.

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 changing the name and restructuring the General Technology Associate of Applied Science to the Technology and Design Associate of Applied Science, and

WHEREAS, The proposal will align the program with the Department of Technology, Design and Technical Education mission and reflects the programs focus on technological skills and design principles,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the name and restructuring the General Technology Associate of Applied Science to the Technology and Design Associate of Applied Science 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.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date:

20 June 2025

ITEM FOR ACTION

Utah State University's Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes restructuring the Technology Systems Bachelor of Science.

EXECUTIVE SUMMARY

The Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes restructuring the Technology Systems Bachelor of Science.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve restructuring the Technology Systems Bachelor of Science.

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 the Technology Systems Bachelor of Science, and

WHEREAS, The proposal will streamline the program by consolidating the current seven emphasis into three emphasis areas,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve restructuring the Technology Systems Bachelor of Science 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.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date:

CAAS - Technology, Design and Technical Education - Technology Systems - BS

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

[High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

[Student Learning Outcomes Assessment Plan](#)

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)* Technology Systems - BS

Proposed Title* Technology Systems - BS

CIP Code

Enter the Correct CIP Code by Using the Following Link: [High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

CIP Code (6-digits) * 15.1501

Minimum Number of Credits (if applicable)* 123

Maximum Number of Credits (if applicable)* 125

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

- New Academic Program:**
- ☐ Certificate - Academic (undergraduate)
 - ☐ Certificate - Technical
 - ☐ Certificate - Post Bachelor's
 - ☐ Certificate - Post Master's
 - ☐ K-12 Endorsement Program
 - ☐ Minor
 - ☐ New Emphasis for Existing Program
 - ☐ Out of Service Area Delivery Program (attached signed MOU)

- 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 Bachelor of Science Degree in Technology Systems at Utah State University (USU) is undergoing a significant revision to enhance its relevance and effectiveness. The proposed changes aim to streamline the program by consolidating the current seven emphasis areas into three emphasis areas: Manufacturing, Computer Technology, and Technical Management.

This restructuring will create a more cohesive curriculum that aligns closely with industry demands. Under each emphasis area, students will have the opportunity to earn certificates or minors related to their emphasis area, allowing for greater specialization and marketability.

The program will maintain its commitment to credential stacking, enabling students to build upon technical college certificates, USU certificates, or the Technology and Design Associate of Applied Science (AAS) degrees.

Based on feedback from the industry advisory board, the core required courses are being adjusted to ensure students acquire essential skills for career success.

This revision process has involved notifying departments that previously had required core classes about the proposed changes. The revised Technology Systems program will continue to be delivered online with face-to-face options for on-campus students maintaining accessibility for approximately 250+ students annually.

This flexible delivery method ensures that the program remains accessible to a wide range of students, including those in the workforce seeking career advancement, as well as students who do not have access to USU Statewide campuses.

By consolidating emphasis areas and refining the curriculum, USU aims to provide a more focused and industry-aligned education in technology systems, preparing graduates for the rapidly evolving technological landscape.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The Department of Technology, Design, and Technical Education (TDTE) at Utah State University (USU) proposes to consolidate the existing seven emphasis areas in the Technology Systems program into three emphasis areas: Manufacturing, Computer Technology, and Technical Management. This action is driven by the need to simplify the program structure, enhance interdisciplinary learning, and better align with current labor market demands.

In the past, students graduated with a Technology Systems degree, but the specific emphasis did not appear on their diploma. By restructuring the program to clearly define three primary emphasis areas and allowing students to complement their studies with certificates and minors, we aim to increase transparency and make our graduates more marketable. This approach ensures that the specific skills and knowledge areas students have focused on are clearly documented, enhancing their employability.

Additionally, the program will continue to support the stacking of credentials, whether they come from technical college certificates, technical college credits, or other relevant educational experiences. This flexibility allows students to build upon their existing qualifications and seamlessly integrate them into their bachelor's degree, providing a clear and efficient pathway to advanced education and career advancement.

Along with changing the seven emphasis areas into three, we are also adjusting the core required courses. This decision comes after extensive meetings with our industry advisory board, where we discussed the essential skills that students need to be successful in their careers. These adjustments, while minor, ensure that our curriculum remains relevant and aligned with industry expectations, providing students with the knowledge and competencies that are in high demand.

The decision to consolidate the emphasis areas was made following extensive consultations with industry partners, faculty, and staff. The proposed changes will benefit USU and the Utah System of Higher Education (USHE) by producing graduates with skills that are directly relevant to the needs of local and regional employers, thereby enhancing employability and supporting economic growth.

Labor Market Demand (if applicable)

Consistency with Institutional Mission & Institutional Impact*

This degree aligns with the mission of Utah State University by producing graduates who are equipped to meet industry demands both locally and nationally. Our graduates are prepared to excel in various sectors, including manufacturing, computer technology, and technical management, thereby supporting economic growth and technological advancement.

Describe and List any Anticipated Expenses and Revenue*

No new funding is requested.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

The revised Technology Systems program will consist of a set core of classes that all students must complete. Students will choose one of three emphasis areas to pursue: Manufacturing, Computer Technology, or Technical Management. Within each of these emphasis areas, students will have the opportunity to further specialize and earn certificates or minors in specific fields.

- **Manufacturing Emphasis:** Students can narrow their studies and earn certificates in Additive and Advanced Manufacturing, Quality and Reliability, Product Development, or Food Production Management.
- **Computer Technology Emphasis:** Students can earn certificates in Information and Computer Technology or Cybersecurity.
- **Technical Management Emphasis:** Students can pursue the Food Production Management or Quality and Reliability certificates or minors through the Huntsman School of Business, which will complement their technical management studies.

The curriculum will include a combination of theoretical and practical courses designed to equip students with the skills needed for their chosen careers. The program will continue to support the stacking of credentials, allowing students to build upon technical college certificates, USU certificates, or Associate of Applied Science (AAS) degrees. Variable credits will be available for internships and senior projects, allowing students to gain hands-on experience and tailor their education to their specific interests and career goals.

Student Learning Outcomes Assessment Plan*

See attached.

If this is a new credential does the curriculum require more than 25% newly developed courses?*

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) 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.

ITEM FOR ACTION

Utah State University's Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes restructuring the Unmanned Aircraft Systems – Drones – Certificate of Completion to the Unmanned Aircraft Systems – Technical Certificate.

EXECUTIVE SUMMARY

The Department of Technology, Design and Technical Education, in the College of Agriculture and Applied Sciences proposes restructuring the Unmanned Aircraft Systems – Drones – Certificate of Completion to the Unmanned Aircraft Systems – Technical Certificate.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve restructuring the Unmanned Aircraft Systems – Drones – Certificate of Completion to the Unmanned Aircraft Systems – Technical Certificate.

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 the Unmanned Aircraft Systems – Drones – Certificate of Completion to the Unmanned Aircraft Systems – Technical Certificate, and

WHEREAS, The proposal will prepare students to certify students for positions in the UAS field and Part-107 FAA Licensure,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve restructuring the Unmanned Aircraft Systems – Drones – Certificate of Completion to the Unmanned Aircraft Systems – Technical Certificate 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.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date:

CAAS - Technology, Design and Technical Education - Unmanned Aircraft Systems - Technical Certificate

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

[High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

[Student Learning Outcomes Assessment Plan](#)

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)* Unmanned Aircraft Systems - Drones - Certificate of Completion

Proposed Title* Unmanned Aircraft Systems - Technical Certificate

CIP Code

Enter the Correct CIP Code by Using the Following Link: [High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

CIP Code (6-digits) * 49.0109

Minimum Number of
Credits (if
applicable)* 31

Maximum Number of
Credits (if
applicable)* 31

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

- New Academic Program:**
- ☐ Certificate - Academic (undergraduate)
 - ☒ Certificate - Technical
 - ☐ Certificate - Post Bachelor's
 - ☐ Certificate - Post Master's
 - ☐ K-12 Endorsement Program
 - ☐ Minor
 - ☐ New Emphasis for Existing Program
 - ☐ Out of Service Area Delivery Program (attached signed MOU)

- 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*

Utah State University requests approval of the Technical Certificate in Unmanned Aircraft Systems (UAS) effective Fall 2025. UAS is a 31-credit hour stackable credential that will also fulfill requirements leading to the Associate of Applied Science Degree (AAS) in Unmanned Aircraft Systems, AAS in General Technology, and AAS in Small Business Operations. In addition, this technical certificate also certifies students with their Part-107 FAA Licensure, which qualifies them for positions within the UAS field. A technical certificate facilitates student momentum toward solid foundational skills and provides timely successes as the student transitions into industry or higher degree pathways. These successes will support student completion of degree programs in related areas of interest in the skilled trades, a hotbed of activity within Utah.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The technical certificate for Unmanned Aircraft Systems has been restructured through collaboration with industry partners and state-wide faculty committees through USHE to facilitate the technical certificate offering. This program has been created with technical institutions as the intended space for instruction. This provides another entry into the university with the ability to gain viable skills through an education emphasizing work-ready skills and a statewide focus on building entrepreneurial business programs within the university. The UAS certificate aims to offer students highly sought-after skills in UAS flight operations, airframe structures and repair, UAS Components, and electronics, which are all marketable skill sets backed by industry-developed curricula. Students who complete the certificate will be prepared to work in the industry, create a small business built around their acquired skills, or continue into upper-division coursework.

**Labor Market Demand
(if applicable)**

Due to the emerging technology in this field, a SOC (Standard Occupational Classification) code for UAS has been newly established. Traditionally, these occupations have been embedded within other occupational sectors in the Bureau of Labor Statistics data. In 2023, the average annual salary for a Remote Sensing Technician is \$58,350 nationally, with a median hourly wage of \$28.05. However, locally, UAS graduates have been hired into the energy sector for \$26.00 per hour and \$70,000 annually. The current academic program has a placement rate of over 75%, with multiple others continuing their education. UAS is a diverse occupation with opportunities at all skill levels and higher opportunities for earning potential for the students as they continue their education and select concentration areas to continue their skill development in other areas of manufacturing and business types. The purpose of this technical 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 technical certificate offers accelerated entrance to the job market and short-term credentials, students can access more advanced jobs and higher wages. The proposed certification will be essential for avionics talent in all state regions looking to diversify and help bring new jobs to rural areas of Utah.

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

The Technical Certificate of Unmanned Aircraft Systems will be launched through Technical Education in the Department of Technology, Design, and Technical Education (TDTE) at the Southeast region location at Eastern in Price. Dedicated faculty, staff, facilities, and equipment will implement and sustain the proposed certificate program.

This technical certificate will provide independent, statewide-developed certification and a stackable credential toward a two-year Associate of Applied Science in Unmanned Aircraft Systems. Credits earned in the certificate program(s) will meet requirements for existing certificate and BS program requirements:

- AAS, General Technology
- AAS, Small Business Operations
- BS, Technology Systems, Technical Management
- BS, Aviation Management

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 emphasis areas. The proposed certificate provides an opportunity to develop region-specific training at USU residential and statewide campuses in rural parts of the state. It creates a framework that will lead the state in forming new partnerships and alignment with the Utah System of Higher Education—Technical Education Division.

**Describe and List any
Anticipated Expenses
and Revenue***

There is current programmatic support from technical education lines to hire an instructor for this program. Existing salary allocations in other technical education programs may be reallocated to cover essential programmatic expenses. Additionally, tuition revenue from the UAS Technical Certificate program will be directed to the department to offset operating costs and sustain program resources. No significant budgetary impact on other programs or units within the institution is anticipated.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

The Unmanned Aircraft Systems program will prepare students to become FAA-certified as remote pilots and gain introductory experience in flying and programming both fixed-wing and multirotor drones. Students will also gain introductory experience in maintaining and repairing aircraft and collecting, analyzing, and reporting data and deliverables.

Unmanned Aircraft Systems		
Institutions: USU		
Technical Certificate (Catalog Year: 2026, 31 Credits, CIP: 49.0109)		
Foundational Courses (31 Credits)		Credits
TEAV 1130	Flight Principles	3
TEUA 1011	Unmanned Aircraft Systems Remote Pilot	3
TEUA 1021	Unmanned Aircraft Systems Part 107 Test	1
TEUA 1201	Unmanned Aircraft Systems Introduction to Fixed-Wings	3
TEUA 1301	Unmanned Aircraft Systems Introduction to Multirotor	3
TEUA 1501	Introduction to Unmanned Aircraft Systems Maintenance and Components	3
TEUA 2041	Aviation Meteorology	3
TEUA 2051	Unmanned Aircraft Systems Pilot in Command	3
TEUA 2101	Unmanned Aircraft Systems Flight Patterns and Maneuvers	3
TEUA 2651	Drones for Hire	3
TEUA 2701	Unmanned Aircraft Systems Introduction to Aerial Photography	3

Student Learning Outcomes Assessment Plan*

Students will effectively apply their knowledge of FAA requirements, regulations, and expectations, notably in preparation for the Part 107 exam. Assessments will evaluate students' ability to identify sUAS components, their various uses, designs, and applications within the industry. Additionally, students will demonstrate their proficiency in essential flight, repair, and construction skills in both fixed-wing and multirotor drones. Furthermore, we will assess students' utilization of soft skills, emphasizing their ability to produce clear and concise documentation.

If this is a new credential does the curriculum require more than 25% newly developed courses?*

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) 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.

ITEM FOR ACTION

Utah State University's Department of Instructional Technology and Learning Sciences, in the Emma Eccles Jones College of Education and Human Services proposes changing the name of the Educational Technology and Learning Sciences Master of Education to the Instructional Technology and Learning Sciences Master of Education.

EXECUTIVE SUMMARY

The Department of Instructional Technology and Learning Sciences, in the Emma Eccles Jones College of Education and Human Services proposes changing the name of the Educational Technology and Learning Sciences Master of Education to the Instructional Technology and Learning Sciences Master of Education.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve changing the name of the Educational Technology and Learning Sciences Master of Education to the Instructional Technology and Learning Sciences Master of Education.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Instructional Technology and Learning Sciences in the Emma Eccles Jones College of Education and Human Services proposes changing the name of the Educational Technology and Learning Sciences Master of Education to the Instructional Technology and Learning Sciences Master of Education, and

WHEREAS, The proposal will align the program title to the department name, and help market and recruit students to the program,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve changing the name of the Educational Technology and Learning Sciences Master of Education to the Instructional Technology and Learning Sciences Master of Education in the Emma Eccles Jones College of Education and Human Services' Department of Instructional Technology and Learning Sciences, and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date:

CEHS - Instructional Technology and Learning Sciences - Instructional Technology and Learning Sciences - MEd

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

[High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

Instructional Technology and Learning Sciences

Current Title (if applicable)* Educational Technology and Learning Sciences - MEd

Proposed Title* Instructional Technology and Learning Sciences - MEd

CIP Code

Enter the Correct CIP Code by Using the Following Link: [High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

CIP Code (6-digits) * 13.0501

Minimum Number of
Credits (if
applicable)* 37

Maximum Number of
Credits (if
applicable)* 37

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

- New Academic Program:**
- ☐ Certificate - Academic (undergraduate)
 - ☐ Certificate - Technical
 - ☐ Certificate - Post Bachelor's
 - ☐ Certificate - Post Master's
 - ☐ K-12 Endorsement Program
 - ☐ Minor
 - ☐ New Emphasis for Existing Program
 - ☐ Out of Service Area Delivery Program (attached signed MOU)

- 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* This request is for the name change of Educational Technology and Learning Sciences - MEd to Instructional Technology and Learning Sciences.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* Switching the word **Educational** to **Instructional** will directly align the MEd title to the name of our department name, Instructional Technology and Learning Sciences, and eliminate confusion for students when applying to the program.

Labor Market Demand (if applicable) n/a

Consistency with Institutional Mission & Institutional Impact* n/a

Describe and List any Anticipated Expenses and Revenue* n/a

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative n/a

Student Learning Outcomes Assessment Plan* n/a

If this is a new credential does the curriculum require more than 25% newly developed courses?* ☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) 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.

20 June 2025

ITEM FOR ACTION

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

EXECUTIVE SUMMARY

The Department of Kinesiology and Health Science, in the Emma Eccles Jones College of Education and Human Services proposes changing the name of the Fitness Promotion Master of Fitness Promotion to the Applied Kinesiology Master of Applied Kinesiology.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve changing the name of the Fitness Promotion Master of Fitness Promotion to the Applied Kinesiology Master of Applied Kinesiology.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services proposes changing the name of the Fitness Promotion Master of Fitness Promotion to the Applied Kinesiology Master of Applied Kinesiology, and

WHEREAS, The proposal will clarify the programs area of study, and help recruit students,

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

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date:

CEHS - Kinesiology and Health Science - Applied Kinesiology - MAK

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

[High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

Kinesiology and Health Science

Current Title (if applicable)* Fitness Promotion - MFP

Proposed Title* Applied Kinesiology - MAK

CIP Code

Enter the Correct CIP Code by Using the Following Link: [High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

CIP Code (6-digits) * 51.0001

Minimum Number of
Credits (if
applicable)* 36

Maximum Number of
Credits (if
applicable)* 36

Type of Degree: (BA, BS, etc.)* MAK (Master of Applied Kinesiology)

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

- New Academic Program:**
- ☐ Certificate - Academic (undergraduate)
 - ☐ Certificate - Technical
 - ☐ Certificate - Post Bachelor's
 - ☐ Certificate - Post Master's
 - ☐ K-12 Endorsement Program
 - ☐ Minor
 - ☐ New Emphasis for Existing Program
 - ☐ Out of Service Area Delivery Program (attached signed MOU)

- 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 Kinesiology and Health Science department is proposing a change of degree name from the current name Master of Fitness Promotion (MFP) to a Master of Applied Kinesiology (MAK).

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale* Prior to 2013, the department had an MS plan C option. The administration (V.P. of Graduate Studies and Provost) at the time required a degree name change such that the MS degree title would be reserved for students that completed independent research (i.e., no plan C MS degrees). Consequently, the plan C MS degree title was changed to Master of Fitness Promotion (MFP) in 2013. At the time, this degree name corresponded well with the name change for Health students in the department, which was Master of Health Promotion. Eventually, the Master of Health Promotion degree was disbanded when the Health Science faculty developed the current Master of Public Health degree program.

Presently, students have voiced their displeasure with the degree name Master of Fitness Promotion. Some have even changed their program of study to the MS degree (research-based) even though their career plans are more aligned to being a practitioner (internship-based) just because of the degree name. At a graduate curriculum committee meeting (5 Sept. 2024) there was a unanimous vote among the faculty to change the degree name from Master of Fitness Promotion (MFP) to Master of Applied Kinesiology (MAK). This new degree name better represents the area of study. We believe the degree name will be more appealing to students. Consequently, students who intend to be practitioners in the field (e.g., cardiac rehabilitation, wellness program directors, strength and conditioning coaches) will be more inclined to follow the appropriate plan C path (the MAK degree) rather than the plan A/B path

simply for the degree name (the MS degree).

**Labor Market Demand
(if applicable)**

This is a degree name change, not a change to the degree program. There is a robust labor demand for masters prepared Kinesiology majors. According to U.S. Bureau of Labor Statistics, the job outlook (growth) is much high than average for fitness trainers, exercise physiologists, and wellness coordinators. Jobs include clinical rehabilitation (e.g., cardiac or pulmonary rehabilitation) in hospitals and health care settings and senior centers, employee wellness in corporations and universities, and strength and conditioning or athletic performance coaching at high schools and universities.

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

This is a degree name change, not a change to the degree program. The current program is consistent with the university mission by providing a high quality academic experience for students who will ultimately serve the public in their Kinesiology-related career (see above for employment examples).

**Describe and List any
Anticipated Expenses
and Revenue***

This is a degree name change, not a change to the degree program. Consequently, there are no anticipated expenses beyond the current budget. Everything (facilities, faculty, etc.) is already in place to continue offering this degree.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

The program curriculum for the proposed MAK degree remains unchanged from the current MFP degree. The curriculum is available on the Kinesiology & Health Science web page: <https://cehs.usu.edu/khs/files/tracking-sheets/grad-mfp-20241022.pdf> or the catalog: https://catalog.usu.edu/preview_program.php?catoid=39&poid=39122&returnto=30423

**Student Learning
Outcomes
Assessment Plan***

Students in the MAK degree program are held to the same rigorous standards as students in the MS degree program. The majority of the course work is the same between the two degrees, with the main difference being a research project for MS students and internship experiences for MAK students. GPA standards consistent with the Graduate School must be maintained throughout the MAK program. MAK students have a proposal meeting with their committee prior to their internship experiences. At this proposal meeting, they define the objectives that must be met during the internship. There is also a post-internship presentation, similar to an MS defense, during which they describe their internship experience and provide detail on how their objectives were met.

**If this is a new
credential does the
curriculum require
more than 25%
newly developed
courses?***

☐ Yes

☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) 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.

ITEM FOR ACTION

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

EXECUTIVE SUMMARY

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

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve changing the name of the Health Education and Promotion Bachelor of Science to the Public Health – Health Promotion Bachelor of Science.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Kinesiology and Health Science in the Emma Eccles Jones College of Education and Human Services proposes changing the name of the Health Education and Promotion Bachelor of Science to the Public Health – Health Promotion Bachelor of Science, and

WHEREAS, The proposal will reflect the program's focus and alignment with public health education,

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

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date:

CEHS - Kinesiology and Health Science - Public Health - Health Promotion - BS

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

[High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CEHS

DEPARTMENT (include all cross listed departments)*

Kinesiology and Health Science

Current Title (if applicable)* Health Education and Promotion - BS

Proposed Title* Public Health - Health Promotion - BS

CIP Code

Enter the Correct CIP Code by Using the Following Link: [High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

CIP Code (6-digits) * 51.2207

Minimum Number of
Credits (if
applicable)* 68

Maximum Number of
Credits (if
applicable)* 69

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

- New Academic Program:**
- ☐ Certificate - Academic (undergraduate)
 - ☐ Certificate - Technical
 - ☐ Certificate - Post Bachelor's
 - ☐ Certificate - Post Master's
 - ☐ K-12 Endorsement Program
 - ☐ Minor
 - ☐ New Emphasis for Existing Program
 - ☐ Out of Service Area Delivery Program (attached signed MOU)

- 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 is to rename the Health Education and Promotion -BS major to *Public Health - Health Promotion - BS* in order to more accurately reflect the program's focus and alignment with public health education. This change is intended to clarify the program's identity within the broader public health sector and to support its alignment with accreditation standards (to be detailed further). Currently there are two emphases (Community and Public Health, and Health Science) that will remain as they are with no change to their names or course structure.

Additionally, this proposal seeks to change the prefix of all Health Education and Promotion classes, both undergraduate and graduate, from the current prefix (HEP) to *PHHP* (Public Health - Health Promotion). This will ensure that the course offerings are consistent with the new program name and clearly identifiable as part of the public health curriculum. This will include all courses currently offered as HEP. We wish to retire then prefix HEP.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

Proposed Action

This proposal recommends the following actions:

1. **Rename the Health Education and Promotion Major:**

Change the current program title *Health Education and Promotion* - BS to *Public Health - Health Promotion* - BS to better align with the evolving role of health promotion within the broader field of public health. This renaming will provide clarity to prospective students, faculty, and industry professionals about the program's focus on preparing graduates for public health careers.

2. **Change the Course Prefix:**

Update the prefix of all undergraduate and graduate courses within the Health Education and Promotion program to *PHHP* (Public Health - Health Promotion) to reflect the program's new title and emphasize the public health focus.

Rationale

1. **Clarifying the Program's Role in Public Health:**

The current title, *Health Education and Promotion*, while accurate, does not clearly convey the program's integral role within public health. By renaming the program to *Public Health - Health Promotion*, we aim to better position the program within the growing public health field, where health promotion is recognized as a critical function. The change will also align our program more closely with industry trends and expectations, where the public health context of health promotion is increasingly emphasized.

2. **Alignment with Recent Accreditation:**

Our program has recently become accredited by the **Council on Education for Public Health (CEPH)** as a public health program. This accreditation formally recognizes our program's alignment with public health standards and competencies. The proposed name change will reflect our new status as an accredited public health program and reinforce our commitment to providing a rigorous education grounded in public health principles.

3. **Consistency with Accreditation Standards:**

Along with reflecting our accreditation, the name change will help align the program with CEPH standards, which require a clear focus on public health principles. The new title will better communicate the program's objectives and relevance within the public health educational framework, ensuring we continue to meet the expectations of accrediting bodies.

4. **Enhanced Visibility and Recruitment:**

Prospective students often seek programs specifically focused on public health. By renaming the major and adopting a consistent course prefix, we will increase the program's visibility, making it more attractive to students interested in public health careers. This will also improve how the program is perceived by industry professionals, who often look for candidates with explicitly public health-related credentials.

5. **Streamlined Course Identification:**

Changing the course prefix to *PHHP* ensures that all courses within the major are easily recognizable as part of a public health-focused curriculum. This will help both students and faculty clearly distinguish the program's courses from other health-related offerings within the university and support a unified curriculum

structure under the new program name.

**Labor Market Demand
(if applicable)**

The U.S. Bureau of Labor Statistics (2023) projects a 7% growth in employment for health education specialists between 2023 and 2033, with approximately 6,700 openings each year due to growth and workforce turnover. These roles are commonly found in government, hospitals, and non-profits (U.S. Bureau of Labor Statistics, 2023).

Additionally, employment for health education specialists and community health workers is expected to grow by 17% from 2021 to 2031, driven by an emphasis on promoting healthy behaviors and public health initiatives following the COVID-19 pandemic (U.S. Bureau of Labor Statistics, 2022).

References:

- U.S. Bureau of Labor Statistics. (2023). *Occupational outlook handbook: Health education specialists*. <https://www.bls.gov/ooh/community-and-social-service/health-educators.htm>
- U.S. Bureau of Labor Statistics. (2022). *Health education specialists and community health workers: Job outlook*. <https://www.bls.gov/oes/current/oes211091.htm>

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

The proposal to rename the Health Education and Promotion major to *Public Health - Health Promotion* aligns with Utah State University's mission as a land- and space-grant institution committed to *excellence, access, and inclusion* in several key ways:

1. **Excellence:** The name change reflects the program's recent accreditation by the Council on Education for Public Health (CEPH), reinforcing USU's commitment to high academic standards and ensuring the program remains competitive and aligned with national public health standards. This enhances the program's ability to attract high-quality students and faculty, supporting USU's goal of academic excellence.
2. **Access:** By clarifying the program's role within the public health field, the name change improves visibility for prospective students. It also aligns the program with clear career pathways, particularly in a growing field with high labor market demand. This better prepares students for public health careers, increasing their access to professional opportunities and supporting USU's mission of providing students with valuable, real-world education.
3. **Inclusion:** Public health, by nature, is focused on promoting health and well-being for all communities, especially underserved populations. The program's emphasis on health promotion within public health aligns with USU's inclusion goals, as graduates will be prepared to address health disparities and promote wellness across diverse populations.

**Describe and List any
Anticipated Expenses
and Revenue***

No additional expenses are anticipated for this change. We expect revenue may increase as more students are likely to identify and enroll in the major due to the clearer program name.

SECTION III: CURRICULUM (if applicable)

**Program Curriculum
Narrative**

There will be no curriculum changes besides prefix changes to all undergraduate and graduate courses.

**Student Learning
Outcomes
Assessment Plan***

There will be no curriculum changes besides prefix changes to all undergraduate and graduate courses.

**If this is a new
credential does the
curriculum require
more than 25%
newly developed
courses?***

☐ Yes

☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) 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.

20 June 2025

ITEM FOR ACTION

Utah State University's Department of Biological Engineering, in the College of Engineering proposes restructuring the Master of Engineering in Biological Engineering.

EXECUTIVE SUMMARY

The Department of Biological Engineering, in the College of Engineering proposes restructuring the Master of Engineering in Biological Engineering.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve restructuring the Master of Engineering in Biological Engineering.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Biological Engineering in the College of Engineering proposes restructuring the Master of Engineering in Biological Engineering, and

WHEREAS, The proposal will provide students with professional practice and coursework to specialize in a variety of fields,

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

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date:

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

Institution Submitting Request: Utah State University

Proposed Program Title: Master of Engineering in Biological Engineering

Are There New Emphases: Yes ☐ No ☒

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: College of Engineering

Sponsoring Academic Department(s) or Unit(s): Biological Engineering Department

Classification of Instructional Program Code¹ : 6 - Digit CIP:

Min/Max Credit Hours Required of Full Program: 30 Min Cr Hr / 36 Max Cr Hr

Proposed Beginning Term²: Fall 2024

Institutional Board of Trustees' Approval Date:

Program Type (mark all that apply with an x):

☐ (AAS)	Associate of Applied Science Degree
☐ (AA)	Associate of Arts Degree
☐ (AS)	Associate of Science Degree
☐	Specialized Associate Degree (specify award type ³ :)
☐	Other (specify award type ³ :)
☐ (BA)	Bachelor of Arts Degree
☐ (BS)	Bachelor of Science Degree
☐ (BAS)	Bachelor of Applied Science Degree
☐	Specialized Bachelor Degree (specify ward type ³ :)
☐	Other (specify award type ³ :)
☐ (MA)	Master of Arts Degree
☐ (MS)	Master of Science Degree
☐	Specialized Bachelor Degree (specify ward type ³ :)
☒ (ME)	Other (specify award type ³ : ME)
☐	Doctoral Degree (specify award type ³ :)
☐	K-12 School Personnel Program
☐	Out of Service Area Delivery Program ☐ Attached MOU
☐	Out of Mission Program
☐	NEW Professional School

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

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

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Changes to Existing Programs or Administrative Units Required (mark all that apply with an x, if any):

☒	Program Restructure with or without Consolidation
☐	Emphases transfer from another program or academic unit
☐	Name Change of Existing Program or Academic Unit
☐	Program transfer to a different academic unit
☐	Suspension or discontinuation of a unit or program
☐	Reinstatement of a previously suspended/discontinued program or administrative unit
☐	Other

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.

Ronald Sims

Date: 2/9/2024

☒

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's Biological Engineering department requests approval to offer the following degree(s): Master of Engineering

To be effective on: August 26, 2024

This program was approved by the institutional Board of Trustees on:

Section II: Program Proposal

Program Description

The ME degree emphasizes professional practice and coursework. Master of Engineering candidates in Biological Engineering can specialize in biomanufacturing and bioproducts, biofuels, biomaterials, bioprocessing, brain organoid, cell engineering, cell sensing and imaging, functional in vitro models, metabolic engineering, and nanophotonics.

Consistency with Institutional Mission

Is consistent with USU's regent approved mission.

Section III: Needs Assessment

Program Rationale

Demand from industry for skills provided by the program are on the rise. To remain competitive with national standards we need to offer an ME degree.

Labor Market Demand

Upon recommendation of our Industry Advisory Board, the department of Biological Engineering needs to offer an additional Master's degree option without a research requirement. We currently have students and local businesses requesting this option.

Student Demand

We have former students requesting to offer an ME degree upon recommendation of their employers. This includes local industry of Cytiva, ThermoFisher, and WesTech. Current students being recruited by these companies are also interested in this option as it is nationally recognized and has become an industry standard.

Similar Programs

There are other Master of Engineering degrees offered within the USU College of Engineering, but none in the discipline of biological engineering, biomedical engineering, or biochemical engineering. There are no other USHE institutions in Utah that offer this degree. We would fill a missing need in the state of Utah.

Collaboration with and Impact on Other USHE Institutions

No other USHE institution offers a degree in biological engineering. Collaboration is not necessary and does not impact other USHE institutions.

External Review and Accreditation

External review is overseen by the USU Biological Engineering Industry Advisory Board: Samuel Briggs, Boyd Bringham, Matt Clegg, Christopher Fox, Justin Hyer, Nephi Jones, Libbie Linton, David Perry, Tyler Richards, Sunil Sukumaran, Cameron Copeland, Michael Henrie. The department is accredited by the NWCCU.

Section IV: Program Details

Graduation Standards and Number of Credits

- A minimum of 30 credits of technical and scientific coursework is required.
- Approval of academic forms required for master's students by the School of Graduate Studies
- Graduate students are required to maintain at least a 3.0 GPA for degree-program courses. Grades of C- or lower will not be accepted for a graduate degree.
- The Program of Study (POS) for a master's degree must include at least 15-semester credits at the level of 6000 or above.
- A master's degree must be completed within six years of entering the program. Additional time may be requested by the student's committee and submitted to the Vice Provost for Graduate Students for review.
- Coursework over eight years old at the time of degree completion may not be used for a graduate degree until it is revalidated.
- At least 24-semester credits for a master's degree must be from a committee-approved and a School of Graduate Studies-approved Program of Study from Utah State University.

Admission Requirements

- A bachelor's degree from an accredited U.S. college of university or a similarly recognized international university is required for admission.
- 3.0 or higher GPA.
- Three letters of recommendation.

Curriculum and Degree Map

See appendix C for curriculum. Degree map is not required as this is for a graduate degree.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

This is a restructure without consolidation of current degree offerings. No modification of organization required. Department and college are ready to offer this degree immediately.

Faculty

No new faculty required to implement program. No new courses will need to be developed in support of this degree.

Staff

No new staff is needed.

Student Advisement

Students will be advised by department Graduate Program Coordinator.

Library and Information Resources

No additional resources needed.

Projected Enrollment and Finance

No additional funding resources needed as current course offerings will be sufficient to offer this degree.

Projected enrollment: see appendix D.

Section VI: Program Evaluation

Program Assessment

Assessment will be satisfactory completion of courses with a required minimum GPA of 3.0

Student Standards of Performance

They will have engineering skills as required by industry and are marketable in the field: technical writing, communication skills, management of projects, industry processes, critical thinking. Standards are advised by the department Industry Advisory Board and met through academic performance.

Appendix A: Program Curriculum

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 recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			30
Required Courses			
BENG 6810		Biochemical Engineering	3
BENG 6600		Downstream Processing In Biological Engineering	3
BENG 6630		Synthetic Biological Engineering	3
BENG 6860		Research Orientation & Planning	2
BENG 6510		Graduate Seminar	1
STAT 5200 or CEE 6660		Design of Experiments; or Environmental and Hydrological Data Analysis	3
Required Course Credit Hour Sub-Total			15
Elective Courses			
BENG 6910		Introduction to Biosensors	3
BENG 6890		Tissue Engineering	3
BENG 6620		Metabolic Engineering I	3
BENG 6850		Advanced Biomaterials Engineering	3
BENG 6880		BioMEMS: Microtechnology for BioMedical Research	3
BENG 6500		Systems Biology Modeling	3
BENG 6610		Food and Bioprocess Engineering	3
BENG 6640		Biofuels	3
BENG 6660		Environmental Quality Analysis	3
BENG 6790		Protein Structure/Function and Purification	3
BENG 6840		Introduction to Biophotonics	3
Elective Credit Hour Sub-Total			15
Core Curriculum Credit Hour Sub-Total			15

Add An Emphasis:

Can students complete this degree without emphases? ☒ Yes ☐ No

Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:			
Emphasis Credit Hour Sub-Total			
Total Number of Credits to Complete Program			

Program Curriculum Narrative

Courses as indicated and any additional relevant offerings at USU.

