

AGENDA
REGULAR MEETING OF THE
UTAH STATE UNIVERSITY BOARD OF TRUSTEES
VIA ZOOM VIDEOCONFERENCE

<https://usu-edu.zoom.us/j/86353837079?pwd=Qm0vbXNNRVhGRcUjUVElWQ0FBRIk5Zz09>

Meeting ID: 863 5383 7079

Passcode: 637285

December 3, 2021

- 9:00 a.m. Regular Meeting
- Welcome and Introductory Items
- 9:05 a.m. Closed Session
- 10:15 a.m. Regular Meeting (continued)
- Chair's Report
 - President's Report
 - Consent Agenda
 - Action Agenda
 - Information Agenda

CHAIR'S REPORT

1. Information Items
2. USHE Fall Enrollment 2021 and Recruitment Efforts (Michael Torrens, Robert Wagner)
3. Recruitment, Retention and Completion Committee Report (Gina Gagon)
4. Next Meeting of the Board of Trustees will be on January 21, 2022
5. Introduction of Neil Abercrombie and Grace Barr

PRESIDENT'S REPORT

1. Recent Events

- a. Inaugural Professor Lecture, Sanghamitra Roy – October 13, 2021
- b. Inaugural Professor Lecture, Christopher Gonzalez – October 14, 2021
- c. Football – USU at UNLV – October 16, 2021
- d. Inaugural Professor Lecture, Daniel Davis – October 18, 2021
- e. LDS Stake Presidents' Luncheon, President's Home – October 19, 2021
- f. Inaugural Professor Lecture, Curtis Dreyson – October 19, 2021
- g. President's Alliance Steering Committee Virtual Meeting – October 20, 2021
- h. Inaugural Professor Lecture, Jennifer Reeve – October 20, 2021
- i. Remarks at Institute of Government and Politics 10-year Reunion/Reception – October 22, 2021
- j. Football – Colorado State at USU – October 22, 2021
- k. USU Homecoming Events – October 22-23, 2021
- l. Speak at Alumni Association Cap and Gown Ceremony – October 23, 2021
- m. Inaugural Professor Lecture, Matthew Jaremski – October 25, 2021
- n. Inaugural Professor Lecture, Lisa Boyce – October 26, 2021
- o. Inaugural Professor Lecture, David Richter – October 27, 2021
- p. Institute of Government and Politics 10-year Anniversary Event, Washington, D.C. – October 28-29, 2021
- q. Football – Hawaii at USU – October 30, 2021
- r. Inaugural Professor Lecture, Elizabeth Fauth – November 1, 2021
- s. Women's Basketball – Fort Lewis College at USU – November 1, 2021
- t. Inaugural Professor Lecture, Christine Cooper Rompato – November 2, 2021
- u. Inaugural Professor Lecture, Kacy Lundstrom – November 3, 2021
- v. Inaugural Professor Lecture, Abby Benninghoff – November 4, 2021
- w. Football – USU at New Mexico State – November 6, 2021
- x. Inaugural Professor Lecture, Li Guo – November 8, 2021
- y. Men's Basketball – UC Davis at USU – November 9, 2021
- z. Women's Basketball – Westminster College at USU – November 9, 2021
- aa. Association of Public Land-grant Universities Board of Directors Virtual Meeting – November 10, 2021
- bb. Utah System of Higher Education President Retreat, Salt Lake City, Utah – November 11-12, 2021
- cc. Men's Basketball – USU vs Richmond at Veterans Classic – November 12, 2021
- dd. Women's Basketball – Cal State Fullerton at USU – November 13, 2021
- ee. Football – USU at San Jose State – November 13, 2021
- ff. Association of Public Land-grant Universities Annual Meetings – November 15-17, 2021
- gg. Inaugural Professor Lecture, Becki Lawver – November 15, 2021
- hh. Space Dynamics Laboratory Board of Directors Dinner – November 15, 2021
- ii. Inaugural Professor Lecture, Michael Levin – November 16, 2021
- jj. Women's Basketball – USU at California – November 16, 2021
- kk. Northwest Commission on Colleges and Universities Virtual Annual Conference – November 17-19, 2021
- ll. Envision Utah Executive Committee Virtual Meeting – November 18, 2021
- mm. Inaugural Professor Lecture, Jim Feigenbaum – November 18, 2021

- nn. Men's Basketball – USU at Myrtle Beach Invitational – November 18-21, 2021
- oo. Utah Board of Higher Education Meetings, Davis Technical College, Kaysville, Utah – November 19, 2021
- pp. Women's Basketball – Loyola Marymount at USU – November 19, 2021
- qq. Football – Wyoming at USU – November 20, 2021
- rr. Women's Basketball – USU at BYU – November 23, 2021
- ss. Football – USU at New Mexico – November 26, 2021
- tt. Women's Basketball – USU at Southeastern Louisiana – November 27, 2021
- uu. Men's Basketball – UT Arlington at USU – November 27, 2021
- vv. Men's Basketball – Carroll College (Mont) at USU – November 29, 2021
- ww. Women's Basketball – Dixie State at USU – December 1, 2021
- xx. Men's Basketball – St. Mary's at USU – December 2, 2021
- yy. USU Board of Trustees Virtual Meeting – December 3, 2021

2. Upcoming Events

- a. Women's Basketball – USU at UTEP – December 4, 2021
- b. Football – Mountain West Championship Game (TBD) – December 4, 2021
- c. Envision Utah Board of Directors Virtual Meeting – December 8, 2021
- d. Women's Basketball – Arkansas State at USU – December 8, 2021
- e. Men's Basketball – USU at BYU – December 8, 2021
- f. Women's Basketball – USU at Ball State – December 11, 2021
- g. Men's Basketball – New Orleans at USU – December 11, 2021
- h. Mountain West Board Meetings, Phoenix, Arizona – December 12-13, 2021
- i. Speak at Institute of Land, Water, and Air Naming and Report Presentation to Governor Spencer Cox, Salt Lake City, Utah – December 14, 2021
- j. Men's Basketball – USU at Weber State – December 15, 2021
- k. Men's Basketball – USU at Iowa – December 18, 2021
- l. Women's Basketball – USU at Montana – December 20, 2021
- m. Men's Basketball – Portland at USU – December 21, 2021
- n. Men's Basketball – USU at Air Force – December 28, 2021
- o. Women's Basketball – Air Force at USU – December 31, 2021
- p. Men's Basketball – San Jose State at USU – January 1, 2022
- q. Women's Basketball – USU at Nevada – January 3, 2022
- r. Men's Basketball – Boise State at USU – January 4, 2022
- s. Regence Community Board Virtual Meeting – January 5, 2022
- t. Women's Basketball – New Mexico at USU – January 6, 2022
- u. Remarks at Research Breaking Year Event with University of Utah, Salt Lake City, Utah – January 7, 2022
- v. Men's Basketball – USU at New Mexico – January 8, 2022
- w. International Plant & Animal Genome XXIX Meetings, San Diego, California – January 8-13, 2022
- x. Women's Basketball – USU at Boise State – January 9, 2022
- y. Men's Basketball – USU at Colorado State – January 12, 2022
- z. Remarks at Blue Plate Research, Salt Lake City, Utah – January 13, 2022
- aa. Women's Basketball – USU at San Diego State – January 13, 2022
- bb. Remarks at Pre-Legislative Reception, Kaysville, Utah – January 13, 2022
- cc. Utah Board of Higher Education Meeting, Salt Lake Community College, Salt Lake City, Utah – January 14, 2022
- dd. Women's Basketball – USU at UNLV – January 15, 2022
- ee. Men's Basketball – Wyoming at USU – January 15, 2022

- ff. Men's Basketball – USU at Fresno State – January 18, 2022
- gg. Northwest Commission on Colleges and Universities Board Meetings, Seattle, Washington – January 18-20, 2022
- hh. Women's Basketball – Colorado State at USU – January 19, 2022
- ii. USU Board of Trustees – January 21, 2022

CONSENT AGENDA

1. Minutes from the Regular Meeting held on October 15, 2021
2. Honorary Degrees and Commencement Speaker Resolution
3. Academic Approvals/Program Reviews
 - a. Summary Sheet
 - b. College of Engineering Undergraduate Degrees Program Review
 - c. Interior Design Program Review
 - d. Additive Manufacturing Certificate of Proficiency
 - e. Welding Technology Certificate of Proficiency
 - f. Institutional Certificate of Proficiency in Career and Technical Education
 - g. Post-Baccalaureate Certificate in Advanced Practices in Dietetics
 - h. Literature, Culture and Composition Specialization
 - i. Institutional Certificate of Proficiency in Conflict Management and Facilitation
 - j. Certificate of Proficiency in Leadership and Diplomacy
 - k. Transforming Communities Institute
 - l. Institute of Land, Water, and Air
4. Capital Improvement Priority List for FY 2022-23
5. Report of Institutional Discretionary Funds
6. Recommendations for Re-appointment to Space Dynamics Laboratory Board of Directors for Three-year Terms
 - a. Neil Abercrombie
 - b. Robert Lightfoot, Jr.
 - c. Rich McKeown
 - d. Ken White

UTAH STATE UNIVERSITY BOARD OF TRUSTEES
Utah State University, Logan, Utah
October 15, 2021

Minutes of the Regular Meeting of the Utah State University Board of Trustees held in the University Inn Sonne Room, Utah State University, commencing at 8:30 a.m.

MEMBERS PRESENT

Kent K. Alder	Chair
Gina Gagon	
David H. Huntsman	
Kacie Malouf	
Wayne L. Niederhauser	
David A. Petersen	
Jacey Skinner	
Lucas Stevens (via zoom videoconference)	
Tessa White	

MEMBERS EXCUSED

John Y. Ferry	Vice Chair
Steven L. Palmer	

UNIVERSITY REPRESENTATIVES PRESENT

Neil N. Abercrombie	Vice President, Government Relations
Jodi Bailey	Chief Audit Executive
Lisa Berreau	Vice President, Research
Janalyn Brown	Staff Assistant III
Noelle E. Cockett	President
David T. Cowley	Vice President, Business and Finance
Teresa Denton	Staff Assistant Senior
Boyd Edwards	President, Faculty Senate
Francis D. Galey	Executive Vice President and Provost
Mica A. McKinney	General Counsel and Vice President, Legal Affairs
Katie Jo North	Executive Director of New Student Enrollment
Sydney M. Peterson	Secretary of the Board of Trustees
William M. Plate	Vice President, University Marketing and Communications
Laurens H. Smith	Vice President, Statewide Campuses
Robert W. Wagner	Vice President, Academic and Instructional Services

I. BOARD OF TRUSTEES REGULAR MEETING

Chair Kent Alder called the meeting to order and welcomed those present.

A. INTRODUCTORY ITEMS

Chair Alder introduced today's agenda.

B. STRATEGIC AGENDA

1. GRAMA and Open Public Meetings Training (Appendix A)

Under state law, Board of Trustee members are required to receive training on the Government Records Access and Management Act (GRAMA). Vice President Mica McKinney also discussed open public meeting requirements.

GRAMA is Utah's public records statute. Freedom of Information Act (FOIA) requests are for federal public records. USU is not subject to FOIA even though some records are held by federal agencies. GRAMA is based on two principles – to provide access to public records and to protect privacy of data being gathered. GRAMA is based on records that exist. Records do not need to be created in order to answer a GRAMA request.

As members of the Board of Trustees, certain personal records may be subject to GRAMA requests. Daily notes, calendars, temporary drafts, telephone calls, junk mail, and commercial publications are not considered records and cannot be requested through GRAMA. Circulated drafts, board and committee meeting handouts and presentations, and emails and texts related to trustee business are considered records and may be requested through GRAMA. These records need to be saved and secured. Even if doing trustee business on a personal email account, the email is public record and must be retained.

If Board of Trustee members receive GRAMA requests, they should be forwarded to the Legal Affairs Office for processing. Any requests from the media should be forwarded to the Marketing and Communications Office.

Board of Trustee members will receive private information particularly in closed sessions. That information is confidential and should remain secure. Laptops should not be left in cars and papers should not be left out and accessible for people to read.

Board of Trustee meetings are open public meetings. All business needs to be conducted publicly. Social gatherings are not considered public meetings. Agendas for open meetings are posted on the state and university websites at least 24 hours prior to the meeting. Any item that does not appear on the agenda may be discussed but cannot be acted upon.

A closed meeting may be held to discuss confidential matters. The meeting must start with an open meeting and a quorum of the board present, then a motion and vote to go into the closed session. If anyone disagrees with the motion for a closed session, their name and reason must be recorded. Some topics for closed sessions include personnel, legal, and property issues.

C. PRESIDENT'S REPORT

1. Information

a. Student Commendation – Emilee Matheson (Appendix B)

Emilee Matheson is a senior at USU majoring in International Business and

Political Science and minoring in Anticipatory Intelligence and Arabic. She enjoys traveling and learning about foreign languages and cultures. She speaks four languages and was twice selected for the US Department of State Critical Language Scholarship Program. She is an undergraduate research fellow in the Center for Growth and Opportunity. She plans to work in national security, the intelligence community, or international affairs and is interested in pursuing graduate studies.

b. Presidential Priorities Update (Appendix C)

President Noelle Cockett updated the board on eight of her presidential strategic priorities.

Student Success – student persistence (first to second semester) and retention (first to second year) are major influencers on successful student completion. The Connections program expanded to USU Eastern and was very successful. Aggie First Scholars will expand throughout the state as well. The Career Services unit is implementing career shadowing and internship opportunities. More advisors and peer mentors will be added. Need-based scholarships will be expanded.

Post-secondary Access for Underserved Students – under-represented students are 10% less likely to attend college. Increases in peer mentors, advisors, and retention specialists will be developed. Under-represented faculty and staff will be added to all campuses. Opportunities to stack degrees will be built; i.e., certificates leading to associate's degrees, associate's degrees leading to bachelor's degrees, etc.

Diversity, Inclusion and Respect – under-represented or marginalized students rate their sense of safety and belonging 6% lower than white students in a 2019 survey. The position of Vice President for Diversity, Equity, and Inclusion has been created. Aggie First Scholars, Inclusion Center, and other services for marginalized students have expanded across all campuses. A partnership with Fort Valley State University is being developed.

Research Distinction – USU is recognized as one of two research institutions in Utah. As Utah's land-grant institution, research focuses on relevant and applicable areas for Utah and the western United States. Faculty cluster hires have been very successful; i.e., hiring several faculty in one particular emphasis. USU will seek opportunities to increase contracts and grants. A priority will be to move from Carnegie R2 to R1 classification.

Excellence in Land, Water, and Air – competition for natural resources and open space is getting more restrictive and is reducing quality of life. State agencies and leaders are turning to USU for expertise.

Outreach in Health and Wellbeing – mental health issues and associated problems are dramatically rising across all age groups and demographics.

Extension will deliver more “train the trainer” programs; i.e., emergency preparedness, family relations, opioid addiction, and mental health first aid. These experts will go to communities and multiply the number of contacts made. USU will also increase educated workforce in social work, psychology, nursing, health care, clinical services, and nutrition and dietetics. The Sorenson Center is doing well with telehealth programming at the statewide campuses.

Comprehensive Campaign – there is significant need for expanded financial resources to address declining state support, increasing expenses, and expanding scholarships. The next comprehensive campaign will focus primarily on student scholarships and fellowships as well as experiential learning programs. The campaign launch was delayed due to the pandemic. Current plans are to launch the campaign next fall.

Competitiveness in Mountain West Conference – the Mountain West Conference will likely realign in 2024-25 to position itself as the premier conference among the non-autonomous conferences. USU will prioritize private fundraising, recruit and retain top coaches and athletic staff, invest in academic resources for student athletes, increase quality of facilities, and improve involvement and participation in athletic events.

Trustee Dave Petersen suggested periodically following up to see how these goals are progressing. President Cockett stated that she envisions a dashboard for each priority that will be presented to the Board of Trustees periodically. Trustee Jacey Skinner asked that the percentages be quantified on the dashboard.

Trustee Tessa White suggested that it would be more effective for the Board of Trustees to focus on one or two priorities that are more critical to the university.

Chair Alder assigned the Executive Committee to determine priorities for the Board of Trustees to narrow its focus and present those priorities to the board at a later meeting.

2. Recent Events

- a. Economic Development Corporation of Utah Board of Trustees Virtual Meeting – July 13, 2021
- b. Utah Board of Higher Education Meetings at Utah State University – July 16, 2021
- c. Remarks at USU Summer Citizens Closing Social – July 22, 2021
- d. Speak at National Historically Black Colleges & Universities Foundation Virtual 7th National Conference – August 7, 2021
- e. Panelist at Transgenic Animal Research Virtual Conference – August 12, 2021
- f. Envision Utah Executive Committee Virtual Meeting – August 12, 2021
- g. USU Board of Trustees Meeting and Workshop – August 13, 2021
- h. Speak at Department Head Retreat – August 16, 2021

- i. Host and Welcome Remarks at New Faculty Dinner – August 16, 2021
- j. Opening Remarks at Blue Plate Research Virtual Session – August 19, 2021
- k. Utah Board of Higher Education Virtual Committee Meetings – August 20, 2021
- l. Speak at Connections Luminary – August 27, 2021
- m. Football – North Dakota at USU – September 10, 2021
- n. Welcome Remarks at Post-Doctoral Research Fellows Dinner, President's Home – September 14, 2021
- o. Utah Board of Higher Education Virtual Meetings – September 16-17, 2021
- p. Football – USU at Air Force – September 18, 2021
- q. USU Foundation Board Meeting and Dinner – September 24, 2021
- r. Football – Boise State University at USU – September 25
- s. Panelist at Experiment Station Section Annual Meetings, Lake Tahoe, California – September 28, 2021
- t. Football – Brigham Young University at USU – October 1, 2021
- u. USU Staff Retirement Dinner – October 7, 2021
- v. Speak at Religion in Life – October 8, 2021
- w. Speak at USU 2nd Annual Celebration of World Mental Health Day – October 11, 2021
- x. EDCUtah Quarterly Board of Trustees Meeting, Salt Lake City, Utah – October 12, 2021
- y. USU Board of Trustees, October 15, 2021

3. Upcoming Events

- a. Football – USU at UNLV – October 16, 2021
- b. Opening Remarks at Research Landscapes, Salt Lake City, Utah – August 21, 2021
- c. Football – Homecoming - Colorado State at USU – October 22, 2021
- d. USU Homecoming Events – October 22-23, 2021
- e. Speak at Alumni Association Cap and Gown Ceremony – October 23, 2021
- f. Institute of Government and Politics 10-year Anniversary – Washington, D.C. – October 28-29, 2021
- g. Football – Hawaii at USU – October 30, 2021
- h. Football – USU at New Mexico State – November 6, 2021
- i. Association of Public Land-grant Universities Board of Directors Virtual Meeting – November 10, 2021
- j. Football – USU at San Jose State – November 13, 2021
- k. Association of Public Land-grant Universities Annual Meetings – November 14-17, 2021
- l. Northwest Commission on Colleges and Universities Virtual Annual Conference – November 17-19, 2021
- m. Space Dynamics Laboratory Board of Directors Dinner – November 15, 2021
- n. Envision Utah Executive Committee Virtual Meeting – November 18, 2021
- o. Utah Board of Higher Education Meetings, Davis Technical College, Kaysville, Utah – November 19, 2021
- p. Football – Wyoming at USU – November 20, 2021\
- q. Football – USU at New Mexico – November 26, 2021

r. USU Board of Trustees, December 3, 2021

D. CHAIR'S REPORT

1. Broadcasting Ownership Questionnaire

The Board of Trustees is deemed the owner of the campus radio station. The FCC requires that this questionnaire be completed.

2. Next Meeting of the Board of Trustees will be on December 3, 2021

3. Committee Reports

a. Executive Committee

Chair Alder stated that the Executive Committee discussed shortages of nurses and welders in Price. Vice President Dave Cowley presented the capital expenditures for the next five years – the Animal Science Building is first on USU's capital expenditure priority. The Monument Valley Building is next in priority. The Science Engineering Building and the Business Experiential Building are also priorities.

b. Academic Approval Committee

Trustee Wayne Niederhauser stated that the actions from this committee are included on the consent and action agendas.

c. Audit, Risk and Compliance Committee

Trustee Dave Petersen stated that there are a few items on the consent agenda. The Annual External Audit Report was accepted by the committee. The IT Auditing Plan considers two items: the level of IT decentralization on campus and data security. Jodi Bailey updated the committee on the internal audit program. Vice President McKinney updated them on risk assessment and compliance.

d. Honorary Degrees, Awards and Recognition Committee

Vice Chair John Ferry was ill and not able to provide a committee update.

e. Recruitment, Retention and Completion Committee

Trustee Gina Gagon stated that the recruiting season is in full swing. There will be 29 enrollment open houses across the country between now and Thanksgiving. Fall 2021 first-time enrollment is stable but down slightly from Fall 2020. Total enrollment is down about 1%. Graduate student enrollment and net tuition revenue are up from last year. Fall 2022 enrollment goals are aggressive. It seems that students are staying home or taking a gap year due to the pandemic. The new USU Promise Scholarship will go to students who qualify for Pell Grants with USU meeting the difference.

Retention for Fall 2020 was 74.24% and 66.79% for first-generation college students.

f. Student Health, Safety and Well-being Committee

Trustee David Huntsman stated that USU's Counseling and Psychological Services (CAPS) program is a first line of defense and very proactive. Resources are being used more than ever before. Students are generally happy and glad to be back in the classroom and engaged in activities. Socializing is not back to normal yet. Students who are fearful and apprehensive are taking advantage of online classes. Reports about students of concern have doubled since last year.

g. Marketing and Communications Committee (Appendix D)

Trustee Jacey Skinner stated that the committee focused on enrollment marketing. Vice President Bill Plate gave a presentation on their efforts.

The University Marketing and Communications Office (UMAC) collaborates with the Admissions Office for enrollment marketing. Direct mail and events communications have increased. Email is preferred by students while paper communication is preferred by parents. Text communications have increased. The platform USU uses allows for two-way communication and USU has received a 50% response rate.

The Admissions website allows prospective students to see a virtual campus tour. In-person campus tours were reinstated and may be scheduled on the website along with 15-minute online appointments with members of the recruitment team.

There is a social-media type platform for parents to communicate with USU. Information about events, vaccines, and updates are sent to parents with 43% of prospective student's parents involved.

UMAC is running a digital advertising campaign including displays, videos, and searches. USU produced 23 how-to videos for YouTube to help students with applications, financial aid, diversity and inclusion.

Open house recruiting has been difficult with the pandemic. Upcoming open houses are scheduled in Lehi, Logan, and Layton. On campus True Blue Events target on-campus events and groups. USU hosted the High School Leadership Conference on campus allowing high school leaders to experience USU first hand. The Ambassadors Program receives 800 applications every year but only accepts 25 students into the program per year. These ambassadors lead campus tours, host events with President Cockett, and make phone calls. About 80% of prospective students who visit campus end up applying.

The College Tour is a 30-minute video segment series on Amazon Prime that helps elevate the reputation of the institution. The USU segment was

filmed in July and features ten two-minute student segments. USU's segment will be Episode 1 of Season 3. This is a big opportunity to recruit out-of-state students.

Social media has received a lot of focus because a big audience can be reached with a relatively small investment. USU has a specific strategy for each channel. A lot of alumni interact through social media as well.

Aggie Impact spots are available on the website. Views may be tracked through Google funnel to see where viewers go after viewing the spots. Spots are also on billboards along I-15. Multiple billboards in a row are used where drivers can get a better story rather than just a single billboard view.

USU contracted with Google Search to allow USU ads to be one of the first few options in a search result. Even when searchers look for competing institutions, USU's ad will be in the top results.

4. Technical College Board Reports

Trustee Gina Gagon stated that the Uintah Basin Tech College's (UBTC) strategic plan is to increase certificate program completers and to establish partners for each certificate program. The current focus is to get UBTC's certificates to transfer to USU for stackable degrees – certificate's leading to associate's degree programs at USU.

Trustee John Ferry serves on the Bridgerland Tech College (BTC) Board. Executive Vice President and Provost Frank Galey stated that there are a number of articulation agreements with BTC. Several of BTC's certificates segue into applied sciences associate's and bachelor's degree programs.

Trustee Dave Petersen stated that the Tooele Tech College has a great culture and the community rallies around it. However, the community seems to lack support for stackable degrees.

E. CONSENT AGENDA

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

1. Minutes from the Regular Meeting and Workshop held on August 12-13, 2021
2. Minutes from the Closed Session held on August 12, 2021
3. Minutes of the Special Meeting held on August 27, 2021
4. Re-appointment of Gen. Bruce Carlson as Director to the USU SDL Board of Directors for three-year term (Appendix E) [Resolution 21-10-01]
5. Academic Proposal/Program Reviews

- a. Career Services, Office of the Executive Vice President and Provost, proposes changing the name from Career Services to Career Design Center (Appendix F) [Resolution 21-10-02]
 - b. Department of Aviation and Technical Education, College of Agriculture and Applied Sciences, submits the Professional Pilot Degree program review (Appendix G) [Resolution 21-10-03]
 - c. Department of Human Development and Family Studies, Emma Eccles Jones College of Education and Human Services, submits the program review (Appendix H) [Resolution 21-10-04]
6. Policy 330 Telework (Appendix I) [Resolution 21-10-05]

Action: Trustee Dave Petersen moved to approve the Consent Agenda. Trustee Gina Gagon seconded the motion. The voting was unanimous in the affirmative.

F. ACTION AGENDA

1. Non-state Funded Capital Development Projects (Appendix J) [Resolution 21-10-06]

The Animal Science Building renovation is going forward as the state-funded request. There are two other projects that will not seek state funding.

Nora Eccles Harrison Museum of Art Education and Research Center – This project is a two-story building with a basement addition located to the west of the Fine Arts Center complex. There will be space for a significant newly donated collection of art.

The building will also support teaching, learning, and research for the university and community. The main floor will include a classroom, research library, and visible storage area. The second floor will include an area for K-12 students to participate in art appreciation and hands-on art projects. The basement will include a compact storage area that will be temperature and humidity controlled and will not be available to the public.

The total budget is \$6.05M with a request to the state for operating and maintenance funds of \$65,961 per year. The lead gift is from one donor for a pledge of \$2.8M. The remaining amount will come from several additional donors.

The donated art is consistent with the art that is in the museum now – California art, mid-century to modern, western artists – and is of tremendous value.

Maverik Stadium Enhancements – This project enhances access and services on the east side of Maverik Stadium including adding ADA seating at several levels,

increasing the number of restrooms, addressing crowd circulation issues, and improving the concessions area on the south concourse.

This project will cost \$7M with no request to the state for operating and maintenance funding. Funds will come from restructuring bonds that exist on the stadium. The bonds are repaid by an existing student fee. Funds from the student fee allow improvements to be made on athletic facilities about every ten years.

Action: Trustee David Huntsman moved to approve the Non-state Funded Capital Development Projects. Trustee Kacie Malouf seconded the motion. The voting was unanimous in the affirmative.

2. USU Logan Campus and Statewide Campuses Master Plans and Update on the Innovation Campus (Appendix K) [Resolution 21-10-07]

The Logan campus is divided into districts for planning purposes. Improvements to the Innovation Campus, East Gateway, and Utilities districts have been completed. Current improvements target the Housing and Central Academic Core districts.

Statewide Campuses Master Plans are periodically updated with the latest being the Salt Lake Center in Taylorsville. Each campus is reviewed about every ten years.

Projects recently completed include the Biology and Natural Resources Building renovation, the Space Dynamics Lab Buildings 416 and 1500, and the Gateway Parking Terrace.

Projects under construction are the Mountain View Tower Residence Hall replacement, the Space Dynamics Lab Building 1480, the Information Technology Services Building, and the Moab Academic Building.

Projects in design are the Mehdi Heravi Teaching and Learning Center, the Electrified Vehicle Roadway addition, and the Equine and Human Science Center Arena in Wellsville.

Action: Trustee Tessa White moved to approve the USU Logan Campus and Statewide Campuses Master Plans and Update on the Innovation Campus. Trustee Gina Gagon seconded the motion. The voting was unanimous in the affirmative.

3. Statewide Federal Compliance Audit (Single Audit) Report (Appendix L) [Resolution 21-10-08]

The Statewide Federal Compliance Audit Report was reviewed in the Audit, Risk, and Compliance Committee Meeting. The committee requested that the Board to accept the report.

Action: Trustee Dave Petersen moved to accept the Statewide Federal Compliance Audit (Single Audit) Report. Trustee Kacie Malouf seconded the motion. The voting was unanimous in the affirmative.

4. Faculty and Staff Adjustment (Appendix M) [Resolution 21-10-09]
 - a. Change in Title or Assignment – Courtney G. Flint to be Professor with tenure in Department of Environment and Society, S.J. and Jessie E. Quinney College of Natural Resources. This tenure decision is a result of a transfer to a new academic department.

Action: Trustee Tessa White moved to approve the Faculty and Staff Adjustment. Trustee David Huntsman seconded the motion. The voting was unanimous in the affirmative.

G. WRAP-UP DISCUSSION

Board of Trustees members would like to look at the statutory perspective of the board's responsibilities and merge that view with President Cockett's priorities in order to select one or two priorities on which to work. Board of Higher Education representatives will be invited to a future meeting to discuss how the Board of Trustees fits with the Utah System of Higher Education.

Chair Alder would like to invite USU's academic deans to attend a future meeting to discuss the vision of their college. This will provide board members insight into the level of administration that works closest with students.

Chair Alder suggested that at a future meeting an agenda item include a discussion on how statewide campuses are helping to achieve President Cockett's priorities.

Board of Trustees members requested training on diversity and inclusion. The President's Executive Committee will receive this training in the near future and the Board of Trustees members will be invited to join that training.

Trustee Lucas Stevens stated that USU Eastern held a special election to join the USU Student Association. In the past, USU Eastern has had their own student body president and student association with no representation on the USU Student Board. Now, on a student level, all statewide campuses are unified in one student association and are all represented equally.

H. INFORMATION AGENDA

1. Policy 540 University Social Media Accounts (Appendix N)
2. Leased Facilities Report (Appendix O)
3. Auxiliary and Service Enterprises Reports for FY2020-21 (Appendix P)

4. Report of Investments for March 2021 (Appendix Q)
5. Report of Investments for April 2021 (Appendix R)
6. Report of Investments for May 2021 (Appendix S)
7. Report of Investments for June 2021 (Appendix T)

Chair Alder asked if there were any other items the Trustees would like to discuss before the meeting closed; none were mentioned.

Action: Trustee David Huntsman made a motion to adjourn the meeting. Trustee Gina Gagon seconded the motion; voting was unanimous in the affirmative.

The meeting adjourned at 2:26 p.m.

Kent K. Alder, Chair

Sydney M. Peterson, Secretary
(Minutes taken by Teresa Denton)

Date Approved

ITEM FOR ACTION

RE: **Honorary Degrees for 2022**

EXECUTIVE SUMMARY

The Honorary Degrees, Awards and Recognition Committee has completed its work and recommends to the Board of Trustees names of individuals to receive Honorary Degrees in 2022. When the individuals are approved, the administration will contact them for availability and acceptance.

RECOMMENDATION

The Honorary Degrees, Awards and Recognition Committee recommends approval by the Board of Trustees the names of individuals to receive 2022 Honorary Degrees.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, The Honorary Degrees, Awards and Recognition Committee recommends to the Board of Trustees names of individuals to receive 2022 Honorary Degrees; and

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

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

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date

Academic Proposals/Program Reviews Summary Sheet

- College of Engineering submits the accreditation by ABET as a program review
- Department of Art and Design, Caine College of the Arts, submits the accreditation by the Council for Interior Design Accreditation as the Bachelor of Interior Design program review
- Department of Aviation and Technical Education, College of Agriculture and Applied Sciences, proposes offering an Additive Manufacturing Certificate of Proficiency
- Department of Aviation and Technical Education, College of Agriculture and Applied Sciences, proposes offering a Welding Technology Certificate of Proficiency
- Department of Aviation and Technical Education, College of Agriculture and Applied Sciences, proposes offering an Institutional Certificate of Proficiency in Career and Technical Education
- Department of Nutrition, Dietetics and Food Sciences, College of Agriculture and Applied Sciences, proposes offering a Post-Baccalaureate Certificate in Advanced Practices in Dietetics
- Department of English, College of Humanities and Social Sciences, proposes adding a specialization to the existing Master of Arts and Master of Science in English titled Literature, Culture and Composition
- Departments of Communication Studies and Philosophy, History, Human Development and Family Studies, Kinesiology and Health Science, Management, Political Science, Psychology, Social Work, and Sociology and Anthropology; Colleges of Humanities and Social Sciences, Jon M. Huntsman School of Business, and Emma Eccles College of Education and Human Services; proposes offering an Institutional Certificate of Proficiency in Conflict Management and Facilitation
- Departments of Communication Studies and Philosophy, Economics and Finance, Government Relations, History, Management, Marketing and Strategy, Political Science, Social Work, and Sociology and Anthropology; Colleges of Humanities and Social Sciences and John M. Huntsman School of Business; proposes offering a Certificate of Proficiency in Leadership and Diplomacy
- Department of Social Work, College of Humanities and Social Sciences, proposes establishing the Transforming Communities Institute
- Offices of the President and Research proposes establishing the Institute for Land, Water, and Air

DATE

ITEM FOR ACTION

Utah State University's College of Engineering submits the attached accreditation by ABET as a program review for consideration and action by the Board of Trustees.

EXECUTIVE SUMMARY

The Utah State University College of Engineering undergraduate programs and courses were reviewed by the ABET Engineering Accreditation Commission and found to be excellent degree programs that align with ABET's international standards. The Engineering undergraduate programs at USU fulfill the land-grant mission of our university by advancing student preparation to enter engineering industry careers and engaging in high quality research. Each undergraduate program has unique strengths, and students who graduate from USU with a BS in an Engineering major move on to graduate education or enter the engineering industry with advanced training and credentials.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees accept the ABET accreditation as a program review of the Utah State University College of Engineering undergraduate degree programs.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University received the ABET accreditation of undergraduate degree programs within the College of Engineering for their program review as required by Utah Board of Regents Policy R411, and

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

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby accept the ABET accreditation of undergraduate degree programs within the College of Engineering, and that this review be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:

Cover/Signature Page – R411 Program Review

Institution Submitting Review: *Utah State University*

Program Title: *Biological Engineering BS, Civil Engineering BS, Computer Engineering BS, Electrical Engineering BS, Environmental Engineering BS, Mechanical Engineering BS*

School or Division or Location: *College of Engineering*

Department(s) or Area(s) Location: *All Departments in the College of Engineering*

Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Review Type (check one):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input checked="" type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

Signature

Date: *MM/DD/YEAR*

Printed Name: *Renee Galliher*



415 North Charles Street Baltimore, MD 21201
+1410.347.7700 www.abet.org

August 30, 2021

Noelle Cockett
President
Utah State University
1400 Old Main Hill

Logan, UT 84322-1400

Dear Dr. Cockett:

I am pleased to transmit to you the findings of the Engineering Accreditation Commission (EAC) of ABET with respect to the evaluation conducted for Utah State University during 2020–2021. Each of ABET's commissions is fully authorized to take the actions described in the accompanying statement under the policies of the ABET Board of Directors.

We are pleased that your institution has elected to participate in this accreditation process. This process, which is conducted by approximately 2,000 ABET volunteers from the professional community, is designed to advance and assure the quality of professional education. We look forward to our continuing shared efforts toward this common goal.

Sincerely,

Dianne Chong
President



ENGINEERING ACCREDITATION COMMISSION

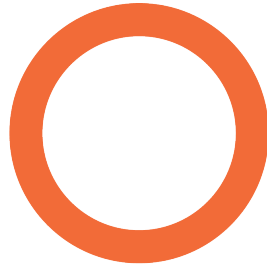
Summary of Accreditation Actions

2020–2021 Accreditation Cycle

Utah State University
Logan, UT, United States

Biological Engineering (BS)
Civil Engineering (BS)
Computer Engineering (BS)
Electrical Engineering (BS)
Environmental Engineering (BS)
Mechanical Engineering (BS)

Accredit to September 30, 2027. A request to ABET by January 31, 2026 will be required to initiate a reaccreditation evaluation visit. In preparation for the visit, a Self-Study Report must be submitted to ABET by July 1, 2026. The reaccreditation evaluation will be a comprehensive general review.



ABET

ENGINEERING ACCREDITATION COMMISSION

UTAH STATE UNIVERSITY

LOGAN, UT, UNITED STATES

FINAL STATEMENT OF ACCREDITATION

2020-21 ACCREDITATION CYCLE

UTAH STATE UNIVERSITY

Logan, UT, United States

ABET ENGINEERING ACCREDITATION COMMISSION

FINAL STATEMENT

VISIT DATES: FEBRUARY 7-10, 2021

ACCREDITATION CYCLE CRITERIA: 2020-2021

INTRODUCTION & DISCUSSION OF STATEMENT CONSTRUCT

The Engineering Accreditation Commission (EAC) of ABET has evaluated the Biological Engineering (BS), Civil Engineering (BS), Computer Engineering (BS), Electrical Engineering (BS), Environmental Engineering (BS), and Mechanical Engineering (BS) programs at Utah State University.

The statement that follows consists of two parts: the first addresses the institution and its overall educational unit, and the second addresses the individual programs.

A program's accreditation action is based upon the findings summarized in this statement. Actions depend on the program's range of compliance or non-compliance with the criteria. This range can be construed from the following terminology:

- **Deficiency** A deficiency indicates that a criterion, policy, or procedure is not satisfied. Therefore, the program is not in compliance with the criterion, policy, or procedure.
- **Weakness** A weakness indicates that a program lacks the strength of compliance with a criterion, policy, or procedure to ensure that the quality of the program will not be compromised. Therefore, remedial action is required to strengthen compliance with the criterion, policy, or procedure prior to the next review.
- **Concern** A concern indicates that a program currently satisfies a criterion, policy, or procedure; however, the potential exists for the situation to change such that the criterion, policy, or procedure may not be satisfied.
- **Observation** An observation is a comment or suggestion that does not relate directly to the current accreditation action but is offered to assist the institution in its continuing efforts to improve its programs.

INFORMATION RECEIVED AFTER THE REVIEW

- **Seven-Day Response** No information was received in the seven-day response period.
- **30-Day Due-Process Response** Information was received in the 30-day due-process response period relative to the Computer Engineering and Electrical Engineering programs.

- **Post-30-Day Due-Process Response** Information was received in the post-30-day due-process response period relative to the Computer Engineering and Electrical Engineering programs.

INSTITUTIONAL SUMMARY

Utah State University is a public land-grant and space-grant university located in Logan, Utah, organized into eight colleges and schools offering 114 undergraduate degree programs, 90 master's degree programs, and 42 doctoral degree programs. The university has a statewide enrollment of 27,691 students. The Logan campus enrolls 17,676 undergraduate and 1,536 graduate students. The College of Engineering is organized into five departments and offers 20 academic programs, six undergraduate and 14 graduate degree programs. There are 2,630 full-time and part-time undergraduate students and 365 graduate students in these programs. The college has 90 tenure-line faculty members, eight research faculty members, 12 lecturers and 73 staff members. The college awarded 795 BS degrees in the 2019-20 academic year.

The following departments, offices and units were reviewed and found to provide adequate support to the programs: physics, chemistry and biochemistry, biology, mathematics and statistics, English, the Merrill-Cazier Library, information technology, business and finance, Student Support Services, Academic and Instructional Services, Student Achievement, Financial Services, Career Services, Analysis Assessment & Accreditation, admissions, and the registrar.

INSTITUTIONAL STRENGTH

The College of Engineering provides the students with a particularly rich learning environment for hands-on engineering design projects, such as the Idea Factory and the Metal Factory. These laboratories provide the students with an rich repertory of tools and machinery for their projects, and encourages team formation and collaboration. These facilities familiarize the students with larger-scale prototyping environments and enables ambitious projects that prepare them for their professional careers.

Biological Engineering

BS Program

Evaluated under EAC Program Criteria for
Biological Engineering and Similarly Named Engineering Programs

INTRODUCTION

The Biological Engineering (BS) program emphasizes the areas of synthetic biological engineering, biomedical engineering, bioprocess engineering, and bioenvironmental engineering, having evolved in the 1990s from agricultural engineering to biological engineering. The program enrolls 187 students, and is supported by 10 tenure-line faculty members, three non-tenure-line faculty members, and one professional staff member. The program awarded 37 degrees in the 2019-20 academic year. On average approximately 10 percent of the graduates go on to medical school, 40 percent to graduate school, and 50 percent to industry employment.

PROGRAM STRENGTHS

1. The program requires that students pass the Fundamentals of Engineering exam in order to graduate. The preparation for the exam serves as a holistic review process that reinforces prior learning. This requirement is quite unusual within the discipline. As a result, students graduating from the program have established a broadly integrated understanding of the discipline, and the attainment of a professional credential provides them with a significant advantage in entering the profession.
2. The program has a three-semester capstone design experience. The design experience builds upon industry-supplied problems and incorporates industry support (mentors and, where appropriate, use of facilities, instrumentation, and funding) and discipline-specific faculty mentors. This exceeds the more typical two-semester design process allowing students time to deal with more realistic, open-ended design problems. The extensive industry involvement gives students a more realistic design experience similar to what they will encounter after graduation. The positive impact of these practices is demonstrated through the quality of the design experience students receive and the number of offers of employment that students receive from participating industry partners as a direct result of the experience.

No deficiencies, weaknesses, or concerns were found.

Civil Engineering

BS Program

Evaluated under EAC Program Criteria for
Civil and Similarly Named Engineering Programs

INTRODUCTION

The Civil Engineering (BS) program provides a broad education in five technical areas of the profession. The program is administered by the Department of Civil and Environmental Engineering. The program has 270 undergraduate students, and is supported by 26 full-time faculty members, three staff members, and two technicians. The program had 63 graduates in the 2019-20 academic year.

PROGRAM STRENGTHS

1. The program requires that students complete a three-semester capstone design course delivered by a full-time licensed Professor of Practice in collaboration with several faculty members and with professional engineers outside the university. The course provides students ample time to produce exceptional quality deliverables addressing a broad range of design requirements as expected of real-world engineering projects. Such an extensive, comprehensive, and in-depth capstone design experience prepares students well with the knowledge and skills necessary to enter the engineering profession.
2. The program requires that students pass the Fundamentals of Engineering exam in order to graduate. The preparation for the exam serves as a holistic review process that reinforces prior learning. This requirement is quite unusual within the discipline. As a result, students graduating from the program have established a broadly integrated understanding of the discipline, and the attainment of a professional credential provides them with a significant advantage in entering the profession.

No deficiencies, weaknesses, or concerns were found.

Computer Engineering

BS Program

Evaluated under EAC Program Criteria for Electrical, Computer, Communications, Telecommunication(s) and Similarly Named Engineering Programs

INTRODUCTION

The Computer Engineering (BS) program is administered by the Department of Electrical and Computer Engineering. The program has 127 students, and is supported jointly with the Electrical Engineering program by 17 tenure-line faculty members, two professors of practice, and five full-time-equivalent staff members. The program awarded 11 degrees in the 2019-20 academic year.

PROGRAM STRENGTH

The program has a strong tradition of allowing students to complete their capstone project either as an entrepreneurially driven individual, as a member of a team with other department students, or as a member of a multidisciplinary team on a project sponsored by an external client. This flexibility allows students to obtain the capstone experience which best matches their career goals, an individual project which might lead to potential startups or the rich learning environment fostered by an multidisciplinary project.

PROGRAM WEAKNESS

Criterion 4. Continuous Improvement

This criterion requires that a program must regularly use appropriate, documented processes for assessing and evaluating the extent to which the student outcomes are being attained. Student Outcome (5) requires the demonstration of “an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.” While the program incorporates team activities in multiple courses, no direct assessment of the student's ability to work in a teaming environment is conducted. Assessment of this outcome is limited to brief statements by students written in response to a homework assignment where they are asked to “describe a good team” and how they will contribute to one, and to one question in the senior exit survey. Additionally, Student Outcome (2) and (3) are currently assessed in the two course capstone design sequence. In these courses, students are given the option to work on their own individual project, work with a team of students made up of other electrical or computer engineering students, or to work on a more broadly interdisciplinary design project with other departments. For the students who work on an interdisciplinary design project in another department, the program only receives a final summative grade for the project; no assessment data is returned related to outcomes (2) and (3) for these students. For students who work jointly on teams with the electrical engineering students, the deliverables that are assessed have been completed by the team, not necessarily the individual. Thus, while the data is being disambiguated by the major of the student, the original deliverable

that was created was a joint product of students in both majors, and students receive the same assessment scores. The impact of this disaggregation issue and sampling issue is exacerbated by the small number of graduates (11 in the past year) from the program. The incomplete assessment limits the ability of the program to determine the level to which Student Outcomes (2), (3) and (5) are attained and therefore its ability to utilize the results as inputs for continuous improvement. Thus, the program lacks strength of compliance with this criterion.

30-Day Due-Process Response

The EAC acknowledges receipt of documentation of an updated process to be employed to assess and evaluate the extent to which Student Outcomes (2), (3), and (5) are being attained. The updated processes will provide direct, individualized and program-specific assessment data for these outcomes. Additionally, the EAC acknowledges receipt of a clarification of the self-study report with respect to the assessment processes for Student Outcome (3). The program is collecting data on individual students' ability to communicate effectively with a range of audiences in the course ECE4830, Engineering Communication I. The assessment basis for outcome (3) already includes individualized, program-specific data. The updated assessment data collection processes will be implemented for the 2020-21 academic year, and will serve as input to the program's 2021 annual summer assessment and evaluation meetings. Evidence has not been provided that these plans have been completed.

Status

The program weakness is unresolved.

Post-30-Day Due-Process Response

The EAC acknowledges receipt of documentation demonstrating implementation of the updated process to assess and evaluate the extent to which Student Outcomes (2), (3), and (5) are being attained. The program demonstrated appropriate supplemental assessment data collection, data evaluation, and use of the evaluation at the 2021 annual assessment committee summer meeting as input to the program's continuous improvement actions.

Status

The program weakness has been resolved.

Electrical Engineering

BS Program

Evaluated under EAC Program Criteria for
Electrical, Computer, Communications, Telecommunication(s) and Similarly Named Engineering
Programs

INTRODUCTION

The Electrical Engineering (BS) program is administered by the Department of Electrical and Computer Engineering. The program enrolls 193 full-time students, and is supported jointly with the Computer Engineering program by 17 tenure-line faculty members, two professors of practice, and five full-time equivalent staff members. The program awarded 38 degrees in the 2019-20 academic year.

PROGRAM STRENGTH

Program students are provided with the opportunity to work in undergraduate research projects through the Space Dynamics Laboratory, the ASPIRE (Advanced Sustainability through Powered Infrastructure for Roadway Electrification) Research Center, or in the research laboratories of faculty members, and a number of these students are supported by the college's Engineering Undergraduate Research Program. This mentoring and the experience working with the faculty on research projects, having hands-on experiences and participating in local and international conferences, with the program providing funding for undergraduate research are exceptional. These students have opportunities to work in teams and gain skills such as life-long learning and oral and written communications to a wide range of audiences. Consequently, graduates enter the workforce with extensive hands-on, computing experience and advanced communication skills, qualities that are desired by many employers.

PROGRAM WEAKNESS

Criterion 4. Continuous Improvement

This criterion requires that a program must regularly use appropriate, documented processes for assessing and evaluating the extent to which the student outcomes are being attained. Student Outcome (5) requires the demonstration of "an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives." While the program incorporates team activities in multiple courses, no direct assessment of the student's ability to work in a teaming environment is conducted. Assessment of this outcome is limited to brief statements by students written in response to a homework assignment where they are asked to "describe a good team" and how they will contribute to one, and to one question in the senior exit survey. The incomplete assessment limits the ability of the program to determine the level to which Student Outcome (5) is attained and therefore its ability to utilize the results as inputs for continuous improvement. Thus, the program lacks strength of compliance with this criterion.

30-Day Due-Process Response

The EAC acknowledges receipt of documentation of an updated process to assess and evaluate the extent to which Student Outcome (5) is being attained. The updated process will provide direct, individualized and program-specific assessment data for outcome (5). The updated assessment data collection process will be implemented for the 2020-21 academic year, and will serve as input to the program's 2021 annual summer assessment and evaluation meetings. Evidence has not been provided that these plans have been completed.

Status

The program weakness is unresolved.

Post-30-Day Due-Process Response

The EAC acknowledges receipt of documentation demonstrating implementation of the updated process to assess and evaluate the extent to which Student Outcome (5) is being attained. The program demonstrated appropriate supplemental assessment data collection, data evaluation, and use of the evaluation at the 2021 annual assessment committee summer meeting as input to the program's continuous improvement actions.

Status

The program weakness has been resolved.