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	6	4	1	
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				
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
Full Time Faculty							
							Add Another Full Time
Part Time Faculty							
							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					
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					
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
Student Data						
# of Majors in Department	1	1	1	1	1	1
# of Majors in Proposed Program(s)		1	1	1	1	1
# of Graduates from Department	13	18	21	24	27	30
# Graduates in New Program(s)		4	6	8	10	12
Department Financial Data						
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	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)		
EXPENSES – nature of additional costs required for proposed program(s)						
<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:						
TOTAL PROGRAM EXPENSES		\$0	\$0	\$0		
TOTAL EXPENSES	\$0	\$0	\$0	\$0		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		\$0	\$0	\$0		
TOTAL DEPARTMENT FUNDING	\$0	\$0	\$0	\$0		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

No additional expenses, current offerings are sufficient.

Part III: Describe funding sources

Revenue Narrative 1

No additional revenue needed, current funding to the department is sufficient.

Revenue Narrative 2

(Remove instructions in italics when filling out this section.) Describe new funding sources and plans to acquire the funds.

20 June 2025

ITEM FOR ACTION

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

EXECUTIVE SUMMARY

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

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve changing the name of the Master of Data Analytics Management Information Systems to the Master of Data Analytics.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

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

WHEREAS, The proposal will simplify the name of the Master of Data Analytics program,

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

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date:

HSB - Data Analytics and Information Systems - Master of Data Analytics

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

[High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

HSB

DEPARTMENT (include all cross listed departments)*

Data Analytics and Information Systems

Current Title (if applicable)* Master of Data Analytics Management Information Systems

Proposed Title* Master of Data Analytics

CIP Code

Enter the Correct CIP Code by Using the Following Link: [High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

CIP Code (6-digits) * 30.7101

Minimum Number of
Credits (if
applicable)* 30

Maximum Number of
Credits (if
applicable)* 33

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

- New Academic Program:**
- ☐ Certificate - Academic (undergraduate)
 - ☐ Certificate - Technical
 - ☐ Certificate - Post Bachelor's
 - ☐ Certificate - Post Master's
 - ☐ K-12 Endorsement Program
 - ☐ Minor
 - ☐ New Emphasis for Existing Program
 - ☐ Out of Service Area Delivery Program (attached signed MOU)

- 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 request is to simplify the name of the Master's of Data Analytics: Management Information Systems (MDATA: MIS) program that exists in the Data Analytics and Information Systems (DAIS) Department.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The MDATA program was first approved several years ago as a joint effort between the departments of Mathematics and Statistics, Economics and Finance, and Management Information Systems (MIS). MIS was subsequently renamed as DAIS in 2020. With this department name change, coupled with the existing Master's of Management Information Systems (MMIS) program in DAIS, the "Master's of Data Analytics: MIS" title has become outdated and confusing for students. This revision will help to better distinguish between the MDATA and MMIS programs in the DAIS department, particularly for the sake of advising and marketing.

Labor Market Demand (if applicable)

Data Analytics still represents a key employment need in the state of Utah (see <https://jobs.utah.gov/jsp/utalmis/#/occupation/15-2051.00/report>). The proposed name change will help in continuing to calibrate the MDATA program to directly target and benefit qualified candidates.

Consistency with Institutional Mission & Institutional

The MDATA program will continue to support USU's mission by providing students with a professionally-oriented, hands-on experience in data analytics that will directly align them with

Impact* their professional goals and with Utah's workforce needs.

Describe and List any Anticipated Expenses and Revenue* The proposed name simplification requires no additional expense.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative The proposed name change will not impact the curriculum.

Student Learning Outcomes Assessment Plan* The existing assessment plan will remain in effect.

If this is a new credential does the curriculum require more than 25% newly developed courses?* ☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) 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.

20 June 2025

ITEM FOR ACTION

Utah State University's Department of Data Analytics and Information Systems, in the Jon M. Huntsman School of Business proposes restructuring the Master of Data Analytics.

EXECUTIVE SUMMARY

The Department of Data Analytics and Information Systems, in the Jon M. Huntsman School of Business proposes restructuring the Master of Data Analytics.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve restructuring the Master of Data Analytics.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business proposes restructuring the Master of Data Analytics, and

WHEREAS, The proposal will bring the master's-level course credits into alignment with USHE guidelines,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve restructuring the Master of Data Analytics the Jon M. Huntsman School of Business's Department of Data Analytics and Information Systems, and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date:

HSB - Data Analytics and Information Systems - Master of Data Analytics

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

[High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

HSB

DEPARTMENT (include all cross listed departments)*

Data Analytics and Information Systems

Current Title (if applicable)* Master of Data Analytics

Proposed Title* Master of Data Analytics

CIP Code

Enter the Correct CIP Code by Using the Following Link: [High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

CIP Code (6-digits) * 307101

Minimum Number of
Credits (if
applicable)* 30

Maximum Number of
Credits (if
applicable)* 30

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

- New Academic Program:**
- ☐ Certificate - Academic (undergraduate)
 - ☐ Certificate - Technical
 - ☐ Certificate - Post Bachelor's
 - ☐ Certificate - Post Master's
 - ☐ K-12 Endorsement Program
 - ☐ Minor
 - ☐ New Emphasis for Existing Program
 - ☐ Out of Service Area Delivery Program (attached signed MOU)

- 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 is to address new USHE guidelines regarding master's level course credit. This will be accomplished by restructuring the existing Master of Data Analytics program within the Department of Data Analytics and Information Systems to require completion of two stackable post-baccalaureate certificates along with elective credit that will continue to include an integrative, multidisciplinary capstone experience.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

It is proposed that the Master of Data Analytics program within the Department of Data Analytics and Information Systems be restructured to require two post-baccalaureate certificates, with a balance of elective credits that include an integrative, multidisciplinary capstone experience. This will address new USHE guidelines that allow only 5000- and 6000-level credit for master's degree programs, doing so in a way that significantly increases the utility and flexibility of the program for candidates from diverse academic backgrounds. With defined certificate concentrations, students will be able to better communicate their specific skills and competencies that align with employer needs. Data Analytics represents a relatively broad field, and establishing tracks of study through individual certificate programs will allow the DAIS department to more effectively leverage the Huntsman School's career development resources and focus on developing relationships with potential employers. This proposal also supports the DAIS department's broader strategic plan to provide flexible opportunities for students to complete a single certificate and gain a potentially valuable credential without committing to a full master's program. Proposals have been individually submitted for the qualifying set of post-baccalaureate certificates, including concentrations in Machine Learning Operations, Tech Innovation and Entrepreneurship, Fintech Analytics, Marketing Analytics, and Accounting Fintech. These post-baccalaureate tracks align with evolving emphases that the DAIS department has developed in response to job market research.

The MDATA program was approved in 2017 as a collaborative effort between the departments of Data Analytics and Information Systems (formerly Management Information Systems), Mathematics and Statistics, and Economics and Finance. This restructuring will expand this collaboration to include the Accounting and Marketing and Strategy departments, along with the Center for Anticipatory Intelligence in the College of Humanities and Social Sciences. All partners will continue to coordinate as offerings and other opportunities are updated and calibrated to better meet market demands for our graduates.

Labor Market Demand (if applicable)

The market for well-qualified graduates in data and tech has continued to strengthen dramatically across the state and region. The need for these programs was highlighted again by last year's [performance audit of the Utah System of Higher Education](#) from the Utah Office of the Legislative Auditor General. Two of the four critical workforce areas emphasized by this report included Software Development and Data Science (e.g., see pp 14-17). Utah's Department of Workforce Services has similarly underscored growth in these areas throughout the state, pointing out in a [recent blog post](#) that "Utah was among the states that increased its share of employment in the tech sector the most [between 2020-2023], growing employment in the sector by 19% and increasing its share of tech employment by 0.08%, to account for 1.5% of national tech sector employment by 2023."

Consistency with Institutional Mission & Institutional Impact*

The proposed restructuring will support USU's academic mission by giving students greater flexibility with the growing breadth of opportunities in the tech sector across the state and region. It will also ensure that Utah employers understand USU's commitment to meeting their needs by producing qualified graduates who are ready for the rapidly evolving tech- and data-driven economy. Students who complete this redesigned program will benefit from a more focused and engaged experience that will more directly align them with their professional goals and with Utah's workforce needs.

**Describe and List any
Anticipated Expenses
and Revenue***

No additional resources are needed for this restructuring – all required courses for the post-baccalaureate certificate options have been developed and approved.

SECTION III: CURRICULUM (if applicable)
--

**Program Curriculum
Narrative**

The current MDATA program requires 30 credits, including 12 credits from 5 core courses and 18 elective credits. This proposal will modify this approach by requiring the 30 credits to be comprised of two 12-15-credit post-baccalaureate certificates, along with additional elective course credits that must include an integrative multidisciplinary capstone experience. The proposed requirements (including eligible certificates, capstone experiences, and electives) are outlined below. Proposals for the individual certificates in Machine Learning Operations (ML Ops), Fintech Analytics, Tech Innovation and Entrepreneurship, Accounting Fintech, and Marketing Analytics have been submitted separately. All other certificates have already been approved. The curriculum for each certificate strategically organizes courses that have been specifically developed to meet modern market needs for our graduates. DAIS department courses will generally continue to be available as electives outside of these certificate tracks for any USU student in any degree program, and any DAIS post-baccalaureate certificate will be available for completion independent of the MDATA program.

To complete the MDATA program, eligible candidates must:**Complete two of the following graduate certificates (24-30 credits):**

- Data Analytics - Post-Bachelor's Certificate (12 credits)
- Data Science - Post-Bachelor's Certificate (12 credits)
- Machine Learning and Artificial Intelligence Post-Bachelor's Certificate (12 credits)
- Machine Learning Operations (MLOps) - Post-Bachelor's Certificate (12 credits)
- Fintech Analytics - Post-Bachelor's Certificate (12 credits)
- Marketing Analytics - Post-Bachelor's Certificate (12 credits)
- Accounting Fintech - Post-Bachelor's Certificate (12 credits)
- Tech Innovation and Entrepreneurship - Post-Bachelor's Certificate (15 credits)
- Anticipatory Intelligence - Post-Bachelor's Certificate (15 credits)

Complete at least one of the following (capstone requirement, 3-6 credits – may be fulfilled as part of requirements for individual certificates):

- DATA 6570 – Building Software with Artificial Intelligence
- DATA 6910 – Data Competitions and Problem Solving
- IS 6100 – Agile Tech Design and Development
- IS 6250 – Graduate Internship
- CAI 6990 – Graduate Capstone Experience (*if completing the Anticipatory Intelligence Certificate*)

Complete any additional elective courses (0-6 credits) to fulfill 30 total credits:

- May include any 5000- or 6000-level course with a DATA, IS, STAT, or DSAI prefix.

**Student Learning
Outcomes
Assessment Plan***

Learning outcomes have been outlined for all eligible post-baccalaureate certificates. Additional learning outcomes for the capstone elective credits are specified in the attached file.

If this is a new credential does the curriculum require more than 25% newly developed courses?*

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) 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.

20 June 2025

ITEM FOR ACTION

Utah State University's Department of Theatre Arts, in the Caine College of the Arts proposes offering a Theatre Arts: Musical Theatre Bachelor of Fine Arts Emphasis.

EXECUTIVE SUMMARY

The Department of Theatre Arts, in the Caine College of the Arts proposes offering a Theatre Arts: Musical Theatre Bachelor of Fine Arts Emphasis.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Theatre Arts: Musical Theatre Bachelor of Fine Arts Emphasis.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Theatre Arts in the Caine College of the Arts proposes offering a Theatre Arts: Musical Theatre Bachelor of Fine Arts Emphasis, and

WHEREAS, The proposal will provide a comprehensive program that combines professional training with a liberal arts foundation,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Theatre Arts: Musical Theatre Bachelor of Fine Arts Emphasis in the Caine College of the Arts Department of Theatre Arts and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date:

CCA - Theatre Arts - Theatre Arts: Musical Theatre - BFA

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

[High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

CCA

DEPARTMENT (include all cross listed departments)*

Theatre Arts

Current Title (if applicable)* Theatre Arts - Musical Theatre - BFA

Proposed Title* Theatre Arts: Musical Theatre - BFA

CIP Code

Enter the Correct CIP Code by Using the Following Link: [High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

CIP Code (6-digits) * 50.0509

Minimum Number of Credits (if applicable)* 122

Maximum Number of Credits (if applicable)* 122

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

- New Academic Program:**
- ☐ Certificate - Academic (undergraduate)
 - ☐ Certificate - Technical
 - ☐ Certificate - Post Bachelor's
 - ☐ Certificate - Post Master's
 - ☐ K-12 Endorsement Program
 - ☐ Minor
 - ☒ New Emphasis for Existing Program
 - ☐ Out of Service Area Delivery Program (attached signed MOU)

- 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

Purpose of the Bachelor of Fine Arts in Musical Theatre

The Bachelor of Fine Arts in Musical Theatre at Utah State University is designed to provide a comprehensive education that combines rigorous professional training in acting, voice, and dance with a strong liberal arts foundation. This program aims to cultivate innovative and adaptable artists who can excel in a dynamic and evolving global landscape.

Student Enrollment and Structure

Each year, the program aims to accept approximately 16-20 talented students, ensuring personalized attention and support. The curriculum includes approximately 122 total credits, consisting of core requirements and elective courses. Students will engage in a minimum of six elective courses that allow for tailored educational experiences and artistic exploration.

Delivery Method

The program will be delivered primarily through face-to-face instruction at the Logan campus, providing students with hands-on training and collaborative opportunities. This immersive environment fosters community and artistic growth among students.

Accreditation and Support

Utah State University is accredited by the National Association of Schools of Theatre (NAST), and plans are in place to seek approval for this new Musical Theatre concentration in the NAST five-year review cycle in October 2025. Additionally, the program will offer need-based scholarships to assist deserving students in achieving their educational goals.

Utah State Higher Education (USHE) Institution Comparison

In developing this program, extensive research was conducted regarding Musical Theatre offerings at Utah State Higher Education Institutions. This program aligns closely with those at the University of Utah, Southern Utah University, and Utah Valley University, while providing a more rigorous acting curriculum with enhanced support from our music department. Weber State University offers a Bachelor of Arts in Musical Theatre, while Snow College, Dixie State University, and Salt Lake Community College do not provide a specific musical theatre degree.

**Please see overviews of these programs attached as supporting materials.*

The program's credit requirements will reflect competitive standards:

- University of Utah (Musical Theatre Program): 122 credits
- Southern Utah University (Bachelor of Fine Arts): 122-127 credits
- Utah Valley University (Bachelor of Fine Arts): 122 credits
- Weber State (Bachelor of Arts): 120 credits

National Comparison

On a national level, the program will also be competitive with top institutions, including Penn State (125 credits, NAST accredited), Indiana University (132 credits, NAST accredited), the University of Michigan (124 credits, accredited by the National Association of Schools of Music), and Ithaca College (120 credits, NAST accredited). Notably, what sets our program apart is its flexibility and the ability to be tailored to individual student needs, enhancing the educational experience.

Collaborative Initiative

This BFA in Musical Theatre will be a collaborative initiative that integrates the strengths of both

The BFA in Musical Theatre will be a collaborative initiative that integrates the strengths of both the existing Bachelor of Fine Arts in Acting program and the music department and the Department of Music. The proposal has been shaped by close collaboration with faculty, including Department Head Cindy Dewey, Richie Call, Leslie Brott (Associate Dean and Head of the BFA Acting Program), Dallas Aksoy (USU's Opera Theatre Director), and theatre professor Paul Mitri (an external reviewer for NAST). Their enthusiastic support underscores a strong commitment to the program, ensuring it will greatly benefit our students and enrich our academic offerings.

In summary, the Bachelor of Fine Arts in Musical Theatre represents a strategic initiative aligning with Utah State University's mission to provide exceptional educational opportunities. By establishing this program, USU aims to foster a vibrant artistic community that prepares graduates to make meaningful contributions to the performing arts and the broader cultural landscape.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale - Bachelor of Fine Arts in Musical Theatre

Unit Requesting Action: The Department of Theatre Arts at Utah State University is requesting the addition of a emphasis in Musical Theatre for the Bachelor of Fine Arts. This new program is essential to enhancing the university's current offerings by cultivating a new generation of versatile and innovative artists.

Proposed Action: The proposed action involves the establishment of a Bachelor of Fine Arts in Musical Theatre. This program will feature a comprehensive curriculum that integrates rigorous training in acting, voice, and dance, with a focus on individualized artistic development. Courses will be delivered face-to-face at the Logan campus, adhering to the standards set forth by the institution's accreditation by the National Association of Schools of Theatre (NAST).

Rationale for Action: The rationale for introducing this program is firmly rooted in the rising demand for skilled professionals in the performing arts, particularly within the thriving musical theatre community in Utah. The local arts scene is flourishing, and this BFA will attract aspiring artists from across the nation. With a strong emphasis on cultivating individual artistry and fostering a collaborative ensemble culture, graduates of this program will be well-equipped to contribute to and transform the cultural conversations within society.

Institutional Procedures: To develop this proposal, extensive research was conducted, including labor market analyses, curriculum comparisons with peer institutions, and consultations with industry professionals and faculty. Stakeholder input was gathered to align the program with both academic standards and community needs. The proposal has undergone review by university leadership to ensure it aligns with the strategic goals of Utah State University.

Benefits to Utah State University and Utah State Higher Education: The implementation of the Bachelor of Fine Arts in Musical Theatre will significantly enhance Utah State University's Theatre Arts Department and foster institutional growth. By providing high-quality training that showcases the university's commitment to excellence in arts education, USU will position itself as a central player in musical theatre education within the region, drawing talented students and increasing enrollment. The program will also contribute positively to the cultural landscape of Utah, benefiting both the university and the broader community.

**Labor Market Demand
(if applicable)**

Labor Market Demand for the Bachelor of Fine Arts in Musical Theatre

The demand for skilled professionals in the field of musical theatre is robust, supported by local, state, and national labor market data. According to the U.S. Bureau of Labor Statistics (BLS) Occupational Outlook Handbook, employment for actors, producers, and directors—which includes musical theatre professionals—is projected to grow by 12% from 2021 to 2031, faster than the average for all occupations. This growth is driven by continued interest in live performances and a burgeoning entertainment industry.

In Utah, the state's vibrant arts scene presents numerous opportunities for graduates. The Utah Department of Workforce Services reports a strong demand for performers, including actors in musical theatre, particularly in metropolitan areas like Salt Lake City and Provo. The local market benefits from a range of performing arts companies, community theatres, and educational institutions that hire talented individuals for a variety of productions.

Additionally, Utah is recognized as one of the most engaged states for paid musical theatre opportunities, with frequent productions and festivals that reflect the state's commitment to the arts. This provides our graduates with ample opportunities to enter the workforce upon completion of their degree.

Regarding salary expectations, the median annual wage for actors in the U.S. as of May 2022 was \$38,880, according to the BLS. In Utah, wages may vary based on experience, role, and company, but many musical theatre professionals enjoy competitive compensation, particularly in larger productions and established companies.

Annual job openings for actors, producers, and directors across the nation are projected to average about 4,300 from 2021 to 2031. This figure highlights the consistent need for trained professionals in the performing arts, including musical theatre.

In conclusion, the robust labor market demand coupled with the enriching opportunities in Utah makes the introduction of the Bachelor of Fine Arts in Musical Theatre both timely and essential. This program is poised to equip students with the necessary skills and training to thrive in a flourishing industry with promising career prospects.

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

Consistency with Institutional Mission & Institutional Impact - Bachelor of Fine Arts in Musical Theatre

The proposed Bachelor of Fine Arts in Musical Theatre directly aligns with Utah State University's mission as a premier land- and space-grant institution committed to excellence, access, and inclusion. This program offers a high-quality educational experience, equipping students with the artistic and technical skills needed for a successful career in musical theatre.

By providing rigorous training in acting, dance, and music, the program empowers students to lead innovative and impactful lives, resonating with the university's vision. Graduates will develop essential collaborative, creative, and problem-solving skills that not only enhance their artistic abilities but also prepare them for professional opportunities in the theatre industry.

The curriculum emphasizes practical training and hands-on experience, ensuring that students are well-prepared to navigate the demands of the performing arts sector. Through production practicum and workshops, they will gain real-world application of their skills, effectively launching them into the professional world upon graduation.

Additionally, this program supports the strategic direction of Utah State University by promoting exceptional education. The integration of general education courses ensures that students receive a well-rounded education that fosters critical thinking and adaptability.

In summary, the Bachelor of Fine Arts in Musical Theatre advances Utah State University's mission by cultivating talent, promoting community engagement, and preparing graduates for successful careers in the arts. This program enhances the institution's impact in the cultural sector and supports enrollment and retention goals by attracting students who are passionate about the performing arts, ultimately developing skilled professionals who will contribute meaningfully to the theatre industry.

**Describe and List any
Anticipated Expenses
and Revenue***

Anticipated Expenses and Revenue - Bachelor of Fine Arts in Musical Theatre

1. New Facilities or Modifications Needed:

No new facilities or modifications to facilities are needed to begin this program.

2. Budgetary Impact on Other Programs or Units/Potential Revenue:

With only one exception, existing faculty in the Department of Theatre Arts and the Department of Music will teach the classes in the first two years of the new Musical Theatre Program. That one exception is a dance class in the 4th semester. For that class we will hire an adjunct instructor with funds from revenue received from ticket sales from our mainstage productions.

In the 3rd year and beyond, we'll need 3 additional instructors teaching on a 3/3 load (a total expense of \$81,000). The current plan is to hire adjunct faculty to cover these additional classes. We plan to cover half of the expenses for these adjunct assignments with revenue from ticket sales, and we hope by year 3 of the program, after 3 successful recruitment years and 30 new students in the program, that we can rely on a yet to be determined tuition sharing system to cover the other half of the total expense. Overall, the BFA in Musical Theatre program is poised to enhance the financial viability of the Department of Theatre Arts and contribute to the broader financial health of Utah State University.

SECTION III: CURRICULUM (if applicable)
--

**Program Curriculum
Narrative****Program Curriculum Narrative for the Bachelor of Fine Arts in Musical Theatre**

The Bachelor of Fine Arts in Musical Theatre at Utah State University offers a comprehensive and rigorous training experience, nurturing the artistic and technical skills essential for success in the field. The curriculum emphasizes a collaborative approach, integrating voice, acting, and dance with coursework in music theory, performance practice, and production. Students participate in private voice instruction every semester to ensure continuous vocal development and engage in at least one intensive dance course each semester to excel in movement.

Year One

In the first year, students establish a strong foundation in music and theatre through core courses such as Acting I: Introduction to Acting, Stagecraft, and Ballet, complemented by Playscript Analysis. The spring semester builds upon this foundation with Voice for Actors and Acting II: Audition Preparation, alongside technical skills in Costume Construction and Technology. Students also complete general education courses, which contribute to a well-rounded education.

Year Two

The second year focuses on scene study and advanced voice techniques, featuring courses like Acting III: Scene Study, Voice for Actors II: Speech and IPA, and Jazz Dance. In the spring, students enhance their musical literacy with Music Theory I and deepen their performance skills through Acting IV: Shakespeare and Movement for Actors. Hands-on experience is gained through ongoing Production Practicum participation and the completion of additional general education courses.

Year Three

In the third year, students specialize further in musical theatre performance with courses such as Musical Theatre Dance I and Acting for the Musical Theatre. Continued involvement in Production Practicum provides essential practical experience, while Aural Skills I enhances their musical training. The spring semester includes Musical Theatre Workshop I, giving students a collaborative environment to apply their learning creatively. Students will have completed nine general education courses by this stage, enriching their academic experience.

Year Four

The final year culminates in advanced workshops and a capstone project that integrates the students' training. Fall semester courses include Musical Theatre History and Literature and continued Musical Theatre Workshops, allowing for exploration of historical and contemporary practices. The spring capstone project enables students to synthesize their learning, showcasing their skills in both an industry showcase and an individualized project, effectively preparing them for professional opportunities.

Overall, the BFA in Musical Theatre curriculum offers a balanced education of theory and practice, cultivating the next generation of dynamic artists. With rigorous courses in acting technique, dance, and music, combined with a strong emphasis on collaboration and individualized artistic development, this program prepares graduates for success in the performing arts. Furthermore, students benefit from a solid grounding in general education, ensuring they are well-rounded individuals capable of meeting the diverse challenges of the

industry.

Student Learning Outcomes Assessment Plan* - Bachelor of Fine Arts in Musical Theatre

Program Overview Students enrolled in the BFA in Musical Theatre receive extensive training in various aspects of theatre with an emphasis on acting, singing, and dancing. The curriculum serves as a pre-professional track for those aspiring to pursue careers in the performing arts or advance into graduate studies in the field.

Admission to the BFA in Musical Theatre requires an application, an audition, and an interview process. Student retention is based on personal development, dedication, and faculty assessments of satisfactory progress through end-of-semester evaluations and annual juries.

This undergraduate program awards a Bachelor of Fine Arts degree, with no current graduate offerings in this area.

The curriculum aligns with the standards set by the National Association of Schools of Theatre (NAST) and reflects professional practices common among theatre, television, and film industries.

Standards for Professional Baccalaureate Degree in Musical Theatre - BFA According to NAST: "Students pursuing professional undergraduate degrees in theatre should cultivate the knowledge, skills, concepts, and sensitivities essential for success as theatre professionals. Regardless of their role, these professionals must demonstrate technical competence, an understanding of theatre history and styles, and provide insights into the significance of theatre in society."

Musical theatre requires the integration of a diverse array of skills. Students must balance acting, singing, dancing, and an academic understanding of literature and criticism to create authentic characters. Additionally, they must respect all elements of production, allowing them to collaborate effectively with their technical and design counterparts. Thus, students must master a variety of skills at both rehearsal and performance levels.

Students will be evaluated on their capacity to integrate skills developed through the comprehensive curriculum. Mastery reflects a seamless, holistic approach, leading to performances that are both logical and skillful. Competency levels for the BFA in Musical Theatre are as follows:

- **Integrated** – Grade of A, 90%-100% of total points earned.
- **United** – Grade of B, 80%-89% of total points earned.

Unacceptable competency levels are:

- **Combined** – Grade of C, 70%-79% of total points earned.
- **Disintegrated** – Grade of D or lower, 0%-69% of total points earned.

Failing to maintain acceptable progress in any course will result in a warning and possible probation. Continued unsatisfactory progress may lead to dismissal from the program.

Learning Objectives / Assessment Plan Learning objectives are achieved through engagements with dramatic literature, criticism, history, performance assignments, and skill exercises. Evaluations comprise written and oral exams, research documentation, and performance projects.

Students must develop and demonstrate competencies in:

- **Acting** – The ability to perform authentically within imaginary circumstances from various textual and improvisational sources, which includes:
 - Believable self-projection in text and action.
 - Solo and ensemble improvisation.
 - Character creation across genres/styles.
 - Script analysis to produce logical character portrayals.
 - Understanding style-specific demands of significant periods and genres.
- **Singing** – Mastery of vocal quality, flexibility, strength, and control, including:
 - Vocal techniques for a range of performance styles.
 - Clear and expressive musical delivery.
 - Truthful storytelling through song, conveying objective and character.
 - Understanding of music theory, including sight-singing, rhythmic accuracy, and harmonic analysis.
- **Movement/Dance** – Controlled and expressive bodily movement that encompasses:
 - Strong and flexible use of the body across a variety of musical theatre dance styles.
 - Ability to utilize movement to enhance storytelling and character development.
- **Literature/History** – Understanding script analysis and key literary genres spanning both contemporary and historical contexts, including:
 - Application of literary analysis methods for character creation.
 - Familiarity with global performance traditions.
- **Professional Practice** – Practical skills for establishing a career in the field, including:
 - Navigating auditions and the basics of the actor's profession.
 - Developing ongoing professional growth strategies.

Progress on competencies is monitored through mentorship and feedback from program faculty in both classroom and rehearsal settings.

Formal Assessment Formal evaluations occur through three key categories:

1. Completion of acting program courses with a minimum grade of B.
2. Students must complete 20 credits in the core theatre curriculum and an additional 60 credits in the musical theatre emphasis, ensuring comprehensive knowledge in performance areas.
3. **End-of-the-Semester Evaluations** involve individual meetings with faculty for progress assessments.

Annual Juries Conducted in the spring semester, juries assess student development in performance capacities. Students perform contrasting pieces and are evaluated subsequently.

Rubrics Students are rated as Excellent, Strong, Acceptable, Marginal, or Poor based on their integration of techniques. The curriculum builds sequentially, making successful skill application critical for progression.

BFA Musical Theatre Student Assessment Rubrics

Courses Assessing Competence in Musical Theatre History & Literature

- **THEA 4720** - Musical Theatre History and Literature: Roots Through the Golden Age
- **THEA 4730** - Musical Theatre History and Literature II: New Directions

Examples of Summative Assessments in Musical Theatre History & Literature

- Analytic essays on musical theatre evolution.
- Research papers exploring significant contributions to the genre.
- Presentations on historical periods within musical theatre.
- Written examinations assessing knowledge of key works and figures.

If this is a new credential does the curriculum require more than 25% newly developed courses?*

☐ Yes ☒ No

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) 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.

ITEM FOR ACTION

Utah State University's Department of Special Education and Rehabilitation Counseling, in the Emma Eccles Jones College of Education and Human Services proposes offering a Special Education: Visual Impairment Emphasis – Bachelor of Arts and Bachelor of Science.

EXECUTIVE SUMMARY

The Department of Special Education and Rehabilitation Counseling, in the Emma Eccles Jones College of Education and Human Services proposes offering a Special Education: Visual Impairment Emphasis – Bachelor of Arts and Bachelor of Science.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Special Education: Visual Impairment Emphasis – Bachelor of Arts and Bachelor of Science

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Special Education and Rehabilitation Counseling in the Emma Eccles Jones College of Education and Human Services proposes offering a Special Education: Visual Impairment Emphasis – Bachelor of Arts and Bachelor of Science, and

WHEREAS, The proposal will help recruit students into the program and prepare them for careers in education,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Special Education: Visual Impairment Emphasis – Bachelor of Arts and Bachelor of Science in the Emma Eccles Jones College of Education and Human Services' Department of Special Education and Rehabilitation Counseling, and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date:

COE - Special Education and Rehabilitation Counseling - Special Education: Visual Impairment Emphasis - BA, BS

4.1.a R401 ABBREVIATED PROGRAM PROPOSAL

R401-Abbreviated Program Proposal

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

[USHE R401 Policy](#)

[Process and Flowchart](#)

[Writing Guidelines/Suggestions](#)

[High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

[Student Learning Outcomes Assessment Plan](#)

COLLEGE AND DEPARTMENT INFORMATION

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

COLLEGE (include all cross listed colleges)*

COE

DEPARTMENT (include all cross listed departments)*

Special Education and Rehabilitation Counseling

Current Title (if applicable)* Visual Impairment Emphasis

Proposed Title* Special Education: Visual Impairment Emphasis - BA, BS

CIP Code

Enter the Correct CIP Code by Using the Following Link: [High-Yield CIP Codes](#) or [Classification Instruction Programs](#)

CIP Code (6-digits) * 13.1009

Minimum Number of Credits (if applicable)* 120

Maximum Number of Credits (if applicable)* 120

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

REQUEST

TYPE OF CHANGE BEING REQUESTED

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

- New Academic Program:**
- ☐ Certificate - Academic (undergraduate)
 - ☐ Certificate - Technical
 - ☐ Certificate - Post Bachelor's
 - ☐ Certificate - Post Master's
 - ☐ K-12 Endorsement Program
 - ☐ Minor
 - ☒ New Emphasis for Existing Program
 - ☐ Out of Service Area Delivery Program (attached signed MOU)

- 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*

In 1994 a Multi-University Teacher Preparation Program in Sensory Impairments was formed between Utah State University and the University of Utah. Utah State University has provided all the coursework; the University of Utah has taught the specialized visual impairment coursework through Utah State University course numbers. In searching through the records, a formal R401 was never requested. Currently the courses are offered for the Logan Main Campus students but not state-wide. The Special Education and Rehabilitation Counseling department is proposing to add the Visual Impairment emphasis for both Logan Main Campus and state-wide students. Currently there is a severe shortage of teachers for students with visual impairments. Formal recognition of this emphasis will, potentially, increase student recruitment, thus also help to reduce the current need for graduates across the state and nation. Currently the specialized visual impairment classes are offered via online and hybrid modalities. The University of Utah teaches the USU SPED Visual Impairment courses for the USU Special Education and Rehabilitation Counseling department at no cost to Utah State University.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale*

The Visual Impairments (VI) program (or Blindness and Low Vision [B/LV] program) has existed as a collaboration with the University of Utah (UofU), specifically the Multi-University Teacher Preparation Program in Sensory Impairments, since 1994. Students register for coursework through Utah State University (USU). The University of Utah teaches the USU Visual Impairment courses for the USU Special Education and Rehabilitation Counseling department at no cost to USU. Through this process, program faculty and administration are seeking formal recognition through USU. Students would participate in visual impairment emphasis courses via Zoom or face-to-face participation, dependent on student location. The Visual Impairment emphasis would be offered through the traditional special education major at the Logan Main campus and through the Online Practical Teacher Preparation (OPTT) program at all the USU state-wide campuses.

Labor Market Demand (if applicable)

There has been an on-going shortage of Teachers of Students with Visual Impairments (TSVIs) since the creation of the field of visual impairments over 40 years ago. Given the ever-increasing number of children/students who are blind or have low vision, the need for TSVIs continues. The Utah Schools for the Deaf and the Blind have unfilled positions almost every year while Utah School Districts currently note several open positions.

Consistency with Institutional Mission & Institutional Impact*

According to USHE's policy, degrees from Utah State University's statewide campuses fill a regional university role in its service regions. A regional university's role according to 5.3.1.1 is to offer degrees to meet regional demand. Currently there is a severe shortage of special education teachers who specialize in visual impairments. This degree addresses that demand.

Additionally, USU's Vision Statement states, "We empower all people to lead successful lives of involvement, innovation, and impact." This degree addresses the shortage of qualified visual impairment teachers; these teachers are necessary to provide equity for students with disabilities by helping them meet their full potential.

Describe and List any Anticipated Expenses and Revenue*

No additional costs, facilities or equipment will be needed. The potential revenue will come from increased student enrollment.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative

See attached.

Student Learning Outcomes Assessment Plan*

See attached.

If this is a new credential does the curriculum require

☐ Yes

☒ No

more than 25%
newly developed
courses?*

Attach completed [Program Curriculum](#), [Degree Map](#), [Student Learning Outcomes Assessment Plan](#) and the [Budget Worksheet](#) 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.

20 June 2025

ITEM FOR ACTION

Utah State University's Department of Applied Economics, in the College of Agriculture and Applied Sciences proposes offering a Natural Resource Economics Bachelor of Science.

EXECUTIVE SUMMARY

The Department of Applied Economics, in the College of Agriculture and Applied Sciences proposes offering a Natural Resource Economics Bachelor of Science.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Natural Resource Economics Bachelor of Science.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Applied Economics in the College of Agriculture and Applied Sciences proposes offering a Natural Resource Economics Bachelor of Science, and

WHEREAS, The proposal will offer a program that provides students with advanced economic tools and analytical skills to address immediate and long-term societal needs,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Natural Resource Economics Bachelor of Science in the College of Agriculture and Applied Sciences' Department of Applied Economics, and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date:

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

Institution Submitting Request: Utah State University

Proposed Program Title: Natural Resource Economics

Are There New Emphases: Yes ☐ No ☒

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: College of Agriculture and Applied Sciences

Sponsoring Academic Department(s) or Unit(s): Department of Applied Economics

Classification of Instructional Program Code¹ : 45.0602

Min/Max Credit Hours Required of Full Program: 120 / 120

Proposed Beginning Term²: Fall 2025

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

☐ (AAS)	Associate of Applied Science Degree
☐ (AA)	Associate of Arts Degree
☐ (AS)	Associate of Science Degree
☐	Specialized Associate Degree (specify award type ³ :)
☐	Other (specify award type ³ :)
☐ (BA)	Bachelor of Arts Degree
☒ (BS)	Bachelor of Science Degree
☐ (BAS)	Bachelor of Applied Science Degree
☐	Specialized Bachelor Degree (specify award type ³ :)
☐	Other (specify award type ³ :)
☐ (MA)	Master of Arts Degree
☐ (MS)	Master of Science Degree
☐	Specialized Master Degree (specify award type ³ :)
☐	Other (specify award type ³ :)
☐	Doctoral Degree (specify award type ³ :)
☐	K-12 School Personnel Program
☐	Out of Service Area Delivery Program ☐ Attached MOU
☐	Out of Mission Program
☐	NEW Professional School

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

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

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

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

☐	Program Restructure with or without Consolidation
☐	Emphases transfer from another program or academic unit
☐	Name Change of Existing Program or Academic Unit
☐	Program transfer to a different academic unit
☐	Suspension or discontinuation of a unit or program
☐	Reinstatement of a previously suspended/discontinued program or administrative unit
☐	Other

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.

Ryan Bosworth _____ Date: September 26, 2023

☒ 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 Baccalaureate degree(s): **Natural Resource Economics** effective Fall 2025. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Bachelor of Science in Natural Resource Economics at Utah State University prepares students to become experts in managing Utah's land and water resources with a focus on economic efficiency and wise stewardship of Utah's natural resources. This program provides students with advanced economic tools and analytical skills to evaluate the allocation, utilization, and stewardship of natural resources, ensuring they can make informed decisions that address both immediate and long-term societal needs.

Through a rigorous curriculum grounded in economic theory, students gain a comprehensive understanding of how natural resource issues intersect with economic principles, government policies, and market dynamics. They learn to analyze the impacts of regulatory frameworks and policies on natural resource management, predict outcomes, and develop strategies that optimize resource use. The program emphasizes the practical application of economic analysis in real-world scenarios, equipping students to assess the implications of policy decisions at both local and national levels.

What sets this major apart is its strong emphasis on the economic dimensions of resource management, where students are trained to balance economic growth with environmental stewardship. Graduates will emerge as leaders capable of navigating the complex challenges of resource management, making them valuable assets in addressing the unique environmental and economic concerns of Utah and beyond.

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/policyr312) or, for "out of mission" program requests, the rationale for the request.

The Bachelor of Science in Natural Resource Economics at Utah State University is intrinsically aligned with USU's land grant mission. As a land grant institution, USU is committed to providing accessible, high-quality education, conducting impactful research, and delivering outreach that benefits the community, the state, and beyond. This program embodies these core values through the following aspects:

Education: The Natural Resource Economics and Management program offers a comprehensive education that equips students with critical economic tools and analytical skills. By focusing on practical and theoretical knowledge related to natural resource management, the program prepares students to address real-world challenges effectively. This aligns with USU's mission to offer high-quality, accessible education that prepares graduates for successful careers and responsible citizenship.

Research: The program emphasizes rigorous economic analysis and research, fostering an environment where students and faculty can engage in research related to natural resource use and management. Students are encouraged to participate in research projects, contributing to the university's overall research mission and gaining valuable experience in the field.

Outreach: As part of a land grant university, the program is dedicated to extending its benefits beyond the classroom through community engagement and outreach. Graduates are trained to apply their knowledge in ways that directly impact Utah's land and water resource management. The program's focus on practical solutions to local resource challenges supports USU's

commitment to community service and public engagement, ensuring that the university's expertise is shared with the broader community.

Economic and Natural Resource Stewardship: The program's emphasis on resource management aligns with the land grant mission of promoting economic and natural resource stewardship. By training students to balance economic efficiency with resource sustainability, the program supports USU's goal of fostering responsible management practices that benefit both the economy and the environment. In summary, the Bachelor of Science in Natural Resource Economics at Utah State University is a perfect fit for the mission of a land grant institution. It provides high-quality education, promotes impactful research, and engages in meaningful outreach, all while fostering economic and natural resource stewardship that benefits the community and beyond.

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.

Utah's unique geography and growing population present complex challenges in managing land and water resources. As the state continues to develop, there is an increasing need for professionals who can make informed decisions to balance economic growth with sustainable resource use. The Bachelor of Science in Natural Resource Economics and Management program will address this demand by training experts who can navigate these challenges effectively.

Economic efficiency in resource management is crucial for the prosperity of both the state and its communities. This program will equip graduates with the skills to analyze and optimize the use of natural resources, ensuring that Utah's land and water are used in the most productive and sustainable ways. This can lead to cost savings, improved resource allocation, and long-term economic benefits for the state.

By emphasizing efficient and wise practices, the program will contribute to the preservation of Utah's natural beauty and resources. Graduates will be prepared to implement policies and practices that protect the environment while promoting responsible economic development.

USU's commitment to outreach and community engagement will be reinforced through this program. By collaborating with local governments, businesses, and community organizations, the program can ensure that its curriculum and research are relevant and impactful. These partnerships can also provide students with valuable internship and job opportunities, strengthening the local workforce.

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) and the Occupation Outlook Handbook (www.bls.gov/oco).

Graduates with degrees in Natural Resource Economics will work in a wide variety of occupations in both the public and private sector. In the Public Sector, graduates may work as: Natural Resource Manager, Policy Analyst, Water Resource Specialist, Urban Planner, and Economist. In the Private Sector, graduates may work as Environmental Risk Analysts, Resource Analysts, and Environmental Consultants. Additionally, these graduates may work as Energy Policy Analysts or Program Managers for Non-Profit, Government, or Private Sector enterprises. Because students trained in economics are able to work in a wide-variety of fields, data for specific occupations is unlikely to capture the extent of labor market demand for graduates from this program. Moreover, a high percentage of economics graduates pursue graduate studies in business, law, economics, and other fields.

According to the U.S. Bureau of Labor Statistics, fields related to natural resources and environmental economics are expected to grow steadily. <https://www.bls.gov/opub/mlr/2015/article/occupational-employment-projections-to-2024.htm>

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 introduction of the BS in Natural Resource Economics is anticipated to resonate with students who have interests in economics and natural resources. Preliminary surveys conducted among students suggest strong potential demand for the program. Discussions with College of Agriculture and Applied Sciences marketing suggest that this program may be more appealing to younger students than more traditional Agricultural Economics or Applied Economics degrees.

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)?

There are no similar degrees being offered by other USHE institutions. The most closely related programs would be:
Colorado State University offers a degree in Environmental and Natural Resource Economics.
University of Arizona offers Environmental and Water Resource Economics

The proposed program is designed to provide the rigorous training needed to effectively manage natural resources in Utah.

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/. 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.

There is no planned collaboration with other USHE Institutions with this degree. Since no other USHE Institution has a similar degree, it is not anticipated that there will be any impacts to them.

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.

There are no planned external reviews or accreditation.

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.

See degree map.

Admission Requirements

List admission requirements specific to the proposed program.

No specific admission requirements

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?

No new organizational structures needed. Existing structures in Applied Economics and the College of Agriculture and Applied Sciences will administer the program. Support will be similar to existing Agribusiness BS program. There will be no impact on the delivery of undergraduate or lower-division education.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, 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.

Existing Faculty and instructors will be sufficient to support the program.

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.

Existing Staff will be sufficient to support the program

Student Advisement

Describe how students in the proposed program will be advised.

Students will be advised by existing staff.

Library and Information Resources

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

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.

Program Goals:

1. Train Students with Expertise in Resource Management: Equip students with the knowledge and skills necessary to manage natural resources efficiently. This involves understanding economic principles and applying them to real-world scenarios to balance economic development with environmental stewardship.
2. Foster Economic Analytical Skills: Teach students to use economic tools and methodologies to analyze and evaluate the allocation and utilization of natural resources. This includes proficiency in benefit-cost analysis, data analysis, and economic modeling to inform decision-making.
3. Enhance Understanding of Policy Impacts: Prepare students to assess the effects of governmental policies and regulations on natural resource use. Graduates will be able to predict and evaluate the implications of policy changes, helping to shape effective and efficient resource management strategies.
4. Prepare for Leadership Roles: Equip students with the skills needed for leadership positions in various sectors, including government, private industry, and non-profits. Graduates will be prepared to take on roles that require strategic planning and management of natural resources.
6. Strengthen Community and Industry Connections: Build strong connections with local communities and industries. The program aims to engage students in outreach and practical projects that benefit Utah's land and water resource management, fostering a sense of responsibility and service.
7. Support Career Readiness: Ensure that graduates are career-ready by providing practical experience through internships, co-op programs, and hands-on projects. This real-world experience is critical for successful entry into the workforce and long-term career development.

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.

Standards and Competencies

1. Economic Analysis and Policy Evaluation

Competency: Ability to apply economic theories and quantitative methods to analyze and evaluate policies affecting natural resources.

Why Chosen: Essential for understanding the economic implications of resource management and guiding policy decisions.

Assessment: Formative - problem sets and policy analysis exercises; Summative - exams and policy evaluation projects.

2. Data Analysis and Management

Competency: Proficiency in statistical and econometric techniques to analyze data related to natural resources.

Why Chosen: Critical for making informed decisions based on empirical evidence.

Assessment: Formative - data analysis labs and assignments; Summative - research projects and data analysis exams.

3. Natural Resource Stewardship

Competency: Understanding of sustainability principles and their application in natural resource management.

Why Chosen: Ensures graduates can promote responsible practices and contribute to environmental conservation.

Assessment: Formative - case studies and group discussions; Summative - sustainability projects and presentations.

4. Critical Thinking and Problem-Solving

Competency: Capacity to critically evaluate problems and devise innovative solutions for resource management challenges.

Why Chosen: Prepares graduates for complex, real-world problems in resource management.

Assessment: Formative - problem-solving workshops; Summative - comprehensive exams and problem-solving projects.

5. Communication and Collaboration

Competency: Effective written and oral communication skills and the ability to collaborate with diverse stakeholders.

Why Chosen: Essential for conveying complex ideas and working in multidisciplinary teams.

Assessment: Formative - group projects and presentations; Summative - communication skills evaluations and collaborative projects.

Marketable Skills:

Economic Modeling and Forecasting

Policy Analysis and Development

Quantitative and Qualitative Research

Data Management and Statistical Analysis

Resource Management

Interdisciplinary Collaboration

Effective Communication and Presentation

Project Management

Critical Thinking and Analytical Skills

Rationale for Standards and Competencies

These standards and competencies were chosen to align with the needs of the job market and the goals of sustainable resource management. They ensure that graduates are well-prepared to address the complex challenges of natural resource economics, equipped with both technical skills and interdisciplinary knowledge. The combination of formative and summative assessments ensures continuous learning and the ability to apply theoretical knowledge in practical settings.

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)					
General Education Credit Hour Sub-Total					30
Required Courses					
☐	☐	APEC 1600		NAT RES & AMERICAN ECON INSTITUTIONS (BAI)	3
☐	☐	LAEP 1040		Intro to Environmental Planning & Sustainable Development (BLS)	3
☐	☐	DATA 1100		EXCEL FOR BUSINESS ANALYSIS	1
☐	☐	MATH 1050		COLLEGE ALGEBRA (QL)	4
☐	☐	USU 1010		University Connections	2
☐	☐	ACCT 2010		FINANCIAL ACCOUNTING PRINCIPLES	3
☐	☐	APEC 2900		AGRICULTURAL AND NATURAL RESOURCE LAW	3
☐	☐	APEC 3012		INTRODUCTION TO NATURAL RESOURCE ECONOMICS	3
☐	☐	APEC 3310		Analytical Methods in Applied Economics (QI)	3
☐	☐	APEC 4010		INTERMEDIATE MICROECONOMICS (QI)	3
☐	☐	APEC 4310		AGRIBUSINESS FINANCE	3
☐	☐	APEC 5015		APPLIED ECONOMICS FOR DECISION MAKING	3
☐	☐	APEC 5330		APPLIED ECONOMETRICS (QI)	3
☐	☐	APEC 5560		NATURAL RESOURCE AND ENVIRONMENTAL ECONOMICS	3
☐	☐	APEC 5700		REGIONAL AND COMMUNITY ECONOMIC DEVELOPMENT	3
☐	☐	APEC 5950		APPLIED ECONOMICS POLICY ANALYSIS	3
Choose 1 of the following courses:					
☐	☐	LAEP 3300		GIS FOR ENVIRONMENTAL PLANNING	4
☐	☐	GEOG 2800		INTRODUCTION TO GEOGRAPHIC INFORMATION SCIENCES	4
☐	☐				
☐	☐				
☐	☐				
☐	☐				
☐	☐				
Add A Group of Courses					
Required Course Credit Hour Sub-Total					50
Elective Courses					
☐	☐				
Choose of the following courses:					
☐	☐				
☐	☐				

		Course Number	NEW Course	Course Title	Credit Hours
Choose of the following courses:					
☐	☐				
☐	☐				
Choose 4 of the following courses:					
☐	☐				12
☐	☐	LAEP 4600		CITY AND REGIONAL PLANNING (CI) (3)	
☐	☐	ENVS 4130		NATURAL RESOURCE RECREATION POLICY AND PLANNING (3)	
☐	☐	ENVS 5300		NATURAL RESOUC E LAW AND POLICY (2)	
☐	☐	POLS 5130		LAW AND POLICY (3)	
☐	☐	WILD 4550		WILDLIFE LAW ENFORCEMENT (3)	
☐	☐	WILD 4000		PRINCIPLES OF RANGELAND MANAGEMENT (3)	
☐	☐	ENVS 4000		Human Dimensions of Natural Resource Management (DSS) (3)	
☐	☐	ENVS 4500		ADVANCED NATURAL RESOURCE RECREATION (3)	
☐	☐	CEE 3610		ENVIRONMENTAL MANAGEMENT (3)	
☐	☐				
☐	☐				
Choose of the following courses:					
☐	☐			OPEN ELECTIVES	
☐	☐			Total elective credit is determined by General Education courses	10
Add A Group of Courses					
Elective Credit Hour Sub-Total					22
Core Curriculum Credit Hour Sub-Total					102

Add An Emphasis

Program Curriculum Narrative

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

APEC 4250 APPLIED ECONOMICS INTERNSHIP CAN BE TAKEN FOR 3-5 CREDITS

OTHER APPROVED ELECTIVES CAN BE 2-3 CREDIT COURSE

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.S. Natural Resource Economics and Management Four Year Plan

Year 1 Fall Semester

ENGL 1010 Intro to Writing (3)
MATH 1050 College Algebra (QL) (4)
APEC 1600 Nat. Res. & American Econ Institutions (BAI) (3)
USU 1010 University Connections (2)
Breadth Creative Arts (BCA) Course (3)
15 15

Year 1 Spring Semester

APEC 2010 Intro to Microeconomics (BSS) (3)
DATA 1100 Excel for Business Analysis (1)
ENGL 2010 Intermediate Writing (3)
MATH 1100 Calculus Techniques (QL) (3)
LAEP 1040 (BLS) (3)
General Elective Course
15 30

Year 2 Fall Semester

ACCT 2010 Financial Accounting Principles (3)
APEC 2500 Commodity Futures and Options Trading Analysis (3)
LAEP 3300 GIS for Environmental Planning (3) or GEOG 2800 or WILD 2800
BHU Elective Breadth Humanities Elective (3)
APEC 3310 Analytical Methods in Applied Economics (QI) (3)
15 45

Year 2 Spring Semester

APEC 2900 3 or BUSN 2050
ASTE 3050 TECHNICAL AND PROFESSIONAL COMMUNICATION (CI) (3)
APEC 3012 Intro to Nat Res Econ (DSS) (3)
BHU Course (3)
BPS Course (3)
GENERAL ELECTIVE COURSE
15 60

Year 3 Fall Semester

APEC 4010 INTERMEDIATE MICROECONOMICS (QI) (3)

APEC 5015 APPLIED ECONOMICS FOR DECISION MAKING (3)

ELECTIVE COURSE (3)

ELECTIVE COURSE (3)

ELECTIVE COURSE (3)

15 75

Year 3 Spring Semester

APEC 5940 U.S. Agricultural Policy Analysis 3

APEC 5560 NATURAL RESOURCE AND ENVIRONMENTAL ECONOMICS (3)

ELECTIVE COURSE (3) DHA/CI

ELECTIVE COURSE (3)

ELECTIVE COURSE (3)

15 90

Year 4 Fall Semester

APEC 5330 APPLIED ECONOMETRICS (3)

APEC 5700 REGIONAL AND COMMUNITY ECONOMIC DEVELOPMENT (3)

ELECTIVE COURSE (3)

ELECTIVE COURSE (3)

ELECTIVE COURSE (3)

15 105

Year 4 Spring Semester

APEC 5950 APPLIED ECONOMICS POLICY ANALYSIS

ELECTIVE COURSE (3)

ELECTIVE COURSE (3)

ELECTIVE COURSE (3)

ELECTIVE COURSE (3)

15 120

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	9	13	0	
Faculty: Part Time with Doctorate	0	0	0	
Faculty: Full Time with Masters	0	0	1	
Faculty: Part Time with Masters	0	0	0	
Faculty: Full Time with Baccalaureate	0	0	0	
Faculty: Part Time with Baccalaureate	0	0	0	
Teaching / Graduate Assistants			1	
Staff: Full Time			1	
Staff: Part Time			0	

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
Full Time Faculty							
	Steve	Wilcox	TT	Ph.D.	Cornell University	10%	
	Man	Li	TT	Ph.D.	Oregon State University	5%	
	Arthur	Caplan	T	Ph.D.	University of Oregon	10%	
	Brandon	Willis	Other	J.D.	University of Wyoming	5%	
	Ryan	Bosworth	T	Ph.D.	University of Oregon	10%	
	Man-Keun	Kim	T	Ph.D.	Texas A&M University	5%	
							Add Another Full Time
Part Time Faculty							
							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					
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					

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Teaching / Graduate Assistants					
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
Student Data						
# of Majors in Department	165	170	175	175	180	180
# of Majors in Proposed Program(s)		5	10	15	15	20
# of Graduates from Department	30	30	30	32	35	35
# Graduates in New Program(s)		0	0	2	8	10
Department Financial Data						
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	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)		
EXPENSES – nature of additional costs required for proposed program(s)						
<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:						
TOTAL PROGRAM EXPENSES		\$0	\$0	\$0		
TOTAL EXPENSES	\$0	\$0	\$0	\$0		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		\$0	\$0	\$0		
TOTAL DEPARTMENT FUNDING	\$0	\$0	\$0	\$0		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

Additional costs for the program will be minimal. No additional classes will be developed and existing classes will be sufficient to cover demand in the near future.

Part III: Describe funding sources

Revenue Narrative 1

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

None or minimal

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

None or minimal

20 June 2025

ITEM FOR ACTION

Utah State University's Department of Landscape Architecture and Environmental Planning, in the College of Agriculture and Applied Sciences proposes offering a Planning and Design Technologies Bachelor of Science.

EXECUTIVE SUMMARY

The Department of Landscape Architecture and Environmental Planning, in the College of Agriculture and Applied Sciences proposes offering a Planning and Design Technologies Bachelor of Science.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering a Planning and Design Technologies Bachelor of Science.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Landscape Architecture and Environmental Planning in the College of Agriculture and Applied Sciences proposes offering a Planning and Design Technologies Bachelor of Science, and

WHEREAS, The proposal will prepare future professionals and equip them with practical skills in design, drafting, construction and technology,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering a Planning and Design Technologies Bachelor of Science in the College of Agriculture and Applied Sciences' Department of Landscape and Architecture and Environmental Planning, and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date:

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

Institution Submitting Request: Utah State University

Proposed Program Title: Planning & Design Technologies

Are There New Emphases: Yes ☐ No ☒

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: College of Agriculture and Applied Sciences

Sponsoring Academic Department(s) or Unit(s): Landscape Architecture and Environmental Planning

Classification of Instructional Program Code¹ : 6 - Digit CIP: 04.0901 Architectural Technology/Technician

Min/Max Credit Hours Required of Full Program: 120 Min Cr Hr / 120 Max Cr Hr

Proposed Beginning Term²: Fall 2025

Institutional Board of Trustees' Approval Date:

Program Type (mark all that apply with an x):

☐ (AAS)	Associate of Applied Science Degree
☐ (AA)	Associate of Arts Degree
☐ (AS)	Associate of Science Degree
☐	Specialized Associate Degree (specify award type ³ :)
☐	Other (specify award type ³ :)
☐ (BA)	Bachelor of Arts Degree
☒ (BS)	Bachelor of Science Degree
☐ (BAS)	Bachelor of Applied Science Degree
☐	Specialized Bachelor Degree (specify ward type ³ :)
☐	Other (specify award type ³ :)
☐ (MA)	Master of Arts Degree
☐ (MS)	Master of Science Degree
☐	Specialized Bachelor Degree (specify ward type ³ :)
☐	Other (specify award type ³ :)
☐	Doctoral Degree (specify award type ³ :)
☐	K-12 School Personnel Program
☐	Out of Service Area Delivery Program ☐ Attached MOU
☐	Out of Mission Program
☐	NEW Professional School

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

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

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Changes to Existing Programs or Administrative Units Required (mark all that apply with an x, if any):

☐	Program Restructure with or without Consolidation
☐	Emphases transfer from another program or academic unit
☐	Name Change of Existing Program or Academic Unit
☐	Program transfer to a different academic unit
☐	Suspension or discontinuation of a unit or program
☐	Reinstatement of a previously suspended/discontinued program or administrative unit
☐	Other

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's (DEPARTMENT NAME) requests approval to offer the following degree(s):

To be effective on:

This program was approved by the institutional Board of Trustees on:

Section II: Program Proposal

Program Description

Utah State University (USU), College of Agriculture and Applied Sciences (CAAS), Department of Landscape Architecture and Environmental Planning (LAEP) proposes to offer a Bachelor of Planning & Design Technologies. The mission of the B.S. in Planning & Design Technologies undergraduate program is to prepare future professionals to work in the environmental planning and design fields by equipping them with practical skills in design, drafting, representation, construction, and technology. The curriculum will prepare students to bridge the gap between planning and design and the technical aspects of practice. Graduates will support planners, designers (landscape architects and architects), and engineers in developing detailed construction documents, 3D models, geographic information analyses, and digital representations/renderings using software like AutoCAD, ArcMap, and Revit (Building Information Modeling).

As a department within a land-grant university, LAEP will accomplish this mission through community-engaged learning in core series of planning, design, visualization, geographic information systems, computer-aided design, and technology coursework. The program will produce highly skilled planning and design technologists prepared to participate in the numerous industries with a market demand for drafting, modeling, spatial analyses, and visualization. The undergraduate program will complement LAEP's existing degree programs in Landscape Architecture, Environmental Planning, and Digital Modeling and Visualization.

Consistency with Institutional Mission

The proposed undergraduate program in Planning & Design Technologies is consistent with USU's mission "to discover, create, and transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels; through research and development; and through service and extension programs" (R312, 4.1.1). This program specifically addresses the mission of USU to be one of the nation's premier student-centered universities through a student-focused curriculum and programs that will prepare students to contribute to the workforce through highly specialized software applicable in planning and design applications. The BS in Planning & Design Technologies degree program will benefit USHE and the state by serving the public through learning and engagement. As the state experiences record population and urban growth, Planning & Design Technologies graduates will improve the ability of planner and designers to assist developers, elected officials, and the public in making informed decisions regarding the structure and appearance of our urbanizing environment. Planning & Design Technologies students will also be well positioned to actively participate in Utah's burgeoning high-tech sector.

Section III: Needs Assessment

Program Rationale

The demand for planning and design technologies professionals is strong, with projected growth of 2% between 2023 and 2033. The Department of Landscape Architecture & Environmental Planning is well positioned to offer a BS in Planning & Design Technologies as professionals in this field are a support service to LAEP's design and planning disciplines, and LAEP already has in place much of the technical knowledge, technology resources, and delivery expertise that will be required to offer the degree. Much of the coursework is available to LAEP students as electives, albeit limited elective credits are available within the planning and design degree programs. The BS in Planning & Design Technologies will be complimentary to LAEP's existing offerings, as the practical skills of drafting, representation/visualization, modeling, and geographic information analyses are closely aligned to much of what LAEP currently provides in our landscape architecture, environmental planning, and digital modeling and visualization degrees. The BS in Planning & Design Technologies will offer a stackable bachelor degree from LAEP's Associates of Digital Modeling and Visualization, and will provide a route to an undergraduate degree for students who are unable to continue in LAEP's landscape architecture undergraduate degree program due to accreditation limitations on student enrollment. Additionally, this will enable LAEP to increase recruitment of undergraduate students, and raise the marketability of graduates to meet the growing demand.

LAEP is poised to serve increasing numbers of undergraduate students in Planning & Design Technologies within the department's existing resources. In a growing field, with significant impact on society and the world, where there is a demand for professionals, students benefit by developing a highly marketable skill-set while earning a meaningful degree with a clear path to a career.

Labor Market Demand

The Bureau of Labor Statistics does not provide data for Planning and Design Technologists or Architectural Technologists, the closest professional equivalent. The Bureau of Labor Statistics does project a ten-year national job growth outlook to be 2% for Civil Engineering Technologists, 1% for Architectural and Civil Drafters, 5% for the sector in which Digital Modelers are situated, and 9% for Geographic Information Systems Technologists and Technicians. Planning & Design Technologists are situated in these BLS sectors with training in computer-aided drafting, geographic information systems, visualization and representation, and other technologies used in the planning and design fields.

Planning & Design Technologists are best served with a bachelor's degree that prepares them with the diverse planning, design, and technical skills to fulfill their professional responsibilities across the planning and design fields. The Utah DWS Occupation Information Data Viewer describe Utah's annual median salary for the sectors listed previously as \$59,150, \$52,000, \$78,790, and \$83,130 in 2023, with the average job outlook across these sectors is projected to increase at more than 3% due to business expansion.

The proposed undergraduate Planning & Design Technologies program in LAEP will respond to these market characteristics by training strong professionals and future leaders to be well-positioned to move into professional practice, and also be suited to transition to one of LAEP's master's degree programs.

Student Demand

As referred to in the previous section on labor market demand, there is strong demand for the Planning & Design Technologies degree. The Planning & Design Technologies degree will also have broad appeal to students because of the versatility it will provide to pursue careers across multiple sectors in the planning and design fields.

The Planning & Design Technologies degree will also provide a stackable degree path for students at USU's Logan campus from the Associates of Digital Modeling and Visualization degree. Additionally, between 10-20 students are unable to continue in the Bachelor of Landscape Architecture degree each year, and this degree will provide a welcome path to a meaningful degree within the field for these non-matriculating students. Further, the Planning & Design Technologies bachelor degree provides a path to a bachelor degree for students enrolled in architectural design and technology certification programs from USHE community colleges and technical schools.

Based on these considerations, we believe expected program enrollment of 50 students once the program matures and develops an established presence on campus. We initially anticipate between 10-20 students to be enrolled when the degree launches.

Similar Programs

Among the universities of the USHE system, the University of Utah's College of Architecture + Planning does not offer an undergraduate degree in planning or design technologies, such as an architectural technologies degree. Neither does Brigham Young University (not a USHE school) or Weber State University. Utah Valley University's Architecture program offers an Associate in Engineering Design Technology focused on architectural drafting and design, as well as an Architectural Design Technology certificate. Within the USHE system, this associate's degree is the most similar offering to the proposed 4-year Planning & Design Technologies degree.

Within nearby Intermountain Region institutions, Brigham Young University Idaho offers an Architectural Technology associate of applied science degree, focused on the use of computer-aided design and building information modeling. Among nearby institutions this associate's degree is the most similar offering to the proposed 4-year Planning & Design Technologies degree.

Among the universities, colleges and technical schools of the USHE system there are a number of certificate programs in engineering technologies such as Engineering Drafting and Design Technology (Utah State University), Engineering Technology – CAD Technology Emphasis applied associates or Civil Drafting/CAD certificate (Southern Utah University); a Drafting Design certificate (Utah State University); Drafting and Design certificates at Bridgerland Technical College and Dixie Technical College; Engineering Design/Drafting Technology associates (Salt Lake Community College), and a few other similar associates or certificate programs. There are also a few geographic information systems or geospatial technology programs across the USHE system (Weber State University, Snow College, Southern Utah University, etc.).

However, the proposed 4-year degree in Planning & Design Technologies extends beyond either computer aided-drafting technology or geospatial technologies to include both, as well as other technologies used in the fields of planning and design such as visualization/representation technologies, artificial intelligence, building information modeling, and other technologies used across the planning and design sectors. This emphasis on the planning and design sectors is unique across USU, Utah, and the USHE system.

Collaboration with and Impact on Other USHE Institutions

Initially very little impact is expected on other USHE institutions. What impact may occur will be due to Utah State University's non-matriculating landscape architecture students staying within LAEP's degree programs rather than seeking undergraduate degrees in other programs or institutions.

Ultimately, LAEP will work with colleges and technical schools in the USHE system to create a stackable pathway from the technology associate and certificate programs in these institutions to a bachelor degree in Planning & Design Technologies at USU. The goal is to increase collaborative efforts with these USHE institutions, beyond what presently occurs.

External Review and Accreditation

The BS in Planning & Design Technologies degree will be unaccredited, with no means by which to seek accreditation, as such is not available or necessary for practice. A curriculum committee of LAEP faculty with input from LAEP Advancement Board members from professional planning and design practice will oversee the Bachelor of Science in Planning & Design Technologies degree program.

Section IV: Program Details

Graduation Standards and Number of Credits

In addition to the minimum grade point average (GPA) requirements described in the University Policies, the BS in Planning & Design Technologies degree program will require all LAEP-prefix courses used to fulfill major requirements be completed with a grade of C- or better. A minimum overall GPA of 2.5 is required in LAEP-prefix courses. A minimum overall GPA of 2.0 is required for all courses used to fulfill major requirements. No pass/fail grades are accepted to fulfill major requirements. Admitted students must meet with an advisor.

Admission Requirements

Requirements for admission in the Bachelor of Science in Planning & Design Technologies degree program are consistent with general University admission requirements. To enroll in the degree program after a student's freshman year, a 2.5 USU GPA is required.

Curriculum and Degree Map

Please refer to 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

The Department of Landscape Architecture and Environmental Planning (LAEP) is well-positioned to offer the proposed degree program. LAEP faculty currently provide instruction pertinent to the planning and design fields, including the technologies used in these fields. In addition, LAEP currently offers the Associate in Digital Modeling and Visualization. As a result, most of the coursework for the proposed program in Planning & Design Technologies is currently available to LAEP students as electives, albeit limited elective credits are available within the existing planning and design degree programs. The BS in Planning & Design Technologies will be complimentary to LAEP's existing offerings, as the practical skills of drafting, representation/visualization, modeling, and geographic information analyses are closely aligned to much of what LAEP currently provides in our landscape architecture, environmental planning, and digital modeling and visualization degrees. The BS in Planning & Design Technologies will offer a stackable bachelor degree from LAEP's Associates of Digital Modeling and Visualization, and will provide a route to an undergraduate degree for students.

The additional geographic information systems coursework, not currently offered by LAEP, required to deliver an exceptional undergraduate program will be delivered through coursework currently offered to support the Applied Geographic Information Science certificate of proficiency. One new course, to be delivered by LAEP, is needed to deliver the proposed program. This course will provide instruction in Autodesk's Revit software in building information management, the use of which is growing in design practice.

The current administrative structure that supports LAEP's undergraduate programs in design and planning, as well as college and departmental infrastructure that are already in place, will be used to support this degree program. No new administrative support or organizational structure is needed. The BS in Planning & Design Technologies degree program will be administratively housed in the Landscape Architecture and Environmental Planning Department. The staff resources (e.g., Curriculum committee, Administrative Assistant, etc.) already in place will be used to support this program. This proposed program will have minimal impact on the delivery of existing undergraduate courses, other than increased undergraduate student enrollment in those courses which support the planning and design technologies used in the planning, design, and construction fields.

Faculty

LAEP Department faculty will support the B.S. in Planning & Design Technologies degree program. No new lines are required for this program as existing faculty, existing coursework, and adjunct faculty can cover program needs. Adjunct faculty will be required to offer the one new course required to support the program.