Environmental Engineering

BS Program

Evaluated under EAC Program Criteria for
Environmental and Similarly Named Engineering Programs

INTRODUCTION

The Environmental Engineering (BS) program is administered by the Department of Civil and Environmental Engineering. The program enrolls 47 students, and is supported by five tenure-line and two research faculty members, one professor of practice, four civil engineering tenure-line faculty members, three staff members, and two technicians. The program awarded 11 degrees in the 2019-20 academic year.

PROGRAM STRENGTHS

1. Students are required to complete a three-semester sequence of capstone design courses. This exceptional arrangement of capstone design provides students substantial opportunities and time to fully develop a broad range of elements that are expected of practical engineering projects, undertake different phases of the design, and produce high quality capstone deliverables. The students are advised by both faculty members and external professional engineers. Such an extensive, comprehensive, and in-depth capstone design experience provides the students with an exceptional learning experience with engineering design and professional practice, and provides excellent preparation for entering the engineering profession.
2. The program requires every student to complete a two-course sequence of professional and academic advising seminars during the freshman and sophomore years. With broad participation of faculty members and the active involvement of industrial practitioners, these seminars provide an excellent foundation for the students. The seminars serve as a catalyst that deepens the students' interest in and knowledge about environmental engineering and engineering licensure, results in the students' active involvement in a range of professional student organizations early on, and develops and fosters active engagement and interactions between students and faculty members in mentoring and undergraduate research. Consequently the students gain an early and broadly integrated foundation for their upper-division educational experience.

No deficiencies, weaknesses, or concerns were found.

Mechanical Engineering

BS Program

Evaluated under EAC Program Criteria for
Mechanical and Similarly Named Engineering Programs

INTRODUCTION

The Mechanical Engineering (BS) program is administered by the Department of Mechanical and Aerospace Engineering. The program prepares students for careers in the thermal and mechanical systems areas and offers an aerospace engineering emphasis. The program enrolls 795 full-time undergraduate students, and is supported by 22 professorial rank full-time faculty members including four professors of practice, and by four part-time adjunct faculty members, three administrative assistants and one full-time laboratory technician. The program awarded 141 degrees in the 2019-20 academic year.

PROGRAM STRENGTHS

1. The program requires that students pass the Fundamentals of Engineering exam in order to graduate. The preparation for the exam serves as a holistic review process that reinforces prior learning. This requirement is quite unusual within the discipline. As a result, students graduating from the program have a broadly integrated understanding of the discipline, and have attained a professional credential not typical for graduates in this field. Students enjoy a significant advantage in entering the profession.
2. The faculty and students of the program engage extensively in undergraduate research and have attracted significant funding from the university to support these activities. This strong emphasis on providing research and professionally relevant experiences significantly enhances the students' capabilities for both future advanced study and for immediate employment.

No deficiencies, weaknesses, or concerns were found.

DATE

ITEM FOR ACTION

Utah State University's Bachelor of Interior Design degree program within the Department of Art and Design, in the Caine College of the Arts, submits the attached accreditation by the Council for Interior Design Accreditation for consideration and action by the Board of Trustees.

EXECUTIVE SUMMARY

The Utah State University Department of Art and Design's Bachelor of Interior Design program provides students with training and experience in the industry of architecture and interior design. Faculty in Interior Architecture and Design are experts in their field, and the program incorporates renowned designers and architects as part of the student experience. The program has a solid reputation for winning national and international design competitions. Graduates of this program enter their careers with real experience and become leaders in the design profession.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees accept the accreditation of the Bachelor of Interior Design program housed within the Utah State University Department of Art and Design.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University submits the accreditation of the Bachelor of Interior Design program within the Department Art and Design in the Caine College of the Arts as required by Utah Board of Regents Policy R411, and

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

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby accept the accreditation of the Bachelor of Interior Design degree program within the Department of Art and Design as the R411 program review, and that this review be forwarded to the Utah State Board of Regents of the Utah State System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:

Cover/Signature Page – R411 Program Review

Institution Submitting Review: *Utah State University*
Program Title: *Bachelor of Interior Design*
School or Division or Location: *Caine College of the Arts*
Department(s) or Area(s) Location: *Art and Design*
Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Review Type (check one):

Regents' General Consent Calendar Items		
<i>R411 Cyclical Institutional Program Reviews</i>		
SECTION NO.		ITEM
4.4	<input checked="" type="checkbox"/>	Programs with Specialized Accreditation
5.1	<input type="checkbox"/>	Seven-Year Program Review
5.2	<input type="checkbox"/>	Five-Year Program Review

Chief Academic Officer (or Designee) Signature:

I certify that all required institutional approvals have been obtained prior to submitting this review to the Office of the Commissioner.

Signature

Date: *MM/DD/YEAR*

Printed Name: *Renee Galliher*



2021 PROGRAM ANALYSIS REPORT

Interior Architecture & Design Program



Intermountain Chapter of ASID'S Annual Meeting Weekend in Jackson Hole, Wyoming following a CEU on Wool Carpets with 42 USU Student Members of ASID, September 2019

Section 1. Institutional and Program Data

Intent: Analysis

1) Information

Chancellor, president, provost, or chief academic officer of the university or school <i>*must be a physical address for FedEx delivery</i>	<i>Name and title</i>	Noelle E. Cockett
	<i>Address</i>	Utah State University
	<i>Address</i>	1400 Old Main Hill
	<i>City, State Zip</i>	Logan, UT 84322-1400
	<i>Phone</i>	435-797-7172
	<i>E-mail</i>	noelle.cockett@usu.edu
Dean of the college or school	<i>Name and title.</i>	Rachel Nardo
	<i>Phone</i>	435-797-7942
	<i>E-mail</i>	rachel.nardo@usu.edu
Chair of the department	<i>Name and title.</i>	Kathy Puzey
	<i>Phone</i>	435-797-0261
	<i>E-mail</i>	kathy.puzey@usu.edu
Head of the interior design program	<i>Name and title.</i>	Darrin Brooks
	<i>Phone</i>	435-755-8344
	<i>E-mail</i>	darrin.brooks@usu.edu
Other	<i>Name and title</i>	
	<i>Phone</i>	
	<i>E-mail</i>	
	<i>Name and title</i>	
	<i>Phone</i>	
	<i>E-mail</i>	

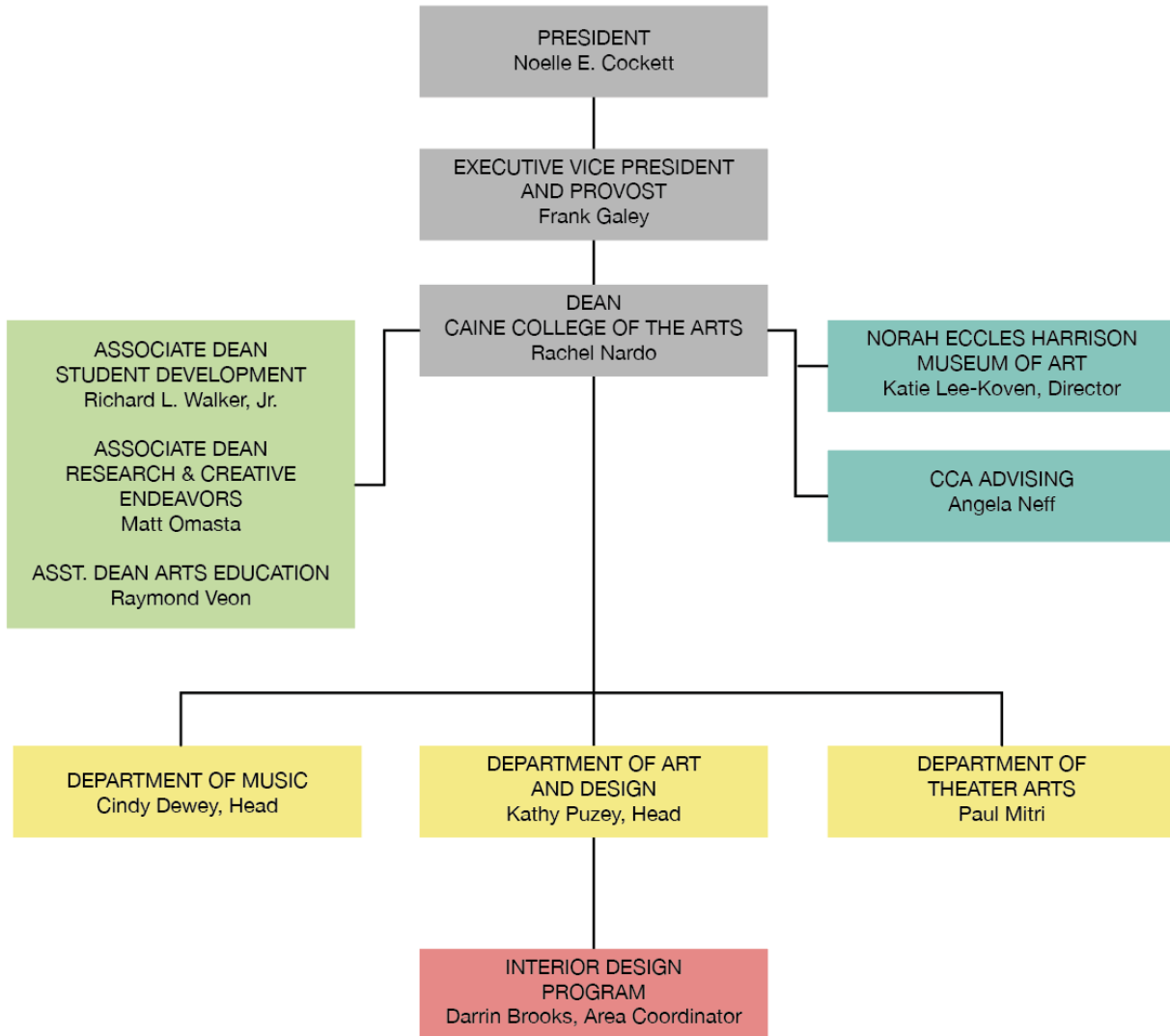
Report submitted by (signature and date)

Kathy Puzey, Department Head, Department of Art & Design

January 2020

Section 1. Institutional and Program Data

- 2) Insert the organization chart showing the program's relationship to the department and/or administrative unit in which it is located, any allied departments, and the institution as a whole here.



Section 1. Institutional and Program Data

Type of institution
(Check one)

- Public
- Private, non-profit

- Private, for-profit

Size of population where the institution is
located
(Check one)

- Population of 250,000 or more persons
- Population of 50-250,000 persons
- Population under 50,000

Total enrollment for the institution on the
campus where the program is located

21,339

Academic year of this report

2020

Current Council for Interior Design
Accreditation status
(Check one)

- Accredited
- Not accredited
- On probation

Check all **institutional** (university/ college)
accreditation(s)

- Accrediting Commission of Career Schools and Colleges of Technology
- Accrediting Council for Independent Colleges and Schools
- Distance Education and Training Council
- Middle States Association of Colleges and Schools
- North Central Association of Colleges and Schools
- New England Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges
- National Association of Schools of Art and Design
- Provincial Ministry of Education
- Other (specify)
Northwest Commission on Colleges and Universities

- National Association of Schools of Art and Design
- National Kitchen and Bath Association

Section 1. Institutional and Program Data

Check other specialized accreditations or endorsements for the interior design program and/or unit

- American Association of Family and Consumer Sciences, Council for Accreditation
- National Architectural Accrediting Board
- X Other - National Association of School of Art and Design (NASAD)

Which classification best describes your institution:

- Doctoral/Research Universities
- Master's Colleges and Universities
- Baccalaureate Colleges and Universities
- Baccalaureate/Associates Colleges
- Associates Colleges
- Not applicable

Primary institutional mission
(Check one)

- Teaching
- Service
- Research

Academic unit housing program
(Check one)

- Architecture
- Art
- Design
- Fine Arts
- Interior Design
- Human Ecology
- Engineering/Technology
- Other Art +Design

Name of College or School (within the institution that houses the program)

Caine College of the Arts

Department, if applicable, or unit name where the program is housed

Department of Art + Design

Identify the three most influential factors impacting change to the program curriculum where 1 indicates the most influential

_____ Administration
_____ Facilities
2 _____ Faculty
_____ Finances

Section 1. Institutional and Program Data

- _____ 1 Council for Interior Design Accreditation Standards
 - _____ 3 Industry trends
 - _____ Societal trends
 - _____ Student demographics
 - _____ Practitioner feedback
 - _____ Research
 - _____ Advisory Board
 - _____ Student assessment
 - _____ Other (specify)
 - _____
-

Degree(s) offered by the accredited program or program seeking accreditation (list only those degrees eligible for accreditation review)

Bachelor of Interior Design

Degree(s) or certificate(s) offered by the program but not eligible for accreditation review

Program length; total credit hours required for graduation, including liberal arts and electives. (Indicate in the units used by institution)

- _____ 120 Semester hours
- _____ Quarter hours
- _____ Trimester hours

Total liberal arts and sciences/general studies hours required to complete the program. (Indicate in the units used by institution)

- _____ 30 Semester hours
- _____ Quarter hours

Section 1. Institutional and Program Data

Is any of the curriculum provided through distance learning?

Yes No

If yes, list the courses and indicate whether required (R) or elective (E). Indicate with an * the courses that are also offered on site.

If there is a maximum number of credit hours that may be taken by distance education, indicate the amount.

_____ Semester hours
NA

_____ Quarter hours
NA

_____ Trimester hours
NA

What percentage of students transfer from other institutions into your program?

_____ 13 %

Do you have any formal articulation agreements in place with those institutions?

Yes No

Section 1. Institutional and Program Data

Black, non-Hispanic
1%

American Indian or Alaskan Native
.5%

Asian or Pacific Islander
.5%

Hispanic
5%

White, non-Hispanic
91%

Other
1%

Total **100%**

Traditional age students 88 %

Returning adult students 11 %

Total **100%**

Students with previous baccalaureate degrees %

Students with previous associate degrees %

How many students completed the program and graduated in each of the last three academic years?
12 2019-20

Section 1. Institutional and Program Data

16 2018-19

22 2017-18

How many graduates from the past year are employed as interior designers? If known, indicate in the specializations listed.

Health care

Hospitality

1 Retail

3 Corporate

7 Residential

1 Unknown, but interior design

How many students who completed the program during the past academic year are continuing their education in a graduate program?

Interior design

Architecture

Business

Other (specify)

2019 – 1, 2018- 2 Architecture Grad School

What is the average student to faculty ratio in interior design studios?

16 Students : 1 Faculty

Total full-time faculty members for the interior design program

4

Total adjunct, part-time, and support faculty members or instructional personnel for core courses of the program

1 graduate student

Section 1. Institutional and Program Data

Salary **range** for full-time faculty in the program (annual salary) \$ \$75,022.50 Salary Average

Full-time faculty members

Name	Highest Degree MA, MS, Ph.D.	Discipline of degree	Passed NCIDQ	Full-time practitioner and/or faculty experience (specify number of years for each)		Professional Society Memberships (list all)
				FT Practice	FT Faculty	
Darrin Brooks	MFA	Set & Costume Design	Yes	26 years	19 years	ASID, IIDA, IDEC
Steven Mansfield	MArch	Architect ure	No NCARB	39 years	29 years	
Susan Tibbitts	MFA MFA	Interior Design & Graphic Design	No	14 years	13 years	IDEC
Holly Murdock	MFA	Design Thinking	Yes	13 years	4 years	IIDA, IDEC

Yes No

Does the state or province in which the program is located regulate the interior design profession and/or require licensing of interior designers?

Commercial Interior Designers are recognized certified commercial interior designer in the s Occupational and Professional Licensing.

In order to be certified as an commercial interi pass all sections of the NCIDQ Examination de Design Qualification (CIDQ) .

Section. Introduction

Intent:

- 1) State the mission of the institution and describe the impact that significant institutional characteristics have on the teaching and learning environment. *Examples of significant institutional characteristics could include research versus teaching institution, location of the institution, or unique student demographics.*

The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement.

As a land-grant and space-grant university, the core themes of learning, discovery and engagement individually manifest the essential elements of the mission of Utah State University, and collectively represent its fulfillment. Together they are the essence of what makes Utah State University special.

USU President Noelle E. Cockett unveiled her presidential priorities on Oct. 1, 2019, at the State of the University Address. Her priorities for the institution include ways in which the university is currently succeeding and aspirations for future success. All 10 priorities fall within the university's mission of learning, discovery, and engagement.

- **Student Success**, including experiential learning.
- Access to **post-secondary education for underserved populations** and communities across Utah.
- Strengthen USU's trajectory of **research distinction**.
- Communicate and develop USU's **excellence in water, land and air research**.
- Expand **outreach to Utah citizens** in the areas of health and well-being.
- Increase **diversity** of students, faculty and staff.
- Promote **inclusiveness and respect** across the USU community.
- Facilitate students and faculty **entrepreneurship**.
- Launch USU's second **fundraising capital campaign**.
- Continue to **compete** in the upper echelon of the Mountain West Conference.

- 2) Provide a brief program history of the interior design program undergoing evaluation addressing its origins, development over time, and any significant changes and their impact on the following:

The Interior Architecture and Design program is the longest CIDA accredited program in the state of Utah. Prior to 1970 the Art Department offered a major in Interior Design. In 1976, the department discontinued the major because it was unable to support a professional program. In 1979, the Department of Home Economics and Consumer Education (which was housed in the College of Family Life) made the decision, on the basis of student requests, to initiate a course of study in interior design. By 1982, a major was developed; at that time it was named Housing and Interiors. In 1987, the program was re-named Interior Design and it granted both bachelor's and master's degrees. In 1992, the Interior Design program applied and received a six year accreditation with FIDER. This year the program celebrates a 29 year CIDA accreditation milestone.

In 2000, the College of Family Life and the Department of Human Environments was dissolved and Interior Design emerged from this dissolution as a stand-alone program in the College of Humanities, Arts, and Social Sciences. In 2011 the Interior Design program joined the Department of Art in the newly-formed Caine College of the Arts. The Department name was changed to the Department of Art + Design to recognize the inclusion of all the design emphases.

In 2008, the program changed its degree structure from offering a Bachelor of Science and Bachelor of Arts in Interior Design and began to offer a Bachelor of Interior Design (BID). The change was approved by the State of Utah and it is the accredited degree offered in Interior Design at Utah State University.

Section. Introduction

In 2019, the program applied for a name change from Interior Design to Interior Architecture and Design Program with the degree remaining a Bachelor of Interior Design (BID). This change was approved in 2020

Since our last accreditation visit changes have been made to the curriculum based on internal and external feedback. In 2016, the department began a foundations sequence for all first-year students in the department. After students complete the foundation sequence in their first year, they apply for admission into the program in a competitive portfolio review process. Potential students enter the program as Pre-Interior Architecture and Design majors, and then once the first-year portfolio review is completed, approximately 22 students are invited to become Interior Architecture and Design majors.

- 3) Describe the program's educational philosophy and/or approach to delivering interior design education. This should include a discussion of significant program characteristics and the impact they have on the teaching and learning environment.

The Interior Architecture and Design faculty are experts at preparing interior designers for professional success. Students are provided with numerous experiences to help them acquire and hone their design skills, and each year we bring internationally renowned designers and architects to campus to work with our students. A semester long studio project with these architects and designers is part of the student experience at Utah State. This year the program celebrates the seventeenth year of the Interior Architecture and Design Series.

2021 Sally Breer and Jake Rodehuth-Harrison, ETC.etera, *Architectural Digest's* AD 100
2020 Young Huh, *Elle Décor* A- List
2019 Jennifer Kohlstad, ASID Chair 2020, Global Design Director at Ford Motor Company
2019 Champion Platt, *Architectural Digest's* AD 100
2018 Sheila Bridges, *Architectural Digest's* AD 100, *Elle Décor* A-List Designer

https://art.usu.edu/area_of_study/interior_design_depth/visitingdesigners

Another series that our department initiated is the Communitas Series where we focus on diversity and inclusion. The term communitas invokes the fundamental spirit of community. It was in this spirit that the Department of Art + Design presents annual lecture series with a wide range of artists, designers, and scholars whose work and lives promote the values of equality, diversity, and togetherness. As part of the foundation series all first year students are required to attend this as part of Fine Art Seminar. Notable past speaker include:

2019 Gabrielle Bullock, FAIA, NOMAC, IIDA, LEED AP, Principal, Director of Global Diversity, Perkins & WII
2019 Jennifer Kolstad, ASID
2018 Sheila Bridges
2018 Kijeong Jeon, IIDA, Autism Design Expert
2018 Carrie Mae Weems
2018 Angela Davis

<https://art.usu.edu/events/communitas>

Students interested in becoming a major in Interior Architecture and Design must successfully complete the foundation year, submit a portfolio for the annual first-year review, and must maintain a minimum overall GPA requirement of 2.75. The portfolio consists of projects from selected courses listed below. The program invites approximately 20-25 students to advance onto the second year making this a very competitive major. The Bachelor of Interior Design (BID) is a professional degree, and the expectations of the faculty are very high.

<https://art.usu.edu/students/id-portfolio-review/portfolio-review-application>

For the past 30 years, the program has required a minimum six-week internship during the summer of the third year. The program has established relationships with commercial and residential firms that seek USU interns and

Section. Introduction

graduates. These well-known firms include Vincente Wolf, Drake Anderson, Kelly Wearstler, ETCetera, Ghislaine Vinas, Perkins + Will, to name a few.

Students in their final year enroll in a course that prepares them to take the LEED Exam. Students have the opportunity to pass the LEED Green Associate exam before graduating with a Bachelor of Interior Design degree. A hallmark of the program is the passage rates of students prior to graduation.



LEED Green Associates Exam Passage Rates Prior to Graduation from Utah State University:



- 2021 100% of students who graduated (18) passed the LEED Green Associates Exam prior to graduation.
- 2020 100% of students who graduated (14) passed the LEED Green Associates Exam prior to graduation.
- 2019 93% of students who graduated (14) passed the LEED Green Associates Exam prior to graduation.
- 2018 100% of students who graduated (20) passed the LEED Green Associates Exam prior to graduation.
- 2017 100% of students who graduated (14) passed the LEED Green Associates Exam prior to graduation.
- 2016 91% of students who graduated (15) passed the LEED Green Associates Exam prior to graduation.

The Interior Architecture and Design program at Utah State University has a solid reputation for winning national and international design competitions. Below is a list of recent awards, all but two were part of studio projects in the curriculum.

- 2020 Pave Student Design Competition / Go-Go Design Experience / **International** Competition/ Grand Prize/Hannah Baldwin / round trip to PAVE Gala New York City and a 9-day-all-inclusive participation in euro a Go-Go 2020 at EuroShop Dusseldorf and the after show, a retail road trip to Madrid, Spain.
- Durkan Student Design Competition / **National** Competition / 2020
2nd Place / Megan Orme / \$1,000 NEWH scholarship
4th Place / Candice Buttars / \$200 scholarship
- ROOM8 Design Competition / **National** Competition / 2019/Grand Prize /
Candice Buttars / \$10,000 Cash Prize and a trip to New York City
- Durkan Student Design Competition / **National** Competition / 2019
Grand Prize / Elizabeth Haddon / \$2,500 NEWH scholarship and a trip to HD Expo show in Las Vegas 3rd
Place / Heather Wilkinson / \$500 NEWH scholarship
4th Place / Hannah Baldwin / \$300 scholarship
- Sub-Zero Wolf-Cove Kitchen Design Competition / **International** Competition / 2018
Grand Prize / "Breath of Miami" / Madison Ditton / \$5,000 scholarship and a trip to Summit & Gala
- IIDA Student of the Year / **International** Competition / 2018/ Allison Brown / \$5,000 scholarship and a trip
to IIDA Conference in New York
- Sherwin Williams Student Design Competition / **National** Competition / 2018
3rd Place / Commercial Design Category / "URBN Corporate HQ" / Allison Brown / \$500
- Durkan Student Design Competition / **National** Competition / 2018
Grand Prize / "Cosmo" / Brienne Brooks / \$2,500 NEWH scholarship + trip to HD Expo show Las Vegas
3rd Place / "Shugo" / Sasitorn Wangspa / \$500 NEWH scholarship

https://art.usu.edu/area_of_study/interior_design_depth/pdf_files/STUDENT%20AWARDS.1.16.20.pdf

Section. Introduction

Students may also desire to continue their studies in architecture and apply for a graduate program that best fits their goals. Our graduates enter the job market with real-world experience, go on to successful careers, and become leaders in the design profession. Opportunities for national and international study experiences to significant design venues and historical sites are also provided. Design trips to Chicago and New York City are offered in a two-year rotation. When COVID-19 is no longer a major safety and health risk, we will resume the design trips to Chicago and New York.

The program prepares students for entry-level interior design practice, for advanced study, and to apply for membership in professional interior design organizations. Students are active in professional associations including ASID, IIDA, and USGBC. The program has an 18 year history of student participation in these professional organizations on our campus. Students have numerous opportunities for professional development, networking, leadership, and service with these student organizations. The student organizations have a longstanding tradition of service projects including the ASID & IIDA Stocking Event, IIDA Fashion Remix, and the USGBC Green Apple Day of Service. An annual tradition in the program is the ASID & IIDA Stocking Event that takes place each fall where students make holiday stockings from larger fabric samples and fill them with art supplies and toys. This is part of a community event with design and architecture firms. Stockings are exhibited at the event, prizes given, and are then delivered to the children with cancer at Huntsman Cancer Center at the University of Utah, in Salt Lake City.

The Bachelor of Interior Design degree granted by Utah State University meets the eligibility requirement to sit for the National Council for Interior Design Qualification Examination (NCIDQ Exam). This degree does not prepare students to sit for the (ARE) Architectural Registration Exam. It does, however, prepare students for a postgraduate degree in Architecture.

Graduates of the Interior Architecture and Design program may become a certified commercial interior designer in the state of Utah through the Division of Occupational and Professional Licensing. <https://dopl.utah.gov/> In order to be certified as a commercial interior designer in Utah, applicants must pass all sections of the NCIDQ and then apply for a licence through the State of Utah.

Intent: Analysis

Notable Aspects of the Program:

Standard 2. Faculty and Administration

There are four full-time faculty members that bring unique and diverse backgrounds and allow for an interdisciplinary approach to the curriculum. This includes architecture, residential and commercial interior design, set and costume design, design thinking, business, and graphic design. Two of the faculty teaching studios have NCIDQ Certification and another is a licenced architect. The strength of our faculty is found in the consistency and quality of the curriculum, student awards, and LEED exam passage rates. Three faculty members serve or have served as volunteers for CIDA. The result is the familiarity and understanding necessary to develop a high-quality curriculum.

Another notable aspect of the program is the unique relationship between our administration and the program. Our faculty are in constant communication with our department head and academic advisor. We have the full support of director of advancement, associate deans, and Dean Rachel Nardo. We also are supported by President Noelle Cockett. Last year, President Cockett and Dane Graham, the director of advancement met with Co-owner and Principal Designer, Caleb Anderson of Drake/Anderson at his office in New York City. After his visit to campus in 2017, Caleb established two ongoing scholarships to support two Utah State Interior Architecture and Design Students to intern at any firm in New York City. This demonstrates how the program and the administration work together to build and strengthen the program.

Standard 6. Business Practices and Professionalism

For over seventeen years, the visiting architect and designer program has brought well-known leaders and role models in the field to Utah State University. It is unique to have semester-long projects with architects and designers. For over 30 years, the program's six-week summer internship program ensures that all students have real-world learning opportunities. The LEED GA Exam passage rates by our students are also noteworthy. Another notable aspect is the impact of student design organizations over the past eighteen years. In 2018, Allison Brown was recognized as the IIDA student of the year. On May 29, 2018, IIDA published the following press release.

The IIDA Student of the Year Award recognizes an IIDA Student Member who has significantly impacted their school's interior design program through outstanding leadership, insight, and involvement. The award includes a \$5,000 cash prize, sponsored by OFS Brands.

"With ambition and tenacity, Allison has dedicated herself to the design profession, the advancement of IIDA, and the continued commitment to design excellence through her leadership as the USU IIDA Campus Center President," said IIDA Executive Vice President and CEO Cheryl S. Durst, Hon. FIIDA, LEED AP. "Her remarkable work ethic has landed her prestigious design internships and earned her a LEED certification, all before graduation. We're proud to recognize Allison as the 2018 IIDA Student of the Year."

Brown, a senior at USU, has served as vice president and, more recently, president of the university's IIDA Campus Center. Throughout her time as an IIDA Student Member, she has mentored several students to become more involved in the Association, the campus center, and chapter events. Brown's dedication and sincere eagerness to learn have helped her to graduate magna cum laude.

For several years, Brown has participated in exceptional humanitarian projects through Project Amigo in Colima, Mexico. Brown is looking forward to starting her career as a professional designer.

<https://iida.org/press-release/14180>

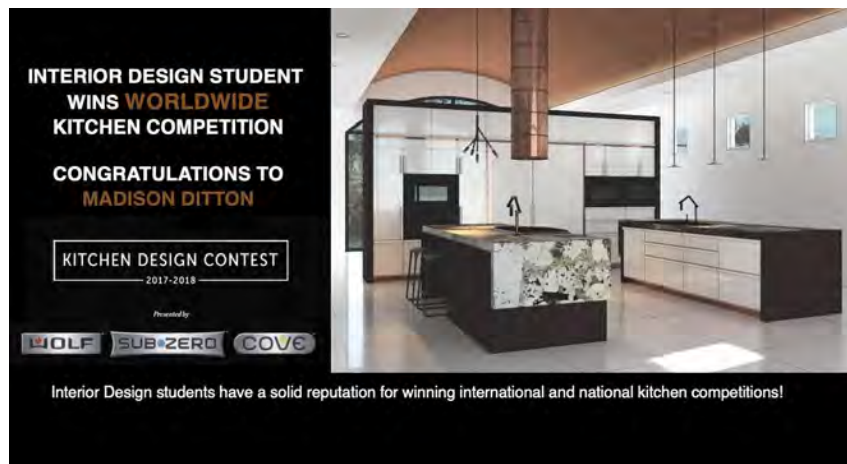
Section 2. Introduction - Program Delivery



The student organizations have a longstanding tradition of service projects including the ASID & IIDA Stocking Event, IIDA Fashion Remix, and the USGBC Green Apple Day of Service. An annual tradition in the program is the ASID & IIDA Stocking Event that takes place each fall where students make holiday stockings from larger fabric samples and fill them with art supplies and toys. This is part of a community event with design and architecture firms. Stockings are exhibited at the event, prizes given, and are then delivered to the children with cancer at Huntsman Cancer Center at the University of Utah, in Salt Lake City.

Standard 9. Communication

The quantity and number of student awards demonstrate that students communicate their design well and can compete in the national and international arena. These awards include but are not limited to; First Place PAVE 2019-2020 Competition, Sub-Zero Wolf Global Kitchen Design Winner 2019, IIDA Student of the Year 2018, Multiple Durkan Design Awards. These awards stem from projects in studios and courses in the program.



Standard 10. History

In this standard, student learning expectations state that students have a basic framework of art and design history. A notable aspect of this standard is that students have two years of courses specific to art and design history. This two-year experience means that students have a complex understanding of architecture, interiors, furnishings, decorative objects, material culture, and art. The year-long History of Architecture, Interior and Furnishings courses have developed and evolved over the past eighteen years and students have a variety of outcomes from multiple renderings, video projects, and precedent studies. In the visiting designer projects students integrate art, objects

Section 2. Introduction - Program Delivery

and furnishings into their projects. Students apply this understanding and utilize auction house catalogs and online auctions to specify high-end art and objects into their residential projects. From this they learn about a variety of artists and designers.

Standard 14. Environmental Systems and Wellbeing

The Interior Architecture and Design Program aligns with the USGBC mission and we are committed that the graduates of this program are passionate about sustainability. Seniors in the program enroll in a course that focuses on sustainability and well-being. At the conclusion of this course, students register and take the LEED GA Exam. In 2021, 100 % of the graduating class entered their final semester with LEED Green Associate Certification. This significantly informs the second half of their capstone experience. Having this certification gives the graduates of our program an advantage as they enter the workforce.

Standard 15. Construction

Students complete six sets of construction drawings in their four-year education. This repeated experience allows students to be proficient in understanding construction methods as well as how to complexly communicate design problems. These experiences give the students an understanding of construction documents, construction methods, as well as perfecting AutoCad and Revit skills. These skills have been instrumental in helping our students find excellent, high paying jobs, and give the students confidence to go on to graduate programs.

Standard 16. Regulations and Guidelines

Students are taught the relevant codes specific to the type of project they are working on. For example, on the three residential construction projects students focus on the requirements as mandated by the International Residential Code (IRC). Examples of this compliance are demonstrated in the construction documents in areas such as staircase/railing design, egress requirements, and placement of smoke detectors. On the commercial sets of construction documents students are required to complete a code analysis for each project. A typical analysis includes determining occupancy, construction type, number of exits, fire separations and plumbing fixture requirements.

Implementation of New Standards:

With the implementation of the 2020 Professional CIDA Standards the IA & D Faculty have implemented curricular modifications to address new expectations to align with these changes. We strive to continue to examine how we address the new content and look for ways to build on the recent changes of the 2020 standards.

Section 3. Program Goals and Self-study

1) Goals for the Interior Architecture and Design Program at Utah State University

- Impact and improve the human experience in the built environment.
- Challenge students to think beyond their current mindset and foster innovation.
- Support students as they seek to excel, both academically and personally.
- Be prepared to work with other disciplines and specialists in a positive collaborative environment.
- Provide exposure to the world of design outside the region, both nationally and internationally.
- Foster a culture of inclusion and diversity.
- Emphasize design for the sustainability of society, the environment, and human well-being.
- Prepare students for graduate work and a career at the top levels of the profession.
- Inspire students to use their talents and skills to make a difference in the communities in which they live and work.

2) Describe the results of the program's self-study by addressing the following:

Three-years ago the faculty convened in Salt Lake City for a retreat to develop an action plan to prepare for this accreditation. We also met with alumni that completed graduate degrees in Architecture. We asked for input on ways to improve the student experience. As part of our self-study we re-established the advisory board to provide feedback in preparation for the 2021 CIDA Review. In 2018, all advisory board members attended our annual Senior Exhibit where students display projects and portfolios. Members were assigned to review projects and portfolios and wrote summaries of strengths and weaknesses as well as feedback. Members of the advisory board regularly attend this event. This information was reviewed by the faculty and the curriculum was examined. In addition to this process, CIDA standards were revised and implemented in 2020. For the past two years we met regularly to review standards as well as curriculum. It has been extremely helpful that three of the four faculty members serve or have served as CIDA volunteers. The faculty also regularly seek feedback from students and alumni that regularly review student projects. In this process, the mission statement was updated as well as the goals of the program. As part of this review process the program identified the following strengths as they relate to the CIDA standards.

Section 4. Course Progression Plan

Please provide a course progression plan or sequential list of required interior design courses.

Foundation Sequence (Pre-Interior Architecture & Design majors)

ID 1700 - Interior Design Professional Seminar (2)
ART 1020: Drawing I
ART 1120: Two-Dimensional Design
ARTH 2710: Survey of Western Art: Prehistoric to Medieval
ARTH 2720: Survey of Western Art: Renaissance to Post-Modern
ART 3710: Fine Art Seminar (2)
ID 1790: Design Theory (For Pre-interior design students only)

Interior Architecture and Design Majors (Pre-requisites in parentheses)

ID 1700 - Interior Design Professional Seminar (6)
ID 2710 - Architectural Graphics I (ID 2710)
ID 2720 - Architectural Graphics II (ID 2710)
ID 2730 - Interior Space Planning and Human Dimensions (ID 2710)
ID 2750 - Computer Aided Drafting and Design I
ID 2760 - Computer Aided Drafting and Design II (ID 2750)
ID 2770 - History of Architecture, Interiors, and Furnishings I
ID 2780 - History of Architecture, Interiors, and Furnishings II

ID 3710 - Interior Design Pre-Internship (ID 4710)
ID 3730 - Interior Materials and Construction (ID 2730)
ID 3740 - Computer Applications in Interior Design (ID 3730, ID 3760)
ID 3760 - Commercial Design Studio (ID 2730)
ID 3770 - Residential Design Studio (ID 3760)
ID 3790 - Architectural Systems
ID 4700 - Topics in Interior Design
ID 4710 - Interior Design Advanced Internship I

ID 4730 - Environmental Design for Interiors
ID 4740 - Business and Professional Practices in Interior Design (ID 4710)
ID 4750 - Senior Design Studio I (ID 4790)
ID 4760 - Senior Design Studio II (ID 4750)
ID 4770 - Senior Exhibit (ID 4750)
ID 4790 - Computer Applications of Modeling in Interior Design (ID 2760)

*** prerequisites are indicated in parenthesis for cross-reference with the Curriculum Matrix*

Standard 1. Program Identity and CurriculumThe interior design program provides a professional-level education that prepares graduates for entry-level practice and advanced study. The program has a mission, educational philosophy, and goals appropriate to its context. The program engages in on-going assessment and planning ensuring the curriculum and resources are structured to achieve its goals. The public is able to access understandable and reliable information about the program.

Intent: This standard ensures that accredited interior design programs prepare graduates for success in entry-level interior design practice and advanced study. In support of this, programs should thoughtfully articulate a mission statement that is informed by institutional context, educational philosophy, and program distinctiveness. Programs also should engage in assessment and planning processes that ensure program goals, curriculum content, and delivery graduates. The program is active in communicating and receiving feedback from alumni and we seek to have a vibrant community of faculty, alumni, and students. methods align with their own mission and that of the institution. Accredited programs demonstrate accountability by accurately communicating information to the public.

Part 1: Analysis

The Interior Architecture and Design program at Utah State University has been accredited by the Council for Interior Design Accreditation (CIDA) since 1992, the first program in the state to gain this recognition, and has a solid reputation for winning national and international design competitions. Our faculty are experts at preparing interior designers for professional success. Students are provided with numerous experiences to help them acquire and hone their design skills, and each year we bring internationally renowned designers and architects to campus to work with our students. National and international study experiences to significant design venues and historical sites are also provided. Students are active in professional associations including ASID, IIDA, and USGBC.

In this highly competitive technical program students must pass a first-year portfolio review to gain admission and complete a second-year review to continue in the program. A minimum six-week internship is required during the summer of the third year, and students have the opportunity to pass the LEED Green Associate Exam, before graduating with a Bachelor of Interior Design. Students may also desire to continue their studies in architecture and apply for a graduate program that best fits their goals. Our graduates enter the job market with real-world experience, go on to successful careers, and become leaders in the design profession.

Part 2: Evidence

a) The program mission statement clearly identifies the intent and purpose of the interior design program.

The mission statement is available to the public on the Interior Architecture and Design webpage.

The mission of the Interior Architecture and Design Program at Utah State University is to nurture students as they become leaders in design. This is accomplished through a balanced curriculum that provides students with a foundation in both theory and practical knowledge. As educators comprised of interior designers, a graphic designer, and an architect and will:

- Impact and improve the human experience in the built environment.
- Challenge students to think beyond their current mindset and foster innovation.
- Support students as they seek to excel, both academically and personally.
- Be prepared to work with other disciplines and specialists in a positive collaborative environment.
- Provide exposure to the world of design outside the region, both nationally and internationally.
- Foster a culture of inclusion and diversity.
- Emphasize design for the sustainability of society, the environment, and human well-being.
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We expect our graduates to make significant contributions to the world as designers by impacting their communities and the profession through service and leadership, and by striving to change the world around them. We are leaders in design.

- b) The program mission and educational philosophy appropriately reflect the program's context and the requirements for entry-level interior design practice and advanced study.

The program is structured to prepare students to emerge into entry-level interior design positions and for graduate school education as students graduate with both practical and theoretical knowledge. Using prior graduates as evidence of our success in this area, our students skills, knowledge and portfolios have promptly secured professional positions in both commercial and residential design firms. Students who have desired to continue their education have all successfully been accepted into graduate programs.

- c) Program goals are appropriate to the mission and adequately address the content and student learning required for entry-level interior design practice and advanced study.

See program mission and goals in section a.

Yes, the program has been built on these goals. They are fundamental to the pedagogical philosophy we as faculty share. We are unified in our goals and believe that the educational experiences given to the students during their time at Utah State University, prepare them well for the profession and for advanced study.

- d) The curriculum follows a logical sequence, is structured to achieve the program mission and goals, and prepares graduates ready for entry-level practice and advanced study.

Foundation year is designed to foster creativity, self-awareness, critical thinking, core competencies and train students in the principles of visual art expression. During this year Art +Design pre-majors take introductory courses in drawing, 2D and 3D design, Interior Design Theory (ID students only), a year of Art History, Fine Arts Seminar (Communitas) and Interior Design Seminar (ID students only). Students enroll in ID Seminar both semesters for four years. Interior Design Pre-major students must pass a portfolio review to move into second year courses.

Second year focuses on building hand and technical skills. Projects reinforce the design process giving students an opportunity to critically think and visually and verbally communicate. Students enroll in a year long history course specific to Architecture, Interiors, and Furnishings. Student projects incorporate space planning, residential construction design and building codes (IRC), presentation drawings, hand, digital and hybrid renderings, pattern design, space planning, behavior theory, ergonomics, model building, computer drafting, building in 3D and construction documents. Students are taught AutoCad, Autodesk

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Revit, Adobe Photoshop, Illustrator and InDesign. Students must pass the second-year portfolio review to move into the third-year courses.

Third year students take specialized studios in commercial and residential design where they explore the scope, demands, and skills of each field. During this year, students hone their technical and visual communication skills and develop their personalized design aesthetic. During the third-year students complete a semester-long residential project as part of the visiting architect and designer program. During this year, students deepen their design knowledge through lectures, guest speakers, and field trips. Students learn specific industry knowledge concerning interior materials and finishes and their impact on the environment and human wellbeing. They also address issues related to the fabrication, installation, maintenance, and life cycle costs of a wide range of interior products and materials. Students also deepen their understanding of architectural systems, IBC codes, ADA standards, acoustics, water systems, mechanical systems, indoor air quality, active and passive thermal systems, terminology of the profession as well as of allied professions and construction documents. Students prepare for a summer internship by developing portfolios and resumes and return from their internships with confidence in their knowledge and skills.

Fourth year students plan for their entry into the profession or graduate school. They take a year-long studio course where they select their own projects and produce a comprehensive capstone book. They prepare portfolios to apply for design positions or graduate school. Students gain an overview of business practices (i.e., contracts, fees, business law) and knowledge needed when establishing an interior design practice. Students prepare for and take the LEED Green Associate Exam. Over the past five years, all but one student graduated as a LEED Green Associate. Students are taught advanced Revit skills needed to competently work in a firm or enter graduate school in architecture. Students showcase their capstone and portfolio work at Senior Exhibit at the annual show in Salt Lake City. Professionals and alumni including members of the advisory board attend to view student work and meet the students.

- e) The program has documented procedures to monitor the placement of graduates, and uses the data for program assessment, strategic planning, and program improvement.

Each fall the IA&D program tracks and updates our alumni database at the program level. The program utilizes multiple sources to contact and update information and placement of our alumni. We use this information to stay aware and connected with our graduates. We have a good relationship with our alumni and they participate in various ways to help us improve our program. Several of our alumni serve on the advisory committee and provide critical feedback on curriculum and relevant changes in the industry. Our alumni return as guest lecturers and participate in critiques. Critique days help us stay current as we are gleaning information from a variety of industry professionals. The faculty and professionals meet post-critique to seek insight and curricular feedback. Firms where

Standard 1. Program Identity and CurriculumThe interior design program provides a professional-level education that prepares graduates for entry-level practice and advanced study. The program has a mission, educational philosophy, and goals appropriate to its context. The program engages in on-going assessment and planning ensuring the curriculum and resources are structured to achieve its goals. The public is able to access understandable and reliable information about the program.

Intent: This standard ensures that accredited interior design programs prepare graduates for success in entry-level interior design practice and advanced study. In support of this, programs should thoughtfully articulate a mission statement that is informed by institutional context, educational philosophy, and program distinctiveness. Programs also should engage in assessment and planning processes that ensure program goals, curriculum content, and delivery graduates. The program is active in communicating and receiving feedback from alumni and we seek to have a vibrant community of faculty, alumni, and students. methods align with their own mission and that of the institution. Accredited programs demonstrate accountability by accurately communicating information to the public.

our alumni are working host critique days with our senior students. This also gives the firms an opportunity to informally interview our students for jobs.

Utah State University alumni are tracked in the USU Alumni Donor database Millennium which is maintained by the Advancement Services Office. The alum's personal data is transferred to Millennium from the USU Student Record database (Banner) when they enroll at USU and upon graduation. The Advancement Services Office utilizes several programs and services to keep the information in Millennium accurate and current.

f) The program uses structured methods to gather internal and external feedback and information from a variety of stakeholders in assessing its mission, goals, content, and effectiveness.

Our Advisory Board formally reviews our program each year and provides valuable insight and feedback. The Advisory Board attends Senior Exhibit and evaluates the skill and education of our students. The board compares the students' knowledge with entry-level professionals and industry standards, and notifies us if there are any educational blindspots. This has helped us hone the program to produce students that are greatly sought after for their well-rounded skills and knowledge.

Our visiting designer program has been invaluable to improving our program. The distinguished designers, each with unique perspective and professional experience, have each evaluated our students and program. During their visit, they receive campus and studio tours, meet with students to review their work, have an intimate Q&A session and give a lecture to a larger audience. At the end of the visit, faculty are able to receive feedback and suggestions.

As previously mentioned, our alumni return as guest lecturers and participate in critiques. Critique days help us stay current as we are gleaning information from a variety of industry professionals. The faculty and professionals meet post-critique to seek insight and curricular feedback. Firms where our alumni are working host critique days with our senior students and provide invaluable information to the students and faculty.

The program invites alumni and outside reviewers to juror with the IA&D faculty to judge the First-Year Portfolio Review. The jurors learn about the projects they are assessing and help to determine which students continue into our second year courses. The jurors provide an overview of the portfolio work they have reviewed to the IA&D faculty.

Course evaluations are another structured assessment measurement used to improve the program. The students also complete an exit interview and have the opportunity to help the program evolve and reduce redundancies. Peer evaluations of faculty members have helped assess teaching style and engagement in the classroom.

Standard 1. Program Identity and CurriculumThe interior design program provides a professional-level education that prepares graduates for entry-level practice and advanced study. The program has a mission, educational philosophy, and goals appropriate to its context. The program engages in on-going assessment and planning ensuring the curriculum and resources are structured to achieve its goals. The public is able to access understandable and reliable information about the program.

***Intent:** This standard ensures that accredited interior design programs prepare graduates for success in entry-level interior design practice and advanced study. In support of this, programs should thoughtfully articulate a mission statement that is informed by institutional context, educational philosophy, and program distinctiveness. Programs also should engage in assessment and planning processes that ensure program goals, curriculum content, and delivery graduates. The program is active in communicating and receiving feedback from alumni and we seek to have a vibrant community of faculty, alumni, and students. methods align with their own mission and that of the institution. Accredited programs demonstrate accountability by accurately communicating information to the public.*

- g) Clear and reliable information is available to the public about the program’s mission, curriculum, and faculty, and other distinguishing attributes such as educational philosophy and goals.

This information is available to the public on the Interior Architecture and Design webpage.

This information is available to the public on the Interior Architecture and Design Website:

https://art.usu.edu/area_of_study/interior-architecture-and-design

Interior Architecture and Design notable alumni are also available on our website

<https://art.usu.edu/students/alumni>

Standard 2. Faculty and Administration. The interior design program has an effective administrative structure, as well as adequate and appropriate faculty and administrative staff to successfully lead and deliver the program.

Intent: This standard ensures that accredited interior design programs have adequate support from their institution and administration. All personnel associated with the program are qualified by appropriate education and experience.

Part 1: Analysis

Standard 2. Faculty and Administration

There are four full-time faculty members that bring unique and diverse backgrounds and allow for an interdisciplinary approach to the curriculum. This includes architecture, residential and commercial interior design, set and costume design, design thinking, business, and graphic design. The evidence results in the consistency and quality of the curriculum, student awards, and LEED exam passage rates. Three faculty members serve or have served as volunteers for CIDA. The result is the familiarity and understanding of developing a high-quality curriculum.

There are adequate faculty and staff to successfully lead and deliver the program. Students take foundation courses during their first year from various instructors in the Art + Design Department. During the first-year, students also take ID 1700 Seminar (repeated each semester through all four years of the program) and ID 1790 Interior Design Theory from Interior Architecture and Design faculty. The following three years of curriculum are taught by the four-full time faculty with the exception of one business course.

The Art + Design Department has two full-time staff members which aid and facilitate the Interior Architecture and Design program in all administrative tasks. The program has a part-time student worker who directly supports the needs of the program faculty and students on a day-to-day basis.