Staff

Existing staff will be utilized to provide support for the BS in Planning & Design Technologies degree program. The program will be housed in the LAEP Department where the current staff can provide support for admissions, student tracking, etc. As with all undergraduate-level program advising, advising duties will be carried by CAAS' advisor for LAEP's undergraduate programs.

Student Advisement

Each student in the BS in Planning & Design Technologies program will be assigned an academic advisor by CAAS. The college academic advisor will engage with students in understanding their educational and academic goals, formulating class scheduled based on the recommended degree map, and following student program throughout their studies to facilitate on-time degree completion. At least initially, the CAAS advisor for LAEP's undergraduate planning and design programs will also provide advising for the environmental planning program.

Library and Information Resources

No additional library resources will be needed to support this program. No new information technology resources will be needed to support this program. USU Information Technology's Computer Labs have already expanded their support of LAEP's programs, and these expanded resources will continue to support the BS in Planning & Design Technologies program.

Projected Enrollment and Finance

Please see Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

The overall goal of this program is to produce planning and design technologist graduates with practical skills in drafting, representation/visualization, modeling, and geographic information analyses necessary to support planning and design professional practice. Data on placement rates of students will be an important metric of success, as will time-to-completion. While in the program, students will be expected to meet certain standards (as described below). Outcomes on these standards will also be used to judge program success.

Student Standards of Performance

The BS in Planning & Design Technologies will be thorough, intense, and rigorous. All students will complete community-engaged learning in core series of planning, design, visualization, geographic information systems, computer-aided design, and technology coursework, as specified in Appendix A. In addition to coursework, students must also build writing, communication, and critical thinking skills.

Learning assessment will take place at two levels of performance. At the level of the individual course, student performance on exams, projects, and other demonstrations of adequate performance will be compared against students from other LAEP programs enrolled concurrently, as well as against pre-existing standards of academic performance. The BS in Planning & Design Technologies students must also be able to apply their knowledge to represent the characteristics and envisioned potential of the spatial environment. To evaluate their progress, faculty will use a rubric-based approach to assess performance in their summative capstone coursework (DMV 3100, LAEP 3400, and DMV 3500). Thus, program faculty will identify and evaluate students' use of specific skills and concepts taught throughout the program (Sophomore, Junior, and Senior year) as part of a formative evaluation. During a yearly faculty meeting, the LAEP curriculum committee overseeing the BS in Planning & Design Technologies program will identify those skills that students successfully and unsuccessfully applied in context, so that weaknesses in academic preparation can be remedied and successful practices leveraged more broadly throughout the program.

Similarly, the LAEP Advancement Board as alumni familiar with LAEP graduates' professional practice demands will assess and communicate those skills that students successfully and unsuccessfully apply in practice post-graduation.

Appendix A: Program Curriculum

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			30
Required Courses			
LAEP 1200		Intro to Graphics and Illustration	4
DMV 1050		Application & Ethics of Visualization	2
LAEP 1300		Digital Drafting, Illustration, & Modeling	3
LAEP 1350		Theory of Design	4
LAEP 2300		History of Landscape Architecture (BHU)	3
LAEP 2400		3D Representation	3
DMV 3100		Unreal Engine 1	4
LAEP 2900		VR Design and Thematics Studio	3
LAEP 2450		Artificial Intelligence Generative Design	3
		The coursework above (including Gen Ed) is currently required for the Associates in Digital Modeling and Visualization	
LAEP 3200		Graphic Design for Landscape Architects and Environmental Planners	3
OPDD 2420		Digital Technologies for 2-D Design	3
LAEP 4910		Foundations of Business in Design and Planning	3
LAEP 3300		GIS for Environmental Planning	4
LAEP 3400		Advanced Geospatial Analysis and Visualization for Environmental Planning	4
GEOG 4860		Python Programming for GIS	3
GEOG 4870 or ENVS 3500		Geospatial Analysis with R (QI) or Environmental Data Science (QI)	3
LAEP 4110		Landscape Construction II	4
LAEP 2500		Construction Materials and Detailing	4
TESY 1200		Computer-Aided Drafting and Design	3
TESY 3270		Advanced Computer-Aided Drafting	3
DMV 3500	NEW	Building Information Modeling	3
Required Course Credit Hour Sub-Total			69
Elective Courses			
		Elective coursework	21
Elective Credit Hour Sub-Total			18
Core Curriculum Credit Hour Sub-Total			120

Add An Emphasis:

Can students complete this degree without emphases? **Yes**

Course Number	NEW Course	Course Title	Credit Hours
Name of Emphasis:			
Emphasis Credit Hour Sub-Total			
Total Number of Credits to Complete Program			

Program Curriculum Narrative

The BS in Planning & Design Technologies is intended to offer a stackable degree path for students at USU's Logan campus from the Associates of Digital Modeling and Visualization degree, as well as a timely degree path for Bachelor of Landscape Architecture students who are unable to matriculate further in the program. As a result, the curriculum structure for the Planning & Design Technologies program is based on the Associates of Digital Modeling and Visualization for the first two years of the program providing the representation/visualization and modeling aspects of the degree program. Followed by additional coursework in computer aided drafting, including building information modeling, and geographic information analyses. Additional coursework is required in business practices and graphic design, all of which is pertinent to professional practice in support of the planning and design fields.

Eighteen elective credits are required to complete the degree. This number of electives was selected to facilitate students in Planning & Design Technologies completing additional institutional certificate and/or minor specializations. Through their required coursework students will be eligible to receive an Associates of Digital Modeling and Visualization and a certificate in Advanced Design, Geospatial, and Visualization Technologies. Students will be advised to select their electives to complete an additional certificate or minor in Applied Geographic Information Science (certificate), Residential Landscape Design (minor), Landscape Architecture (minor), Environmental Planning (minor), or another complementary specialization.

Degree Map

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
LAEP 1200	4	LAEP 1300	3
DMV 1050	2	LAEP 1350	4
MATH 1050 (QL)	4	BPS	3
USU 1010	2	BAI	3
BCA	3	ENGL 1010 (CL1)	3
Total	15	Total	16
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
LAEP 2300	3	LAEP 2900	3
LAEP 2400	3	LAEP 2450	3
DMV 3100	4	BSS	3
BLS	3	DHA/Breadth Integrated Studies	3
ENGL 2010 (CL2)	3	LAEP 2500	4
Total	16	Total	16
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
LAEP 3300	4	LAEP 4110	4
TESY 1200	3	TESY 3270	3
OPDD 2420	3	LAEP 3400	4
CI Elective	3	Elective	3
DSS Elective	3		
Total	16	Total	14
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
GEOG 4860	3	LAEP 4910	3
LAEP 3200	3	DMV 3500	3
ENVS 3500 (QI)	3	CI Elective	3
DHA/Breadth Integrated Studies	3	Elective	3
Elective	3		
Total	15	Total	12

Part I. Department Faculty / Staff

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate	6	2	
Faculty: Part Time with Doctorate			1
Faculty: Full Time with Masters	2		3
Faculty: Part Time with Masters			1
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants			
Staff: Full Time			2
Staff: Part Time			2

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
Full Time Faculty							
	David	Anderson	Other	MLA	Utah State University		Pro. Prac.
	Brent	Chamberlain	T	PhD	University of British Columbia		
	Keith	Christensen	T	PhD	Utah State University		
	David	Evans	Other	MUD	University of California Berkeley		Pro. Prac.
	Benjamin	George	T	PhD	Utah State University		
	Todd	Johnson	Other	MLA	Harvard		Pro. Prac.
	Caroline	Lavoie	T	MLA	University of Southern California		
	Daniella	Hirschfeld	TT	PhD	University of California Berkeley		
	Carlos	Licon	T	PhD	Arizona State University		
	Sean	Michael	T	PhD	Virginia Polytechnic University		
	Ole	Sleipness	T	PhD	Clemson University		
	Jake	Powell	T	MLA	Pennsylvania State University		
	Huaqing	Wang	TT	PhD	Texas A&M		
						Add Another Full Time	
Part Time Faculty							
Keunhyun	Park	Other	PhD	University of Utah		Adjunct	Keunhyun
Josh	Runhaar	Other	MLA/MUD	University of Illinois at Urbana-Champaign		Adjunct	Josh
						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: Part Time with Masters			1	Autodesk Revit software	100

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
Student Data						
# of Majors in Department	207	217	227	237	237	237
# of Majors in Proposed Program(s)						
# of Graduates from Department	30	30	40	45	45	45
# Graduates in New Program(s)						
Department Financial Data						
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	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)		
EXPENSES – nature of additional costs required for proposed program(s)						
<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)		6000	6000	6000		
Operating Expenses (equipment, travel, resources)						
Other:						
TOTAL PROGRAM EXPENSES		\$6000	\$6000	\$6000		
TOTAL EXPENSES	\$0	\$6000	\$6000	\$6000		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation		\$6000	\$6000	\$6000		
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		\$6000	\$6000	\$6000		
TOTAL DEPARTMENT FUNDING	\$0	\$6000	\$6000	\$6000		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

To make the BS in Planning & Design Technologies degree program possible, additional faculty resources are needed to teach one courses not presently offered by LAEP. This course may be covered through allocation of existing faculty resources but doing so may lead to shifts in present course coverage. As a result, an internal reallocation of LAEP's operating budget or growth funding will be made to provide for the instruction of three credits, which this course represents, by adjunct faculty. The added expense will be ongoing.

Part III: Describe funding sources

Revenue Narrative 1

An internal reallocation of LAEP's operating budget will be made to provide for the ongoing instruction of three credits, representing one course, by adjunct faculty. Long term, growth funding from increased enrollment will supplement LAEP's operating budget to offset the cost of offering this additional course.

20 June 2025

ITEM FOR ACTION

Utah State University's School of Teacher Education and Leadership, in the Emma Eccles Jones College of Education and Human Services proposes offering an Elementary Education Associate of Science.

EXECUTIVE SUMMARY

The School of Teacher Education and Leadership, in the Emma Eccles Jones College of Education and Human Services proposes offering an Elementary Education Associate of Science.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve offering an Elementary Education Associate of Science.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services proposes offering an Elementary Education Associate of Science, and

WHEREAS, The proposal will help prepare students for a career in education,

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve offering an Elementary Education Associate of Science in the Emma Eccles Jones College of Education and Human Services' School of Teacher Education and Leadership, and that notification of this proposal be forwarded to the Utah State Board of Higher Education of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date:

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

Institution Submitting Request: Utah State University

Proposed Program Title: Associate of Science in Elementary Education

Are There New Emphases: Yes ☐ No ☒

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: Emma Eccles Jones College of Education and Human Services

Sponsoring Academic Department(s) or Unit(s): School of Teacher Education and Leadership

Classification of Instructional Program Code¹: 13.0101

Min/Max Credit Hours Required of Full Program: 60

Proposed Beginning Term²: Summer 2024

Institutional Board of Trustees' Approval Date:

Program Type (mark all that apply with an x):

☐ (AAS)	Associate of Applied Science Degree
☐ (AA)	Associate of Arts Degree
☒ (AS)	Associate of Science Degree
☐	Specialized Associate Degree (specify award type ³ :)
☐	Other (specify award type ³ :)
☐ (BA)	Bachelor of Arts Degree
☐ (BS)	Bachelor of Science Degree
☐ (BAS)	Bachelor of Applied Science Degree
☐	Specialized Bachelor Degree (specify award type ³ :)
☐	Other (specify award type ³ :)
☐ (MA)	Master of Arts Degree
☐ (MS)	Master of Science Degree
☐	Specialized Bachelor Degree (specify award type ³ :)
☐	Other (specify award type ³ :)
☐	Doctoral Degree (specify award type ³ :)
☐	K-12 School Personnel Program
☐	Out of Service Area Delivery Program ☐ Attached MOU
☐	Out of Mission Program
☐	NEW Professional School

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

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

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Changes to Existing Programs or Administrative Units Required (mark all that apply with an x, if any):

☐	Program Restructure with or without Consolidation
☐	Emphases transfer from another program or academic unit
☐	Name Change of Existing Program or Academic Unit
☐	Program transfer to a different academic unit
☐	Suspension or discontinuation of a unit or program
☐	Reinstatement of a previously suspended/discontinued program or administrative unit
☐	Other

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

Institution Submitting Request:	Utah State University
Proposed Program Title:	Associate of Science in Elementary Education
Are There New Emphases:	No
Names of New Emphases:	
Sponsoring School, College, or Division:	Emma Eccles Jones College of Education and Human Services
Sponsoring Academic Department(s) or Unit(s):	School of Teacher Education and Leadership
Classification of Instructional Program Code:	13.0101
Min/Max Credit Hours Required for Full Program:	60
Proposed Beginning Term:	July 1, 2024
Institutional Board of Trustees' Approval Date:	

Program Type (check all that apply): **AS: Associate of Science Degree**

Section II: Program Proposal

Program Description

The School of Teacher Education and Leadership (TEAL) is continuing its dynamic credentialing development by creating an associate's degree that will prepare individuals interested in a career in education as they determine the role that best suits their career goals. The students currently in the Education Paraprofessional Certificate of Completion (which was approved through a separate R401), will be able to use all of those credits in the Associate of Science in Elementary Education (being proposed in this R401), and the Associate of Science in Elementary Education (ASEE) will stack into a Bachelor of Science or Bachelor of Arts in a chosen teaching major (e.g., Elementary Education, Early Childhood Education).

Consistency with Institutional Mission

According to the USU mission statement, "A core characteristic of USU is engagement with communities and people in economic development, improvements to quality of life, and human capital." An Associate of Science in Elementary Education builds on these characteristics by addressing the need for degrees that non-traditional students may find more attractive as they determine whether or not to pursue a bachelor's degree that would prepare them to be a fully licensed educator.

Section III: Needs Assessment

Program Rationale

In order to increase access to post-secondary education, the College of Education and Human Services is engaged in efforts to create onramps into bachelor's degrees. The School of Teacher Education and Leadership is contributing to this work by proposing an Associate of Science in Elementary Education degree. The ASEE will allow students to stack this degree into a bachelor's degree and allow them to use the credits from the Education Paraprofessional Certificate in the ASEE, thus creating a dynamic credentialing sequence that can ultimately lead to a bachelor's degree in Early Childhood or Elementary Education that prepares them for a Professional Educator License in Utah.

Labor Market Demand

An associate degree in education would allow graduates to pursue entry-level positions in the fields of education and

childcare, e.g., preschool teachers, teacher's aides, paraeducators, or substitute teachers. Additionally, they may find employment opportunities in diverse childcare settings, which will provide experience to support further degree attainment in education.

These occupations are expected to experience much faster than average employment growth with a high volume of annual job openings. The need for replacements, rather than business expansion, is projected to make up the majority of job openings in the coming decade.

Preschool Teacher: The median pay for preschool teachers was \$29,810 per year in 2022.

Childcare Worker: The median pay in 2022 was \$21,150 per year for childcare workers.

Student Demand

In response to the demand for teachers, many districts are searching for ways to “grow your own” teachers. An associate degree in elementary education is one strategy for moving prospective teachers toward a bachelor’s degree, which is required for professional educator licensure.

Within TEAL, at the various stages of the elementary teacher preparation program, 36 current paraprofessionals are already accepted in the bachelors program with additional students working on preparatory coursework. Currently close to 80% of accepted program students in the semester before student teaching in the statewide campus section are hired teachers or paraprofessionals. This percentage has been steadily increasing. These numbers indicate both an interest on the part of paraprofessionals advancing their careers, especially at the statewide campuses, and an audience that could be more effectively tapped by TEAL. In the current Education Paraprofessional Certificate Program, we have 15 students enrolled and 5 that have completed the certificate. The majority are continuing to take college coursework towards a degree.

Similar Programs

The UofU Neighborhood Partners currently has a “grow your own” program moving paraprofessionals into the teaching ranks that exclusively serves Salt Lake City School District. USU's ASEE would serve districts across the state, especially focusing on USU Statewide Campuses and Centers. Associate's degrees in Education are currently available at UTU, UVU, and WSU. The degrees at UTU and UVU both focus on Early Childhood Education preparing individuals for roles working with young children in settings such as “private and corporate centers, Head Start, and public education tuition preschools” (UVU Catalog). The WSU degree is a pre-major program that prepares students for later work in Elementary Education or Special Education. The USU program would be the only program in the state to provide a dynamic credentialing pathway that would permit the paraprofessional to make important career decisions along the way. Building on the Certificate of Completion as an Education Paraprofessional, a paraprofessional could use all of the courses in the certificate towards the Associate of Science in Elementary Education. Paraprofessionals could choose to remain a highly qualified paraprofessional or they could determine to continue toward the bachelor's degree and teacher licensure, with all courses in the Certificate and ASEE program counting toward the bachelor's degree.

Collaboration with and Impact on Other USHE Institutions

There has been no formal collaboration with other USHE institutions. This development effort has been driven by conversations in the College of Education and Human Services and TEAL around microcredentials and credentials other than the bachelor's degree.

External Review and Accreditation

USU's educator preparation programs are accredited by the Association for Advancing Quality in Educator Preparation (AAQEP). Accreditation was granted by this body in May 2019. Courses within the certificate and associate's degree programs will be subject to accreditation review, with the next full accreditation visit occurring during the spring semester of 2026.

Section IV: Program Details

Graduation Standards and Number of Credits

Students will qualify for the Associate of Science in Elementary Education by completing 60 credit hours of course work. This is within the permitted range of 60 to 63 credits.

Admission Requirements

Students will need to hold a high school diploma. This is the usual minimum requirement for being hired by a school district as a paraprofessional, which is the audience in which most of the recruiting will occur.

Curriculum and Degree Map

Please see Appendix A.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

The Associate Degree in Elementary Education would fall within the administrative and advising structure of TEAL, with additional support from Statewide Campuses. Specific advisement for students in this program will be provided through the TEAL and Statewide Campus advisors assigned to Education. This program will impact the delivery of lower-division courses by making more courses available at the lower-division level and possibly increasing enrollment.

Faculty

Instructional assignments for the courses within the Associate's degree will be made through the regular course scheduling process used by TEAL that involves existing faculty, graduate teaching assistants, and semester hires. The space available in the teacher preparation program now is sufficient to handle the load.

Staff

Staff within existing support structures is sufficient to meet program needs.

Student Advisement

In the Logan and on the statewide campuses, the advisor assigned to education will be the advisor to students in this program.

Library and Information Resources

No additional library resources will be needed to support this program.

Projected Enrollment and Finance

Please see Appendix D.

Section VI: Program Evaluation

Program Goals and Assessment

The goal of the program is to provide an intermediate step between the Education Paraprofessional Certificate and a bachelor's degree in a teacher education major.

Student Standards of Performance

Appendix A: Program Curriculum

Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses recommended for this program on Degree Map)			
General Education Credit Hour Sub-Total			30
Required Courses			
Choose one from: ECN 1500 HIST 2700 POLS 1100 USU 1300 OR any course with BAI designation		Choose one from: ECN 1500, Introduction to Economic Institutions, History, Principles HIST 2700, United States to 1877 POLS 1100, United States Government and Politics USU 1300, U.S. Institutions OR any course with BAI designation	3
Choose one from: MUSC 1010 MUSC 1100 USU 1330 OR any course with BCA designation		Choose one from: MUSC 1010, Introduction to Music (offered online) MUSC 1100, Fundamentals of Music for Non-Music Majors USU 1330, Civilization: Creative Arts OR any course with BCA designation	3
PHYS 1200 OR any course with BPS designation		PHYS 1200, Introduction to Physics by Hands-On Exploration OR any course with BPS designation	4 OR 3
Choose one from: BIOL 1010 NDFS 1020 USU 1350 OR any course with BLS designation		Choose one from: BIOL 1010, Biology and the Citizen NDFS 1020, Science and the Application of Human Nutrition USU 1350, Integrated Life Science OR any course with BLS designation	3
Choose one from: HIST 1100 HIST 1110 HIST 1500 HIST 1510 OR any course with BHU designation		Choose one from: HIST 1100, European History to 1500 HIST 1110, European History from 1500 HIST 1500, Pre-Modern World HIST 1510, The Modern World OR any course with BHU designation	3
Quantitative Literacy (QL) MATH 1050 OR MATH 1051		MATH 1050, College Algebra OR MATH 1051, Classical Algebra for Teachers Quantitative Literacy (QL)	4
MATH 2010		MATH 2010, Algebraic Thinking and Number Sense for Elementary Education Teachers Quantitative Intensive (QI)/Breadth Integrated Studies (BIS)	3
MATH 2020		MATH 2020, Euclidean Geometry and Statistics for Elementary Education Teachers Quantitative Intensive (QI)/Breadth Integrated Studies (BIS)	3
Communication Intensive (CI), (2 courses)		ENGL 1010, Introduction to Writing: Academic Prose (CI) ENGL 2010, Intermediate Writing: Research Writing in a Persuasive Mode (CI)	6
ELED 1010 OR TEAL 1010		ELED Orientation to Elementation Education OR TEAL Introduction to Education	3
HDFS 1500 OR PSY 1100		HSFS Human Development Across the Lifespan/Breadth Social Science (BSS) PSY 1100 Lifespan Development (BSS)	3
TEAL 2660		TEAL 2660 Education Psychology for Teachers	2
ITLS 2500		ITLS 2500 Technology in Education	3

ELED 2480		ELED 2480 Early Childhood Education Kindergarten through Grade 3	3
Required Course Credit Hour Sub-Total for ASEE			45-46
Elective Courses			
TEAL 1001		TEAL 1001 Professional Relationships	1
TEAL 1002		TEAL 1002 Assessment for Paraprofessionals	1
TEAL 1003		TEAL 1003 Instructional Strategies for Paraprofessionals	1
TEAL 1004		TEAL 1004 Safe Schools	1
TEAL 1005		TEAL 1005 Educator Self-Awareness	1
SPED 1010		SPED 1010 Disability and Society	3
ENGL 1410		ENGL 1410 Elements of Grammar	3
ENGL 2060		ENGL 2060 Reading Across Borders	3
ENGL 2340		ENGL 2340 Navajo Literature and Philosophy	4
PSY 1010		PSY 1010 General Psychology	3
PSY 2100		PSY 2100 Developmental Psychology: Adolescence	3
HDFS 2660		HDFS 2660 Parenting and Child Guidance	3
COMD 2600		COMD 2600 Introduction to Communication Disorders	3
LING 2100		LING 2100 Languages in Global and Historical Context (BSS)	3
USU 1010		USU 1010 University Connections	2
USU 1020		USU 1020 Habits of Mind: Planning for College Success	1
USU 1030		USU 1030 Habits of Mind: Resilience	1
USU 1040		USU 1040 Habits of Mind: Learning for College Success	1
USU 1050		USU 1050 Habits of Mind: First Generation Student Success	1
USU 1060		USU 1060 Habits of Mind: Reading for College Success	1
USU 1070		USU 1070 Habits of Mind: Success in STEM	1
USU 1150		USU 1150 Leadership Development for First-Generation College Students	1
USU 1730		USU 1730 Strategies for Academic Success	1-3
USU 1340		USU 1340 Social Systems and Issues	3
USU 2170		USU 2170 Community Voices and Engagement	1
Other electives with approval			
Elective Credit Hour Sub-Total for ASEE			14-15
Total Number of Credits to Complete Program			
			60

Appendix B: Program Curriculum Narrative

Degree Map for Associate of Science in Elementary Education

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ENGL 1010: Introduction to Writing (CL1)	3	ENGL 2010: Individualized Writing Instructions (CL2)	3
TEAL 1010 Orientation to Education OR ELED 1010 Orientation to Elementary Education	3	Breadth Humanities (BHU)	3
HDFS 1500 Human Development Across the Lifespan OR PSY 1100 Lifespan Development (BSS)	3	MATH 1050 Classical Algebra OR 1051 Classical Algebra for Teachers (QL)	4
Breadth Creative Arts (BCA)	3	Breadth American Institutions (BAI)	3
Electives	3	Electives	2-3
Total	15	Total	15-16
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
TEAL 2660: Educational Psychology for Teachers (or equivalent)	2	ITLS 2500 Technology in Education	3
ELED 2480 Early Childhood Education Kindergarten through Grade 3	3	Breadth Physical Science (BPS)	3-4
Math 2010 Algebraic Thinking and Number Sense for Elementary Teachers (QI/BIS)	3	MATH 2020 Euclidean Geometry and Statistics for Elementary Teachers (QI/BIS)	3
Breadth Life Science (BLS)	3	Electives	5-6
Electives	4		
Total	15	Total	15-16

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff for Proposed Major

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate	2	2	0	
Faculty: Part Time with Doctorate	0	0	0	
Faculty: Full Time with Masters	0	0	0	
Faculty: Part Time with Masters	0	0	1	
Faculty: Full Time with Baccalaureate	0	0	0	
Faculty: Part Time with Baccalaureate	0	0	0	
Teaching / Graduate Assistants			0	
Staff: Full Time	N/A	N/A	0	
Staff: Part Time	N/A	N/A	0	

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).

Not all full-time faculty within the institution will dedicate time to be added to 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
Full Time Faculty							
	Amanda	Deliman	TT	PhD	Indiana University	.20	
	Kathy	Trundle	T	PhD	University of Tennessee	.20	
	Suzie	Jones	T	PhD	University of Nevada, Las Vegas	.20	
	Katherine	Vela	TT	PhD	Texas A&M University	.10	
						Add Another Full Time	
Part Time Faculty							
	Laura	Harvey	Other	MAT	Oregon State University	.50	Lecturer
						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	0	0	0		
Faculty: Part Time with Doctorate	0	0	0		
Faculty: Full Time with Masters	0	0	0		
Faculty: Part Time with Masters	0	0	0		
Faculty: Full Time with Baccalaureate	0	0	0		
Faculty: Part Time with Baccalaureate	0	0	0		
Teaching / Graduate Assistants	0	0	0		
Staff: Full Time	0	0	0		

Staff: Part Time	0	0	0		
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Appendix D: Projected Program Participation and Finance

Part I.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department						
# of Majors in Proposed Program(s)						
# of Graduates from Department						
# Graduates in New Program(s)		0	0	3	3	5
Department Financial Data						
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	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)		
EXPENSES – nature of additional costs required for proposed program(s)						
<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)	\$0	\$0	\$0	\$0		
Operating Expenses (equipment, travel, resources)	\$0	\$0	\$0	\$0		
Other:	\$0	\$0	\$0	\$0		
TOTAL PROGRAM EXPENSES		\$0	\$0	\$0		
TOTAL EXPENSES	\$0	\$0	\$0	\$0		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation	\$0	\$0	\$0	\$0		
Appropriation	\$0	\$0	\$0	\$0		
Special Legislative Appropriation	\$0	\$0	\$0	\$0		
Grants and Contracts	\$0	\$0	\$0	\$0		
Special Fees	\$0	\$0	\$0	\$0		
Tuition	\$0	\$0	\$0	\$0		
Differential Tuition (requires Regents approval)	\$0	\$0	\$0	\$0		
PROPOSED PROGRAM FUNDING		\$0	\$0	\$0		
TOTAL DEPARTMENT FUNDING	\$0	\$0	\$0	\$0		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense Explanation

Expense Narrative

Existing faculty in Teacher Education and Leadership will teach the courses in the proposed new undergraduate program, with the exception of courses that are already currently offered in partner departments.

No other expenses are anticipated associated with the proposed program.

Part III: Describe funding sources

Revenue Narrative

No new funding sources are anticipated or needed.

ITEM FOR ACTION

Utah State University 2025-26 Budgets

Information related to the Utah State University 2025-26 budgets is submitted to the Board of Trustees for consideration. The budget information has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

State Appropriated Line Items

The total of the 2025-26 state appropriated budget for all line items is \$518,064,500. This budget is based on the following sources of revenue:

<u>Revenue Source</u>	
State Tax Funds	\$339,767,000
Dedicated Credits (Tuition)	172,333,000
All Other Funds	<u>5,964,500</u>
Total	<u>\$518,064,500</u>

Auxiliary Enterprises

The totals of the 2025-26 Auxiliary Enterprises budgets are:

USU Logan \$56,939,500 USU Eastern \$2,067,000 USU Blanding \$1,114,000

Service Enterprises

The totals of the 2025-26 Service Enterprises budgets are:

USU Logan \$22,476,254

Athletics

The totals of the 2025-26 Athletics budgets are:

USU Logan "Aggies" \$56,790,430 USU Eastern "Eagles" \$2,203,998

RECOMMENDATION

The Interim President and Vice President for Finance and Administrative Services recommend that the Board of Trustees approve the Utah State University 2025-26 budgets as presented.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, Utah State University, a major Research I University, receives substantial state appropriations and student tuition for its operation; and

WHEREAS, the total of the 2025-26 state appropriated budget for all line items is \$518,064,500; and

WHEREAS, the \$518,064,500 budget is based on different revenue sources, including \$339,767,000 State Tax Funds, \$172,333,000 Dedicated Credits (Tuition), and \$5,964,500 All Other Funds; and

WHEREAS, the totals of the 2025-26 Auxiliary Enterprises budgets are:
USU Logan \$56,939,500 USU Eastern \$2,067,000 USU Blanding \$1,114,000; and

WHEREAS, the totals of the 2025-26 Service Enterprises budgets are:
USU Logan \$22,476,254; and

WHEREAS, the totals of the 2025-26 Athletics budgets are:
USU Logan “Aggies” \$56,790,430 USU Eastern “Eagles” \$2,203,998

WHEREAS, the Utah State University 2025-26 budgets have been duly considered and approved by the central administration; and

WHEREAS, the Interim President and Vice President for Finance and Administrative Services recommend approval of the Utah State University 2025-26 budgets by the Board of Trustees:

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees hereby approves the Utah State University 2025-26 budgets as presented.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES:

Signature of Chair Skinner or designee

Date approved



Utah State University

2025-26 STATE APPROPRIATED BUDGET

LINE ITEM	FY25 BUDGET	2025 Legislature	Adjustments	FY26 BUDGET
Education & General	\$427,083,500	(\$1,159,300)	\$3,002,400	\$428,926,600
Technical Education (Moab, Price, Blanding)	8,458,700	295,700	55,000	8,809,400
Custom Fit	281,000	(800)	(100)	280,100
School of Veterinary Medicine	24,171,800	(149,300)	318,100	24,340,600
Agricultural Experiment Station	18,573,100	144,300	23,000	18,740,400
Extension	27,084,900	(969,100)	531,400	26,647,200
Utah Water Research Laboratory	4,628,500	385,500	(325,400)	4,688,600
Prehistoric Museum	555,700	66,800	(49,500)	573,000
Energy Education & Workforce Initiative	2,550,000	(450,000)	0	2,100,000
Utah Forest Restoration Institute	820,000	(55,000)	0	765,000
Student Success	2,097,000	59,300	37,300	2,193,600
TOTAL - ALL LINES	\$516,304,200	(\$1,831,900)	\$3,592,200	\$518,064,500

Auxiliary Enterprises (Logan)

2025-2026 Operating Budgets

Campus Store			
Budget Category	2025 Budget	2025 YE	
		Projection	2026 Budget
Revenue	\$ 11,162,784	\$ 13,370,361	\$ 13,444,827
Expenses			
Operating (Including COGS)	\$ 10,542,352	\$ 12,394,552	\$ 12,739,607
Debt Service			
Total Expenses	\$ 10,542,352	\$ 12,394,552	\$ 12,739,607
Available for Repairs/Replacement	\$ 620,432	\$ 975,809	\$ 705,220

Dining Services			
Budget Category	2025 Budget	2025 YE	
		Projection	2026 Budget
Revenue	\$ 13,466,932	\$ 13,339,930	\$ 13,545,838
Expenses			
Operating (Including COGS)	\$ 12,600,011	\$ 12,822,312	\$ 13,367,724
Debt Service	\$ 110,164	\$ 110,164	\$ 110,370
Total Expenses	\$ 12,710,175	\$ 12,932,476	\$ 13,478,094
Available for Repairs/Replacement	\$ 756,757	\$ 407,454	\$ 67,744

Parking Operations			
Budget Category	2025 Budget	2025 YE	
		Projection	2026 Budget
Revenue	\$ 2,930,044	\$ 2,856,399	\$ 2,803,625
Expenses			
Operating (Including COGS)	\$ 1,317,367	\$ 1,205,304	\$ 1,238,322
Debt Service	\$ 1,110,140	\$ 1,110,140	\$ 1,561,248
Total Expenses	\$ 2,427,507	\$ 2,315,444	\$ 2,799,570
Available for Repairs/Replacement	\$ 502,537	\$ 540,955	\$ 4,055

Auxiliary Enterprises (Logan)

2025-2026 Operating Budgets

Student Housing			
Budget Category	2025 Budget	2025 YE	
		Projection	2026 Budget
Revenue	\$ 20,730,460	\$ 21,666,778	\$ 23,243,120
Expenses			
Operating (Including COGS)	\$ 10,816,555	\$ 11,011,995	\$ 11,473,607
Debt Service	\$ 7,385,177	\$ 7,385,177	\$ 8,445,089
Total Expenses	\$ 18,201,732	\$ 18,397,172	\$ 19,918,696
Available for Repairs/Replacement	\$ 2,528,728	\$ 3,269,606	\$ 3,324,424

Taggart Student Center			
Budget Category	2025 Budget	2025 YE	
		Projection	2026 Budget
Revenue	\$ 2,557,222	\$ 2,669,543	\$ 2,637,286
Expenses			
Operating (Including COGS)	\$ 2,385,100	\$ 2,310,768	\$ 2,437,708
Debt Service			
Total Expenses	\$ 2,385,100	\$ 2,310,768	\$ 2,437,708
Available for Repairs/Replacement	\$ 172,122	\$ 358,775	\$ 199,578

University Inn			
Budget Category	2025 Budget	2025 YE	
		Projection	2026 Budget
Revenue	\$ 1,215,044	\$ 1,223,169	\$ 1,264,804
Expenses			
Operating (Including COGS)	\$ 1,017,952	\$ 1,054,027	\$ 1,138,548
Debt Service			
Total Expenses	\$ 1,017,952	\$ 1,054,027	\$ 1,138,548
Available for Repairs/Replacement	\$ 197,092	\$ 169,142	\$ 126,256

Auxiliary Enterprises (Price)

2025-2026 Operating Budgets

Dining Services			
Budget Category	2025 Budget	2025 YE	
		Projection	2026 Budget
Revenue	\$ 1,072,000	\$ 1,048,000	\$ 1,045,000
Expenses			
Operating (Including COGS)	\$ 1,070,000	\$ 1,358,900	\$ 1,033,000
Institutional Support	\$ -	\$ (328,900)	\$ -
Total Expenses	\$ 1,070,000	\$ 1,030,000	\$ 1,033,000
Available for Repairs/Replacement	\$ 2,000	\$ 18,000	\$ 12,000

Student Housing			
Budget Category	2025 Budget	2025 YE	
		Projection	2026 Budget
Revenue	\$ 960,000	\$ 1,053,000	\$ 1,000,000
Expenses			
Operating (Including COGS)	\$ 910,000	\$ 794,000	\$ 800,000
Institutional Support	\$ -	\$ -	\$ -
Total Expenses	\$ 910,000	\$ 794,000	\$ 800,000
Available for Repairs/Replacement	\$ 50,000	\$ 259,000	\$ 200,000

Student Center			
Budget Category	2025 Budget	2025 YE	
		Projection	2026 Budget
Revenue	\$ 22,000	\$ 30,000	\$ 22,000
Expenses			
Operating (Including COGS)	\$ 10,000	\$ 68,000	\$ 10,000
Institutional Support	\$ -	\$ -	\$ -
Total Expenses	\$ 10,000	\$ 68,000	\$ 10,000
Available for Repairs/Replacement	\$ 12,000	\$ (38,000)	\$ 12,000



UtahStateUniversity

Auxiliary Enterprises (Blanding)

2025-2026 Operating Budgets

Dining Services			
Budget Category	2025 Budget	2025 YE	
		Projection	2026 Budget
Revenue	\$ 640,000	\$ 682,000	\$ 658,000
Expenses			
Operating (Including COGS)	\$ 640,000	\$ 642,000	\$ 647,000
Institutional Support	\$ -	\$ (10,000)	\$ -
Debt Service	\$ -	\$ -	\$ -
Total Expenses	\$ 640,000	\$ 632,000	\$ 647,000
Available for Repairs/Replacement	\$ -	\$ 50,000	\$ 11,000

Student Housing			
Budget Category	2025 Budget	2025 YE	
		Projection	2026 Budget
Revenue	\$ 395,000	\$ 442,000	\$ 435,000
Expenses			
Operating (Including COGS)	\$ 255,000	\$ 264,000	\$ 260,000
Institutional Support	\$ (60,000)	\$ (26,000)	\$ (29,000)
Debt Service	\$ 200,000	\$ 204,000	\$ 204,000
Total Expenses	\$ 395,000	\$ 442,000	\$ 435,000
Available for Repairs/Replacement	\$ -	\$ -	\$ -

Student Center			
Budget Category	2025 Budget	2025 YE	
		Projection	2026 Budget
Revenue	\$ 28,000	\$ 20,000	\$ 21,000
Expenses			
Operating (Including COGS)	\$ 36,000	\$ 40,000	\$ 40,000
Institutional Support	\$ (8,000)	\$ (20,000)	\$ (19,000)
Debt Service	\$ -	\$ -	\$ -
Total Expenses	\$ 28,000	\$ 20,000	\$ 21,000
Available for Repairs/Replacement	\$ -	\$ -	\$ -

Service Enterprises (Logan)

2025-2026 Operating Budgets

Distribution (Mail Services)				
Budget Category	2025 Budget	2025 YE Projection	2026 Budget	
Revenue	\$ 851,900	\$ 866,412	\$ 889,850	
Expenses	\$ 758,336	\$ 811,387	\$ 810,805	
Net Revenue/(Loss)	\$ 93,564	\$ 55,025	\$ 79,045	

Information Technology				
Budget Category	2025 Budget	2025 YE Projection	2026 Budget	
Revenue	\$ 15,600,000	\$ 16,680,000	\$ 16,675,000	
Expenses	\$ 15,520,000	\$ 16,550,000	\$ 16,580,000	
Net Revenue/(Loss)	\$ 80,000	\$ 130,000	\$ 95,000	

Motor Pool				
Budget Category	2025 Budget	2025 YE Projection	2026 Budget	
Revenue	\$ 2,122,009	\$ 1,932,599	\$ 1,986,325	
Expenses	\$ 2,133,761	\$ 1,849,043	\$ 1,923,005	
Departmental Support	\$ (11,752)			
Net Revenue/(Loss)	\$ -	\$ 83,556	\$ 63,320	

Aggie Print			
Budget Category	2025 Budget	2025 YE Projection	2026 Budget
Revenue	\$ 2,486,347	\$ 2,714,934	\$ 2,661,469
Expenses	\$ 2,260,532	\$ 2,613,106	\$ 2,582,489
Net Revenue/(Loss)	\$ 225,815	\$ 101,828	\$ 78,980

Surplus Property			
Budget Category	2025 Budget	2025 YE Projection	2026 Budget
Revenue	\$ 263,610	\$ 262,922	\$ 263,610
Expenses	\$ 261,866	\$ 280,297	\$ 260,300
Net Revenue/(Loss)	\$ 1,744	\$ (17,375)	\$ 3,310



Utah State University "Aggies"
Athletics Department
Operating Budget
2025-26

Revenues	
Institutional Support	20,864,581
Tuition Waivers	1,901,069
Student Fees	4,500,000
Football	4,650,000
Basketball	1,200,000
Women's Ticketed Sports	100,000
Development	9,700,000
NCAA / Mountain West	7,570,000
Sponsorships	2,630,001
Licensing	380,000
Other Athletics Revenues	1,144,779
Marketing Trade	250,000
Indirect Facilities & Admin	1,900,000
Total Revenues	\$56,790,430

Expenses	
Compensation	28,471,005
Men's Varsity Sports Programs	7,448,782
Women's Varsity Sports Programs	3,747,474
Scholarship Expenses	7,756,636
Administrative Operating Expenses	6,026,566
Other Athletics Expenses	799,000
Marketing Trade	250,000
Indirect Facilities & Admin	1,900,000
Total Expenses	\$56,399,463

Balance	\$390,967
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Utah State University Eastern "Eagles"
Athletics Department
Operating Budget
2025-26

Revenues		
Institutional Support	\$	1,883,998
Student Fees		48,000
Donations		100,000
Camps/Other		150,000
Advertising/Sponsorships		10,000
Ticket Sales		10,500
Miscellaneous		1,500
Total Revenues	\$	2,203,998

Expenses		
Compensation	\$	1,259,998
<u>Operating</u>		
Men's Sports		300,000
Women's Sports		457,000
Co-Ed Sports		36,000
Administrative		151,000
Total Expenses	\$	2,203,998

Balance	\$	-
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20 June 2025

ITEM FOR ACTION

Real Property Acquisition

The proposed real property acquisition described is submitted for the Utah State University Board of Trustees review and approval. The proposed action has received appropriate administrative review and approval.

EXECUTIVE SUMMARY

Utah State University desires to acquire 0.783 acres of land adjacent to its Price campus, as illustrated in Exhibit A. The property consists of three single-family homes. This acquisition is a high priority in USU Eastern's planning. It is expected long-term that the property will be developed for student housing.

USU has obtained an independent appraisal to establish the fair market value of the property. The acquisition will be funded by USU Eastern, and USU Eastern Housing will continue to rent the homes in the short term. The ongoing operation and maintenance costs will be covered by housing rental revenues.

RECOMMENDATION

The Interim President and Vice President for Finance and Administrative Services recommend that the Board of Trustees approve the Real Property Acquisition.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, Utah State University desires to acquire 0.783 acres of land adjacent to its Price campus, as illustrated in Exhibit A, and

WHEREAS, the property consists of three single-family homes, and

WHEREAS, this acquisition is a high priority in USU Eastern's planning, and

WHEREAS, it is expected long-term that the property will be developed for student housing, and

WHEREAS, USU has obtained an independent appraisal to establish the fair market value of the property, and

WHEREAS, the acquisition will be funded by USU Eastern, and USU Eastern Housing will continue to rent the homes in the short term, and

WHEREAS, the ongoing operation and maintenance costs will be covered by housing rental revenues; and

WHEREAS, the Interim President and Vice President for Finance and Administrative Services recommend that the Board of Trustees approve the Real Property Acquisition:

NOW, THEREFORE BE IT RESOLVED that the USU Board of Trustees hereby approves the Real Property Acquisition.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Signature of Chair Skinner or designee

Date approved

EXHIBIT A



**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

RATIFICATION OF BOARD SECRETARY

June 20, 2025

WHEREAS, the Board of Trustees (“Board”) of Utah State University, in accordance with the bylaws of the University, is authorized to appoint and ratify officers of the Board, including the Secretary; and

WHEREAS, the position of Board Secretary is essential to ensuring the integrity and proper maintenance of Board records, official correspondence, and the coordination of Board meetings and actions; and

WHEREAS, Janalyn Brown has been appointed by the President to serve as Secretary to the Board of Trustees of Utah State University, and has demonstrated the experience, judgment, and commitment necessary to fulfill the responsibilities of the office;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Utah State University hereby ratifies the appointment of **Janalyn Brown** as **Secretary to the Board of Trustees**, effective July 1, 2023; and

BE IT FURTHER RESOLVED, that the Board expresses its confidence in Janalyn Brown and extends its full support as she undertakes the duties of this office in service to the University and its mission.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

Ratification of Utah State University Board of Trustees Chair and Vice Chair for 2025-2027

WHEREAS, the Utah State University Board of Trustees voted via an anonymous and closed electronic ballot, the following results are recommended:

NOW THEREFORE, BE IT RESOLVED, That the USU Board of Trustees hereby approve the appointment of Trustee Tessa White as Chair and Trustee Gina Gagon as Vice Chair as of July 1, 2025 through June 30, 2027 or until their successors are elected and qualified.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Jacey Skinner, Chair

Date

20 June 2025

ITEM FOR ACTION

Report of Investments for February 2025

The Report of Investments for February 2025 is submitted to the Board of Trustees for consideration. It has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

The following report is a list of Utah State University's investment holdings for the month ended February 2025. Investments are executed in accordance with the State Money Management Act, Rules of the State Money Management Council, and Uniform Prudent Management of Institutions Funds Act.

RECOMMENDATION

The President and Vice President for Finance and Administrative Services recommend that the Board of Trustees approve the Report of Investments for February 2025.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, the attached Report of Investments has been filed for review by the Board of Trustees pertaining to the investment activities;

WHEREAS, the investments listed on the attached Report of Investments have been approved by the USU Controller's Office;

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;

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 activities listed on the attached Report of Investments were made in accordance with the guidelines, rules, and laws;

WHEREAS, Vice President Cowley requests approval of the attached Report of Investments for the period 1 February 2025 to 28 February 2025;

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 activities listed on the attached Report of Investments for the period 1 February 2025 to 28 February 2025;

NOW, THEREFORE BE IT RESOLVED that the USU Board of Trustees hereby approves the attached Report of Investments as presented and ratifies the activities listed on said Report of Investments for February 2025.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Signature of Chair Skinner or designee

Date approved



UTAH STATE UNIVERSITY
REPORT OF INVESTMENTS
February 2025

The following report is a list of Utah State University's investment holdings for the month ended February 2025. To the best of my knowledge, Utah State University is in compliance with the Utah State Money Management Act, Rules of the Utah State Money Management Council, Utah State Uniform Prudent Management of Institutional Funds Act, and Utah Board of Higher Education and University policies.

A handwritten signature in blue ink, appearing to read 'W Keller', written over a horizontal line.

Wendy Keller
Controller

5-30-2025

Date

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

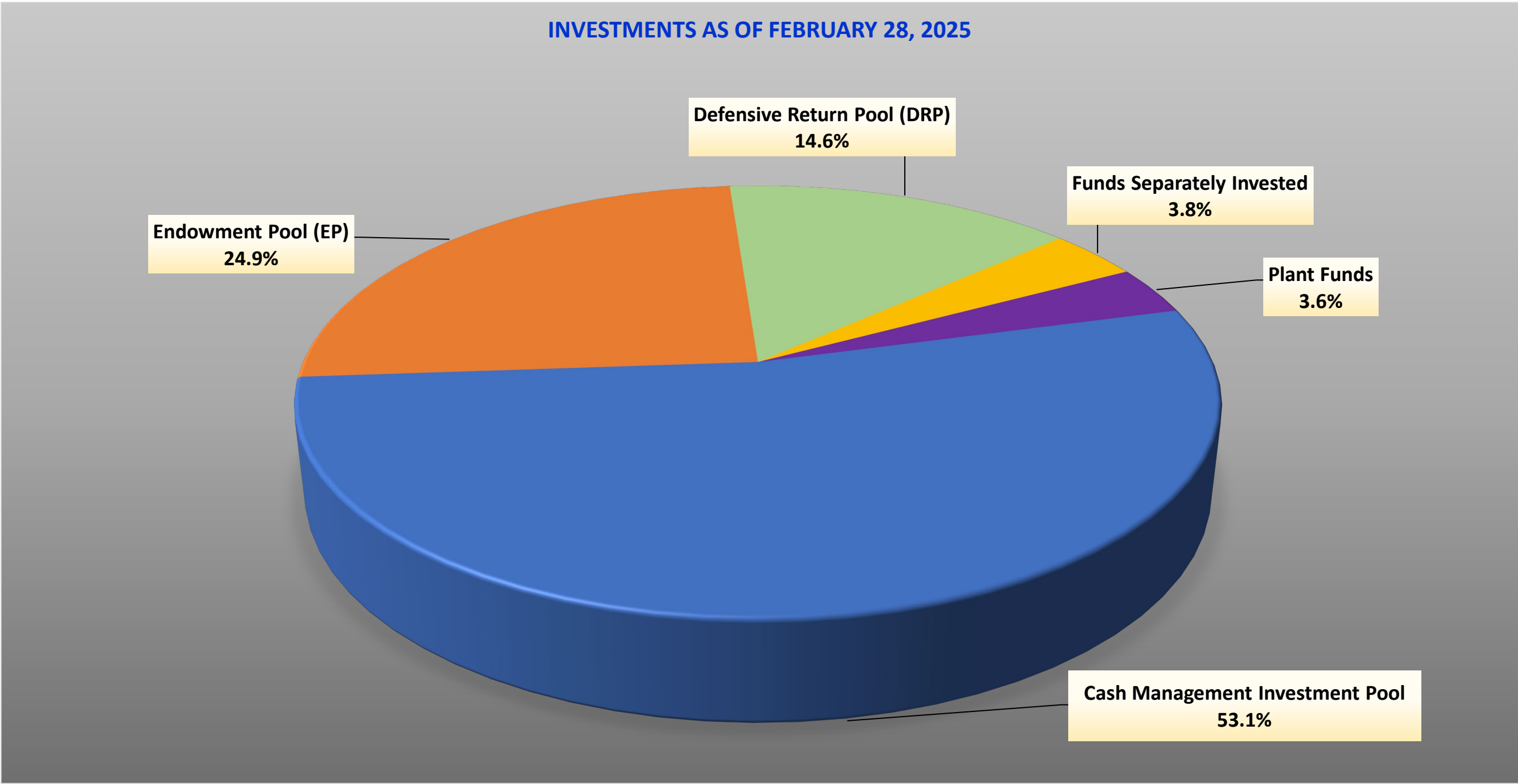
David T. Cowley
Vice President
for Finance and Administrative Services

6/2/25

Date



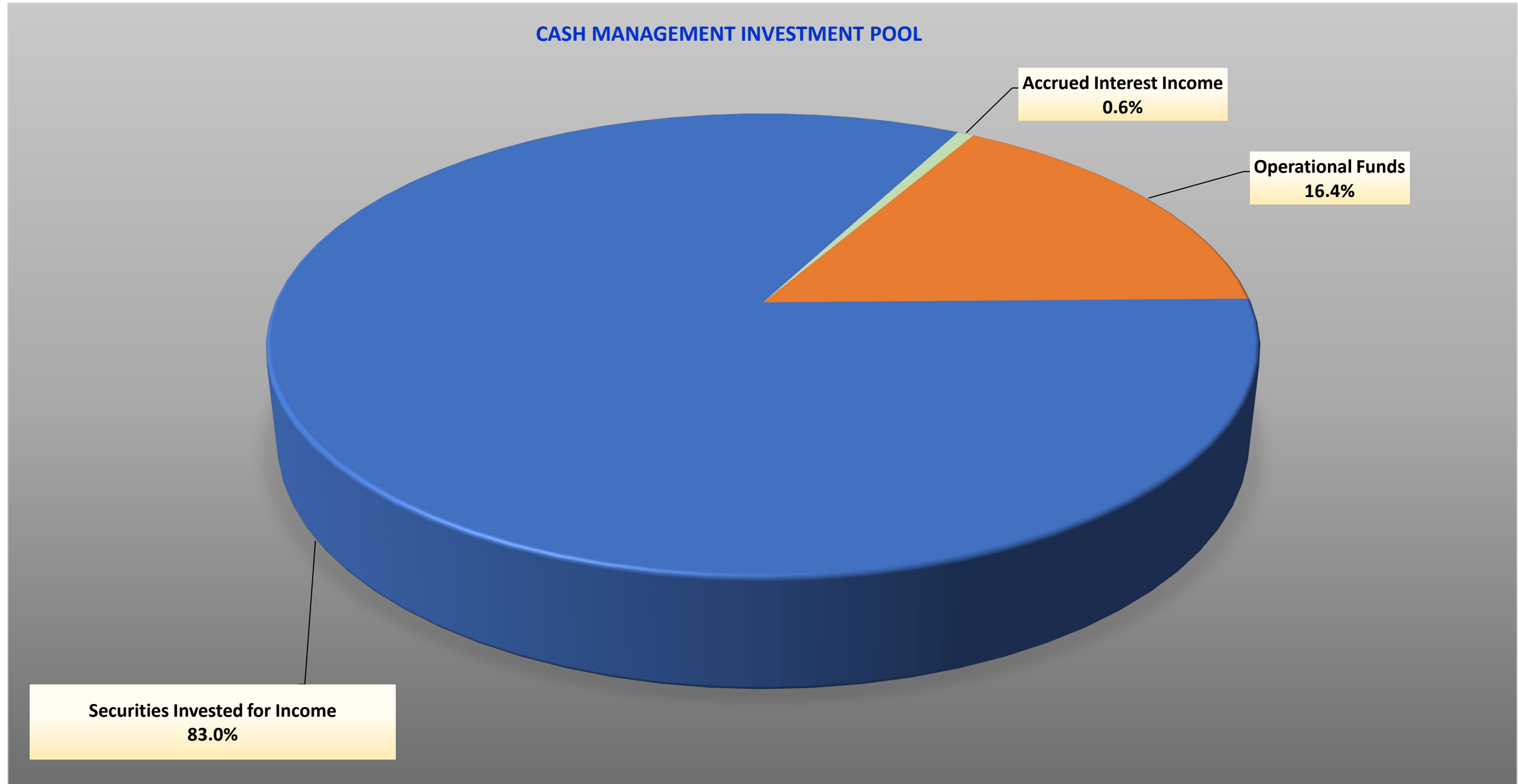
February 2025		
Investment Pool Holding Totals		Fair Value
Cash Management Investment Pool		\$651,973,756
Endowment Pool (EP)	<i>(Does not include \$16.0 M invested in CMIP)</i>	306,491,780
Defensive Return Pool (DRP)	<i>(Does not include \$92.5 M invested in CMIP)</i>	179,167,769
Funds Separately Invested	<i>(Donor Restricted Individual Securities, Donor Required External Management)</i>	46,582,347
Plant Funds	<i>(Bond Proceeds during Construction and Debt Service Reserves)</i>	44,726,415
Total		\$1,228,942,067





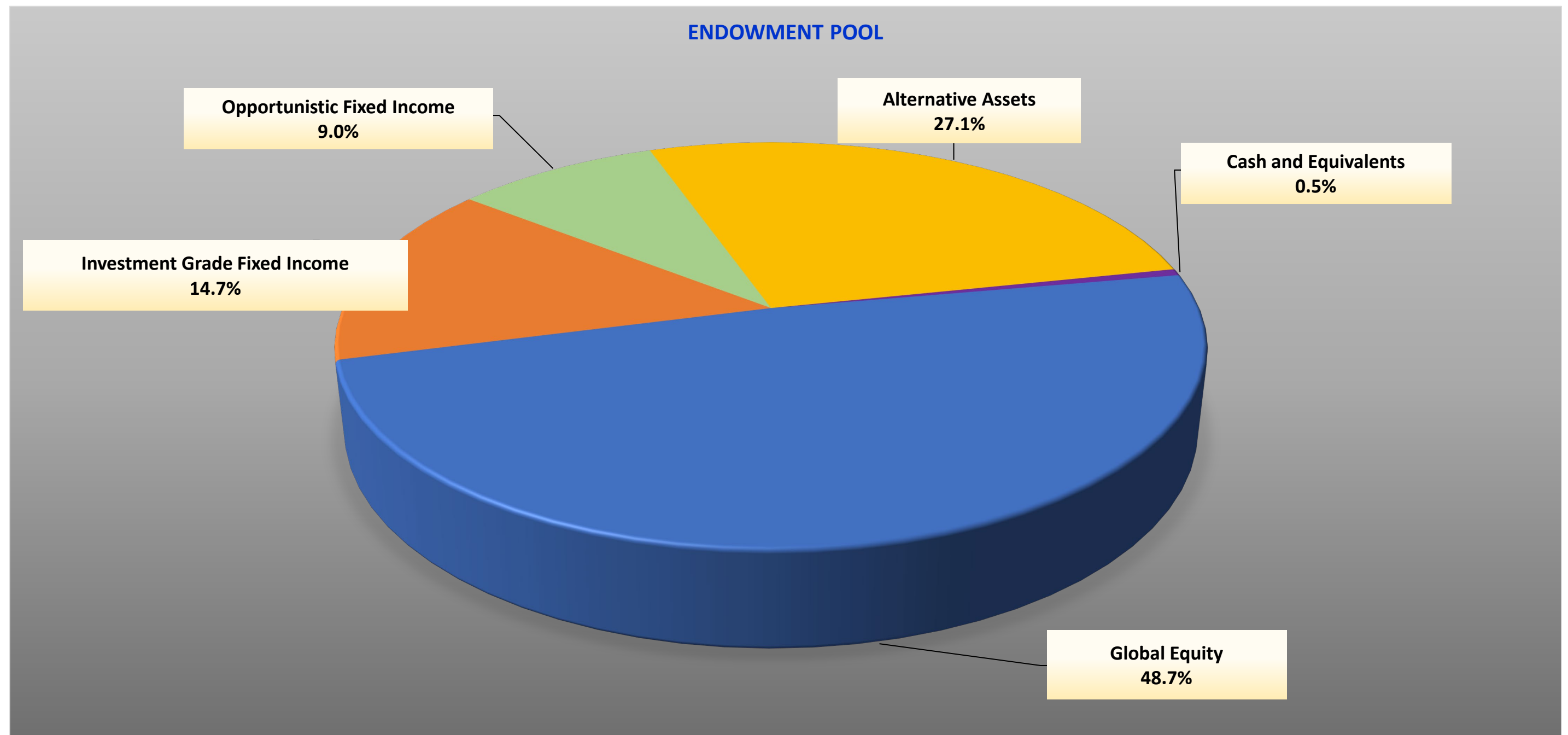
Investment Pool Holding Totals		Annualized Yield	February 2025 Par Value	February 2025 Cost Basis	February 2025 Fair Value	Unrealized (G/L)*
Operational Funds	(Cash and Cash equivalents & investments where maturities are one year or less)		\$107,080,000	\$107,078,088	\$106,918,635	(\$159,453)
Securities Invested for Income	(Investments intended to generate a consistent stream of income year over year with maturities between one and ten years)		569,107,000	569,760,979	540,922,345	(28,838,634)
Accrued Interest Income					4,132,776	
Total		4.26%	\$676,187,000	\$676,839,067	\$651,973,756	(\$28,998,087)

* Changes in unrealized gains or losses are based on the difference between the cost and current fair value. Like other public institutions, Utah State University practices a buy and hold to maturity strategy, therefore at maturity, principal balances will be returned at full par value. All investments are in compliance with the State of Utah Money Management Act.



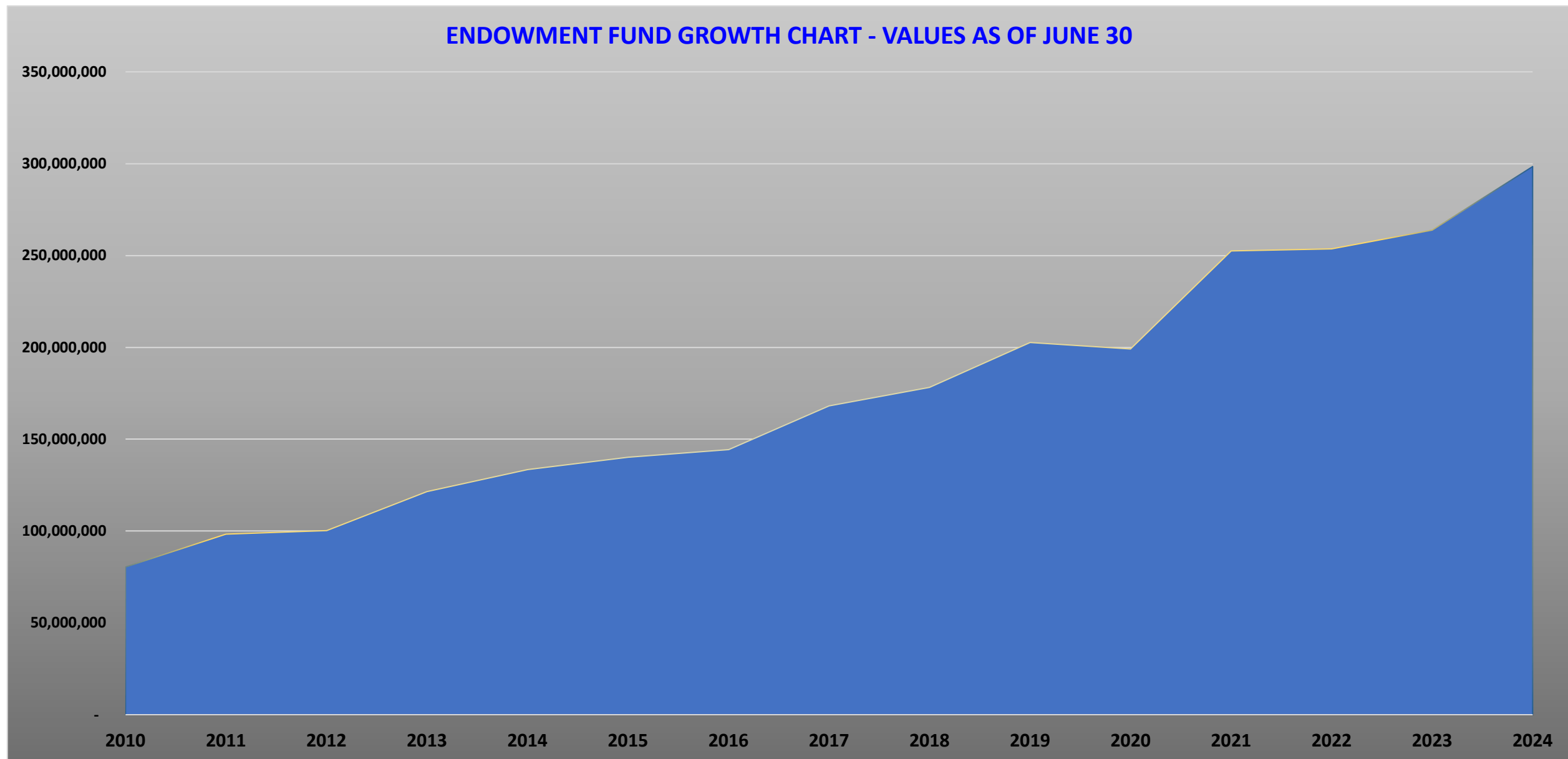


Investment Pool Holding Totals	Change From Prior Year			Change From Prior Month		
	February 2024 Fair Value	February 2025 Fair Value	Net Change from Prior Year	January 2025 Fair Value	February 2025 Fair Value	Net Change from Prior Month
Global Equity	\$142,625,533	\$157,137,479		\$157,866,020	\$157,137,479	
Investment Grade Fixed Income	42,442,393	47,234,965		45,523,934	47,234,965	
Opportunistic Fixed Income	26,749,036	29,062,926		28,114,079	29,062,926	
Alternative Assets	84,667,034	87,373,005		87,736,419	87,373,005	
Cash and Equivalents	1,042,401	1,686,081		2,285,935	1,686,081	
Total	\$297,526,397	\$322,494,456	\$24,968,059	\$321,526,387	\$322,494,456	\$968,069



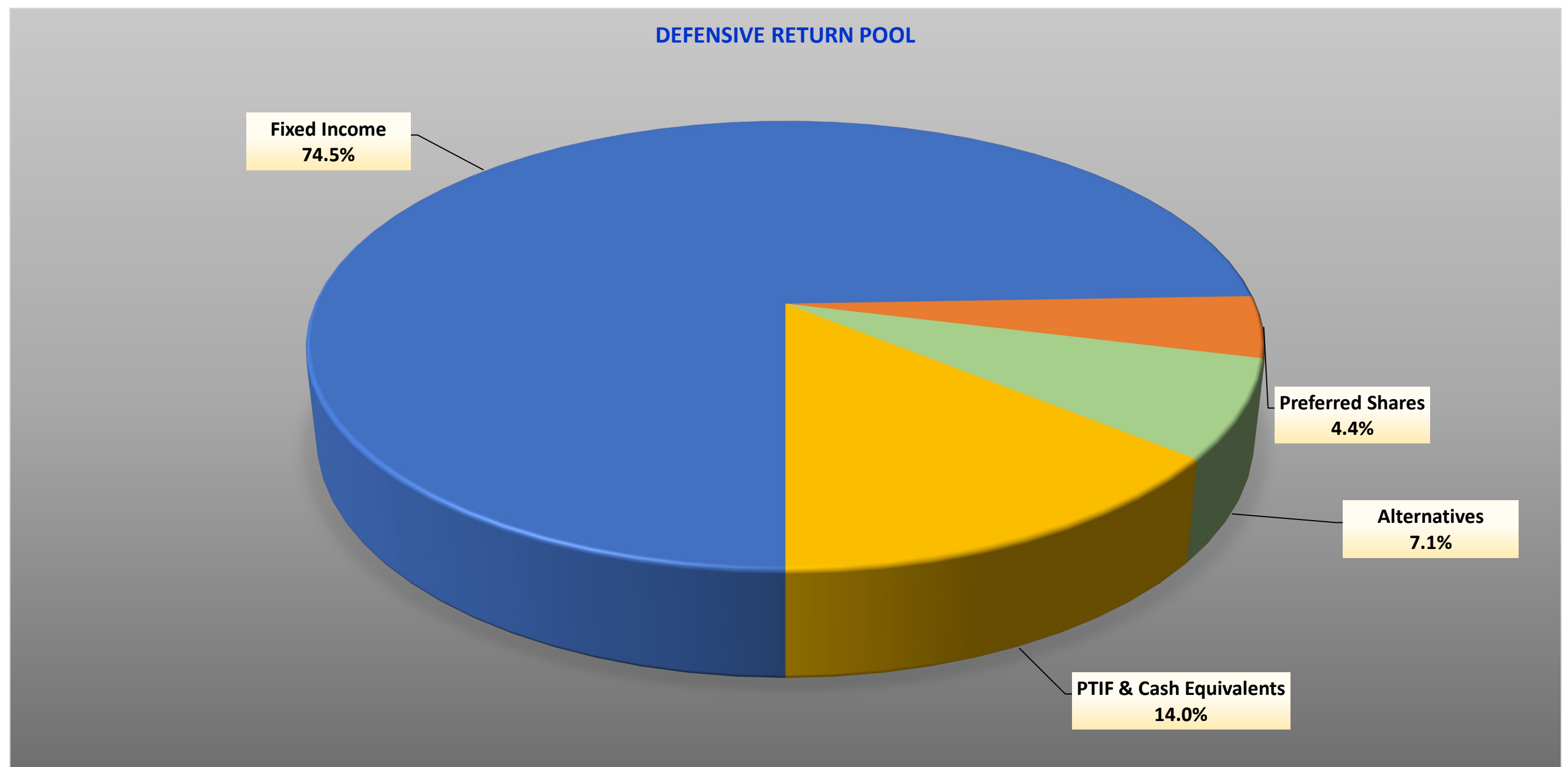


Investment Pool Holding Totals	Asset Allocation		Performance as of February 28, 2025			
	Current Allocation	Target	1 Year %	3 Years %	5 Years %	10 Years %
Global Equity	48.7%	48.0%				
Investment Grade Fixed Income	14.7%	11.5%				
Opportunistic Fixed Income	9.0%	7.5%				
Alternative Assets	27.1%	33.0%				
Cash and Equivalents	0.5%	0.0%				
Total Fund Aggregate	100%	100%	7.7%	5.8%	8.7%	7.2%
Benchmark			10.4%	6.1%	8.7%	7.1%