Another notable aspect of the program is the unique relationship between our administration and the program. Our faculty are in constant communication with our department head and academic advisor. We have the full support of director of advancement, associate deans, and Dean Rachel Nardo. We also are supported by President Noelle Cockett. Last year, President Cockett and Dane Graham, the director of advancement met with Co-owner and Principal Designer, Caleb Anderson of Drake/Anderson at his office in New York City. After his visit to campus in 2017, Caleb established two ongoing scholarships to support two Utah State Interior Architecture and Design Students to intern at any firm in New York City. This demonstrates how the program and the administration work together to build and strengthen the program.

Part 2: Evidence

Program Expectations

- a) The number of faculty members and other instructional personnel is sufficient to implement program objectives.¹

See Faculty Data Forms. The four full-time faculty are sufficient enough to implement the program objectives. Brooks (Professor & Area Coordinator) teaches a 3/2 load of 15 credits, Tibbitts and Murdock (Assistant Professors) teach a 3/3 load of 14 credits, Mansfield (Principal Lecturer) teaches a 3/4 load of 21 credits. Foundation courses are taught by faculty in the Art + Design Department.

A majority of faculty members and other instructional personnel with interior design studio supervision have:

- b) earned a degree in interior design.

See Faculty Data Forms. Three of the four full-time faculty members have a degree in interior design. The graduate student instructor has a bachelor's degree in interior design.

Standard 2. Faculty and Administration. The interior design program has an effective administrative structure, as well as adequate and appropriate faculty and administrative staff to successfully lead and deliver the program.

Intent: This standard ensures that accredited interior design programs have adequate support from their institution and administration. All personnel associated with the program are qualified by appropriate education and experience.

c) passed the complete National Council for Interior Design Qualification exam.

See Faculty Data Forms. Two of the four full-time faculty members have successfully passed the NCIDQ Exam. One of the full-time faculty has successfully passed the NCARB.

d) Faculty members and other instructional personnel have academic or professional experience appropriate to their areas of responsibility.

See Data Forms. Yes, the four full-time faculty members bring unique and diverse academic and professional experience appropriate to their area of responsibility in the curriculum. This includes architecture, residential and commercial interior design, set and costume design, design thinking, business, and graphic design.

The individual with primary responsibility for program coordination:

e) is full-time and qualified by education and experience to administer an interior design program.

See Data Forms, Faculty Interviews. Professor Brooks is the Area Coordinator and has served in this capacity for four years. He is highly qualified by his education and his experience.

f) participates in the recruitment, evaluation, and retention of program faculty and instructional personnel.

See Data Forms, Faculty Interviews. Professor Brooks has participated extensively on hiring committees which recruit, evaluate, and retain faculty, instructional and staff personnel for both the Art + Design Department as well as the Interior Architecture and Design Program. Brooks currently serves on the Tenure & Promotion committees for both Tibbitts (Chair) and Murdock (Committee Member).

g) ensures that the program engages in on-going planning and assessment.

See Data Forms, Faculty Interviews. Professor Brooks schedules yearly faculty retreats, weekly faculty meetings and strategic planning meetings which provide opportunities for the Interior Architecture and Design faculty to engage in the planning and assessment of the program. The program has quarterly meetings with Department Head, Kathy Puzey to discuss planning and assessment as well.

Standard 3. Learning Environment and Resources. The interior design program has adequate facilities and resources to achieve program goals.

Intent: This standard ensures that accredited interior design programs provide students, faculty, and staff with adequate support. Additionally, the standard ensures that the program provides a constructive and respectful learning environment that is supported by appropriate resources.

Part 1: Analysis Part 1: Analysis

The Interior Architecture & Design Program is located in the Family Life Building. Located next to the Family Life building are two adjacent smaller buildings that house the 2nd, 3rd, 4th year studios. The program is fortunate to have a variety of facilities and resources that support the goals and mission of the program. The University provides a variety of equipment and technology resources for faculty and students. The Merrill-Cazier Library and the Nora Eccles Harrison Museum of Art offer a variety of educational resources and materials for students and faculty.

Part 2: Evidence

- a) Faculty members and other instructional personnel have access to appropriate facilities and equipment for course preparation, project evaluation, administrative activities, and meetings.

The IA&D Suite is located on the third floor of the Family Life Building. Each faculty member has a private office. There is also a dedicated office for the MFA graduate student that teaches courses in the program. The office is staffed with a part-time student worker to assist faculty and students. The office has a conference room for meetings, a printing room, library, kitchen, and crit room. The Department of Art + Design office is located in the Fine Arts Building and is staffed with two full time administrative assistants and Department Head that also support the program. In the same building, the college's student advising center assists students as they advance in the program. There is a full-time academic counselor that oversees all IA&D students. Several studios have Undergraduate Teaching Fellows (UTF) that mentor and assist the instructor in course management. The Undergraduate Teaching Fellows program pairs faculty mentors with high-achieving undergraduate students who assist with day-to-day classroom management, administrative, and teaching tasks. Several studio courses have an undergraduate teaching fellow (UTF). Two of our technology-based courses have two UTF's per section.

- b) Instructional facilities and workspaces support program objectives and course goals.¹

The program has a variety of spaces where course instruction is delivered. The program is incredibly fortunate to have access to a variety of studios, classrooms, and spaces that are associated with our program. In the past four years, the program received grants from the college and university to upgrade the 2nd, 3rd, 4th year studios. Students have 24-hour access to these spaces. All studios have printers and copy machines. 3rd and 4th year students have 24-hour access to a materials library that is managed and organized by our student worker. The studios provide positive and healthy learning spaces. New furniture allows for flexible workspaces. One drawback to the 3rd and 4th year studios located in the Lundberg Building is poor acoustics due to the outdated HVAC ventilation system. The program is working with USU Facilities to improve this issue.

- c) The program provides a constructive and respectful learning environment that encourages professionalism and engagement across faculty, staff, and students.

There is a strong spirit of community within our program and we value diversity, respect, and collegiality between faculty, staff and students. USU provides an environment in which every individual has an opportunity to learn, work and contribute, and where full inclusion and respect for all people encourages creativity and productivity. The result will be students, faculty and staff working together, serving and strengthening our local, national and global communities.

- d) Equipment and technological support is available and appropriate to support program objectives and course goals.²

Standard 3. Learning Environment and Resources. The interior design program has adequate facilities and resources to achieve program goals.

Intent: This standard ensures that accredited interior design programs provide students, faculty, and staff with adequate support. Additionally, the standard ensures that the program provides a constructive and respectful learning environment that is supported by appropriate resources.

The program is fortunate to have a variety of resources for faculty and students on campus. There are multiple printing centers on campus for color and oversized printing. The College of Engineering maintains a full-time makers lab that is open to all students on campus. It has a large variety of equipment ranging from 3D printers, CNC routers, and laser cutter and engraving machines. The lab has a variety of student-based staff that offer assistance and training for classes as well as individual student instruction. This is a valuable asset to the program and several courses have projects that are supported by the makers lab. Separate metal shop and wood shop facilities are also staffed and available to students.

The University offers a program called the "Help Desk" where students can go for support with their laptop and computer software. This is very helpful since after the first year, all students are required to purchase a laptop to support complex modeling software.

The Caine College of the Arts has special funding that supports curriculum-based outcomes, so if a course requires oversized printing, 3D models, mock-ups etc., these supplies are paid for by the college if the instructor requests funding for the project.

e) Students have convenient access to a current range of information (bound, electronic, and/or online) about interior design and relevant disciplines as well as product information and samples.

The IA&D office has its own library with periodicals, books, journals, product information, samples, and catalogs specific to our program.

The Merrill-Cazier Library is the intellectual center of Utah State University. As both a physical and virtual destination, it provides collaborative, engaging environments for learning and scholarship. The USU Libraries provide access to almost 2 million print books and journals, 7,600,000 e-books (including over 7 million in the HathiTrust Digital Library), 480,000 government publications, and over 60,000 electronic journals.

Within the library is The Art Book Room which houses the more expensive and unique art books, artists' books, and many source documents -- primarily exhibit catalogs. The Art Book Room Collection focuses particularly on western American modernism and Abstract Expressionism, complementing the focus of the art collection at the Nora Eccles Harrison Museum of Art in the Fine Arts Center at Utah State. Books in the Art Book Room circulate by arrangement only. The Art Book Room is also home to the Prestini Design Collection, the core of the late U.C. Berkeley Prof. James L. Prestini's personal library. Visually oriented, the collection is virtually a small library in itself, with call numbers running from A to Z. A gift to the Library by Kathryn Caine Wanlass, a preeminent supporter of the arts at Utah State University, the Collection will continue to develop with a selection of classic, eclectic, and important books on design. Most Prestini Design Collection books freely circulate with some exceptions. The library supports adding resources requested by the IA & D program.

Also within the library is the Hatch Memorial Library Room, its architectural elements, art works and furnishings were all gifts to the university by L. Boyd and Anne McQuarrie Hatch in 1953. In addition to furnishing the room, Mr. and Mrs. Hatch had earlier developed a collection of rare printed materials for the library, including publications on art history, interior design, architecture and landscape architecture. Antique furniture and decorative arts were, and are, important elements in the room's design and in its educational purpose. The gift included a 16th century English refectory table, English oak linen-fold panels, a Ming Dynasty vase, 15th century Italian faldistorium (folding chair), a 17th century Flemish

Standard 3. Learning Environment and Resources. The interior design program has adequate facilities and resources to achieve program goals.

Intent: This standard ensures that accredited interior design programs provide students, faculty, and staff with adequate support. Additionally, the standard ensures that the program provides a constructive and respectful learning environment that is supported by appropriate resources.

tapestry and other fine antique objects. The items were acquired from collections of international importance, including those of William Randolph Hearst; Davanzati Palace, Florence, Italy; and the Charles of London collection. The Art Book Room houses rare and scarce art books, artists' books, and exhibition catalogs. The program works with the library staff to ensure these resources are used within the curriculum.

On the USU campus is the Nora Eccles Harrison Museum of Art founded in 1982. The Museum's 23,000 square foot, four-level purpose-built facility was designed by architect Edward Larabee Barnes. Emphasizing 20th- and 21st-century American art with an emphasis on art in the American West, today the collection consists of over 5,000 artworks. The Museum organizes temporary exhibitions and numerous public events, all free of charge, to provide educational opportunities for USU undergraduate and graduate students as well as K-12 and community groups. These include class meetings, artist talks, curator talks, film screenings, educational activities, and tours designed to interpret, present, and foster learning about visual art. The program partners with the museum for specific courses and projects.

Standard 4. Global Context Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.

Intent: This standard ensures graduates are prepared to work in a variety of contexts as well as across geographic, political, social, environmental, cultural, and economic conditions. Graduates are exposed to ethical considerations in making decisions.

Part 1: Analysis

Students develop a global view of design throughout the curriculum. Beginning in the freshman year they are introduced to global issues through readings and discussions in ID 1790 Design Theory, challenging them to develop a global perspective. This is supported in ID 1700 Professional Seminar with speakers who present on global design issues, and in ID 2770 & 2780 History of Architecture, Interiors & Furnishings I & II, which provide a historical perspective. Students then apply these concepts in a variety of projects in ID 2730 Space Planning & Human Dimensions, ID 3760 Commercial Design Studio, and ID 3770 Residential Design Studio. As seniors, students complete capstone projects in ID 4750 & 4760 Senior Studio I & II that allow them to further explore the global context for design.

The inclusion of systems thinking in Professional Standards 2020 has provided an opportunity to further incorporate a holistic view of design in the curriculum. Development of this concept is being implemented in courses in a more systematic way and will continue to be strengthened.

Part 2: Evidence

Student Learning Expectations

a) Students **understand** that human and environmental conditions vary according to geographic location and impact design and construction decisions.¹

- **ID 1700 / Professional Seminar:** Matt Dickamore spoke about cultural and construction considerations for designing in international locations.
- **ID 1790 / Design Theory:** Students analyze *Design for Good*, preparing sketchnotes and a written summary for each chapter, and discuss issues in class.
- **ID 2770 & 2780 / History of Architecture, Interiors & Furnishings:** Completed quizzes and exams contain evidence for Standard 4a.
- **ID 3760 / Commercial Design Studio:** In the Denton House project students designed a resort facility located in an international location.
- **ID 4750 & 4760 / Senior Studio I & II:** Students documented construction variations by location for at least one project in their capstone work.

Student work demonstrates **understanding** of:

b) how social, economic, cultural, and physical contexts inform interior design.²

- **ID 1700 / Professional Seminar:** Matt Klein spoke about the global economic market as it relates to manufacturers of design materials and the impact of trade tariffs.
- **ID 1790 / Design Theory:** Students read selections from *Design for Good*, prepare sketchnotes, and discuss issues. Mid-term exams also contain evidence.
- **ID 2730 / Space Planning & Human Dimensions:** In a project for architect Campion Platt students designed a penthouse suite located in Shenzhen, China.
- **ID 3760 / Commercial Design Studio:** Examples include the Family Immigration Center, Operation Underground Railroad, and Denton House projects.
- **ID 4750 & 4760 / Senior Studio I & II:** Students include social justice, cultural emphasis, and economic diversity in their capstone projects.

Standard 4. Global Context Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.

Intent: This standard ensures graduates are prepared to work in a variety of contexts as well as across geographic, political, social, environmental, cultural, and economic conditions. Graduates are exposed to ethical considerations in making decisions.

c) how systems thinking informs the practice of interior design.³

- **ID 3760 / Commercial Design Studio:** Examples are found in the NEXT Hub project and the Chicago Primary Care Clinic.
- **ID 4760 / Senior Studio II:** Students participate in a workshop focused on the evaluation of systems thinking and the impact it has on design decisions.

Program Expectations

The interior design program provides:

d) exposure to current and emerging issues that are shaping contemporary society and the world.

- **ID 1790 / Design Theory:** Students read *Design for Good*, prepare sketchnotes, submit a written summary, and discuss these issues in class.
- **ID 3760 / Commercial Design Studio:** Projects include the Family Immigration Center, Operation Underground Railroad Aftercare Center, and the Chicago Primary Care Clinic.

e) exposure to a variety of cultural norms.

- **ID 1790 / Design Theory:** Students read *Design for Good*, prepare sketchnotes, submit a written summary, and discuss issues in class. Students learn about Radical Inclusion in the Burning Man Temple of Radical Inclusion Project. Students learn about the LGBTQ Community on the Encircle Project.
- **ID 3760 / Commercial Design Studio:** Projects include the Family Immigration Center, the Operation Underground Railroad Aftercare Center, and the Denton House Project.
- **ID 3770 / Residential Design Studio.** On the 2019 visiting designer project with Jennifer Kolstad, students researched cultural differences and norms in Dubai. In each of the residential projects, students design a bar area. A large percentage of our students are members of the LDS church and are not familiar with alcohol or with what goes into a bar in a residence. In 2018, students had to select art and objects for Sheila Bridges residence so they researched black artists.
- **ID 4750 & 4760 / Senior Studio I & II:** Students have the opportunity to develop knowledge of cultural norms. See Capstone books.

f) opportunities for developing multi-cultural awareness.⁴

- **ID 1790 / Design Theory:** Students read *Design for Good*, prepare sketchnotes, submit a written summary, and discuss issues in class.
- **ID 2730 / Space Planning & Human Dimensions:** Architect Campion Platt asked students to design a penthouse suite located in Shenzhen, China.
- **ID 3760 / Commercial Design Studio:** Projects include the Family Immigration Center, the Operation Underground Railroad Aftercare Center, and the Denton House Project.
- **ID 3770 / Residential Studio:** Jennifer Kolstad Project, Design Impacts Lives
- **Study abroad:** Students are provided opportunities to participate in study abroad programs through the Art + Design Department and the University.
- https://globalengagement.usu.edu/studyabroad/?_ga=2.157604985.2138201063.1612724498-346085290.1611940885

Curriculum Matrix - Utah State University

	First Year				Second Year				Third Year				Fourth Year				Other																			
	Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring																					
	ART 1020: Drawing I	ARTH 2710: Survey of Western Art	ART 3710: Fine Art Seminar	ID 1790: Interior Design Theory	ID 1700: Interior Design Seminar	ART 1120: 2D Design	ART 1130: 3D Design	ART 3710 Fine Art Seminar	ARTH 2720: Survey of Western Art	ID 1700: Interior Design Seminar	ID 2710: Arch Graphics I	ID 2750: CADD I	ID 2770: History of Interior F&A I	ID 1700: Interior Design Seminar	ID 2720: Arch Graphics II	ID 2760: CADD II		ID 2730: Space Planning & Human DI	ID 2780: History of Interior F&A II	ID 1700: Interior Design Seminar	ID 3710 ID Pre-Internship	ID 3730: Interior Materials and Cons	ID 3760: Commercial Design Studio	ID 3790: Arch Systems	ID 1700: Interior Design Seminar	ID 3740: Computer Applications in ID	ID 3770: Residential Design Studio	ID 4710: ID Advanced Internship	ID 4790: Computer Applications of N	ID 1700: Interior Design Seminar	ID 4730: Environmental Design for In	ID 4750: Senior Design Studio I	MGT 3500: Fundamentals of Market	ID 4700: Topics in ID	ID 1700: Interior Design Seminar	ID 4740: Business and Professional Pr

Standard 4. Global Context - Interior designers have a global view and consider social, cultural, economic, and ecological contexts in all aspects of their work.

Student Learning Expectations

Students ***understand*** that human and environmental conditions vary according to geographic location and impact design and construction decisions.

4a

Student work demonstrates *understanding* of:

how social, economic, cultural, and physical contexts inform interior design.

4b

how systems thinking informs the practice of interior design.

4c

Program Expectations

The interior design program provides:

exposure to current and emerging issues that are shaping contemporary society and the world.

4d

exposure to a variety of cultural norms.

4e

opportunities for developing multi-cultural awareness.

4f

Notes:

Standard 5. Collaboration. Interior designers collaborate and participate in interdisciplinary teams.

Intent: This standard ensures graduates are able to work in teams and recognize the value of integrated design practices. Graduates are prepared to maximize their effectiveness in leadership roles or as contributing team members.

Part 1: Analysis

Throughout the curriculum, students have the opportunity to collaborate with a variety of industry professionals as well as with their classmates and they gain communication skills necessary to collaborate with allied disciplines. Students in ID 2730 Space Planning and Human Dimensions are assigned roles as a project manager, design director or subject-matter expert when working on a team project. Students evaluate each other at the end of the project. In ID 3760 Commercial Studio, students work in teams and use a variety of collaboration tools to manage roles and track work-flow. In ID 3790 Architectural Systems, students learn the roles various disciplines play during the design process, and learn the language needed to communicate. In ID 4710 Internship, students complete a 240-hour internship. Students see professionals collaborating and gain a better understanding of the value each participant and discipline plays in the design process. Their collaboration skills and technology are implemented on their internship, and learn new collaborative approaches and sequencing from their firm. In ID 4750 and ID 4760 Senior Studio I & II students organize their senior capstone projects using collaboration software which is shared with their instructors. Senior Studio I & II students are required to have a specialist help them with a project. In 2019-20, the seniors collaborated with five professionals from four different specialties to design an Opioid Treatment Center.

Part 2: Evidence

Student Learning Expectations

- a) Students have **awareness** of the integration of multi-disciplinary collaboration in design practice.¹
- **Foundation Courses:** Students take courses and collaborate with various majors. Students take courses in various disciplines.
 - **ID 3790 / Architectural Systems:** Refer to the Architectural Systems class mid-term exam questions 89-101.
 - **ID 3760 / Commercial Design Studio:** See NEXT Design Competition and IIDA Student Design Competition. Teams used Slack, Google calendar, integrated apps and Zoom.
 - **ID 3770 / Residential Design Studio & ID 3740 / Computer Applications:** Students from graphic design and interior design majors designed wallcoverings for the Sheila Bridges project
 - **ID 4710 / Internship:** See internship journal
 - **ID 4750 & ID 4760 / Senior Studio I & II:** In 2019-20, students collaborated with various professionals to design an opioid treatment center.

Students **understand:**

- b) the terminology and language necessary to communicate effectively with members of allied disciplines. ²
- **ID 1700 / Seminar:** A variety of professional speakers introduce students to the terminology and language used in their disciplines.
 - **ID 3770 / Residential Design Studio:** Students present to visiting designers using terminology and language necessary to communicate with allied disciplines.
 - **ID 3790 / Architectural Systems:** Refer to mid-term exam questions 51-101.
 - **ID 4710 / Internship:** See internship journal for entries discussing the terminology and language students encounter in the workplace.

Standard 5. Collaboration. Interior designers collaborate and participate in interdisciplinary teams.

Intent: This standard ensures graduates are able to work in teams and recognize the value of integrated design practices. Graduates are prepared to maximize their effectiveness in leadership roles or as contributing team members.

- **ID 4750 & ID 4760 / Senior Studio I & II:** Students provide written content and design drawings that require the use of terminology and language necessary to communicate with allied disciplines.
- c) technologically-based collaboration methods specific to the problem-solving process for the built environment disciplines.³
- **ID 2730 / Space Planning:** Students collaborated with Campion Platt throughout the project via Facebook.
 - **ID 3760 / Commercial Studio: Fall 2018 /** See IDEC Student Competition. Groups used online project management tools to organize their collaborative work and schedule their deadlines. Also see IIDA Student Design Competition. Teams used Slack, Google calendar, integrated apps and Zoom.
 - **ID 4750 & ID 4760 / Senior Studio I & II:** Students used the collaboration tool Trello to organize their senior capstone projects.
- d) the dynamics of team collaboration and the distribution and structure of team responsibilities.⁴
- **ID 2730 / Space Planning:** See Terry Residence and Campion Platt projects. Students assigned to groups based on Meyers-Briggs personality type. Roles included project manager, design director, or subject-matter expert. Students completed post-evaluations for themselves and teammates.
 - **ID 3760 / Commercial Studio: Fall 2018 /** See IDEC Student Competition and IIDA Student Design Competition. Students were assigned in groups. Students completed post-evaluations for themselves and teammates.
- e) Student work demonstrates the **ability** to effectively collaborate with multiple disciplines in developing design solutions.⁵
- **ID 3770 / Residential Design Studio: Spring 2020 /** Students re-design a house to accommodate Susan Arlt with new accessible bathroom and bedroom. Students consulted and received feedback during the design process.
 - **ID 3760 / Commercial Studio Fall 2020 /** See IIDA Student Design Competition. Teams consulted with and received feedback throughout project with Peter Harrison, a sustainability consultant at ZGF Architects in Portland.
 - **ID 4750 & ID 4760 / Senior Studio I & II:** See Opioid Treatment Center in 2019-20 senior capstone books, multiple disciplines helped develop design solutions. Also see projects with specialists interviews in all capstone books.

Standard 5. Collaboration. Interior designers collaborate and participate in interdisciplinary teams.

Intent: This standard ensures graduates are able to work in teams and recognize the value of integrated design practices. Graduates are prepared to maximize their effectiveness in leadership roles or as contributing team members.

Curriculum Matrix - Utah State University

	First Year				Second Year				Third Year				Fourth Year				Other																			
	Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring																					
	ART 1020: Drawing I	ARTH 2710: Survey of Western Art	ART 3710: Fine Art Seminar	ID 1790: Interior Design Theory	ID 1700: Interior Design Seminar	ART 1120: 2D Design	ART 1130: 3D Design	ART 3710 Fine Art Seminar	ARTH 2720: Survey of Western Art	ID 1700: Interior Design Seminar	ID 2710: Arch Graphics I	ID 2750: CADD I	ID 2770: History of Interior F&A I	ID 1700: Interior Design Seminar	ID 2720: Arch Graphics II	ID 2760: CADD II		ID 2730: Space Planning & Human DI	ID 2780: History of Interior F&A II	ID 1700: Interior Design Seminar	ID 3710 ID Pre-Internship	ID 3730: Interior Materials and Cons	ID 3760: Commercial Design Studio	ID 3790: Arch Systems	ID 1700: Interior Design Seminar	ID 3740: Computer Applications in ID	ID 3770: Residential Design Studio	ID 4710: ID Advanced Internship	ID 4790: Computer Applications of N	ID 1700: Interior Design Seminar	ID 4730: Environmental Design for In	ID 4750: Senior Design Studio I	MGT 3500: Fundamentals of Market	ID 4700: Topics in ID	ID 1700: Interior Design Seminar	ID 4740: Business and Professional Pr

Standard 5. Collaboration - Interior designers collaborate and participate in interdisciplinary teams.

Student Learning Expectations

Students have **awareness** of the integration of multi-disciplinary collaboration in design practice.

5a

Students understand :

the terminology and language necessary to communicate effectively with members of allied disciplines.

5b

technologically-based collaboration methods specific to the problem solving process for built environment disciplines.

5c

the dynamics of team collaboration and the distribution and structure of team responsibilities.

5d

Student work demonstrates the **ability** to effectively collaborate with multiple disciplines in developing design solutions.

5e

Notes:

Standard 6. Business Practices and Professionalism. Interior designers understand the principles, processes, and responsibilities that define the profession and the value of interior design to society.

Intent: This standard ensures graduates understand accepted standards of practice, are ready to contribute to a variety of professional work environments, and are aware of the interrelationships that influence design, design responsibility, and ethics.

Part 1: Analysis

Students learn about the business practice and professionalism of interior design throughout the curriculum. They take ID 1700 Interior Design Professional Seminar every semester where they learn about the practice of the profession from visiting architects and designers, sales representatives, other allied professionals, and seniors who have completed internships. This is supported in subsequent classes; ID 1710 Design Theory, ID 3760 Commercial Studio, ID 4710 Interior Design Advanced Internship, ID 4750 Senior Studio 1, ID 4760 Senior Studio 2, and ID 4740 Business and Professional Practice. The documented examples of evidence exceed the recommended page limit and the list below is a representational cross section of the type of experiences our students receive.

Part 2: Evidence

Student Learning Expectations

Students have awareness of the:

a) contexts for interior design practice.¹

- **ID 1700 / Interior Design Professional Seminar:** Professionals from a variety of backgrounds present to students each semester including commercial and residential designers, architects, and sales representatives.
- **ID 4740 / Business and Professional Practices in Interior Design:** See exams and weekly quizzes for evidence.

b) impact of regional and global markets on design practices.²

- **ID 1700 / Interior Design Professional Seminar:** Matt Klein spoke about the global economic market and Matt Dickamore the cultural and construction considerations for designing in international locations.
- **ID 1790 / I Design Theory:** In preparation for our weekly Book Club, students read a chapter from the course text, Design for Good. Students prepare sketch Notes for each chapter and also submit a written summary. In Class, students talk about what impressed them about their readings.
- **ID 4740 / Business and Professional Practices in Interior Design:** Refer to the weekly quizzes for evidence.

c) breadth and depth of interior design's impact and value.³

- **ID 1700 / Interior Design Professional Seminar:** Alexi Lamm spoke on USU's commitment to sustainability.
- **ID 3760 / Commercial Studio:** Project types address the impact and value of design. Examples include the IDEC Design Competition, the Operation Underground Railroad aftercare center, and the NEXT Hub and Chicago Primary Care Center projects.
- **ID 4740 / Business and Professional Practices in Interior Design:** Refer to the weekly quizzes for evidence.
- **ID 4750 / 4760 Senior Design Studio I & II:** Students select a project type based on social justice for their capstone.

d) components and responsibilities of business practice.⁴

- **ID 4740 / Business and Professional Practices in Interior Design:** Refer to the midterm exam questions and weekly quizzes.

Students understand:

Standard 6. Business Practices and Professionalism. Interior designers understand the principles, processes, and responsibilities that define the profession and the value of interior design to society.

Intent: This standard ensures graduates understand accepted standards of practice, are ready to contribute to a variety of professional work environments, and are aware of the interrelationships that influence design, design responsibility, and ethics.

e) types of professional business formations.⁵

- **ID 4740 / Business and Professional Practices in Interior Design:** Refer to the midterm exam questions and weekly quizzes.
- **ID 4710 / Interior Design Advanced Internship:** Students keep a journal of their experience, describing the company they intern at and the responsibilities of the people they work with.

f) elements of project management.⁶

- **ID 4740 / Business and Professional Practices in Interior Design:** Refer to the midterm exam questions and weekly quizzes.
- **ID 4750 / 4760 Senior Design Studio I & II:** Students design within a budget for at least one project in their capstone work.

g) Instruments of Service.⁷

- **ID 3790 / Architectural Systems:** Refer to the midterm exam questions and weekly quizzes.
- **ID 4740 / Business and Professional Practices in Interior Design:** Refer to the midterm exam questions and business contracts.

h) professional ethics and conduct.⁸

- **ID 1700 / Interior Design Professional Seminar:** Konrad Lee spoke on ethics and each student wrote a personal code of ethics.
- **ID 4700 / Topics in Interior Design:** Students reflect on the question "What are your moral and ethical responsibilities as an Interior Designer?"
- **ID 4710 / Interior Design Advanced Internship:** For an internship journal entry students read the AIA, ASID, and IIDA Codes of Ethics and write about the ethical behavior they observed on their internships.
- **ID 4740 / Business and Professional Practices in Interior Design:** Refer to exam and quiz questions.

Program Expectations

The interior design program provides exposure to:

i) career opportunities an interior design education can afford and the options for advanced study.

- **ID 1700 / Interior Design Professional Seminar:** Speakers present on a variety of career possibilities in interior design.
- **ID 4740 / Business and Professional Practices in Interior Design:** Refer to the weekly quizzes.
- A number of graduates pursue advanced degrees. Over the past three years 4 out of 50 (8%) are pursuing advanced degrees.

j) role models who are qualified by education and experience in interior design.

- **ART 3710 / Fine Arts Seminar – Communitas:** Prestigious visiting artists and designers expose students to role models.

Standard 6. Business Practices and Professionalism. Interior designers understand the principles, processes, and responsibilities that define the profession and the value of interior design to society.

Intent: This standard ensures graduates understand accepted standards of practice, are ready to contribute to a variety of professional work environments, and are aware of the interrelationships that influence design, design responsibility, and ethics.

- **ID 1700 / Interior Design Professional Seminar:** A variety of guest speakers are chosen to expose students to role models.
- **ID 3770 / Residential Studio & ID 3740 / Computer Applications:** See Visiting designers
- **ID 4750 / 4760 Senior Design Studio I & II:** Students participate in individual design critiques with at least 6 teams of professional designers during their senior year.

The interior design program provides exposure to the role and value of:

k) legal recognition for the profession.

- **Extracurricular:** Students played a crucial role in the passage of State Bill 117 which created certification for commercial interior designers by going to the Salt Lake City Capitol and lobbying the legislature.
- **ID 1790 / Design Theory:** See the Midterm Exam for evidence.
- **ID 4710 / Interior Design Advanced Internship:** In journal entries students write about the legal recognition in the state they are working in and complete the NCIDQ work verification form as a preparation to take the NCIDQ exam.
- **ID 4740 / Business and Professional Practices in Interior Design:** Refer to exam questions.

l) professional organizations.

- **Extracurricular:** USU's Interior Design Student Association includes an ASID student chapter, an IIDA Campus Center, and a USGBC student organization.
- **ID 1700 / Interior Design Professional Seminar:** Speakers representing IIDA and ASID present on their impact and value.
- **ID 1790 / Design Theory:** IIDA, ASID and USGBC student leaders present to ID 1790 students and talk about professional design organizations.
- **ID 4710 / Interior Design Advanced Internship:** Students write about the involvement of the designers they work with in professional organizations.
- **ID 4730 / Environmental Design:** Students learn about the USGBC and prepare to take the LEED Green Associates Exam
- **ID 4740 / Business and Professional Practices in Interior Design:** Refer to weekly quizzes and exams for evidence.

m) life-long learning.

- **ID 3760 / Commercial Design Studio:** Students complete three Continuing Education Units.
- **ID 4740 / Business and Professional Practices in Interior Design:** Refer to weekly quizzes for evidence.

n) public service.

- **ID 1700 / Interior Design Professional Seminar:** Students participate in public service events through the Interior Design Student Association. See IDSA student binder for evidence of service. The student organizations have a longstanding tradition of service projects including the ASID & IIDA Stocking Event, IIDA Fashion Remix, and USGBC Green Apple Day of Service. An annual tradition in the program is the ASID & IIDA Stocking Event that takes place each fall where students make holiday stockings from larger fabric

Standard 6. Business Practices and Professionalism. Interior designers understand the principles, processes, and responsibilities that define the profession and the value of interior design to society.

Intent: This standard ensures graduates understand accepted standards of practice, are ready to contribute to a variety of professional work environments, and are aware of the interrelationships that influence design, design responsibility, and ethics.

samples and fill them with art supplies and toys. This is part of a community event with design and architecture firms. Stockings are exhibited at the event, prizes given, and are then delivered to the children with cancer at Huntsman Cancer Center at the University of Utah, in Salt Lake City.

- **ID 4740 / Business and Professional Practices in Interior Design:** Refer to weekly quizzes for evidence.

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Standard 6. Business Practices and Professionalism - Interior designers understand the principles, processes, and responsibilities that define the profession and the value of interior design to society.

Student Learning Expectations

Students have *awareness* of the:

contexts for interior design practice.

6a

impact of regional and global markets on design practices.

6b

breadth and depth of interior design's impact and value.

6c

components and responsibilities of business practice.

6d

Students *understand* :

types of professional business formations.

6e

elements of project management.

6f

Instruments of Service.

6g

professional ethics and conduct.

6h

Program Expectations

The interior design program provides exposure to:

career opportunities an interior design education can afford and the options for advanced study.

6i

role models who are qualified by education and experience in interior design.

6j

The interior design program provides exposure to the role and value of:

legal recognition for the profession.

6k

professional organizations.

6l

life-long learning.

6m

public service.

6n

Notes:

Standard 7. Human-Centered Design. Interior designers apply knowledge of human experience and behavior to designing the built environment.

Intent: *This standard ensures that graduates understand theories of human-centered design and identify, analyze, and apply information from a variety of stakeholders and sources to develop a successful response to user needs and to promote health and wellbeing.*

Part 1: Analysis

Human-centered design is a key component of the curriculum and students are repeatedly challenged to apply their understanding of the human experience to their design solutions. In ID 1790 Design Theory students are introduced to the importance of human-centered design. They gain understanding of specific theories related to the human experience in ID 2730 Space Planning & Human Dimensions and begin to apply this knowledge in projects. As students progress through the program their studio classes continue to stress the importance of human-centered design. Projects in ID 3760 Commercial Design Studio and ID 3770 Residential Design Studio explore issues related to this standard, and as seniors students complete a series of capstone projects in ID 4750 / 4760 Senior Design Studio I & II that further demonstrate their ability to apply human-centered design principles.

Part 2: Evidence

Student Learning Expectations

Student work demonstrates **understanding** of:

- a) theories related to the impact of the built environment on human experience, behavior, and performance.¹
 - **ID 1790 / Design Theory:** Students read from the course text *Design for Good*, prepare sketchnotes for each chapter, and discuss the concepts presented.
 - **ID 2730 / Space Planning & Human Dimensions:** Evidence can be found in the Campion Platt and MS House projects and in exams and assignments.
 - **ID 3760 / Commercial Design Studio:** Students use biophilia principles in the Family Immigration Center, the NEXT Hub, and the Chicago Primary Care Clinic.
 - **ID 4750 / 4760 Senior Design Studio I & II:** Students design an opioid treatment center, discussing addiction behavior and the physiological effects on the brain with experts, and incorporate this information in the final project.

- b) the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, wellbeing, behavior, and performance.²
 - **ID 1790 / Design Theory:** Students read from the course text *Design for Good*. They prepare sketchnotes for each chapter and discuss the issues presented.
 - **ID 2730 / Space Planning & Human Dimensions:** Evidence can be found in exams and in the furniture design project.
 - **ID 3760 / Commercial Design Studio:** Examples include the IDEC Student Competition, Operation Underground Railroad aftercare center, and the Chicago Primary Care Clinic.
 - **ID 3770 / Residential Design Studio:** See 2021 Accessibility Project. Reflected ceiling plans in the visiting designer project with 2020 Young Huh and 2019 Jennifer Kolstad are examples of technological environments.
 - **ID 4750 / 4760 Senior Design Studio I & II:** See capstone books.

Student work demonstrates the **ability** to:

- c) gather and apply human-centered evidence.³
 - **ID 2730 / Space Planning & Human Dimensions:** The furniture design project and the MS House project require students to gather and apply human-centered evidence.

Standard 7. Human-Centered Design. Interior designers apply knowledge of human experience and behavior to designing the built environment.

***Intent:** This standard ensures that graduates understand theories of human-centered design and identify, analyze, and apply information from a variety of stakeholders and sources to develop a successful response to user needs and to promote health and wellbeing.*

- **ID 3760 / Commercial Design Studio:** Human-centered evidence can be found in the Home Depot, Bank of America, and Fashion pop-up shop projects.
- **ID 3770/ Residential Studio:** See Accessibility Project 2020, 2021 and 2019 Jennifer Kolstad Design Impacts Lives project that focused on Aging in Place
- **ID 4700 / Topics in Interior Design.** In an assignment students conduct a field observation in the development of a capstone project.
- **ID 4750 / 4760 Senior Design Studio I & II:** See capstone books.

d) analyze and synthesize human perception and behavior patterns to inform design solutions.

- **ID 3760 / Commercial Design Studio:** Students conduct field observations and interviews in the Home Depot, Bank of America, and Fashion pop-up shop projects.
- **ID 3770/ Residential Studio:** See Accessibility Project 2020, 2021 and 2019 Jennifer Kolstad Design Impacts Lives project that focused on Aging in Place
- **ID 4700 / Topics in Interior Design:** In the Design Thinking project students use applicable design thinking strategies to develop a capstone project.
- **ID 4750 / 4760 Senior Design Studio I & II:** See capstone books.

e) apply human factors, ergonomics, inclusive, and universal design principles to design solutions. ⁴

- **ID 1790 / Design Theory:** The Temple of Radical Inclusion and Encircle projects focus on inclusive design.
- **ID 2730 / Space Planning & Human Dimensions:** Evidence is found in exams and assignments, and in the furniture and residential design projects.
- **ID 3760 / Commercial Design Studio:** Examples include the Home Depot, Bank of America, and Fashion pop-up shops, the Family Immigration Center, NEXT Hub, Operation Underground Railroad aftercare center, and the Chicago Primary Care Clinic.
- **ID 3770 / Residential Design Studio:** Examples include Accessibility Study 2021,2020 for the redesign of Brooks & Camicia's house and the Jennifer Kolstad project in 2019.

f) apply wayfinding techniques to design solutions.

- **ID 3760 / Commercial Design Studio:** Students implement wayfinding in the NEXT Hub and Chicago Primary Care Clinic projects.
- **ID 4750 / 4760 Senior Design Studio I & II:** Students apply various wayfinding techniques to senior capstone projects.

Curriculum Matrix - Utah State University

	First Year				Second Year				Third Year				Fourth Year				Other																			
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Standard 7. Human-Centered Design - Interior designers apply knowledge of human experience and behavior to designing the built environment.

Student Learning Expectations

Student work demonstrates *understanding* of:

theories related to the impact of the built environment on human experience, behavior, and performance.

7a

the relationship between the natural, built, virtual, and technological environments as they relate to the human experience, wellbeing, behavior, and performance.

7b

Student work demonstrates the *ability* to:

gather and apply human-centered evidence.

7c

analyze and synthesize human perception and behavior patterns to inform design solutions.

7d

apply human factors, ergonomics, inclusive, and universal design principles to design solutions.

7e

apply wayfinding techniques to design solutions.

7f

Notes:

Standard 8. Design Process. Interior designers employ all aspects of the design process to creatively solve a design problem.

Intent: This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem-solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues.

Part 1: Analysis

Students consistently employ the design process to creatively solve increasingly complex design problems. Beginning in ID 1740 Design Theory, freshman students are introduced to research and precedent studies. In this class and ID 2710 Architectural Graphics I they explore conceptual designs and sketch multiple options of their ideas. Students learn and implement the formal steps of the design process along with space planning and additional research techniques in projects in ID 2730 Space Planning & Human Dimensions, which carries into more advanced project types in ID 3760 Commercial Design Studio and ID 3770 Residential Studio, with a focus on evidence-based design. During the senior year students complete a series of capstone projects ID 4750 / 4760 Senior Design Studio I & II that challenge them to use all aspects of the design process, to take risks, and to produce creative, effective and innovative solutions to complex design problems. ID 4700 Topics in Interior Design students utilize the design thinking process to complete a capstone project.

Part 2: Evidence

Student Learning Expectations

a) Student work demonstrates the ability to apply space planning techniques throughout the design process.¹

- **ID 1790 / Design Theory:** See 2019-2020 Encircle Project. Students are introduced to space planning in the Encircle Therapy Room
- **ID 2730 / Space Planning & Human Dimensions:** Students are introduced to space planning techniques which are implemented in projects.
- **ID 3770 / Residential Design Studio:** See 2021-2020 Accessibility Project and visiting designer projects (2018-2021)
- **ID 3760 / Commercial Design Studio:** Students continue to apply space planning techniques in all projects as seen in process work contained in project binders.
- **ID 3790 / Architectural Systems:** Spa Project
- **ID 4750 / 4760 Senior Design Studio I & II:** Students demonstrate space planning techniques throughout their various projects.

Student work demonstrates the ability to apply knowledge and skills learned to:

b) solve progressively complex design problems.

- A progression of complexity in projects can be seen throughout the curriculum. Notable examples can be found in **ID 1790 Interior Design Theory, ID 2710 Architectural Graphics I, ID 2730 Space Planning & Human Dimensions, ID 3760 Commercial Design Studio, ID 3770 Residential Design Studio and ID 4750 & 4760 Senior Design Studio I & II.**
- In the student display, two fourth-year students show projects from all courses in the curriculum. This will show how student work develops over time.

c) identify and define issues relevant to the design problem.²

- **ID 1790 / Interior Design Theory:** The Encircle project introduces students to problem analysis and research.

Standard 8. Design Process. Interior designers employ all aspects of the design process to creatively solve a design problem.

Intent: This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem-solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues.

- **ID 2730 / Space Planning & Human Dimensions:** Students conduct research and programming for all projects.
- **ID 3760 / Commercial Design Studio:** Research and programming intensifies as students explore quantitative and qualitative methods of problem identification.
- **ID 3770 / Residential Design Studio:** See 2021-2020 Accessibility Project and visiting designer projects (2018-2021)
- **ID 4700 / Topics in Interior Design:** Students utilize the design thinking process, including the step of understanding to explore problem identification methods.
- **ID 4750 / 4760 Senior Design Studio I & II:** Students identify and define design problems related to their senior capstone projects.

d) synthesize information to generate evidenced-based design solutions.

- **ID 2730 / Space Planning & Human Dimensions:** Students conduct research, including precedent and peer-reviewed journal sources.
- **ID 3760 / Commercial Design Studio:** Students conduct research, including precedent and peer-reviewed journal sources.
- **ID 3770 / Residential Studio:** See 2021-2020 Accessibility Project, Evidence-based research is found in the Jennifer Kolstad – Design Impacts Lives project.
- **ID 4750 / 4760 Senior Design Studio I & II:** Students used evidence-based design in one or more of their capstone projects and submitted one of their projects to the Student Research Symposium / Research in the Arts Day.

e) use precedents to inform design concepts or solutions.³

- **ID 1790 / Interior Design Theory:** Students research precedent for the Art at Burning Man and Temple of Radical Inclusion projects.
- **ID 3760 / Commercial Design Studio:** Students precedent research can be found in process binders for all projects.
- **ID 3770 / Residential Design Studio:** See 2021-2020 Accessibility Project and visiting designer projects (2018-2021)
- **ID 4750 / 4760 Senior Design Studio I & II:** Students used precedents to inform their design solutions in their capstone projects.

f) explore and iterate multiple ideas.

- **ID 1790 / Interior Design Theory:** Students create 12 thumbnail sketches that explore multiple ideas for the Temples of Radical Inclusion project.
- **ID 2710 / Architectural Graphics I:** Students sketch multiple ideas for their tiny house design based on abstractions of objects or concepts of their choosing.
- **ID 2730 / Space Planning & Human Dimensions:** Students design a piece of furniture and sketch out a minimum of three separate solutions.
- **ID 4750 / 4760 Senior Design Studio I & II:** Students iterate multiple ideas before selecting a final design solution in their capstone projects.

Standard 8. Design Process. Interior designers employ all aspects of the design process to creatively solve a design problem.

Intent: This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem-solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues.

g) design creative and effective solutions.⁴

- Examples of creative and effective design solutions can be seen throughout the curriculum. Notable examples can be found in **ID 1790 Interior Design Theory**, **ID 2710 Architectural Graphics I**, **ID 2730 Space Planning & Human Dimensions**, **ID 3760 Commercial Design Studio**, **ID 3770 Residential Design Studio** and **ID 4750 & 4760 Senior Design Studio I & II**.
- **ID 4750 / 4760 Senior Design Studio I & II**: Students in the senior year select their own projects resulting in very creative design solutions.

h) execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.

- **ID 2710 / Architectural Graphics I & ID 2750 / CADD I**: Students execute the design process when designing their tiny house. See course content for evidence.
- **ID 2730 / Space Planning & Human Dimensions**: Residential projects in this course follow the design process, which can be seen in student process binders.
- **ID 3760 / Commercial Design Studio**: Students continue to execute the design process, including quantitative and qualitative programming in all projects.
- **ID 4750 / 4760 Senior Design Studio I & II**: Students execute the design process in their capstone projects.

i) Students **understand** the importance of evaluating the relevance and reliability of information and research impacting design solutions.⁵

- **ID 1790 / Interior Design Theory**: Encircle project 2018, 2019, 2020
- **ID 2730 / Space Planning & Human Dimensions**: In projects students consult sources from peer-reviewed literature, trade publications, manufacturers, professional organizations, and websites to develop design solutions.
- **ID 3760 Commercial Design Studio**: Students conduct research for all projects and examine different information sources, including peer-reviewed literature and trade publications.
- **ID 3770 / Residential Design Studio**: See 2021-2020 Accessibility Project and visiting designer projects (2018-2021)
- **ID 4750 / 4760 Senior Design Studio I & II**: Students use a range of research in capstone projects and submit one of their projects to the Student Research Symposium.

Program Expectations

The interior design program includes:

j) exposure to a range of problem identification and problem-solving methods.

- **ID 1790 / Interior Design Theory**: The Encircle project introduces students to problem identification as they deal with teen suicide in Utah and design a therapy room.
- **ID 2710 / Architectural Graphics I & ID 2750 / CADD I**: Students are given a design problem and explore a unique problem-solving method.

Standard 8. Design Process. Interior designers employ all aspects of the design process to creatively solve a design problem.

Intent: This standard ensures graduates can employ methods of inquiry, data collection, and analysis to appropriately frame design questions. Additionally, graduates should apply problem-solving methods throughout the design process to arrive at a comprehensive design solution that incorporates skills and knowledge. Familiarity with effective design processes enables graduates to understand complex problems as a system of interconnected issues.

- **ID 2730 / Space Planning & Human Dimensions:** In the Grey Gull House and Shenzhen Bay projects students interviewed a client to identify and solve problems.
- **ID 3760 / Commercial Design Studio:** In retail project students conduct field observations and interviews to identify and solve problems.
- **ID 3770/ Residential Studio:** See Accessibility Project 2020, 2021 and 2021 Project with Sally Breer and Jake Rodehuth-Harrison, 2020 Young Huh, 2019 Jennifer Kolstad Design Impacts Lives project that focused on Aging in Place
- **ID 4700 / Topics in Interior Design:** Students explore the steps in design thinking process and use them in a capstone project.
- **ID 4750 / 4760 Senior Design Studio I & II:** Students use a range of problem identification and problem solving methods throughout their senior capstone year. See all capstone books.

k) opportunities for innovation and risk taking.

- Students are provided opportunities for innovation and risk taking throughout the curriculum. Notable examples can be found in **ID 3760 Commercial Design Studio, ID 3770 Residential Design Studio, ID 3740 Computer Applications, and ID 4750 / 4760 Senior Design Studio I & II.**

l) exposure to methods of idea generation and design thinking.

- **ID 1790 / Interior Design Theory:** See Temple of Radical Inclusion Project 2019, 2020
- **ID 2710 / Architectural Graphics I:** Students learn how to abstract objects or concepts and turn their ideas into architecture.
- **ID 2720 / Architectural Graphics II:** Students abstract objects or concepts and turn their ideas into patterns for wallcoverings or fabrics.
- **ID 3770 / Residential Design Studio:** Group brainstorming session after project introduction by Jennifer Kolstad (2019), Young Huh (2020), and Sally Breer and Jake Rodehuth-Harrison (2021) Zoom Recording of class 2/11/21.
- **ID 4700 / Topics in Interior Design:** Weekly assignments explore the steps in design thinking process which are then applied to a capstone project.

	First Year				Second Year				Third Year				Fourth Year				Other																			
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Standard 8. Design Process - Interior designers employ all aspects of the design process to creatively solve a design problem.