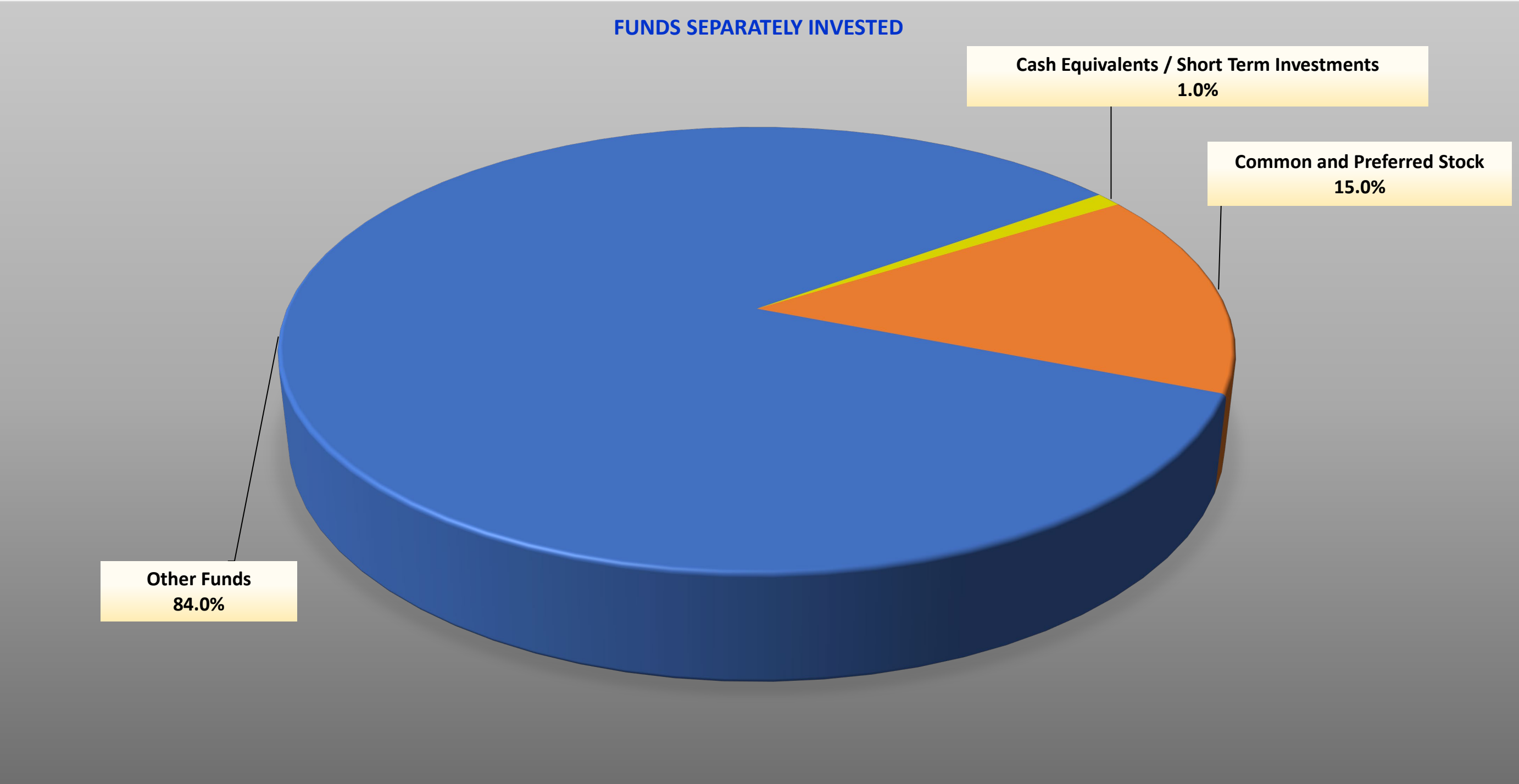
Investment Pool Holding Totals		January 2025 Fair Value	February 2025 Fair Value	Net Change in Fair Value
Fixed Income	(Includes \$92.5 M invested in CMIP)	\$226,516,144	\$202,253,541	
Preferred Shares		11,895,995	12,067,510	
Alternatives		19,318,300	19,214,858	
PTIF & Cash Equivalents		33,361,650	38,158,138	
Total		\$291,092,089	\$271,694,047	(\$19,398,042)





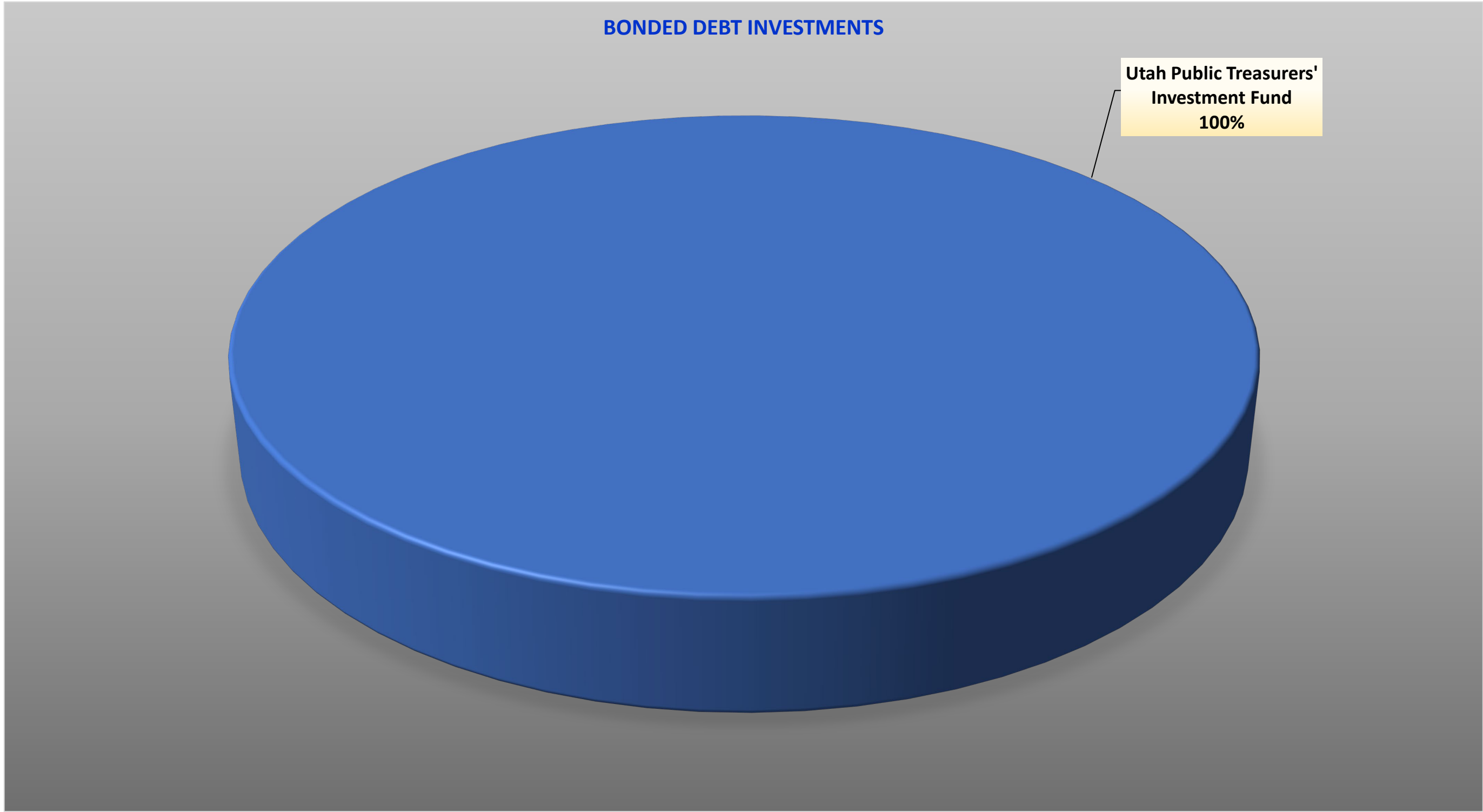
Funds Separately Invested*	February 2025 Cost Basis	February 2025 Fair Value	Change in Unrealized (G/L)
Cash Equivalents / Short Term Investments	\$469,345	\$485,733	
Common and Preferred Stock	6,477,404	6,978,660	
Other Funds	9,632,541	39,117,954	
Total	\$16,579,290	\$46,582,347	\$30,003,057

* Funds Separately Invested primarily consists of donor restricted individual securities donated to the University and managed by outside investment managers.





Bonded Debt Investments		January 2025 Fair Value	February 2025 Fair Value	Net Change in Fair Value
Utah Public Treasurers' Investment Fund	(Bond Proceeds during Construction and Debt Service Reserves)	\$51,235,892	\$44,726,415	
Total		\$51,235,892	\$44,726,415	(\$6,509,477)



20 June 2025

ITEM FOR ACTION

Report of Investments for March 2025

The Report of Investments for March 2025 is submitted to the Board of Trustees for consideration. It has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

The following report is a list of Utah State University's investment holdings for the month ended March 2025. Investments are executed in accordance with the State Money Management Act, Rules of the State Money Management Council, and Uniform Prudent Management of Institutions Funds Act.

RECOMMENDATION

The Interim President and Vice President for Finance and Administrative Services recommend that the Board of Trustees approve the Report of Investments for March 2025.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, the attached Report of Investments has been filed for review by the Board of Trustees pertaining to the investment activities;

WHEREAS, the investments listed on the attached Report of Investments have been approved by the USU Controller's Office;

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;

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 activities listed on the attached Report of Investments were made in accordance with the guidelines, rules, and laws;

WHEREAS, Vice President Cowley requests approval of the attached Report of Investments for the period 1 March 2025 to 31 March 2025;

WHEREAS, the Interim 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 activities listed on the attached Report of Investments for the period 1 March 2025 to 31 March 2025;

NOW, THEREFORE BE IT RESOLVED that the USU Board of Trustees hereby approves the attached Report of Investments as presented and ratifies the activities listed on said Report of Investments for March 2025.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

Signature of Chair Skinner or designee

Date approved



UTAH STATE UNIVERSITY
REPORT OF INVESTMENTS
March 2025

The following report is a list of Utah State University's investment holdings for the month ended March 2025. To the best of my knowledge, Utah State University is in compliance with the Utah State Money Management Act, Rules of the Utah State Money Management Council, Utah State Uniform Prudent Management of Institutional Funds Act, and Utah Board of Higher Education and University policies.

A handwritten signature in blue ink, appearing to read 'W Keller', written over a horizontal line.

Wendy Keller
Controller

5-30-2025

Date

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

David T. Cowley
Vice President
for Finance and Administrative Services

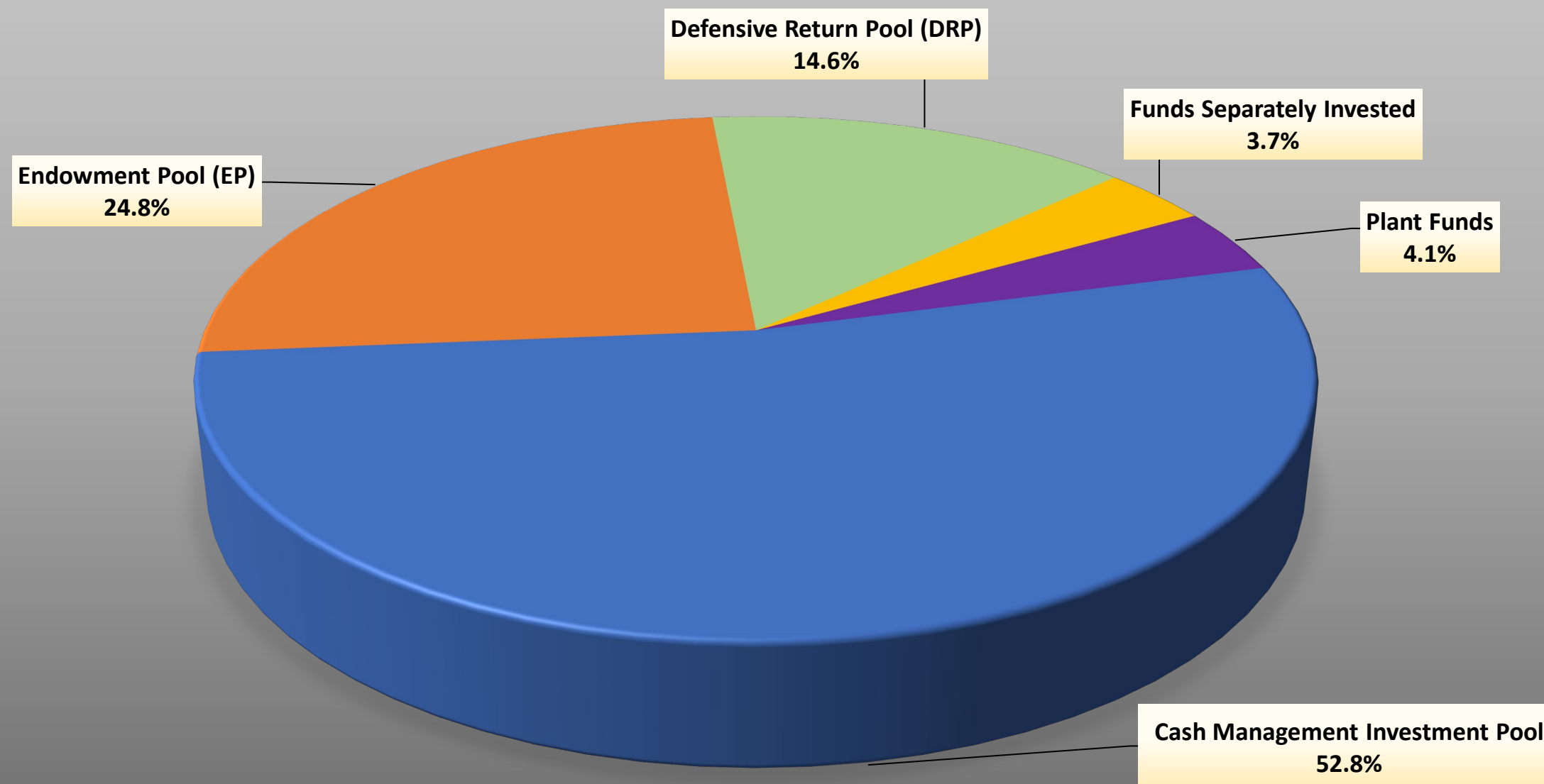
6/2/25

Date



Investment Pool Holding Totals		March 2025 Fair Value
Cash Management Investment Pool		\$644,357,765
Endowment Pool (EP)	<i>(Does not include \$16.9 M invested in CMIP)</i>	303,013,966
Defensive Return Pool (DRP)	<i>(Does not include \$95.0 M invested in CMIP)</i>	178,013,366
Funds Separately Invested	<i>(Donor Restricted Individual Securities, Donor Required External Management)</i>	44,868,901
Plant Funds	<i>(Bond Proceeds during Construction and Debt Service Reserves)</i>	49,506,594
Total		\$1,219,760,592

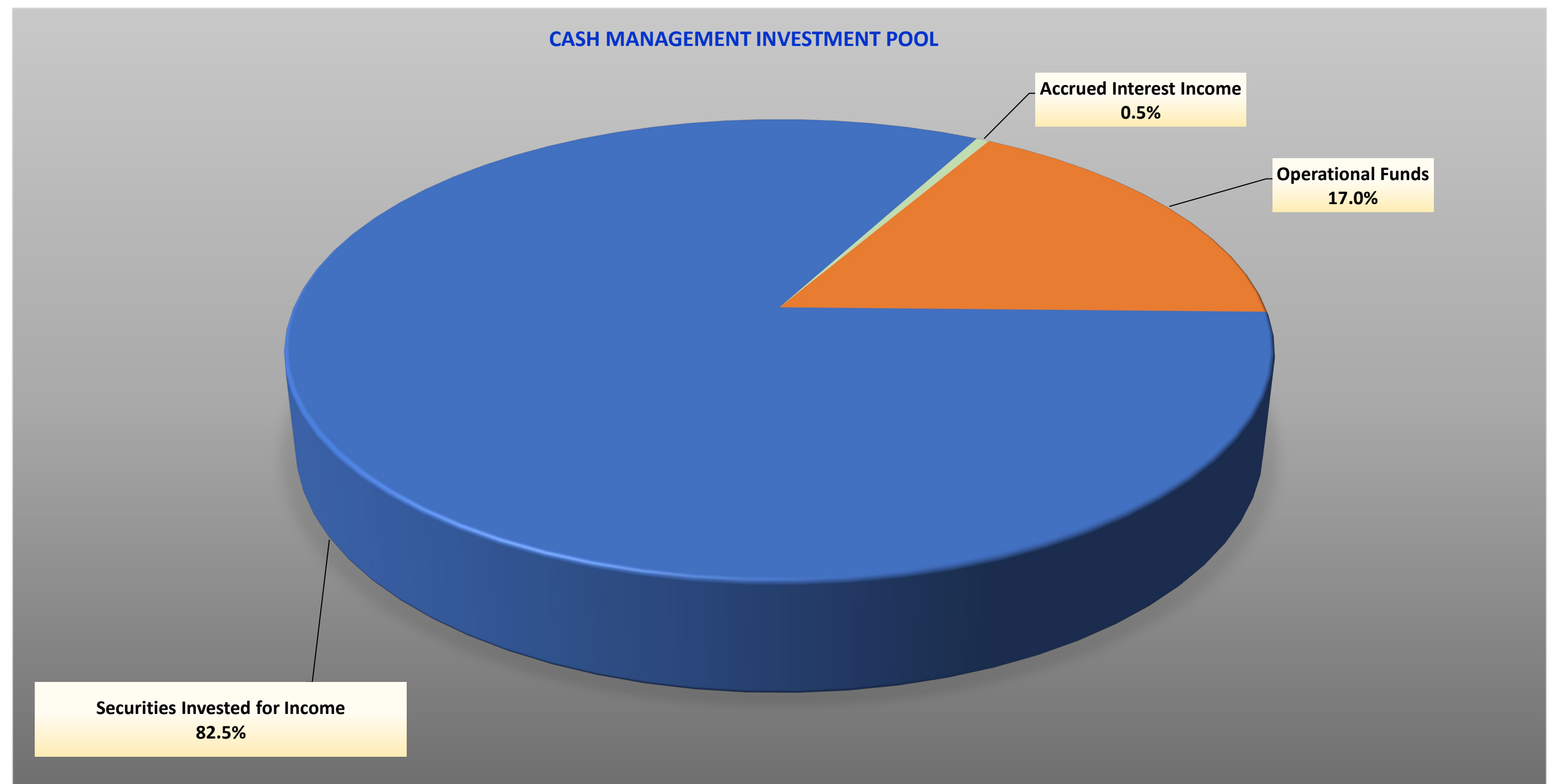
INVESTMENTS AS OF MARCH 31, 2025





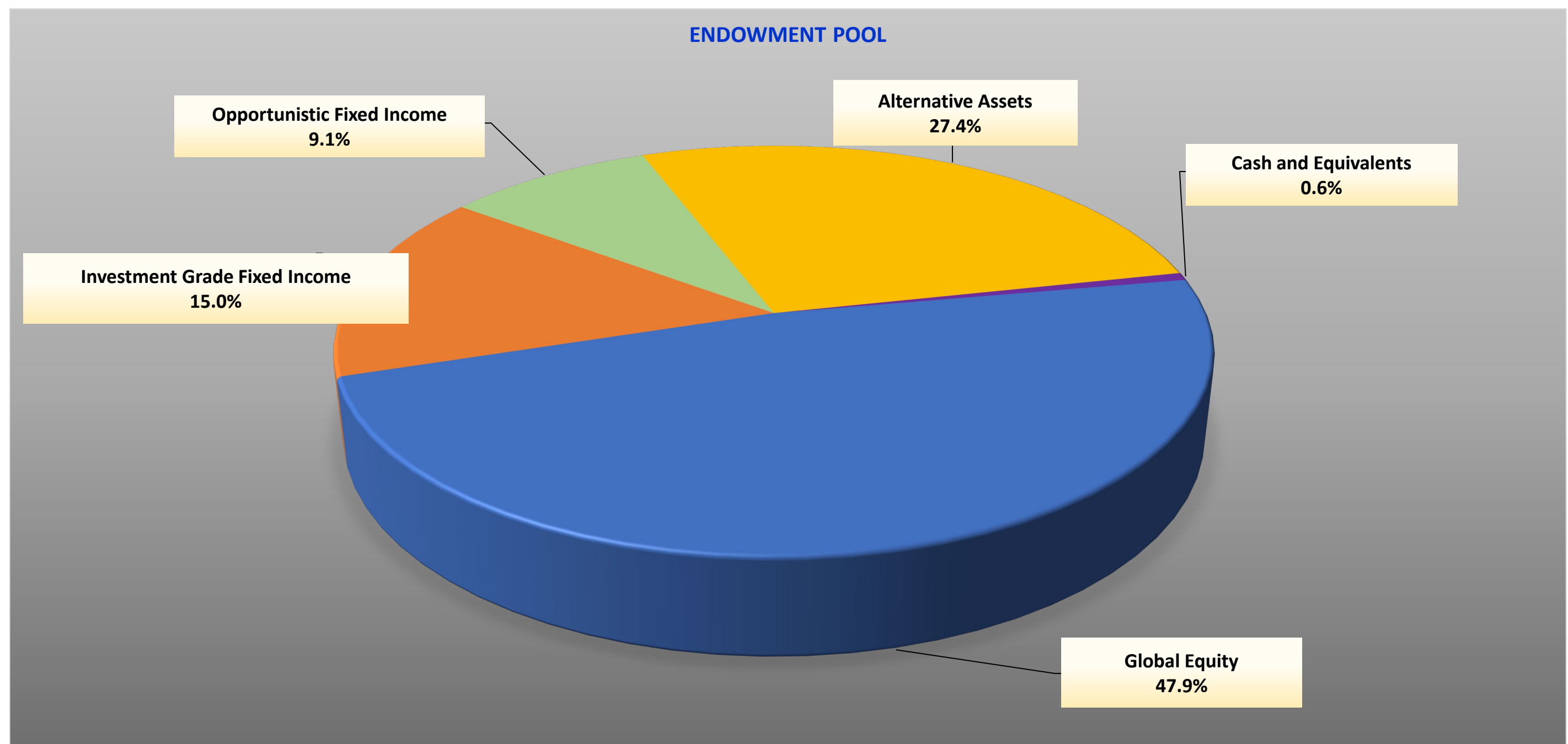
Investment Pool Holding Totals		Annualized Yield	March 2025 Par Value	March 2025 Cost Basis	March 2025 Fair Value	Unrealized (G/L)*
Operational Funds	(Cash and Cash equivalents & investments where maturities are one year or less)		\$109,615,000	\$109,614,232	\$109,443,145	(\$171,087)
Securities Invested for Income	(Investments intended to generate a consistent stream of income year over year with maturities between one and ten years)		559,445,000	560,033,321	531,673,550	(28,359,771)
Accrued Interest Income					3,241,070	
Total		4.29%	\$669,060,000	\$669,647,553	\$644,357,765	(\$28,530,858)

* Changes in unrealized gains or losses are based on the difference between the cost and current fair value. Like other public institutions, Utah State University practices a buy and hold to maturity strategy, therefore at maturity, principal balances will be returned at full par value. All investments are in compliance with the State of Utah Money Management Act.



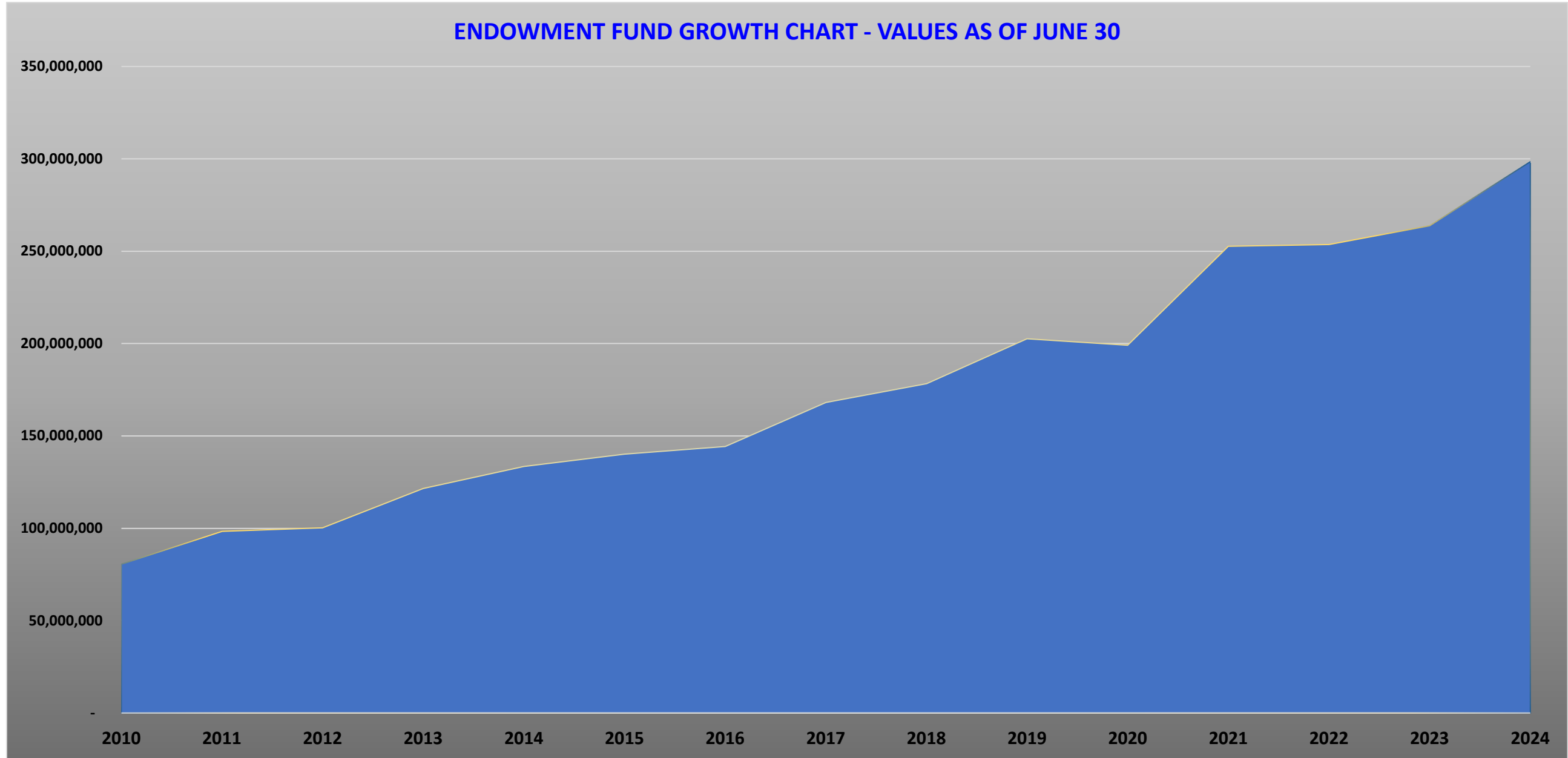


Investment Pool Holding Totals	Change From Prior Year			Change From Prior Month		
	March 2024 Fair Value	March 2025 Fair Value	Net Change from Prior Year	February 2025 Fair Value	March 2025 Fair Value	Net Change from Prior Month
Global Equity	\$147,054,930	\$153,155,400		\$157,137,479	\$153,155,400	
Investment Grade Fixed Income	42,897,845	48,127,062		47,234,965	48,127,062	
Opportunistic Fixed Income	27,275,032	28,984,246		29,062,926	28,984,246	
Alternative Assets	85,370,337	87,776,738		87,373,005	87,776,738	
Cash and Equivalents	1,471,916	1,912,387		1,686,081	1,912,387	
Total	\$304,070,060	\$319,955,833	\$15,885,773	\$322,494,456	\$319,955,833	(\$2,538,623)



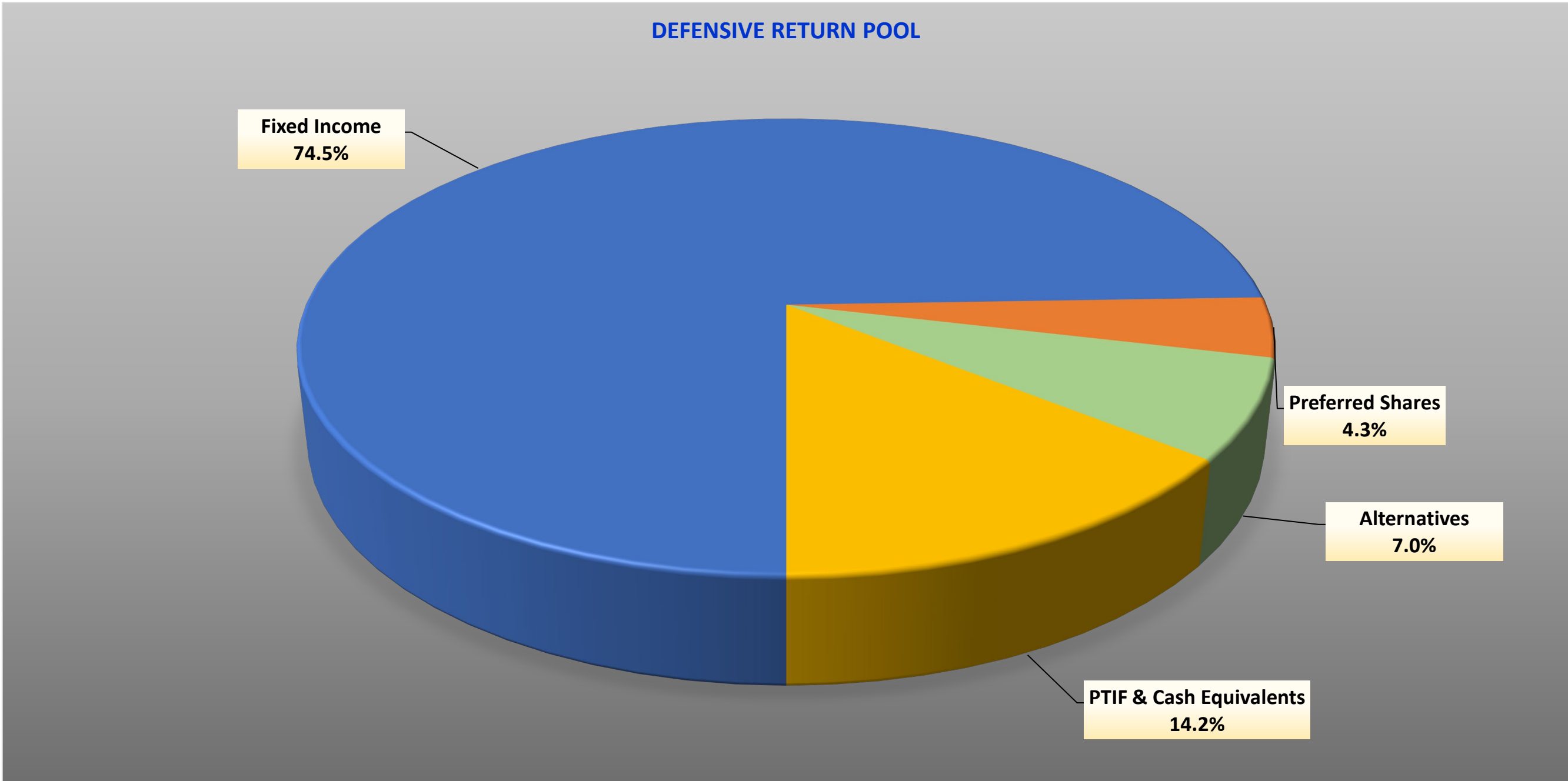


Investment Pool Holding Totals	Asset Allocation		Performance as of March 31, 2025			
	Current Allocation	Target	1 Year %	3 Years %	5 Years %	10 Years %
Global Equity	47.9%	48.0%				
Investment Grade Fixed Income	15.0%	11.5%				
Opportunistic Fixed Income	9.1%	7.5%				
Alternative Assets	27.4%	33.0%				
Cash and Equivalents	0.6%	0.0%				
Total Fund Aggregate	100%	100%	4.5%	4.6%	10.3%	7.1%
Benchmark			6.6%	4.9%	10.2%	7.0%





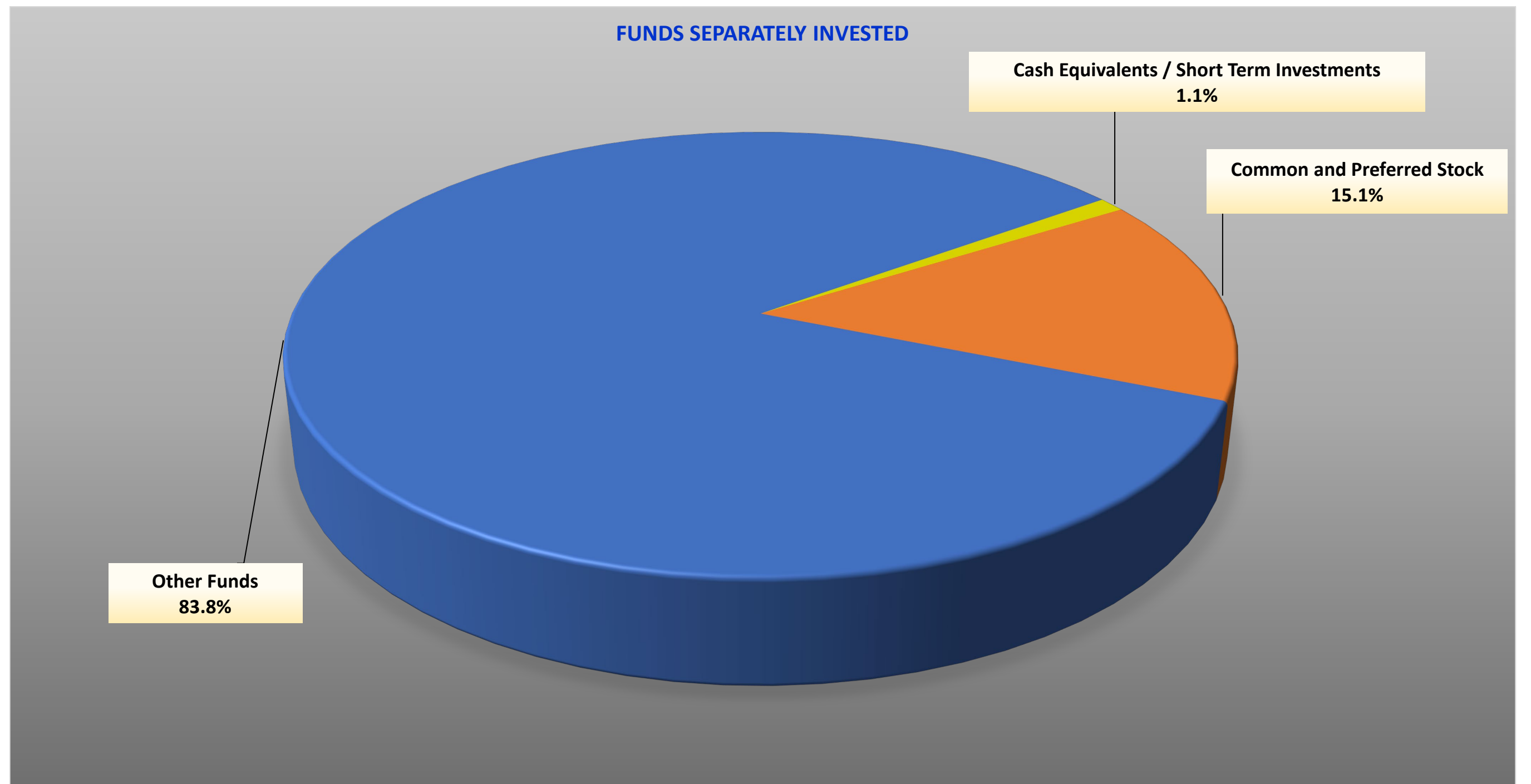
Investment Pool Holding Totals		February 2025 Fair Value	March 2025 Fair Value	Net Change in Fair Value
Fixed Income	(Includes \$95.0 M invested in CMIP)	\$202,253,541	\$203,306,145	
Preferred Shares		12,067,510	11,586,445	
Alternatives		19,214,858	19,245,983	
PTIF & Cash Equivalents		38,158,138	38,871,564	
Total		\$271,694,047	\$273,010,137	\$1,316,090





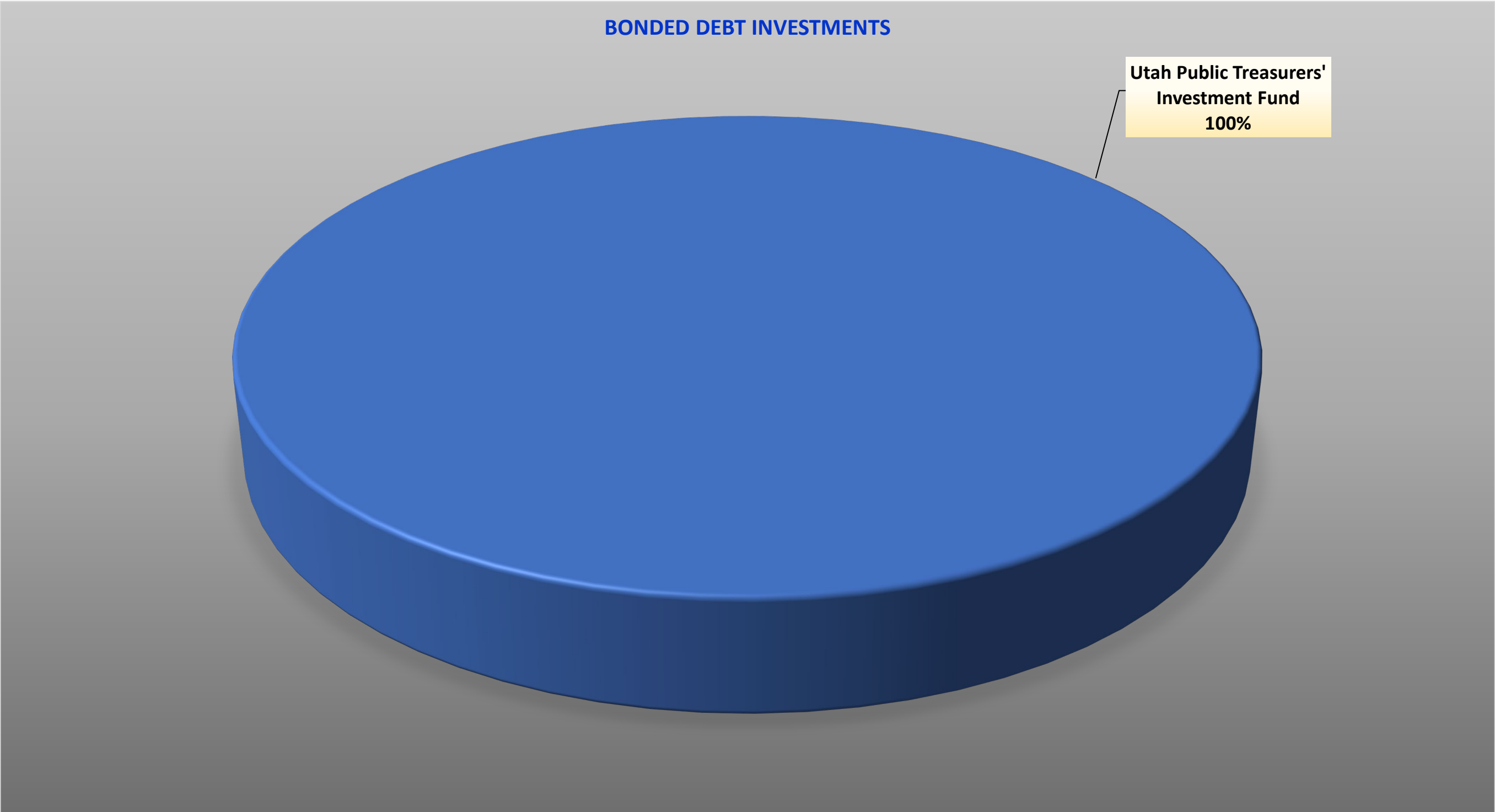
Funds Separately Invested*	March 2025 Cost Basis	March 2025 Fair Value	Change in Unrealized (G/L)
Cash Equivalents / Short Term Investments	\$472,690	\$476,511	
Common and Preferred Stock	6,530,360	6,787,283	
Other Funds	9,737,225	37,605,107	
Total	\$16,740,275	\$44,868,901	\$28,128,626

* Funds Separately Invested primarily consists of donor restricted individual securities donated to the University and managed by outside investment managers.