Student Learning Expectations

Student work demonstrates the ability to **apply** space planning techniques throughout the design process.

8a

Student work demonstrates the ability to apply knowledge and skills learned to:

solve progressively complex design problems.

8b

identify and define issues relevant to the design problem.

8c

synthesize information to generate evidenced-based design solutions.

8d

use precedents to inform design concepts or solutions.

8e

explore and iterate multiple ideas.

8f

design creative and effective solutions.

8g

execute the design process: pre-design, quantitative and qualitative programming, schematic design, and design development.

8h

Students **understand** the importance of evaluating the relevance and reliability of information and research impacting design solutions.

8i

Program Expectations

The interior design program includes:

exposure to a range of problem identification and problem solving methods.

8j

opportunities for innovation and risk taking.

8k

exposure to methods of idea generation and design thinking.

8l

Notes:

Standard 9. Communication. Interior designers are effective communicators.

Intent: This standard ensures that graduates are effective communicators and are able to deliver a compelling presentation visually and verbally, as well as in writing. Design communication also involves the ability to listen to and interpret external information. Effective communication builds a case, promotes validity, and is persuasive in content and style.

Part 1: Analysis**Standard 9. Communication**

The program teaches a variety of skills and technology focused on visual communication such as sketching, drafting, hand rendering, digital rendering, physical model building, 3D modeling, 3D Printing, infographic communication, pattern design, graphic composition (i.e., posters, portfolios, capstone books), basic graphic design, oral presentation, written communication and video making skills. Students are taught AutoCad, Autodesk Revit, Adobe Photoshop, Illustrator and InDesign programs. Students also explore Enscape, Twin Motion and Lumion to achieve desired rendering results. Students have the opportunity to orally present their ideas to professionals through the visiting designer project (ID 3770 Residential Studio) and during critiques at various levels in the program. Senior students have a series of extensive critique days with design professionals where they orally and visually present their work (ID 4750 and ID 4760 Senior Design Studio I & II). Students have many opportunities to write in the program, beginning in ID 1790 Design Theory and continuing each year until senior year where students provide a culmination of their visual and verbal communication skills in their senior capstone books.

The quantity and number of student awards demonstrate that students effectively communicate in the national and international arena. These awards include but are not limited to; First Place PAVE 2019-2020 Competition, Sub-Zero Wolf Global Kitchen Design Winner 2019, IIDA Student of the Year 2018, Multiple Durkan Design Awards. These awards stem from projects in studios and courses in the program.

Part 2: Evidence**Student Learning Expectations**

Students are **able** to effectively:

- a) interpret and communicate data and research.
 - **ID 1790 / Interior Design Theory:** See Encircle projects 2018 & 2019
 - **ID 3730 / Interior Materials & Constructions:** See infographic research posters
 - **ID 3770 / Residential Design Studio:** See Jennifer Kolstad Projects.
 - **ID 4750 / 4760 Senior Design Studio I & II:** See research posters

- b) express ideas and their rationale in oral communication.
 - **ID 2730 / Space Planning & Human Dimensions:** See Campion Platt project. Students presented to Campion and received compliments for being confident and articulate.
 - **ID 3760 / Commercial Design Studio:** See Denton House Design Studio project. Students presented to Vice Presidents of Design Matt Dickamore and Natalie Ellis over Zoom.
 - **ID 3770 / Residential Studio & ID 3740 / Computer Applications:** See Young Hu, Jennifer Kolstad, and Sheila Bridges projects for Zoom recordings and YouTube videos of final presentations.

- c) express ideas and their rationale in written communication.
 - **ID 1790 / Design Theory:** In preparation for weekly Book Club, students read a chapter from the course text, Design for Good.
 - **ID 3730 / Interior Materials & Construction:** Students write a 2,600 word research paper on a material and design a research poster to communicate findings.
 - **ID 4700 / Topics in Interior Design:** In ID 4700 students write their thoughts on different aspects of design and analyze their personal process for 10 required readings.

Standard 9. Communication. Interior designers are effective communicators.

Intent: This standard ensures that graduates are effective communicators and are able to deliver a compelling presentation visually and verbally, as well as in writing. Design communication also involves the ability to listen to and interpret external information. Effective communication builds a case, promotes validity, and is persuasive in content and style.

- **ID 4710 / Interior Design Advanced Internship:** Students complete a 240-hour internship and keep a written journal of their experience. A total of six, one-page journal entries are required, along with weekly Facebook posts.
 - **ID 4750 & 4760 / Senior Design Studio I & II:** Students provided written content for various projects from the capstone year. They were asked to include project descriptions and express their ideas and rationale for their designs.
- d) express ideas and their rationale developed in the design process through visual media: ideation drawings and sketches.¹
- **ID 1790 / Interior Design Theory:** Students create 12 thumbnail sketches that explore multiple ideas for their Temple of Radical Inclusion.
 - **ID 2710 / Architectural Graphics I:** Students sketch multiple ideas for their tiny house design before selecting one.
 - **ID 2730 / Space Planning & Human Dimensions:** Students complete sketchbook assignments, including ideation and process sketches, and sketching practice throughout the course.
 - **ID 3760 / Commercial Design Studio:** In ID 3760 students fill a sketchbook over a semester, including ideation and process sketches, and sketching practice.
- e) express project solutions using a variety of visual communication techniques and technologies appropriate to a range of purposes and audiences.²
- **ID 1790 / Interior Design Theory:** Students use a variety of visual communication techniques to express their design solutions for the Encircle Therapy Room.
 - **ID 2770 & 2780 / History of Architecture, Interiors & Furnishings I&II:** See Altoid Boxes and Mid-century modern home study (ID 2780 only).
 - **ID 2730 / Space Planning & Human Dimensions:** 1) Furniture design: Models are constructed using resources in the campus Idea Factory and Metal Factory to accurately convey materials. Students also create a 3D print of the design. 2) In 2018, students design a client residence. Final renderings of interior perspectives, exterior elevations, and floorplans are done by hand and with Photoshop. 3) Campion Platt project, final perspective renderings and floor plans are done by hand and with Photoshop.
 - **ID 3740 / Computer Applications: Spring 2018-2020 /** Students design a brand identity and provide both physical and digital mock-ups of their branded items.
 - **ID 3770 / Residential Studio & ID 3740 / Computer Applications:** 1) Students created magazine layouts for their visiting designer projects for Young Hu, Jennifer Kolstad and Sheila Bridges, 2) Students design custom furniture, wallcoverings, sconces, and a rug for Young Hu residence. 3) Students designed and created custom 3D panels for visiting designer Jennifer Kolstad, 4) Students created a custom wallcovering for Sheila Bridges' Powder Room.
 - **ID 4750 & 4760 / Senior Design Studio I & II:** Students use a mixture of AutoCad, Revit, hand rendering, Photoshop, Illustrator, InDesign and written communication to illustrate their final designs in their capstone projects and books.

Program Expectations

The interior design program provides opportunities for:

- f) exposure to evolving communication technologies.³
- **ID 3760 / Commercial Design Studio:** 1) In the IDEC Student Competition students designed a vocational center for adults with autism. The inclusion of VR and other emerging technology was explored to help

Standard 9. Communication. Interior designers are effective communicators.

Intent: This standard ensures that graduates are effective communicators and are able to deliver a compelling presentation visually and verbally, as well as in writing. Design communication also involves the ability to listen to and interpret external information. Effective communication builds a case, promotes validity, and is persuasive in content and style.

these adults through simulations. 2) In the NEXT Design Competition, students designed a next generation education space for non-traditional learners. Programming included the design of a Makerspace and an Immersive Learning VR room.

- **ID 4790 / Computer Applications in Modeling:** Students explored the capabilities of VR by using virtual reality headsets to move around a virtual space.

g) students to develop active listening skills in the context of professional collaboration. ⁴

- **ID 2730 / Space Planning & Human Dimensions:** 1) Students designed a home for the Terry's. Students interviewed the couple at the beginning of the project and presented their ideas to them, receiving feedback on the final design. 2) Campion Platt presented the project to students via web conference at the beginning of the project, and provided feedback for individual students throughout the project.
- **ID 3760 / Commercial Design Studio:** 1) During the IIDA Student Design Competition, Peter Harrison at ZGF Architects in Portland spoke to students about sustainability and provided feedback throughout the project. 2) In the project with Denton House Design Studio, VPs of Design Matt Dickamore and Natalie Ellis presented the project to students over Zoom. Students presented their ideas and received feedback at the midpoint of the project and again at the conclusion.
- **ID 4750 & 4760 / Senior Design Studio I & II:** 1) Students collaborated with multiple disciplines to design an opioid treatment center. Interview notes and a summary of content discussed appears in the capstone books. 2) The students find a specialist to interview and to use as a collaborator throughout the project. Students document their Q&A session in their capstone books.

Standard 10. History. Interior designers are knowledgeable about history of interiors, architecture, decorative arts, and art.

Intent: This standard ensures graduates have the knowledge base of design history to inform design solutions.

Part 1: Analysis

Students in their first year complete one year of art history courses, ARTH 2710: Survey of Western Art: Prehistoric to Medieval and ARTH 2720: Survey Western Art: Renaissance to Post-Modern. Students learn about art, artists, cultures, and architectural movements. In the second-year, students complete a year specific to history of architecture, interiors, decorative objects, furnishings, and art to inform design solutions in ID 2770: History of Architecture, Interiors, and Furnishings I, and ID 2770: History of Architecture, Interiors, and Furnishings II. Students also learn about material culture. Students learn about design history through lectures, reading, research, and application. Students are tested on course material in quizzes and exams. They also complete several renderings to become familiar with details and proportions specific to history as sketching and drawing have always been one of the profession's core skills in learning about period styles. Students learn about precedent studies and how research and analysis influences design solutions. This two-year foundation is significant and impacts the student experience as they move through the program.

In this standard, student learning expectations state that students have a basic framework of art and design history. A notable aspect of this standard is that students have two years of courses specific to art and design history. This two-year experience means that students have a complex understanding of architecture, interiors, furnishings, decorative objects, material culture and art. In the third-year visiting designer projects, students integrate art, objects and furnishings into their projects and apply their knowledge of art and design history. Students utilize auction house catalogs and online auctions to specify high-end art and objects into their residential projects. They also learn about a variety of artists and designers during this process.

Part 2: Evidence

Student Learning Expectations

Students understand the basic context and framework of history as it relates to:

a) interior design.

ID 2770 & 2780 / History of Architecture, Interiors & Furnishings I & II

- 2018-2020 / See provided content

ID 4750 & 4760 / Senior Design Studio I & II

- Fall 2018-2020 / See listed capstone books

b) furniture, decorative arts, and material culture.¹

ID 2770 & 2780 / History of Architecture, Interiors & Furnishings I & II

- 2018-2020 / See provided content

c) architecture.

ID 2770 & 2780 / History of Architecture, Interiors & Furnishings I & II

- 2018-2020 / See provided content

ID 4750 & 4760 / Senior Design Studio I & II

- Fall 2018-2020 / See listed capstone books

d) art.

ARTH 2710: Survey of Western Art: Prehistoric to Medieval

- 2018-2000 See Folders with quiz and exam results as well as online discussions from the course

Standard 10. History. Interior designers are knowledgeable about history of interiors, architecture, decorative arts, and art.

Intent: This standard ensures graduates have the knowledge base of design history to inform design solutions.

ARTH 2720: Survey Western Art: Renaissance to Post-Modern

- **2018-2020** See Folders with quiz and exam results as well as online discussions from the course

ID 2770 & 2780 / History of Architecture, Interiors & Furnishings I & II

- **2018-2020 /** See provided content

ID 3770 Residential Design Studio Students are required to check out a minimum of three Sothebys and or Christie's Auction Catalogs as well as online auctions from the Merrill-Cazier Library to help in specifying art in the visiting designer projects.

- **2018/** Sheila Bridges Project
- **2019/**Jennifer Kolstad Project
- **2020/** Young Huh Project
- **2021/** ETC.etera Project with Sally Breer and Jake Rodehuth-Harrison

e) Students understand the social, political, and physical influences affecting historical changes in design of the built environment.

ID 2770 & 2780 / History of Architecture, Interiors & Furnishings I & II

- **2018-2020 /** See provided content

ARTH 2710: Survey of Western Art: Prehistoric to Medieval

- **2018-2020** See Folders with quiz and exam results as well as online discussions from the course

ARTH 2720: Survey Western Art: Renaissance to Post-Modern

- **2018-2020** See Folders with quiz and exam results as well as online discussions from the course

Standard 11. Design Elements and Principles. Interior designers apply elements and principles of design.

Intent: This standard ensures graduates are able to apply design elements, principles, and theoretical context to formulate and compose creative and aesthetic solutions.

Part 1: Analysis

Foundations Courses / The faculty in the Department of Art + Design believe that Foundations should foster creativity, self-awareness, critical thinking, and core competencies. The department designed an immersive program that gives students rigorous, intensive, and challenging training in the principles of visual art expression. Foundations builds a community of student artists, designers, and scholars who enthusiastically embrace the power of art and design to shape our worlds. Students work in an interdisciplinary cohort in Art & Design.

First-Year Foundations Courses

Art 1020 Drawing I – 3 credits
Art 1120 2-Dimensional Design – 3 credits
Art 1130 3-Dimensional Design – 3 credits
Arth 2710 Survey of Western Art (part 1)
Arth 2720 Survey of Western Art (part 2)
ID 1790 Interior Design Theory (ID Only) - 3 credits

In ID 1790 Design Theory, students learn about design elements and principles and apply these in student projects. Students are tested on their understanding of these on the midterm exam.

In all subsequent studios there is a focus on effectively applying elements and principle knowledge into projects. This includes a variety of two and three-dimensional projects. Students explore a variety of design solutions from wallcovering patterns, carpet designs, architectural models, furniture models, sconces to 3D wall panels.

Part 2: Evidence

Student Learning Expectations

- a) Students **understand** the elements and principles of design and related theories, including spatial definition and organization.¹

ID 1790 / Interior Design Theory

- **Fall 2020 /** See selected questions from the online midterm exam from one of three sections of ID 1790 showing results from 25 students. The other two sections had similar outcomes.
- **Fall 2019 /** See midterm exam

ID 2720 / Architectural Graphics II/ See provided projects

- **Spring 2020 /** Students write a paragraph discussing the elements and principles used when designing their tiny house.

ART 2010 / Drawing I

- **Fall 2019 /** See provided projects

Student work demonstrates the **ability** to:

- b) explore a range of two- and three-dimensional design solutions using a variety of media.¹

ART 1120 / Two-Dimensional Design

- **Spring 2020 /** See provided projects

Standard 11. Design Elements and Principles. Interior designers apply elements and principles of design.

Intent: This standard ensures graduates are able to apply design elements, principles, and theoretical context to formulate and compose creative and aesthetic solutions.

ART 1130 / Three-Dimensional Design

- **Spring 2018 & 2019** / See provided projects

ID 1790/ Design Theory: Felt Right Project and Temple of Radical Inclusion 2021

ID 2710 & 2720 / Architectural Graphics I & II

- **2018-2020** / See Tiny House project
- **2018-2020** / See Wallcovering Pattern Booklet

ID 3770 / Residential Studio

- **Spring 2019** / Students designed a custom rug design then created posters, brochures, and presentation materials to submit to the competition.

ID 3770 / Residential Studio & ID 3740 / Computer Applications

- **Spring 2018-2020** / Students created magazine layouts for their visiting designer projects with Sheila Bridges
- **Spring 2018** / Students created a custom wallcovering for Sheila Bridges' Powder Room.

Students effectively apply the elements and principles of design and related theories throughout the interior design curriculum to:

c) two-dimensional design solutions.²

ID 1790 / Interior Design Theory

- **Fall 2019** / Students created elevations and floor plans for the Encircle project using PowerPoint

ID 2710 & ID 2720 / Architectural Graphics I & II

- **2018 - 2020** / Students create a variety of two-dimensional visual communication during the tiny house design process

ID 2710 / Architectural Graphics I

- **Fall 2019 & 2020** / Students improve hand rendering skills by selecting an image from a magazine to mimic. Students first create a line drawing and then observe the colors, texture, light and shadow found in their magazine image. They are encouraged to focus on capturing each element in the space and to use various rendering techniques and mediums to achieve the final outcome.

ID 2720 / Architectural Graphics II

- **Spring 2018-2020** / Students begin by abstracting various objects which are critiqued. Three designs are selected and the students develop them into repeatable patterns. No color is allowed to be used at this point.
- **ID 3710 / Pre-Internship**
- **Fall 2018-2020** / Students design resumes and portfolios in order to apply for an internship.

ID 3770 / Residential Studio & ID 3740 / Computer Applications

- **Spring 2020** / Students design a carpet design for the Durkan Student Design Competition and also include the carpet in their residence of the Visiting Designer Project.
- **Spring 2018** / Each student creates a design for a second residence in Hudson Valley for Sheila Bridges.
- **Spring 2020** / Students created custom designs for Young Huh Project and then made marketing advertisements. Each student designed a custom wallcovering (or mural), fabric, and sconce.

Standard 11. Design Elements and Principles. Interior designers apply elements and principles of design.

***Intent:** This standard ensures graduates are able to apply design elements, principles, and theoretical context to formulate and compose creative and aesthetic solutions.*

d) three-dimensional design solutions.²

Students have the opportunity to create a variety of three-dimensional projects during the four years.

- **ART 1130 / 3D Design** See provided projects
- **ID 1790 / Interior Design Theory** See provided projects
- **ID 2710 / Graphics I & ID 2720 / Graphics II** See provided projects
- **ID 2730 / Space Planning & Human Dimensions** See provided projects
- **ID 3770 / Residential Studio & ID 3740 / Computer Applications** See provided projects

Curriculum Matrix - Utah State University

	First Year				Second Year				Third Year				Fourth Year				Other														
	Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring																
	ART 1020: Drawing I	ARTH 2710: Survey of Western Art	ART 3710: Fine Art Seminar	ID 1790: Interior Design Theory	ID 1700: Interior Design Seminar	ID 2710: Arch Graphics I	ID 2750: CADD I	ID 2770: History of Interior F&A I	ID 1700: Interior Design Seminar	ID 2720: Arch Graphics II	ID 2760: CADD II	ID 2730: Space Planning & Human Dim	ID 2780: History of Interior F&A II	ID 1700: Interior Design Seminar	ID 3710 ID Pre-Internship	ID 3730: Interior Materials and Const		ID 3760: Commercial Design Studio	ID 3790: Arch Systems	ID 1700: Interior Design Seminar	ID 3740: Computer Applications in ID	ID 3770: Residential Design Studio	ID 4710: ID Advanced Internship	ID 4790: Computer Applications of M	ID 1700: Interior Design Seminar	ID 4730: Environmental Design for Int	ID 4750: Senior Design Studio I	MGT 3500: Fundamentals of Marketin	ID 4700: Topics in ID	ID 1700: Interior Design Seminar	ID 4740: Business and Professional Pra

Standard 11. Design Elements and Principles - Interior designers apply elements and principles of design.

Student Learning Expectations

Students **understand** the elements and principles of design, including spatial definition and organization.

11a

Student work demonstrates the *ability* to:

explore a range of two- and three-dimensional design solutions using a variety of media.

11b

Students effectively *apply* the elements and principles of design and related theories throughout the interior design curriculum to:

two-dimensional design solutions.

11c

three-dimensional design solutions.

11d

Notes:

Standard 12. Light and Color. Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates understand the art and science of light and color. Graduates should be able to integrate light and color in the design process to enhance the human experience.

Part 1: Analysis

Students develop an understanding of light and color throughout the curriculum and they also apply this knowledge base to their projects. In ID 1790 Design Theory, students are introduced to color principles, terminology and theory. They also learn about the relationship of light and color through rendering. Students read John Carey's *Design for Good* and learn about how color and light impact the health, safety and wellbeing of users in a global context. Students learn how to research both color and light, and are tested about information on color and light. Students create models and photograph their work to see how light and color effect form. Students also design and create a physical model of a sconce. Students create a spec sheet showing the model of their sconce.

In subsequent studios and courses, students expand their learning and ability to modulate natural and artificial light. Students continue to learn how color and light impact health, safety and wellbeing. Students are competent in applying these principles in their work to a variety of projects in ID 2710: Architectural Graphics I, ID 2720: Architectural Graphics II, ID 2730 Space Planning & Human Dimensions, ID 3760 Commercial Design Studio, ID 3770 Residential Studio, and ID 3740 Computer Applications in Interior Design. In ID 4790: Computer Applications of Modeling in Interior Design students learn how to manipulate light and color through computer modeling. In the final year student's complete capstone projects in ID 4750 & 4760 Senior Studio I & II where students effectively use color in multiple modes of design communication.

Part 2: Evidence

Student Learning Expectations

- a) Students are **aware** of the environmental impact of illumination strategies and decisions.

ID 1790 / Interior Design Theory

- **Fall 2020** / Students select and write about three projects from the book, *Design for Good*, by John Carey and images that demonstrate how light was manipulated, designed, and planned to positively impact end users.

ID 3790 / Architectural Systems

- **Fall 2020** / Examples of Midterm Questions - See Questions 103, 104 and 105.

ID 4750 / ID 4760 Senior Design Studio I & II

- **Fall 2019-2020** / Students show an awareness of the environmental impact of illumination strategies and decisions in their capstone projects.

Students **understand**:

- b) the principles of natural and artificial lighting design. ¹

ID 2730 / Space Planning & Human Dimensions

- **Spring 2018 - 2020** / Exam 3 in ID 2730 asks students to respond to the question, "Describe the three levels of lighting every interior should have to create a balanced lighting design."

ID 3790 / Architectural Systems

- **Fall 2020** / See sample midterms, questions: 103 , 106, 107, and 109

ID 3760 / Commercial Design Studio

- **Fall 2019** / For the NEXT Design Competition students use the WELL Building Standard to design lighting for health and wellness in a higher education facility.
- **Fall 2020** / For the IIDA Student Competition students use the WELL Building Standard to design lighting for health and wellness in a healthcare facility.

Standard 12. Light and Color. Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates understand the art and science of light and color. Graduates should be able to integrate light and color in the design process to enhance the human experience.

ID 4750 / ID 4760 Senior Design Studio I & II

- **2018-2020** / Students implement natural and artificial light in their capstone projects

c) strategies for using and modulating natural light.

ID 1790 / Interior Design Theory

- **Fall 2020** / Select and write about three projects from the book, including images that demonstrate how light was manipulated, designed, and planned to positively impact all who would use the space.

ID 3760 / Commercial Design Studio

- **Fall 2018** / Issues relating to immigration on the Southern United States border became important news in the summer of 2018. Students designed an alternative to current detention facilities based on government regulations to keep families who cross the border together. The WELL Building Standard was used in the design and students made decisions to enhance the use of natural light.
- **Fall 2019** / Students completed the NEXT Design Competition, designing a next generation education space for non-traditional learners. The WELL Building Standard was used in the design and students made decisions to enhance the use of natural light.

ID 3790 / Architectural Systems

- **Fall 2019** / See midterm exam questions 103, 107 & 109

ID 3770 / Residential Design Studio

- **Spring 2020** / Students modulate natural light in a bedroom in the Young Huh project.
- **Spring 2019** / Students modulate natural light in a residence for the Jennifer Kolstad project.

ID 4750 / ID 4760 / Senior Design Studio I & II

- **Fall 2018 - 2020** / Students use various strategies to use and modulate natural light in their capstone projects

d) Students competently select and **apply** luminaires and light sources.

ID 3770 / Residential Studio

- **Spring 2021** / See Accessibility Project and reflected ceiling plans.
- **Spring 2020** / Student work shows reflected ceiling plans and selected specifications in the master bedroom. This project is part of the Visiting Designer Project with Young Huh.
- **Spring 2019** / Students create reflected ceiling plans in the Jennifer Kolstad Project.

ID 3790 / Architectural Systems

- **Fall 2018, 2019 & 2020** / Students detail reflected ceiling plans for a spa project

ID 4750 / ID 4760 / Senior Design Studio I & II

- **Fall 2018 - 2020** / Students use various strategies to use and modulate natural light in their capstone projects

e) Students have **awareness** of a range of sources for information and research about color.

- In our ID student Library there is a bookshelf dedicated to books on color.
- Course syllabi list resources on color located in the ID student library.