Bonded Debt Investments		February 2025 Fair Value	March 2025 Fair Value	Net Change in Fair Value
Utah Public Treasurers' Investment Fund	(Bond Proceeds during Construction and Debt Service Reserves)	\$44,726,415	\$49,506,594	
Total		\$44,726,415	\$49,506,594	\$4,780,179





REACH AND RISE

THE PAC-12 MOVEMENT



EVENING WITH AGGIE ATHLETICS



Friday, June 27, 2025 | 5:30 to 8 p.m.
Dee Glen Smith Spectrum

Join some of our most famous Aggie Athlete alumni and our USU coaches as we celebrate our move to the PAC-12 Conference and prepare for excellence through the Reach and Rise campaign. Get ready for a fun night filled with exclusive Aggie fan experiences. It's the can't-miss event of the year!

Heavy hors d'oeuvres and small plates will be served. Aggie fan gear welcomed for this event.

If you haven't already, RSVP at usu.edu/eveningatthespectrum.
For questions, email stewardship@usu.edu.

Nominate
An Amazing
Aggie





2025-26 Alumni and Old Main Society Award Season

Award Nominations Open

Nominations are open through June 30 for the 2025-26 alumni merit citations, Homecoming and Founders Day awards season. Nominees stay in the pool for three years.

Nominate: usu.edu/alumni/recognition-awards



Opening of the New Wanlass Center for Art Education and Research

The Nora Eccles Harrison Museum of Art (NEHMA) celebrated a major milestone with the April 29 ribbon cutting for the new Wanlass Center for Art Education and Research. The Stewardship event team worked with NEHMA staff to plan and execute the event that included VIP tours, a luncheon, and public tours of the new space.

The \$7.6 million, 10,000-square-foot expansion offers innovative spaces for classes, researchers, and the public to engage with NEHMA's renowned collection of modern and contemporary American art, with a special focus on the American West. Designed by Sparano + Mooney Architecture, the new facility includes visible storage, flexible display areas, and interactive learning opportunities that enrich academic, K-12, and community education. Supported by the George Wanlass family, the expansion doubles the museum's storage capacity and strengthens NEHMA's role as a national leader in art education.

[See More](#)



Congratulations to the Class of 2025

Utah State University conferred 7,938 degrees to 7,185 students during the 138th commencement ceremony. M. William "Willy" Lensch, USU alumnus and associate provost for research at Harvard University, served as the commencement speaker. Lensch, along with Kem C. Gardner, real estate developer, prominent community philanthropist and champion of education and healthcare, received honorary degrees during the ceremony.

[See More](#)

Fundraising Progress

Summer 2025
University Advancement Report

July 1, 2024 to June 2, 2025

Donor	Total	% Total	# Gifts	# Donors	% Donors
Alumni	\$20,166,567.99	34.08%	13,060	4,177	46.46%
Corporation	\$11,438,575.13	19.33%	1,850	595	6.62%
Foundation	\$12,295,477.09	20.78%	548	169	1.88%
Individual	\$12,194,058.48	20.61%	9,965	3,374	37.53%
Other Organization	\$1,508,757.18	2.55%	205	89	0.99%
Parent	\$1,523,075.94	2.57%	864	454	5.05%
Student	\$40,228.96	0.07%	286	155	1.72%
TOTAL	\$59,166,740.77		26,778	8,991	

July 1, 2023 to June 2, 2024

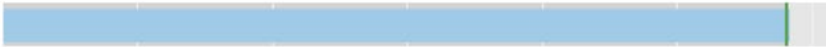
Donor	Total	% Total	# Gifts	# Donors	% Donors
Alumni	\$36,555,022.70	59.41%	11,592	3,828	48.33%
Corporation	\$9,274,278.56	15.07%	1,958	618	7.80%
Foundation	\$8,752,104.50	14.23%	480	143	1.81%
Individual	\$4,705,977.00	7.65%	8,539	2,674	33.76%
Other Organization	\$1,480,100.82	2.41%	153	95	1.20%
Parent	\$703,478.93	1.14%	827	393	4.96%
Student	\$54,488.87	0.09%	341	187	2.36%
TOTAL	\$61,525,451.38		23,890	7,921	



USU Elevated Through Philanthropy and Engagement

FY Progress to Goal

As of 6/9/2025 7:09:56 AM

		Amount	Pace	Completion
Dollars Granted		\$60,548,293.23 \$60,000,000	7.4%	100.9%
Visits		3,189 3,200	6.0%	99.7%
Qualification Visits		1,035 1,000	10.1%	103.5%
Proposals Submitted >= \$50,000		436 350	32.6%	124.6%
Proposals Granted >= \$25,000		251 240	11.3%	104.6%

\$60M GOAL JUSTIFICATION FY25

HISTORIC DATA	2 donors in FY 2024 raising \$22.5M 5 Year Avg 2.0 donors	\$3M+	Have 2 prospects @ \$6.5M Have received 2 Totalling \$6.0M	PROPOSAL DATA
	4 donors in FY 2024 raising \$6.3M 5 Year Avg: 9.6 donors	\$1M - \$2.9M	Have 1 prospects @ \$1.0M Have received 12 Totalling \$18.5M	
	10 donors in FY 2024 raising \$5.9M 5 Year Avg 7.6 donors	\$500K - \$999K	Have 5 prospects @ \$2.6M Have received 10 Totalling \$6.9M	
	48 donors in FY 2024 raising \$11.1M 5 Year Avg: 48.8 donors	\$100K - \$499K	Have 28 prospects @ \$4.8M Have received 50 Totalling \$11.0M	
	161 donors in FY 2024 raising \$7.9M 5 Year Avg: 153.4 donors	\$25K - \$99K	Have 78 prospects @ \$2.9M Have received 171 Totalling \$8.7M	
	8,109 donors in FY 2024 raising \$9.3M	\$1 - \$24,999	(Does not include Annual Fund donors) Have 42 prospects @ \$0.4M	

5 Year Avg: 8,300.4 donors Total Forecasted: \$18,236,191 + \$60,548,293 Raised FYTD = \$78,784,484 Have received 8,923 Totaling \$9.4M

60% of Forecasted: \$10,941,715 + \$60,548,293 Raised FYTD = \$71,490,008

40% of Forecasted: \$7,294,476 + \$60,548,293 Raised FYTD = \$67,842,770

Forecasted at Current Close Rate of 45.19%: \$8,240,503 + \$60,548,293 Raised FYTD = \$68,788,796

Major Gifts

March 1, 2025 to May 31, 2025

Summer 2025

University Advancement Report

Amount	Purpose	Division
\$108,000.00	Leo J. Embry Scholarship Endowment, Dr. Bertis L. & Anna E. C. Embry Electrical Engineering Endowment, Dr. Bertis L. & Anna E. C. Embry Endowment, Anna E.C. Embry Memorial Scholarship, and Anna E. C. Embry Scholarship Endowment	College of Engineering, EEJ Education & Human Services, and Statewide Campuses
\$25,000.00	Peterson Endowment	Jon M Huntsman School of Business
\$52,000.00	Stuart Organ Program Endowment and Scholarship	Caine College of the Arts
\$40,000.00	Second Wind Scholarship Endowment	College of Engineering
\$100,000.00	M. K. & Ellen Rae Jeppesen Endowment	Jon M Huntsman School of Business
\$60,000.00	Spackman Guitar Program Endowment and Scholarship	Caine College of the Arts
\$25,000.00	Hyrum Olsen Family Aggie Scholarship Endowment	Athletics
\$500,000.00	USU Foundation Board and Big Blue Excellence Fund	University Advancement and Athletics
\$60,000.00	Schvaneveldt Gift	College of Agriculture & Applied Sciences
\$50,000.00	Wankier Agricultural Economics Endowment	College of Agriculture & Applied Sciences
\$35,132.68	Leo J. Embry Scholarship Endowment, Dr. Bertis L. & Anna E. C. Embry Electrical Engineering Endowment, Dr. Bertis L. & Anna E. C. Embry Endowment, Anna E.C. Embry Memorial Scholarship, and Anna E. C. Embry Scholarship Endowment	College of Engineering, EEJ Education & Human Services, and Statewide Campuses
\$125,000.00	Mikal & Jennifer Hunsaker Engineering Scholarship Endowment	College of Engineering
\$25,000.00	Clark & Julie Skeen Scholarship Endowment	EEJ Education & Human Services
\$60,000.00	Michael Sawyer Scholarship Endowment and Scholarship	Quinney College of Natural Resources
\$300,000.00	Jackson Family Scholarship Endowment	College of Agriculture & Applied Sciences
\$30,000.00	Prehistoric Museum Paleontology Lab	Statewide Campuses
\$50,000.00	Susan E. Turner Scholarship Endowment	College of Engineering
\$150,000.00	Lyric Building Renovation	Caine College of the Arts
\$147,000.00	Bingham Research Center, Wanlass Arts Education & Research Center, and Marriner Eccles Medical Interpreter Certification Program	Statewide Campuses, President and College of Humanities & Social Sciences
\$50,000.00	4-H Science & Technology	Extension
\$75,000.00	Mohsen PG&E Research Donation Funds	College of Engineering
\$36,553.60	Various Utah Counties - 4-H & Extension	Extension
\$100,000.00	Learning by Doing Program	Jon M Huntsman School of Business
\$1,100,000.00	College of Engineering	College of Engineering
\$37,851.14	Obert C. Tanner Lecture Series in Humanities and Social Sciences and Obert C. Tanner Lecture Series in Caine College of the Arts	College of Humanities & Social Sciences and Caine College of the Arts

Major Gifts

March 1, 2025 to May 31, 2025
(continued)

Summer 2025

University Advancement Report

Amount	Purpose	Division
\$36,000.00	Teacher Leadership Scholarship Endowment	EEJ Education & Human Services
\$30,000.00	Grant Kinesiology & Health Science Other	EEJ Education & Human Services
\$65,550.00	Old Main Wifi Towers	University Advancement
\$155,000.00	Emery Telcom Elevate Eastern Scholarship Endowment and Expendable Scholarship	Statewide Campuses
\$75,000.00	Peter V. Bunderson Memorial Elevate Eastern Family Scholarship Endowment and Expendable Scholarship	Z-USU Eastern
\$33,600.00	Grant Mathematics & Statistics Research	College of Science
\$33,600.00	Grant Mathematics & Statistics Research	College of Science
\$66,676.86	Athletics Development - Event	Athletics
\$25,000.00	Nora Eccles Harrison Museum of Art	President
\$50,000.00	Ure Family Foundation Scholarship	Jon M Huntsman School of Business
\$50,000.00	College of Veterinary Medicine General Scholarships	College of Veterinary Medicine
\$60,000.00	Advancement Matching Gift Initiatives	University Advancement
\$25,000.00	Swaner Visitor Experience-John C Kish Foundation	Extension
\$374,981.01	Grant Instructional Technology Research	EEJ Education & Human Services
\$39,987.32	Grant Kinesiology & Health Science Other	EEJ Education & Human Services
\$187,594.00	BUILD Dairy General Support	College of Agriculture & Applied Sciences
\$2,000,000.00	BUILD Dairy General Support	College of Agriculture & Applied Sciences
\$25,000.00	Special Education	EEJ Education & Human Services
\$250,000.00	Alice Rohwer Miller Scholarship Endowment	EEJ Education & Human Services
\$2,000,000.00	Bastian Agricultural Center	Extension
\$50,000.00	Wanlass Arts Education & Research Center	President
\$100,000.00	American Indian Support Project	EEJ Education & Human Services
\$72,000.00	Grant Art Museum Other	President
\$25,000.00	Weed Science - Westra	College of Agriculture & Applied Sciences
\$30,799.97	Grant Youth Programs Other Assistance	Extension
\$25,000.00	Chip Mellor Endowed Scholarship	EEJ Education & Human Services
\$51,030.25	Grant Watershed Sciences Research	Quinney College of Natural Resources
\$171,000.00	Grant Watershed Sciences Research	Quinney College of Natural Resources
\$39,840.00	Soil and Water Conservation	College of Agriculture & Applied Sciences
\$700,000.00	Benson Endowment, English Student Opportunity Endowment, and English Faculty Mentor Award Endowment	Jon M Huntsman School of Business and College of Humanities & Social Sciences
\$50,000.00	Grant Biological Engineering Research	College of Engineering



Learning to Give: The Warnes's Story

Sandra McDougall's lifelong dedication to education Barbara '14 and Craig '86 Warnes first met as students at Utah State University in the 1980s. Over the years, their appreciation for the university has grown, alongside their commitment to giving. This commitment is evident in [their creation of two impactful scholarship endowments](#) — one for the College of Humanities and Social Sciences and the other for the Jon M. Huntsman School of Business. These endowments will be pivotal in supporting future generations of students, empowering them to pursue their dreams.

[Read More](#)



Friendship and Philanthropy: The Sigma Zonk Fraternity at Utah State University

In 1959, a group of Utah State University students formed deep friendships exploring Logan and beyond, eventually calling themselves “the Gang.” By 1962, they officially became the Sigma Zonk Fraternity—a close-knit group rooted in friendship and adventure. In 2007, key members known as the Core Zonks established the [Sigma Zonk Endowed Scholarship](#) to support students facing financial hardship. Many of them, including Jack and Dee Christiansen, Quentin and Barbara Covert, and others, remain active in the USU community and continue to support Aggie Athletics and campus events.

[Read More](#)

Peak Summer Research Fellowship Showcases USU's Undergraduate Research Excellence

At Utah State University, undergraduate research is a transformative experience that fosters discovery, critical thinking, and career readiness. Established in 2019, the [Peak Summer Research Fellowship](#) enables students to dedicate ten weeks solely to research by removing financial barriers. Created by longtime USU faculty David and Terry Peak, the fellowship has empowered students across disciplines to pursue advanced study and national recognition. The Peaks—New York natives with a passion for Utah and student success—have spent over 25 years mentoring students and advancing undergraduate research at USU.

[Read More](#)



Honoring Service and Leadership: The Major Brent Taylor Foundation Legacy Leadership Scholarship at Utah State University

Brent Taylor was an inspirational leader whose life was defined by public service, deep patriotism, and an unwavering belief in the transformative power of education. A decorated Army Major, devoted husband and father, and dedicated public servant, Brent's legacy of leadership continues through the [Major Brent Taylor Foundation](#). In partnership with Utah State University, the foundation has established the Major Brent Taylor Foundation Legacy Leadership Scholarship Endowment to support students participating in government internships through [USU's Institute of Government and Politics](#).

[Read More](#)



Upcoming Events

**Aggie Day at
Cache AirFest
June 28**

**Aggies in the Basin
Summer Concert Reception
July 9**

**Aggies in Davis
Parade (Farmington)
July 12**

**Aggies in Davis
Parade (Bountiful)
July 26**

**Aggie Day
with the Bees
August 8**

**Lodore Canyon
Naturalist Special
August 21-24**



**Aggies in Gorongosa
Alumni Trip
September 2-12**

**All-Aggie Tailgate
at Texas A&M
September 6**

**USU Credit Union
Alumni Golf Tournament
September 15**

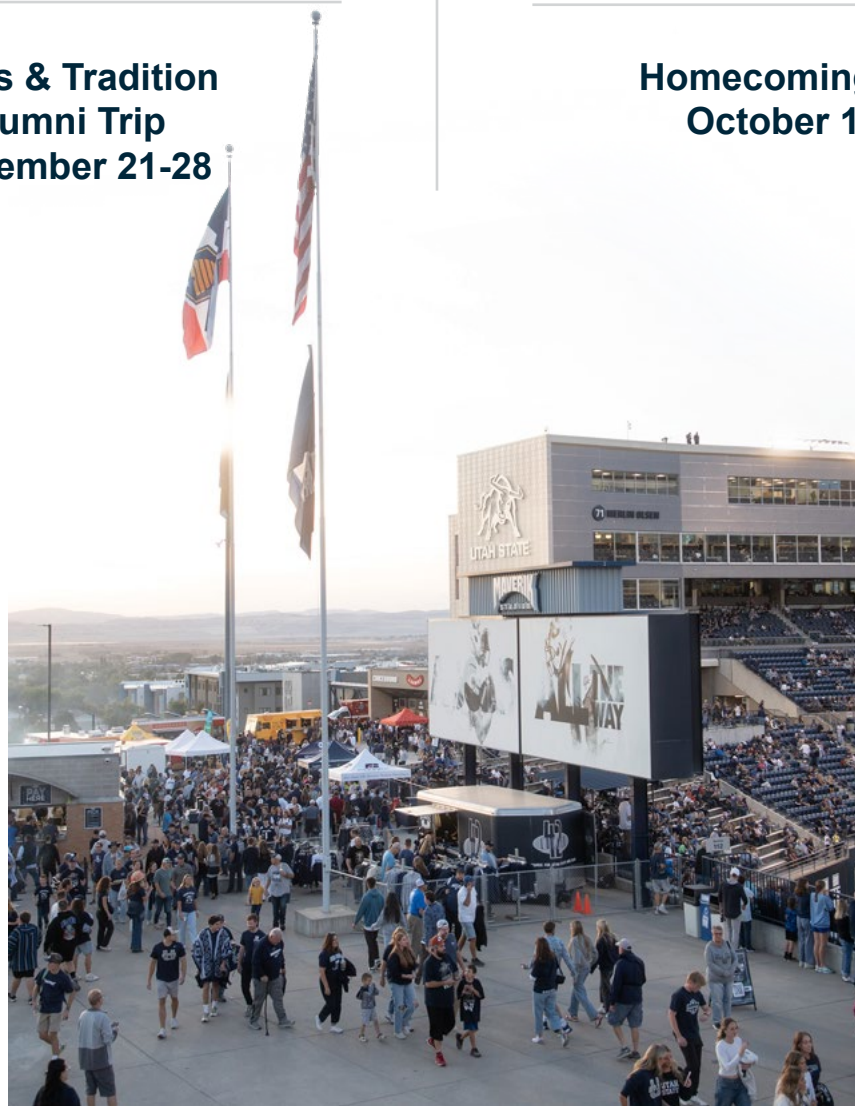
**Tunes & Tradition
Alumni Trip
September 21-28**

**All-Aggie Tailgate
at Vanderbilt
September 27**

**Aggies In Hawaii
Alumni Trip
October 7-12**

**All-Aggie Tailgate
at Hawaii
October 11**

**Homecoming Week
October 12-18**





Past Events

CSU Basketball Reception
32 Attendees

Mountain West Tournament
(3 events)
430 Attendees

NCAA Tournament
150 Attendees

**Aggies in Davis Easter Egg
Flashlight Hunt**
100 Attendees

Aggies in Phoenix Zoo Day
45 Attendees

**Commencement Open
House/Grad Party**
150 Attendees

Emeriti Luncheon (March)
54 Attendees

Emeriti Luncheon (April)
35 Attendees

Emeriti Luncheon (May)
44 Attendees



Student Alumni Association Past Events

Miss USU
1,200 Attendees

Hello Walk
1,500 Attendees

True Aggie Night
650 Couples

Snacktivities
500 Attendees

Spring Fling
80 Attendees



USU Statewide Employee Giving

Campaign (March 2025)

Raised: \$47,901

Gift Count: 1,905

Donor Count: 504

New Payroll Deductions YTD: 53

Spring Mailer Undergraduate Research (EAB)

Total Raised: \$34,039

Total Donors: 258

Spring Campus-Wide Email/Phone Campaign

Total Raised (so far): \$13,595

Total Donors: 22

AggieFunded (Crowdfunding)

Campaigns YTD: 22

Total Raised: \$72,407

Total Donors: 382

Lapsed Donor Emails

Total Raised: \$10,525

Total Donors: 18

Upcoming & Ongoing Campaigns

Lapsed Donor Emails – Monthly

End of Fiscal Year Campaign (EAB)

- Mail Targeted: 5/26 – 6/6

- Emails:

- E1: 6/9

- E2: 6/17

- E3: 6/23

- E4: 6/30

- Digital:

- 6/16 – 6/30

A.C.E. Lybunt Calling Campaign – Summer

A.C.E. Thank You Calling – Summer

A.C.E. FYE Mailer Follow Up – Summer

Aggie First Scholars

Scholarship Campaign – Summer

A Day of Giving – October 16, 2025

1888 Challenge – Fall

In addition to the *Wanlass Center for Art Education and Research Ribbon Cutting* on April 29, the Stewardship team planned and completed the following events and projects:

Larry Elsner Sculpture Pavilion Ribbon Cutting Ceremony April 17

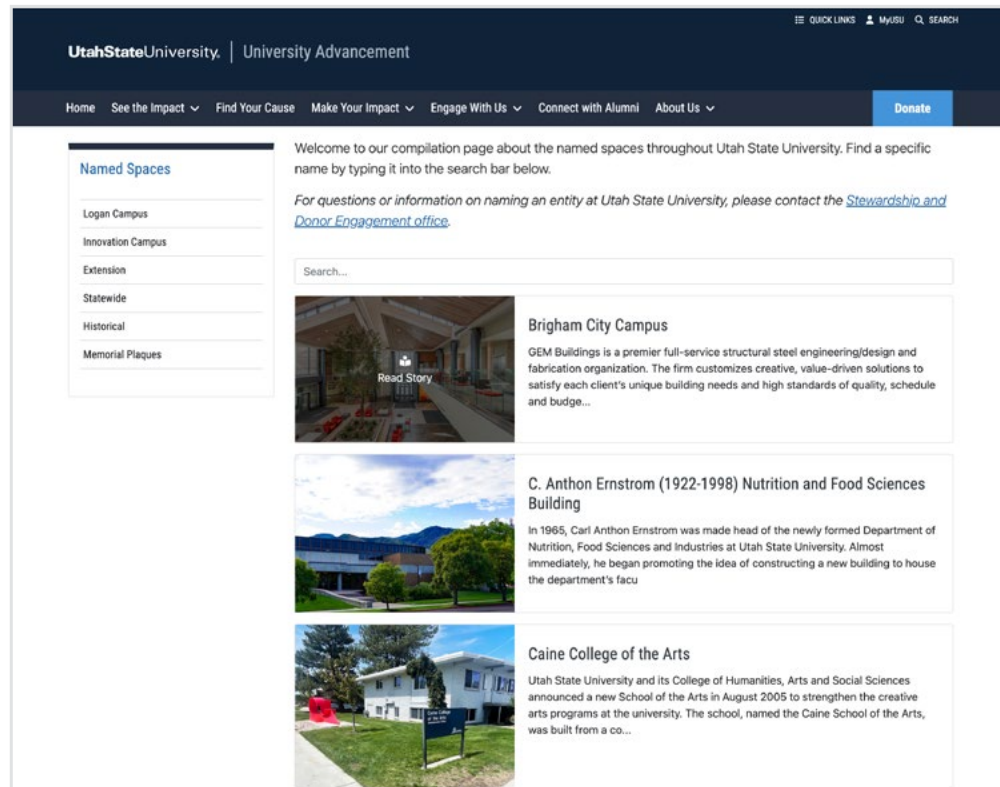
Larry Elsner had a distinguished career as a sculpture faculty member at Utah State University. His daughter, Tami Elsner Leppert, donated to build a facility the students could use to learn and create sculptures. While the pavilion looks basic, it perfectly fits the needs of the students and faculty. Tami and her daughter attended the ribbon cutting for the facility on April 17. Afterward guests enjoyed viewing the student work.



Old Main Society Board Meeting April 11

The Old Main Society Board met on April 11, 2025, for their spring board meeting. They received an update on Old Main Society engagement, reviewed bylaws and discussed impactful engagement for the Old Main Society members.

Dr. Alexa Sand from the Office of Research presented on the Year of Undergraduate Research, and the Board had the opportunity to attend the inaugural Horizons competition, a new opportunity for undergraduate students to compete.



Named Spaces Website Update

The Stewardship team has been working on updating the Named Spaces website. Photos, stories, and information were updated for the Mehdi Heravi Global Teaching and Learning Center, as well as other new spaces on campus.

[Visit the Website](#)

Event Support

In addition to the two ribbon cuttings, the Stewardship events team planned, supported, and executed several events, often working in collaboration with our campus partners. These include:

March 10: Post-legislative session *Legislative Insights on Land, Water, and Air*

March 20: College of Veterinary Medicine Donor Banquet

April 8: Seely-Hinckley Luncheon

May 13: Athletics Virtual Huddle

Welcome New Team Member

(since March 1, 2025)

Join us in welcoming our new team member as we continue to expand our reach and secure increased philanthropic support for our ambitious Create Your Aggie Impact initiative-driven fundraising campaign. Together, we're helping Utah State become the leading model of the modern land-grant university.



Brooklyn Hotchkiss
Annual Giving Coordinator

Interim Policy 2406: Hazing

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EXECUTIVE SUMMARY

USU Policy 2406: Hazing

Category: Community Expectations

Subcategory: Safety and Risk Management

Covered Individuals: Students, Faculty, Staff, and Campus Visitors

Responsible Executive: Executive Vice President and Chief Operating Officer

Policy Custodian: Executive Director of Public Safety and Chief of University Police Department

For each section below, summarize the highlights of the new policy using the suggested questions as guidelines.

BACKGROUND:

Why is this change necessary?

Why is this policy being created/revised?

New federal law, The Stop Campus Hazing Act of 2024 (SCHA) was passed, and expands USU's requirements for disclosure under the Clery Act. Specifically, the SCHA (1) adds hazing incidents to the list of Clery-reportable incidents, (2) defines "hazing" and "student organization" for the purposes of statistical disclosure of hazing, (3) requires new policies on what hazing is, how it is reported, process to investigate hazing, applicable state and local laws, and USU's prevention and awareness programs related to hazing, and (4) requires USU to produce a Campus Hazing Transparency Report that summarizes findings and responsibility for hazing violations by recognized student organizations.

How does this policy/amendment align with USU's mission?

USU is already committed to providing an educational and work environment on its campuses that is safe and respectful. USU has several policies, within the Student Code, Civil Rights & Title IX Office policies, and Employee policies, that prevent hazing from occurring within University programs, activities, and work environments. By creating this policy, we are ensuring that there is a single definition for hazing that individuals can look to for guidance, can see what processes/procedures they can reference for hazing that occurs in educational or workplace environments, and what trainings USU will be providing.

How will this policy impact the USU community?

USU already does significant training, and this will add a slide or two to be addressed within the existing Clery trainings for students, faculty, and staff. It will require USU to ensure that all new students, faculty, and staff are trained as they join USU, and ensure an annual training thereafter. Additionally, it will add an additional log/report that USU PD will be required to post on its website (similar to the Clery crime log) about hazing incidents. Lastly, it will include additional reporting within USU's Annual Security and Fire Safety Report and Campus Security Plan. All of this will provide greater transparency into how USU is addressing hazing.

What regulations and USU policies will this policy/amendment impact? How did you assess the risk associated with the absence of this policy/amendment?

This Policy will add additional reporting requirements for CSAs under USU Policy 2402. Additionally, this Policy will require Student Conduct and HR to be in charge of investigating and addressing allegations of Non-Criminal Hazing within the existing procedures and processes outlined within USU Policies and Codes.

Where this Policy is a requirement of the Stop Campus Hazing Act Amendments to the Clery Act, there is great risk that USU will be out of compliance with this new federal law. Additionally, while Hazing was being

addressed on campus, this Policy ensures clarity on what Hazing is, how it will be addressed, and that USU's campus community will be trained on what it is and how to prevent it from occurring to facilitate a safe campus and working environments.

KEY PROVISIONS OF THE NEW/REVISED POLICY:

What has changed?

What new requirements or objectives are covered in this policy?

This Policy is brand new, but does clarify what Hazing is, that it is prohibited by USU, how to report it, who will investigate these incidents, processes for adjudication/sanctioning, and who is responsible for providing the required annual trainings.

What substantive difference is covered in this amendment?

N/A

What stakeholder groups provided input into the draft? How was the feedback evaluated or incorporated into policy?

This Policy was drafted with key stakeholders whose processes, programs, or activities this Policy would most impact:

- USU Police Department
- Civil Rights & Title IX Office
- Student Affairs and the Office of Student Conduct
- Athletics' Associate Director for Compliance
- Executive Director of Campus Recreation
- Program Coordinator for Fraternity and Sorority Life
- Office of Human Resources – Employee Relations
- Office of Legal Affairs

All stakeholders were able to provide comments, edits, and feedback on this Policy from its inception.

IMPLEMENTATION PLAN:

How will you implement the new policy?

How will you communicate this change with stakeholders and the campus community?

USU PD is working to develop a one-page handout that can be provided to students, faculty, and staff. Additionally, a new training or additions to existing trainings will be added for the upcoming academic year.

What procedures will need to be updated due to this policy/ revision?

N/A. USU will be using existing processes and procedures, and have been referenced and/or linked within this Policy.

What financial or other resources will be required to implement and sustain this policy?

Financial Resources needed to implement this Policy is minimal. Currently, the only additional cost is the time spent adding slides to existing trainings and/or developing new trainings, adding a new reporting place for Hazing on USU PD's criminal log website, and the cost of any handouts or pamphlets that may be provided within the training to the Campus Community.

Interim University Policy 2406: Hazing

Category: Community Expectations

Subcategory: Safety and Risk Management

Covered Individuals: Students, Faculty, Staff, and Campus Visitors

Responsible Executive: Executive Vice President and Chief Operating Officer

Policy Custodian: Executive Director of Public Safety, and Chief of University Police Department

Last Revised: 2025/06/12

Previous USU Policy Number: N/A

2406.1 PURPOSE AND SCOPE

The purpose of this Policy is to prohibit Hazing in all forms, ensure compliance with the Stop Campus Hazing Act Amendments to the Clery Act and other state and federal laws, and promote a safe and respectful campus environment.

2406.2 POLICY

Utah State University (USU) is committed to providing a safe and healthy campus environment for its students, faculty, staff, and campus visitors. USU promotes compliance with federal and state laws and fosters a respectful and welcoming environment on its campuses and in its programs and activities. As a result, USU strictly prohibits all forms of Hazing.

Hazing is prohibited in any form, both on and off campus, and within [Student Organizations](#), or as an advisor, volunteer, staff, faculty, or an individual otherwise affiliated within the University community.

2.1 Hazing

2.1.1 Hazing is Strictly Prohibited

[Criminal](#) and [Non-Criminal](#) forms of Hazing (collectively referred to as Hazing), both on and off-campus, are concurrently enforced and strictly prohibited at USU. The Office of Student Conduct and Community Standards (Student Conduct) will enforce Non-Criminal Hazing involving students, while the Office of Human Resources (HR) will enforce Non-Criminal Hazing involving USU employees or volunteers. USU's Police Department (USUPD), or the local law enforcement agency with appropriate jurisdiction, will enforce Criminal Hazing. In the event that both Criminal and Non-Criminal Hazing have occurred, Student Conduct, and/or HR, and USUPD will cooperate appropriately to enforce USU's prohibitions on Hazing.

2.1.2. Non-Criminal Hazing

Under this Policy, Non-Criminal Hazing means any intentional, knowing, or reckless act committed by a person or persons against another person or persons, regardless of the willingness of such other person or persons to participate in such act, that:

- (a) is committed in the course of an initiation into, an affiliation with, or the maintenance of membership in a Student Organization; and
- (b) causes or creates a risk, above the reasonable risk encountered in the course of participation at USU or the Student Organization (such as the physical preparation necessary for participation in an athletic team), of physical or psychological injury, including—

- (i) whipping, beating, striking, electronic shocking, placing of a harmful substance on someone's body, or similar activity;
- (ii) causing, coercing, or otherwise inducing sleep deprivation, exposure to the elements, confinement in a small space, extreme calisthenics, or other similar activity;
- (iii) causing, coercing, or otherwise inducing another person to consume food, liquid, alcohol, drugs, or other substances;
- (iv) causing, coercing, or otherwise inducing another person to perform sexual acts;
- (v) any activity that places another person in reasonable fear of bodily harm through the use of threatening words or conduct;
- (vi) any activity against another person that includes a criminal violation of local, state, tribal, or federal law; or
- (vii) any activity that induces, causes, or requires another person to perform a duty or task that involves a criminal violation of local, state, tribal, or federal law.

2.1.3. Criminal Hazing

In addition to Section 2.1.2, Hazing is also defined and prohibited under Utah law. The Utah criminal definition of Hazing (Utah Code Section [76-5-107.5](#)) is different from this Policy, but, nevertheless, is also prohibited.

2.2 Reporting Hazing

2.2.1 Campus Security Authorities are Required to Report Hazing

Pursuant to the Stop Campus Hazing Act Amendments to the Clery Act, all USU Campus Security Authorities (CSAs) are required to report any incidents of Criminal Hazing and Non-Criminal Hazing by filing a [Campus Security Authority Crime Report Form](#).

2.2.2 Reporting Allegations of Non-Criminal Hazing by Students

Any person having knowledge of any activity or conduct that may constitute Non-Criminal Hazing by students can report the activity or conduct to Student Conduct. To report, an individual can fill out a General Student Misconduct Report accessible [here](#).

2.2.3 Reporting Allegations of Non-Criminal Hazing by USU Employees or Volunteers

Any person having knowledge of any activity or conduct that may constitute Non-Criminal Hazing by USU employees or volunteers can report the activity or conduct to HR. To report, an individual can contact [HR's Employee Relations](#) via email or telephone.

2.2.4 Reporting Allegations of Criminal Hazing

Any person having knowledge of an activity or conduct which may constitute Criminal Hazing that occurred on USU property or within a USU program or activity can report to [USUPD](#). For emergencies, dial 9-1-1 immediately. For non-emergencies, contact 435-797-1939.

For Criminal Hazing that occurs off USU property or outside of USU programs or activities, for emergencies, dial 9-1-1 immediately. For non-emergencies, contact local law enforcement.

2.3 Investigation of Hazing

2.3.1. Criminal Allegations of Hazing

- (a) USUPD and local law enforcement are responsible for investigating reports of Criminal Hazing under Utah Code Section 76-5-107.5. USUPD screens all charging decisions with the prosecuting attorney or agency in whose jurisdiction the offense occurred. USUPD also collaborates and shares information with other University entities in their investigations as well.
- (b) If allegations of Criminal Hazing involve allegations of Sexual Misconduct under Interim [USU Policy 2102: Title IX Sexual Misconduct in an Employment or Education Program or Activity](#) or [Interim USU Policy 2103: Non-Title IX Sexual Misconduct](#), USUPD will refer the allegations of Sexual Misconduct to the Civil Rights & Title IX Office for review.

- (c) If allegations of Hazing do not amount to Criminal Hazing and do not involve Sexual Misconduct, USU will refer these allegations to Student Conduct or HR for review under the appropriate USU policies and codes.

2.3.2 Non-Criminal Allegations of Hazing by Students

Student Conduct will investigate reports received for any behavior that may be determined to violate the Student Code of Conduct. These investigations will follow the procedures set forth in [Article 5, Section V-5 of the Student Code of Conduct](#). If allegations may amount to Criminal Hazing, Student Conduct will refer those allegations to USUPD or local law enforcement for review under Utah law.

2.3.3 Non-Criminal Allegations of Hazing by USU Employees or Volunteers

HR will investigate reports received for any USU employee or volunteer behavior that may be determined to violate this Policy or other USU Policies. These investigations will follow the procedures set forth in [USU Policy 3002, Section 3002.2.1](#). If allegations may amount to Criminal Hazing, HR will refer those allegations to USUPD or local law enforcement for review under Utah law.

2.4 Adjudication of Hazing

2.4.1 Criminal Hazing

Allegations of Criminal Hazing will be adjudicated in Utah courts under applicable Utah laws and rules.

2.4.2 Non-Criminal Hazing by Students

Allegations of Non-Criminal Hazing by students in violation of this Policy will be adjudicated by Student Conduct consistent with [Article V, Section 5](#) and [Article 8, Section VIII](#) of the Student Code.

2.4.3 Non-Criminal Hazing by Employees or Volunteers

Allegations of Non-Criminal Hazing by USU Employees or Volunteers in violation of this Policy will be adjudicated and follow the process outlined within [USU Policy 3002, Section 3002.2.1](#).

2.5 Sanctions and Appeals

2.5.1 Sanctions

- (a) **Sanctions for Criminal Hazing.** Criminal sentences for criminal Hazing will be set forth by the Judicial System. However, note that under [Student Code Article 5, Section V-2](#), violations of federal, state, or local laws may be adjudicated by Student Conduct. In the event that a student is found guilty of Criminal Hazing by a court of law, Student Conduct may move forward with a penalty for a violation of a confirmed instance of guilt for violating federal, state, or local laws.
- (b) **Sanctions for Non-Criminal Hazing by Students.** USU students and/or Student Organizations found responsible for violating this Policy are subject to sanctions by Student Conduct. The sanctioning of individual members of a student organization in no way precludes the sanctioning of that organization, or the reverse. The process for the imposition of penalties by the Office of Student Conduct follows the process set forth in [Article 5, Section V-4](#), [Article 5, Section V-5\(H\)-\(K\)](#), and [Article 8, Section VIII](#) of the Student Code of Conduct.
- (c) **Sanctions for Non-Criminal Hazing by USU Employees.** USU Employees found responsible for violating this Policy are subject to formal disciplinary action pursuant to [USU Policy 3001: Setting Expectations and Managing Performance](#) (non-faculty employees) or [USU Policy 4006: Academic Due Process: Sanctions and Hearing Procedures](#) (faculty). Volunteers found responsible for violating this Policy will be removed from USU programs or activities.

2.5.2 Appeals

- (a) **Appeals of Criminal Findings.** Appeals for findings of guilt for Criminal Hazing can only be appealed through the Utah judicial system.

- (b) **Appeals of Non-Criminal Findings by Students.** Students who have been found responsible for Non-Criminal Hazing under this Policy, or who disagree with the sanction suggested, may appeal the finding or penalty pursuant to the process set forth in [Article 8, Section VIII-3 of the Student Code of Conduct](#).
- (c) **Appeals for Non-Criminal Findings by Employees.** Employees who have been found responsible for Non-Criminal Hazing under this Policy, or who disagree with the sanction suggested, may request an administrative review of the findings pursuant to [USU Policy 3002.2.2](#).

2.6 Amnesty

2.6.1. Amnesty for Students Seeking Medical Attention and Reporting Hazing

Recognizing that students may be reluctant to seek assistance for themselves or someone else for fear of facing disciplinary action from Student Conduct for violations of the USU Student Code, USU grants amnesty for alcohol and drug-related student code violations, in certain circumstances, when seeking help in emergency circumstances. This amnesty procedure is located in [Article 2, Section II-4 of the Student Code](#), and is notably different from amnesty provided by USUPD in similar situations.

2.6.2 Amnesty for Certain Alcohol Consumption Offenses

USUPD's and local law enforcement's ability to provide amnesty for alcohol consumption offenses when seeking emergency aid for another is outlined within statute at [Utah Code § 32B-4-423](#).

2.7 Retaliation

Retaliation against another individual for reporting an incident of Hazing, or threatening or intimidating another individual to prevent them from reporting an incident of Hazing, will be investigated and adjudicated pursuant to USU Student Code or USU Policies.

2.8 Privacy

USU will not disclose the identity of any individual involved in a disclosure, report, or resolution process under this Policy, consistent with and except as may be permitted by the Family Educational Rights and Privacy Act (FERPA; 20 U.S.C. 1232 g) or its regulations (34 C.F.R. Part 99), or as required by law, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder.

2.9 Training and Prevention

USU maintains a commitment to not only address incidents of Hazing that occur, but also to educate its campus community about Hazing and healthy alternatives to prevent this type of harm.

All students, faculty, and staff must complete anti-hazing training upon joining the institution and annually thereafter. USU is responsible for developing and facilitating these annual anti-hazing trainings, and may use appropriate training systems available for delivery of these trainings.

2406.3 RESPONSIBILITIES

3.1 USU Police Department

USUPD is responsible for receiving and investigating allegations of criminal Hazing and collaborating with the prosecuting attorney's office in the relevant jurisdiction. Additionally, USU PD is responsible for developing and facilitating the annual anti-hazing trainings.

3.2 Office of Student Conduct

Student Conduct is responsible for receiving, investigating, and adjudicating reports of allegations of Non-Criminal Hazing behavior by students.

3.3 Office of Human Resources

HR is responsible for receiving, investigating, and adjudicating reports of allegations of Non-Criminal Hazing behavior by USU Employees or volunteers.

2406.4 REFERENCES

- The Stop Campus Hazing Act, Pub. L. No. 118-173, 138 Stat. 2597 (2024)
- Utah Code Section 32B-4-423
- Utah Code Section 76-5-107.5

2406.5 RELATED USU POLICIES

- [USU Policy 2102: Title IX Sexual Misconduct in an Employment or Education Program or Activity](#)
- [USU Policy 2103: Non-Title IX Sexual Misconduct](#)
- [USU Policy 2402: Public Safety, Response, and Reporting](#)
- [USU Policy 3001: Setting Expectations and Managing Performance](#)
- [USU Policy 3002: Respectful Workplace](#)
- [USU Policy 3015: Violence in the Workplace](#)
- [USU Policy 4006: Academic Due Process: Sanctions and Hearing Procedures](#)
- USU Student Code, [Article 5](#)
- USU Student Code, [Article 8](#)

2406.6 DEFINITIONS

- **Hazing.** Means Criminal and Non-Criminal Hazing as outlined within this Policy.
- **Student Organization.** Means an organization at an institution of higher education (such as a club, society, association, varsity or junior varsity athletic team, club sports team, fraternity, sorority, band, or student government) in which two or more of the members are students enrolled at the institution of higher education, whether or not the organization is established or recognized by the institution.

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

Related Forms and Tools

- [Campus Security Authority Crime Report Form](#)
- [General Student Misconduct Report Form](#)
- [Office of Human Resources' Employee Relations Reporting](#)

Contacts

- Executive Director of Public Safety – [Ellis Bruch](#)
- Chief of USU Police Department – [Jason Brei](#)
- Office of Student Conduct – [Jess Harrison](#)
- Office of Human Resources Employee Relations – [Becca Seamons](#)

POLICY HISTORY

Original issue date: 2025/06/12

Last revised date: N/A

Next scheduled review date: 2026/06/01

Previous revision dates: N/A



EXECUTIVE MEMORANDUM

FROM: Alan L. Smith, President

DATE: June 13, 2025

SUBJECT: Policy Directive, USU Policy 2406 – Hazing

USU is committed to providing a safe and healthy campus environment for its students, faculty, staff, and campus visitors. This commitment is enforced through policy and procedures that comply with federal and state requirements such as The Stop Campus Hazing Act of 2024.

To ensure USU is in compliance with the new regulations and requirements outlined in The Stop Campus Hazing Act, an immediate implementation of a new policy, USU Policy 2406: Hazing is necessary. These mandates necessitate adoption of the new policy on an expedited basis by implementing 1001-PR3: Interim Policies and Amendments.

The new policy includes:

1. A clear definition of Hazing and prohibited activities
2. How to report violations of Policy 2406
3. Which USU entities are responsible for investigating these incidents
4. Processes for adjudication/sanctioning
5. Who is responsible for providing the required annual trainings

As authorized by USU Policy 1001, I am issuing this executive memorandum directing the issuance of the new Interim Policy 2406: Hazing. A copy of USU Policy 2406 is attached.

To ensure all members of the campus community are informed of the new policy, the Policy Office will post the new policy on its website under the Updates section. Additionally, USU Police Department is developing a one-page handout as well as developing and updating trainings for the upcoming academic year.

This new interim policy will remain in place until a permanent policy is reviewed and approved through the standard policy development process.

This interim policy is recommended by the Executive Vice President and Chief Operations Officer.

Policy 3207: Wage and Salary Administration

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Interim USU Policy 3207: Wage and Salary Administration

Category: Facilities, Operations & IT

Subcategory: General Operations

Covered Individuals: Benefited Employees

Responsible Executive: Executive Vice President and Chief Operating Officer

Policy Custodian: Office of Human Resources, Sr. Associate VP of Human Resources

BACKGROUND:

An audit of Extra Service Compensation (ESC) practices at USU for FY22-24 by Huron Consulting flagged that USU did not have a policy that clearly defines the components included in and excluded from Institutional Base Salary (IBS). This is essential for allocation of salary to sponsored awards. USU was found to be out of compliance for a subset of ESC payments which led to the recommendation of this updated policy. All employees being considered for ESC will be impacted by this change.

KEY PROVISIONS OF THE NEW/REVISED POLICY:

A definition of Institutional Base Salary is now included in USU Policy.

The Policy Custodian collaborated with the Office of Research to draft the revisions.

IMPLEMENTATION PLAN:

The Executive Memo signed by President Smith authorizing the immediate adoption of these revisions was shared with the University Leadership Council. The information was also posted on the Policy Office home page and the Policy Library.

The Associate Vice President & Chief Process Improvement Officer has collaborated with campus stakeholders to implement a new process within ServiceNow to address the issues found in the audit. Anyone requesting ESC will be required to complete a training prior to submitting the ServiceNow form. These processes will be put into place on July 1, 2025.

Interim University Policy 3207: Wage and Salary Administration

Category: Human Resources

Subcategory: Compensation

Covered Individuals: Benefited Employees

Responsible Executive: Executive Vice President and Chief Operating Officer

Policy Custodian: Office of Human Resources, Senior Associate Vice President for Human Resources

Last Revised: 2025/05/28

Previous USU Policy Number: 384: Wage and Salary Administration

3207.1 PURPOSE AND SCOPE

The Utah State University employee compensation program works toward a level of compensation that is externally competitive and internally equitable for all employees. The compensation program recognizes the role of programming priorities, tempered with the economic realities of compensation. The compensation program is implemented in compliance with all legal and regulatory objectives.

3207.2 POLICY

2.1 Institutional Base Salary (IBS)

- 2.1.1 For purposes of wage and salary administration, IBS is the base compensation for an individual's appointment (either a 9-month academic year or a 12-month fiscal year), which may be adjusted by FTE (e.g., 1.00 = full-time, .75 = 3/4 time, and .50 = 1/2 time).
- 2.1.2 IBS includes instruction/teaching, research, service, administration, or as defined in the employee's current job description.
- 2.1.3 IBS does not include summer months (applicable only to 9-month academic year appointments), extra service compensation, fringe benefit payments, reimbursed expenses, supplemental payments (one time or recurring), or payments from third parties for work performed outside of their institutional responsibilities (such as consulting, which must be approved by the supervisor and declared in the employee's conflict of interest disclosure).
- 2.1.4 IBS may not be increased or decreased because of replacing or supplementing salary funds with sponsored award funds.

2.2 New fiscal year salary adjustments

- 2.2.1 As part of the University's annual salary budget setting process, annual salary allocation guidelines will be developed and distributed by the Office of the Vice President for Finance and Administrative Services.
- 2.2.2 Following issuance of the annual salary allocation guidelines, Department Heads or Directors may recommend salary adjustments to the respective Dean or Vice President. If such adjustments exceed the percentage increase specified in the annual salary allocation guidelines, the Dean or Vice President shall consult with the Office of Human Resources prior to approving said salary adjustments. Affected employees are to be notified of salary adjustments only after approvals have occurred.

2.2.3 Merit and equity adjustments proposed for employees already at a red-circle rate, or that would create a red-circle rate, will only be allowed in unusually meritorious cases as approved by the respective Dean or Vice President in consultation with Human Resources.

2.2.4 Subject to funding, salary adjustments will be made using one of the following:

- a. General adjustment for employees meeting expectations (includes faculty)

This type of adjustment is based on legislative appropriations and University funds.

- b. Merit adjustment (includes faculty)

An employee may be given a merit adjustment based on job performance.

- c. Equity adjustment (includes faculty)

An employee may be given an equity adjustment when there is a significant difference between the employee's current salary and internal and/or external salary comparisons.

- d. Promotion and tenure (faculty only)

The process for faculty promotions and tenure is found in USU Policy 4004: Tenured and Term Appointments: Evaluation, Promotion, and Retention.

2.3 Salary adjustments outside of new fiscal year adjustments

2.3.1 Subject to funding, salary adjustments outside of new fiscal year adjustments may be made using one of the following:

- a. Merit adjustment (excludes faculty)

An employee may be given a merit adjustment based on job performance.

- b. Equity adjustment (includes faculty)

An employee may be given an equity adjustment when there is a significant difference between the employee's current salary and internal and/or external salary comparisons.

- c. Promotional adjustment (includes faculty)

An employee may receive a promotional adjustment based on an assignment to a higher salary grade for staff, an advancement in faculty rank for faculty, or accepting an administrative assignment for faculty.

The amount of the promotional adjustment should take into consideration the following:

- the promoted employee's current rate in relation to the new salary grade,
- the employee's qualifications to perform the new job,
- the rate of pay and performance level of other employees occupying the same job classification, and
- the established amount for rank advancement (for faculty).

The promoted employee's new salary should be at least the minimum of the new salary grade.

- d. Skill-based program pay adjustment (excludes faculty)

When an employee who works in a department with a skill-based pay program achieves a skill level previously agreed upon by the supervisor and the employee, the employee may receive a salary adjustment subject to the same approval process as other salary adjustments.

e. Job reclassification adjustment (excludes faculty)

When an employee's position is reclassified to an equal or lower salary grade, salary adjustments may be made based on equity in consultation with Human Resources. If a reclassification results in a higher salary grade, the employee may receive a salary adjustment, at the discretion of the Department Head/Director. The new salary should be at least the minimum of the new salary grade.

f. Demotion adjustment (excludes faculty)

Demotion adjustments are generally limited to reductions-in-force or demotions for cause. Department Heads or Supervisors must consult the Office of Human Resources regarding plans to demote an employee regardless of whether or not a wage or salary decrease is intended.

An employee may be given a base salary decrease if he/she is demoted. If the employee's rate is above the maximum rate of the lower job, the decrease should be at least equal to the salary grade maximum of the lower classification. Further decreases should be based on an assessment of the demoted employee's qualifications compared to the pay and performance of other employees in the same job classification.

- 2.3.2 All types of proposed salary adjustments as provided in section 2.2.1 for employees at a red-circle rate, or that would create a red-circle rate, will only be allowed in unusually meritorious cases as approved by the Dean or Vice President in consultation with Human Resources.

2.4 Salary program information (excludes faculty)

Staff salary grades and ranges are established to provide competitive compensation information to administrators who make salary decisions. The Office of Human Resources participates in periodic salary surveys. Salary grade and range assignments and adjustments will be based on the objective analysis of salary survey data, internal equity, the relevant labor market, job evaluation, and the economic reality of University funding.

2.5 Starting salaries (excludes faculty)

New staff employees are typically hired at a salary within the first quartile of the appropriate salary grade. Departments may set starting salaries up to and including the midpoint of the salary grade without prior approval. For starting salaries above the midpoint of the salary grade, departments must obtain prior approval from the Office of Human Resources. Criteria for higher starting salaries may include significant experience above minimum qualifications, exceptional skills, and extreme market conditions.

3207.3 RESPONSIBILITIES

3.1 Department Heads/Directors and Supervisors

Responsible to assign job duties to positions. When changes in duties are significant enough to consider reclassification, departments should contact the Office of Human Resources to initiate the process.

3.2 Office of Human Resources

Participates in periodic salary surveys and analyzes current labor market salaries to determine appropriate salary grades. Provides consultation and advice regarding compensation, administration and appropriate job classification. Determines the classification of each non-faculty job by performing job evaluations and assigning job titles and salary grades. Works with departmental administrators to ensure

the proper classification of each position. Conducts periodic job classification audits.

3207.5 RELATED USU POLICIES

- [Policy 4004: Tenured and Term Appointments: Evaluation, Promotion, and Retention](#)

3207.6 DEFINITIONS

6.1 Demotion

A reassignment of an employee to a job title with a lower salary grade. Demotion may be voluntary or involuntary.

6.2 Promotion

For staff employees, an assignment of an employee to a job with a higher salary grade. For faculty, advancement in rank or accepting an administrative assignment.

6.3 Reclassification

The assignment of a new job title to an existing position, either filled or vacant. Human Resources/Compensation bases this change on an evaluation of the role, responsibilities, and minimum qualifications of the position.

6.4 Red-Circle Rate

A rate of pay which exceeds the maximum rate for the assigned salary grade.

6.5 Salary Grade

A letter assigned to a particular salary range which has a defined minimum and maximum rate of pay and is divided into quartiles.

Information below is not included as part of the contents of the official Policy. It is provided only as a convenience for readers/users and may be changed at any time by persons authorized by the President, subject to review by the USU Policy Committee.

RESOURCES

Contacts

- [Senior Associate Vice President of Human Resources](#)

POLICY HISTORY

Original issue date: 1997/01/24

Last revised: 2025/05/28

Next scheduled review date: 2026/05/01

Previous revision dates: 1997/01/24, 2020/01/10, 2022/06/23

Draft

University Policy 3207: Wage and Salary Administration

Category: Human Resources

Subcategory: Compensation

Covered Individuals: Benefited Employees

Responsible Executive: [Executive](#) Vice President ~~for Finance and Administrative Services~~ and [Chief Operating Officer](#)

Policy Custodian: Office of Human Resources, [Senior](#) Associate Vice President for Human Resources

Last Revised: 2022/06/23

Previous USU Policy Number: 384: Wage and Salary Administration

3207.1 PURPOSE AND SCOPE

The Utah State University employee compensation program works toward a level of compensation that is externally competitive and internally equitable for all employees. The compensation program recognizes the role of programming priorities, tempered with the economic realities of compensation. The compensation program is implemented in compliance with all legal and regulatory objectives.

3207.2 POLICY

2.1 Institutional Base Salary (IBS)

2.1.1 For purposes of wage and salary administration, IBS is the base compensation for an individual's appointment (either a 9-month academic year or a 12-month fiscal year), which may be adjusted by FTE (e.g., 1.00 = full-time, .75 = 3/4 time, and .50 = 1/2 time).

2.1.2 IBS includes instruction/teaching, research, service, administration, or as defined in the employee's current job description.

2.1.3 IBS does not include summer months (applicable only to 9-month academic year appointments), extra service compensation, fringe benefit payments, reimbursed expenses, supplemental payments (one time or recurring), or payments from third parties for work performed outside of their institutional responsibilities (such as consulting, which must be approved by the supervisor and declared in the employee's conflict of interest disclosure).

2.1.4 IBS may not be increased or decreased because of replacing or supplementing salary funds with sponsored award funds.

2.2 New fiscal year salary adjustments

~~2.1.1~~ 2.2.1 As part of the University's annual salary budget setting process, annual salary allocation guidelines will be developed and distributed by the Office of the Vice President for Finance and

Administrative Services.

~~2.1.2~~2.2.2 Following issuance of the annual salary allocation guidelines, Department Heads or Directors may recommend salary adjustments to the respective Dean or Vice President. If such adjustments exceed the percentage increase specified in the annual salary allocation guidelines, the Dean or Vice President shall consult with the Office of Human Resources prior to approving said salary adjustments. Affected employees are to be notified of salary adjustments only after approvals have occurred.

~~2.1.3~~2.2.3 Merit and equity adjustments proposed for employees already at a red-circle rate, or that would create a red-circle rate, will only be allowed in unusually meritorious cases as approved by the respective Dean or Vice President in consultation with Human Resources.

~~2.1.4~~2.2.4 Subject to funding, salary adjustments will be made using one of the following:

- a. General adjustment for employees meeting expectations (includes faculty)

This type of adjustment is based on legislative appropriations and University funds.

- b. Merit adjustment (includes faculty)

An employee may be given a merit adjustment based on job performance.

- c. Equity adjustment (includes faculty)

An employee may be given an equity adjustment when there is a significant difference between the employee's current salary and internal and/or external salary comparisons.

- d. Promotion and tenure (faculty only)

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The process for faculty promotions and tenure is found in USU Policy 4004: Tenured and Term Appointments: Evaluation, Promotion, and Retention.

~~2.2~~2.3 Salary adjustments outside of new fiscal year adjustments

~~2.2.1~~2.3.1 Subject to funding, salary adjustments outside of new fiscal year adjustments may be made using one of the following:

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- c. Promotional adjustment (includes faculty)

An employee may receive a promotional adjustment based on an assignment to a higher salary grade for staff, an advancement in faculty rank for faculty, or accepting an administrative assignment for faculty.

The amount of the promotional adjustment should take into consideration the following:

- the promoted employee's current rate in relation to the new salary grade,

- the employee's qualifications to perform the new job,
- the rate of pay and performance level of other employees occupying the same job classification, and
- the established amount for rank advancement (for faculty).

The promoted employee's new salary should be at least the minimum of the new salary grade.

d. Skill-based program pay adjustment (excludes faculty)

When an employee who works in a department with a skill-based pay program achieves a skill level previously agreed upon by the supervisor and the employee, the employee may receive a salary adjustment subject to the same approval process as other salary adjustments.

e. Job reclassification adjustment (excludes faculty)

When an employee's position is reclassified to an equal or lower salary grade, salary adjustments may be made based on equity in consultation with Human Resources. If a reclassification results in a higher salary grade, the employee may receive a salary adjustment, at the discretion of the Department Head/Director. The new salary should be at least the minimum of the new salary grade.

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3207.3 RESPONSIBILITIES

3.1 Department Heads/Directors and Supervisors

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3207.4 REFERENCES

- None

3207.5 RELATED USU POLICIES

- Policy 4004: Tenured and Term Appointments: Evaluation, Promotion, and Retention

3207.6 –DEFINITIONS

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RESOURCES

Procedures

- None

Guidance

- None

Related Forms and Tools

- None

Contacts

- ~~None~~ [Senior Associate Vice President of Human Resources](#)

POLICY HISTORY

Original issue date: 1997/01/24

Last revision ~~new date:~~ ~~2020/01/10~~ [2025/05/28](#)

Next scheduled review date: ~~N/A~~ [2026/05/01](#)

Previous revision dates: 1997/01/24, 2020/01/10, [2022/06/23](#)

University Policy 3207: Wage and Salary Administration

Category: Human Resources

Subcategory: Compensation

Covered Individuals: Benefited Employees

Responsible Executive: Vice President for Finance and Administrative Services

Policy Custodian: Office of Human Resources, Associate Vice President for Human Resources

Last Revised: 2022/06/23

Previous USU Policy Number: 384: Wage and Salary Administration

3207.1 PURPOSE AND SCOPE

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3207.2 POLICY

2.1 New fiscal year salary adjustments

- 2.1.1 As part of the University's annual salary budget setting process, annual salary allocation guidelines will be developed and distributed by the Office of the Vice President for Finance and Administrative Services.
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- 2.1.3 Merit and equity adjustments proposed for employees already at a red-circle rate, or that would create a red-circle rate, will only be allowed in unusually meritorious cases as approved by the respective Dean or Vice President in consultation with Human Resources.
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 - d. Promotion and tenure (faculty only)

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- the rate of pay and performance level of other employees occupying the same job classification, and
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The promoted employee's new salary should be at least the minimum of the new salary grade.

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When an employee who works in a department with a skill-based pay program achieves a skill level previously agreed upon by the supervisor and the employee, the employee may receive a salary adjustment subject to the same approval process as other salary adjustments.

e. Job reclassification adjustment (excludes faculty)

When an employee's position is reclassified to an equal or lower salary grade, salary adjustments may be made based on equity in consultation with Human Resources. If a reclassification results in a higher salary grade, the employee may receive a salary adjustment, at the discretion of the Department Head/Director. The new salary should be at least the minimum of the new salary grade.

f. Demotion adjustment (excludes faculty)

Demotion adjustments are generally limited to reductions-in-force or demotions for cause. Department Heads or Supervisors must consult the Office of Human Resources regarding plans to demote an employee regardless of whether or not a wage or salary decrease is intended.

An employee may be given a base salary decrease if he/she is demoted. If the employee's rate is above the maximum rate of the lower job, the decrease should be at least equal to the salary

grade maximum of the lower classification. Further decreases should be based on an assessment of the demoted employee's qualifications compared to the pay and performance of other employees in the same job classification.

- 2.2.2 All types of proposed salary adjustments as provided in section 2.2.1 for employees at a red-circle rate, or that would create a red-circle rate, will only be allowed in unusually meritorious cases as approved by the Dean or Vice President in consultation with Human Resources.

2.3 Salary program information (excludes faculty)

Staff salary grades and ranges are established to provide competitive compensation information to administrators who make salary decisions. The Office of Human Resources participates in periodic salary surveys. Salary grade and range assignments and adjustments will be based on the objective analysis of salary survey data, internal equity, the relevant labor market, job evaluation, and the economic reality of University funding.

2.4 Starting salaries (excludes faculty)

New staff employees are typically hired at a salary within the first quartile of the appropriate salary grade. Departments may set starting salaries up to and including the midpoint of the salary grade without prior approval. For starting salaries above the midpoint of the salary grade, departments must obtain prior approval from the Office of Human Resources. Criteria for higher starting salaries may include significant experience above minimum qualifications, exceptional skills, and extreme market conditions.

3207.3 RESPONSIBILITIES

3.1 Department Heads/Directors and Supervisors

Responsible to assign job duties to positions. When changes in duties are significant enough to consider reclassification, departments should contact the Office of Human Resources to initiate the process.

3.2 Office of Human Resources

Participates in periodic salary surveys and analyzes current labor market salaries to determine appropriate salary grades. Provides consultation and advice regarding compensation administration and appropriate job classification. Determines the classification of each non-faculty job by performing job evaluations and assigning job titles and salary grades. Works with departmental administrators to ensure the proper classification of each position. Conducts periodic job classification audits.

3207.4 REFERENCES

- None

3207.5 RELATED USU POLICIES

- Policy 4004: Tenured and Term Appointments: Evaluation, Promotion, and Retention

3207.6 DEFINITIONS

6.1 Demotion

A reassignment of an employee to a job title with a lower salary grade. Demotions may be voluntary or involuntary.

6.2 Promotion

For staff employees, an assignment of an employee to a job with a higher salary grade. For faculty, an advancement in rank or accepting an administrative assignment.

6.3 Reclassification

The assignment of a new job title to an existing position, either filled or vacant. Human Resources/Compensation bases this change on an evaluation of the role, responsibilities, and minimum qualifications of the position.

6.4 Red-Circle Rate

A rate of pay which exceeds the maximum rate for the assigned salary grade.

6.5 Salary Grade

A letter assigned to a particular salary range which has a defined minimum and maximum rate of pay and is divided into quartiles.

Information below is not included as part of the contents of the official Policy. It is provided only as a convenience for readers/users and may be changed at any time by persons authorized by the President, subject to review by the USU Policy Committee.

RESOURCES

Procedures

- None

Guidance

- None

Related Forms and Tools

- None

Contacts

- None

POLICY HISTORY

Original issue date: 1997/01/24

Last review date: 2020/01/10

Next scheduled review date: N/A

Previous revision dates: 1997/01/24, 2020/01/10



EXECUTIVE MEMORANDUM

FROM: Alan L. Smith, President

DATE: May 29, 2025

SUBJECT: Policy Directive, USU Policy 3207 – Wage and Salary Administration

USU is committed to complying with federal contract requirements, including appropriate, operations-based standards for Institutional Base Salary. This commitment is enforced through policy and procedures that comply with federal and state requirements and provide effective controls for compensation.

To ensure USU is in compliance with the current regulations and requirements for federal contracting as set forth in 2 CFR 200.430, an immediate update to USU Policy 3207 is needed. These mandates necessitate amendments to the existing policy and procedures on an expedited basis by implementing 1001-PR3: Interim Policies and Amendments.

Changes to these policies and procedures include:

1. Adding a clear definition of Institutional Base Salary that complies with federal regulations set forth in 2 CFR 200.430
2. Clarifying the duties and timeframe included in Institutional Base Salary
3. Setting the expectation that Institutional Base Salary may not be changed based on sponsored award funds.

As authorized by USU Policy 1001, I am issuing this executive memorandum directing the issuance of the revised Interim Policy 3207: Wage and Salary Administration. A copy of USU Policy 3207 is attached.

To ensure all members of the campus community are informed of the revised policy, the Policy Office will post the updated policy on its website under the Updates section. Additionally, the Office of Research will provide an explanatory email to business services staff and the employees impacted by these changes.

This revised interim policy will remain in place until a permanent policy is reviewed and approved through the standard policy development process.

These interim policies and procedures were recommended by the Vice President for Research and the Executive Vice President and Chief Operations Officer.