ID 1790 / Design Theory

- **Fall 2019** / Midterm Exam show student color knowledge
- **Spring 2020** / Tracy Aviary Field Trip - Students photograph birds and create color studies using Sherwin Williams paint

ID 4750 / ID 4760 / Senior Design Studio I & II

- **2018-2020** / Students are aware of reliable sources, information and research about color

Standard 12. Light and Color. Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates understand the art and science of light and color. Graduates should be able to integrate light and color in the design process to enhance the human experience.

f) Students **understand** how light and color impact health, safety, and wellbeing in the interior environment.²

ID 1790 / Interior Design Theory

- **Fall 2020** / select and write about three projects from the book, including images that demonstrate how light was manipulated, designed, and planned to positively impact all who would use the space.
- **Fall 2019** / See midterm exam for evidence

ID 3760 / Commercial Design Studio

- **Fall 2018** / Issues relating to immigration on the Southern United States border became important news in the summer of 2018. Students utilized the WELL Building Standard to design an alternative to current detention facilities to improve health and wellness
- **Fall 2019** / Students use the WELL Building Standard to design lighting for health and wellness in a higher education facility.
- **Fall 2020** / Students completed the IIDA Student Design Competition, working in groups to design a primary care clinic located in Chicago. Students use the WELL Building Standard to design lighting for health and wellness.

ID 4750 / ID 4760 / Senior Design Studio I & II

- **2018-2020** / Students understand how light and color impact health, safety and wellbeing in the capstone projects.

Student work demonstrates **understanding** of:

g) color terminology.

ID 1700 / INTERIOR DESIGN PROFESSIONAL SEMINAR

- **Fall 2018** / Maggie Odell, sales representative for Benjamin Moore presented the Color Foundations CEU to all students in the program. The CEU covered color terminology. Students completed a page of sketch notes during the presentation.

ID 1790 / Interior Design Theory

- **Fall 2020** / See sketch notes on color
- **Fall 2019 & 2020** / See rooms by color scheme
- **Fall 2019** / See tints & shades color wheel
- **Fall 2019 & 2020** / See midterm exam

ID 4790 / Computer Applications of Modeling in Interior Design

- **Spring 2020** / Students are assigned to design a room four separate ways using four color theories (analogous, monochromatic, triadic, & complimentary). The students are to show their color palettes and how these colors are used by showing renderings of their rooms. The students then look at the implication of different lighting (warm, daylight and cool) on their designs.

h) color principles, theories, and systems.

ID 1700 / Interior Design Professional Seminar

- **Fall 2018** /Maggie Odell, sales representative for Benjamin Moore presented the Color Foundations CEU to all students in the program. The CEU covered color terminology, color theory, how the eye and brain process color information, the electromagnetic spectrum and the science of light and color, and color psychology. Students completed a page of sketch notes during the presentation.

ID 1790 / Interior Design Theory

- **Fall 2020** / See sketch notes on color
- **Fall 2019 & 2020** / See rooms by color scheme
- **Fall 2019** / See tints & shades color wheel

Standard 12. Light and Color. Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates understand the art and science of light and color. Graduates should be able to integrate light and color in the design process to enhance the human experience.

- **Fall 2019 & 2020** / See midterm exam
- **Fall 2019** / See China Opera House renderings

ID 2730 / Space Planning & Human Dimensions

- **Spring 2018 - 2020** / Utilizing the Japanese concept of shibui students create color and material pallets inspired by nature. Shubui color theory calls for colors drawn directly from nature in combinations that explore a pallet of neutrals with an accent color to provide richness.
- **Spring 2018 - 2020** / On Exam 2 in ID 2730 students answer questions relating to color and the aging process.
- **Spring 2018 - 2020** / On Exam 3 in ID 2730 students answered questions relating to the relationship between color and light, color theory, and the physical effects of light on the body.

ID 2780 / History of Architecture, Interiors, and Furnishings

- **Spring 2021** / See Historical Precedent Color Studies

ID 4790 / Computer Applications of Modeling in Interior Design

- **Spring 2020** / Students are assigned to design a room four separate ways using four color theories (analogous, monochromatic, triadic, & complimentary). The students are to show their color palettes and how these colors are used by showing renderings of their rooms. The students then look at the implication of different lighting (Warm, Daylight and Cool) on their designs.

i) color in relation to materials, textures, light, and form.

ID 1790 / Interior Design Theory

- **Fall 2020** / Students were assigned to draw and render Ingo Maurer's Lucellino wall sconce with a focus on light, color, shade, shadow, and texture.
- **Fall 2020** / Students were assigned to draw and render Restless Spell, an installation on campus by Patrick Dougherty.
- **Fall 2019** / China Opera House / Drawing & rendering exercise with watercolor and colored pencils, and markers. Students were focused on light, color, shade, shadow, texture, and form.
- **Fall 2019 & 2020** / Building on the Temple of Radical Inclusion, Create a pair of sconces. Required elements: Packing foam, lid for a round takeout container, plastic sauce cup, coffee stir sticks, vellum. Photograph using the provided spec. sheet. Must meet ADA regulations.
- **Fall 2019** / See Temple of Radical Inclusion

ID 3730 / Interior Materials & Construction

- **Fall 2020** / Students are given paint cards of two shades of a color and photograph them in natural and artificial light sources, observing the differences. They post the result on a discussion board to share the experience.
- **Fall 2020** / In Assignment 6, students photograph material samples in a variety of applications and observe the differences.

ID 3770 / Residential Design Studio & ID 3740 / Computer Applications

- **Spring 2019 & 2020** / See Durkan Rug Competition
- **Spring 2019** / See wall panel from Jennifer Kolstad project
- **Spring 2019** / See video presentations from Jennifer Kolstad project
- **Spring 2018** / See Sheila Bridges project

Standard 12. Light and Color. Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates understand the art and science of light and color. Graduates should be able to integrate light and color in the design process to enhance the human experience.

Student work demonstrates the **ability** to appropriately:

j) select and apply color to support design concepts.

ID 1790 / Interior Design Theory

- **Fall 2020** / See Encircle Therapy room

ID 3770 / Residential Design Studio & ID 3740 / Computer Applications

- **Spring 2020** / See Durkan Rug Competition
- **Spring 2020** / See Young Hu project
- **Spring 2019** / See video presentations from Jennifer Kolstad project
- **Spring 2018** / See Sheila Bridges project

ID 4750 & ID 4760 / Senior Design Studio I & II

- **2018-2020** / Students select and apply color to support their design concepts in their capstone projects. See ALL capstone projects.

k) select and apply color to multiple design functions.³

ID 1790 / Interior Design Theory Felt Right Project

- **Fall 2020**- Students design a acoustical art piece in the therapy room in the Logan Encircle House

ID 2730 / Space Planning & Human Dimensions

- **Spring 2018 - 2020** / Utilizing the Japanese concept of shibui students create color and material pallets inspired by nature. Shubui color theory calls for colors drawn directly from nature in combinations that explore a pallet of neutrals with an accent color to provide richness.

ID 2780 / History of Architecture, Interiors Furnishings II

- **Spring 2021** / Historical Color Precedent Study

ID 3760 / Commercial Design Studio

- **Fall 2018** / Issues relating to immigration on the Southern United States border became important news in the summer of 2018. Students utilized the WELL Building Standard to design an alternative to current detention facilities to improve health and wellness
- **Fall 2019** / Students use the WELL Building Standard to design lighting for health and wellness in a higher education facility.

ID 3770 / Residential Design Studio

- **Spring 2021** / See Accessibility Project

ID 3770 / Residential Design Studio & ID 3740 / Computer Applications

- **Spring 2020, 2019** / See Durkan Rug Competition
- **Spring 2020** / See Young Huh Project: See Group Research specific to color
- **Spring 2020** / See Young Huh Project: See Tracy Aviary Color Project
- **Spring 2020** / See Young Huh Student Presentations
- **Spring 2019** / See video presentations from Jennifer Kolstad project
- **Spring 2018** / See Sheila Bridges project

ID 4750 & ID 4760 / Senior Design Studio I & II

- **2018-2020** / Students select and apply color to support their design concepts in their capstone projects. See ALL capstone projects.

l) use color solutions across different modes of design communication.⁴

ID 2710 / Architectural Graphics I

- **Fall 2019 & Fall 2020** / Magazine Hand Renderings
- **Spring 2020** / Wallcovering/Fabric Patterns

Standard 12. Light and Color. Interior designers apply the principles and theories of light and color effectively in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates understand the art and science of light and color. Graduates should be able to integrate light and color in the design process to enhance the human experience.

ID 3740 / Computer Applications

- **Spring 2019** / Students were asked to design brand identity for a space they would design their senior year.
- **Spring 2018 & 2019** / Word Art - Students were given a descriptive word and asked to visually depict their word using color, movement, shape, line, and typography.

ID 3710 / Pre-Internship

- **Spring 2018-2020** / See Resumes & Portfolios

ID 3770 / Residential Design Studio

- **Spring 2019** / See Durkan Rug Competition
- **Spring 2018** / See Sheila Bridges project

ID 4750 & ID 4760 / Senior Design Studio I & II

- **2018-2020** / See ALL capstone projects.

ID 4770 / Senior Exhibit

- **Spring 2018-2020** / See senior posters, resumes & portfolios and website (2020)

Standard 13. Products and Materials. Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.

Intent: This standard ensures graduates have the skills and knowledge required to appropriately select and apply manufactured products and custom design elements to a design solution. Graduates should consider the multiple properties of products and materials as well as their aesthetic contribution.

Part 1: Analysis

Students are first introduced to interior products and materials in ID 2730 Space Planning & Human Dimensions and make selections for a residential project. ID 3730 Interior Materials & Construction is the main source of content for Standard 13 and students deepen their knowledge through lectures, guest speakers and field trips. Evidence of student understanding can be found in exams and assignments in this course, and in research projects and specification binders. After gaining an understanding of the use of a broad range of products and materials students apply the knowledge to a variety of projects in ID 3760 Commercial Design Studio, ID 3770 Residential Design Studio, and ID 4750 & ID 4760 Senior Design Studio I & II.

Part 2: Evidence

Student Learning Expectations

Student work demonstrates **understanding** of:

- a) how furnishings, objects, materials, and finishes work together to support the design intent.
 - **ID 1790 /Design Theory:** Students select products and materials for the Encircle project.
 - **ID 2730 / Space Planning & Human Dimensions:** Students make product and material selections for a residential project.
 - **ID 3730 / Interior Materials & Construction:** Students develop a material specification binder to accompany the spa project that is completed in ID 3790 Architectural Systems.
 - **ID 3760 / Commercial Design Studio:** Students select products and materials for projects, including the NEXT Hub and Denton House projects.
 - **ID 4750 & ID 4760 / Senior Design Studio I & II:** See capstone projects for examples.
- b) typical fabrication process, installation methods, and maintenance requirements for products and materials.
 - **ID 1700 / Interior Design Professional Seminar:** Sales representatives speak to students about the technical requirements of working with products and materials.
 - **ID 3730 / Interior Materials & Construction:** Assignments and exams, and the material specification binder and materials research projects provide a variety of evidence.
 - **ID 4750 & ID 4760 / Senior Design Studio I & II:** Capstone projects provide additional evidence.
- c) appropriate design or specification of furnishings, equipment, materials, and finishes in relation to project criteria and human and environmental wellbeing.¹
 - **ID 3730 / Interior Materials & Construction:** Assignments and the material specification binder and materials research projects provide evidence.
 - **ID 3760 / Commercial Design Studio:** Examples include the Family Immigration Center, Operation Underground Railroad, NEXT Hub, and Chicago Primary Care Clinic projects.
 - **ID 3770 / Residential Design Studio:** Students select and specify products and materials in the Accessibility and Jennifer Kolstad projects.
 - **ID 4750 & ID 4760 / Senior Design Studio I & II:** See capstone projects for additional evidence.

Standard 13. Products and Materials. Interior designers complete design solutions that integrate furnishings, products, materials, and finishes.

Intent: This standard ensures graduates have the skills and knowledge required to appropriately select and apply manufactured products and custom design elements to a design solution. Graduates should consider the multiple properties of products and materials as well as their aesthetic contribution.

- d) Students select and **apply** products and materials on the basis of their properties and performance criteria, including ergonomics, environmental attributes, life safety, and life cycle cost.
- **ID 2730 / Space Planning & Human Dimensions:** Students use ergonomic principles to design a piece of furniture.
 - **ID 3730 / Interior Materials & Construction:** See the material specification binder and materials research projects for evidence.
 - **ID 3760 / Commercial Design Studio:** Examples include the Family Immigration Center, Operation Underground Railroad, NEXT Hub, and Chicago Primary Care Clinic projects.
 - **ID 4750 & ID 4760 / Senior Design Studio I & II:** See capstone projects for additional evidence.
- e) Students are **able** to design and specify a broad range of appropriate products, materials, furniture, fixtures, equipment, and elements in support of the design intent.²
- **ID 1790 / Design Theory:** Students specify products and materials in the Encircle project.
 - **ID 3730 / Interior Materials & Construction:** Students complete a specification binder to accompany the Spa project in ID 3790 Architectural Systems.
 - **ID 3760 / Commercial Design Studio:** Examples include the retail pop-up shops, the IDEC, Steelcase NEXT, and IIDA Student Competitions, and the Family Immigrations Center, Operation Underground Railroad, and Denton House projects.
 - **ID 3770 / Residential Design Studio:** Students design and specify products and materials in the Sheila Bridges, Jennifer Kolstad, and Young Huh visiting designer projects.
 - **ID 4750 & ID 4760 / Senior Design Studio I & II:** See capstone projects for additional evidence.

Standard 14. Environmental Systems and Human Wellbeing. Interior designers use the principles of acoustics, thermal comfort, indoor air quality, and water and waste systems in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates are able to contribute to the development of appropriate strategies for achieving wellbeing, comfort, and performance within interior environments. Additionally, graduates are aware of the environmental impact of their design decisions.

Part 1: Analysis

Students have an exceptional experience learning about environmental systems and human wellbeing. Beginning in the freshman year students learn about acoustics in ID 1790 Design Theory. This is followed up in the second year with ID 2730 Space Planning introducing them to indoor air quality. In the Junior year, students get advanced instruction in ID 3790 Architectural Systems. In that class students study acoustics, thermal design, active and passive thermal systems, water systems, and indoor air quality. The students apply these skills in creating a TI set of construction documents. Seniors build upon previous education to reinforce their understanding of acoustics, thermal design, active and passive thermal systems, water systems, and indoor air quality by applying this knowledge in one of their Capstone projects (ID 4750 & ID 4760 Senior Design Studios I & II). Students also have an excellent understanding of the environmental impact of their design decisions. Nearly all of our students pass the LEED Green Associate Exam which is accomplished in ID 4730 Environmental Design. Knowledge learned in that class is applied by each senior completing the LEED checklist process in one of their Capstone projects (ID 4750 & ID 4760 Senior Design Studios I & II). The evidence listed is representative of the types of experiences our students receive. For additional evidence refer to the visual PAR.

Part 2: Evidence

Student Learning Expectations

- a) Students **understand** that design decisions relating to acoustics, thermal comfort, and indoor air quality impact human wellbeing and the environment.
- **ID 3760 / Commercial Design Studio:** Examples include the Family Immigration Center, NEXT Hub, and Chicago Primary Care Clinic projects.
 - **ID 3790 / Architectural Systems:** See Final Exam questions and Spa Project construction documents
 - **ID 4730 / Environmental Design for Interiors:** Students pass the LEED Green Associates Exam
 - **ID 4750 & ID 4760 / Senior Design Studio I & II:** See capstone projects for additional evidence.

Students **understand**:

- b) the principles of acoustical design. ¹
- **ID 2730 / Space Planning & Human Dimensions:** See Exam 3 questions on the principles of acoustic design
 - **ID 3730 / Interior Materials & Construction:** See exam questions on acoustic design and Assignment 1 on Acoustics.
 - **ID 3790 / Architectural Systems:** Spa Project construction documents teach the acceptable STC values and construction techniques used to achieve them.
 - **ID 4750 & ID 4760 / Senior Design Studio I & II:** See capstone projects for additional evidence.
- c) appropriate strategies for acoustical control. ²
- **ID 1790 / Interior Design Theory /** See Encircle Therapy Room
 - **ID 2730 / Space Planning & Human Dimensions:** See Radio Station project
 - **ID 3760 / Commercial Design Studio:** See NEXT Hub project

Standard 14. Environmental Systems and Human Wellbeing. Interior designers use the principles of acoustics, thermal comfort, indoor air quality, and water and waste systems in relation to environmental impact and human wellbeing.

Intent: This standard ensures graduates are able to contribute to the development of appropriate strategies for achieving wellbeing, comfort, and performance within interior environments. Additionally, graduates are aware of the environmental impact of their design decisions.

- **ID 3790 / Architectural Systems:** See Final Exam questions for acoustical control strategies
 - **ID 4750 & ID 4760 / Senior Design Studio I & II:** See capstone projects for additional evidence.
- d) the principles of thermal design.³
- **ID 3790 / Architectural Systems:** See Final Exam questions on thermal design
 - **ID 4750 & ID 4760 / Senior Design Studio I & II:** See capstone projects for additional evidence.
- e) how active and passive thermal systems and components impact interior design solutions.
- **ID 3790 / Architectural Systems:** See Final Exam questions
 - **ID 4750 & ID 4760 / Senior Design Studio I & II:** See capstone projects for additional evidence.
- f) the principles of water systems and waste systems.⁴
- **ID 3790 / Architectural Systems:** See Final Exam questions and Tenant Improvement Construction Documents
 - **ID 4750 & ID 4760 / Senior Design Studio I & II:** See capstone projects for additional evidence. g) strategies for integrating water systems and waste systems.⁴
 - **ID 3790 / Architectural Systems:** See Final Exam questions and Tenant Improvement Construction Documents
 - **ID 4750 & ID 4760 / Senior Design Studio I & II:** See capstone projects for additional evidence.
- h) the principles of indoor air quality.⁵
- **ID 2730 / Space Planning & Human Dimensions:** See Exam 3
 - **ID 3790 / Architectural Systems:** See Final Exam questions
 - **ID 4750 & ID 4760 / Senior Design Studio I & II:** See capstone projects for additional evidence.
- i) how the selection and application of products and systems impact indoor air quality.
- **ID 3760 / Commercial Design Studio:** Examples include the Family Immigration Center, NEXT Hub, and Chicago Primary Care Clinic projects.
 - **ID 4750 & ID 4760 / Senior Design Studio I & II:** See capstone projects for additional evidence.

Curriculum Matrix - Utah State University

	First Year				Second Year				Third Year				Fourth Year				Other																			
	Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring																					
	ART 1020: Drawing I	ARTH 2710: Survey of Western Art	ART 3710: Fine Art Seminar	ID 1790: Interior Design Theory	ID 1700: Interior Design Seminar	ART 1120: 2D Design	ART 1130: 3D Design	ART 3710 Fine Art Seminar	ARTH 2720: Survey of Western Art	ID 1700: Interior Design Seminar	ID 2710: Arch Graphics I	ID 2750: CADD I	ID 2770: History of Interior F&A I	ID 1700: Interior Design Seminar	ID 2720: Arch Graphics II	ID 2760: CADD II		ID 2730: Space Planning & Human Dim	ID 2780: History of Interior F&A II	ID 1700: Interior Design Seminar	ID 3710 ID Pre-Internship	ID 3730: Interior Materials and Const	ID 3760: Commercial Design Studio	ID 3790: Arch Systems	ID 1700: Interior Design Seminar	ID 3740: Computer Applications in ID	ID 3770: Residential Design Studio	ID 4710: ID Advanced Internship	ID 4790: Computer Applications of M	ID 1700: Interior Design Seminar	ID 4730: Environmental Design for Int	ID 4750: Senior Design Studio I	MGT 3500: Fundamentals of Marketin	ID 4700: Topics in ID	ID 1700: Interior Design Seminar	ID 4740: Business and Professional Pra

Standard 14. Environmental Systems and Human Wellbeing - Interior designers use the principles of acoustics, thermal comfort, indoor air quality, and water and waste systems in relation to environmental impact and human wellbeing.

Student Learning Expectations

Students are **understand** that design decisions relating to acoustics, thermal comfort, and indoor air quality impact human wellbeing and the environment.

14a

Students understand :

the principles of acoustical design.

14b

appropriate strategies for acoustical control.

14c

the principles of thermal design.

14d

how active and passive thermal systems and components impact interior design solutions.

14e

the principles of water systems and waste systems.

14f

strategies for integrating water systems and waste systems.

14g

the principles of indoor air quality.

14h

how the selection and application of products and systems impact indoor air quality.

14i

Notes:

Standard 15. Construction. Interior designers understand interior construction and its interrelationship with base building construction and systems.

Intent: This standard ensures graduates have an understanding of the documentation, specification, environmental impact, and application of non-load bearing interior construction methods, systems, and details. Graduates should consider the interrelationship of base-building construction to interior construction.

Part 1: Analysis

Students receive an extensive education in construction. During their time in the program students will complete six sets of construction documents. In the sophomore year, students in ID 2710 Graphics I and ID 2750 CAD I design a tiny house using AutoCAD. In addition to the design each student creates a set of construction documents. In ID 3790 Architectural Systems each student designs a spa as a tenant improvement project. In addition to the design each student creates a set of construction documents. In ID 4790 Computer Applications in Modeling, each student creates a residential set of construction documents using Revit. As seniors each student in ID 4750 & ID 4760 Senior Studio I & II, each student completes three additional sets of construction documents; a residential set, tenant improvement set and commercial building set.

Part 2: Evidence

Student Learning Expectations

- a) Students have **awareness** of the environmental impact of construction.¹
- **ID 3760 / Commercial Design Studio:** Examples include the Family Immigration Center, NEXT Hub, and Chicago Primary Care Clinic projects.
 - **ID 4730 / Environmental Design :** Students study the issues concerning sustainable design, prepare to take the LEED Green Associates Exam, and utilize LEED checklists in subsequent projects.
 - **ID 4750 & ID 4760 / Senior Design Studio I & II:** Students are required to complete the LEED Checklist and explain how they would meet the requirements.

Student work demonstrates **understanding** that design solutions affect and are impacted by:

- b) base-building structural systems and construction methods.²

Students Complete 6 sets of construction documents in the program:

- **ID 2710 / Architectural Graphics I:** Tiny House Construction Documents
 - **ID 2750 / CADD I:** Tiny House Construction Documents
 - **ID 3790 / Architectural Systems:** Spa Project Construction Documents and midterm exam
 - **ID 4790 / Computer Applications in Modeling:** Revit Residential Construction Documents
 - **ID 4750 & ID 4760 / Senior Studio I & II:** Residential, Commercial, and Tenant and Improvement construction documents
- c) interior systems, construction, and installation methods.³
- **ID 3790 / Architectural Systems:** Spa Project Construction Documents
 - **ID 4750 & ID 4760 / Senior Studio I & II:** Residential, Commercial, and Tenant and Improvement construction documents
- d) detailing and specification of interior construction materials, products, and finishes.⁴
- **ID 3730 / Interior Materials & Construction:** See Material Specification Binder and Material Research Project
 - **ID 3760 / Commercial Design Studio:** See Denton House Hospitality Project
 - **ID 3790 / Architectural Systems:** Spa Project Construction Documents

Standard 15. Construction. Interior designers understand interior construction and its interrelationship with base building construction and systems.

Intent: This standard ensures graduates have an understanding of the documentation, specification, environmental impact, and application of non-load bearing interior construction methods, systems, and details. Graduates should consider the interrelationship of base-building construction to interior construction.

- **ID 4750 & ID 4760 / Senior Studio I & II:** Residential, Commercial, and Tenant and Improvement construction documents
- e) the integration of building systems including electrical (such as power, data, lighting, telecommunications, audio visual) and mechanical (such as HVAC, plumbing, and sprinklers).
- **ID 3790 / Architectural Systems:** Spa Project Construction Documents
 - **ID 4750 & ID 4760 / Senior Studio I & II:** Residential, Commercial, and Tenant and Improvement construction documents. At least one of these sets of construction documents students is required to include power, data, lighting, and mechanical.
- f) monitoring systems pertaining to energy, security, and building controls systems.⁵
- **ID 4750 & ID 4760 / Senior Studio I & II:** See Opioid Treatment Center projects; see listed capstone projects for additional evidence.
- g) vertical and horizontal systems of transport and circulation such as stairs, elevators, or escalators.
- **ID 2710 / Architectural Graphics & ID 2750 / CAD I:** See Tiny House drawings & Stair Calculations
 - **ID 2750 / CADD I:** Tiny House Construction Documents
 - **ID 3760 / Commercial Design Studio:** See Family Immigration Center, NEXT Hub and Denton House Hospitality Project.
 - **ID 3790 / Architectural Systems / Final Exam Stair Calculations**
 - **ID 4790 / Computer Applications in Modeling:** Revit Residential Con. Documents
 - **ID 4750 & ID 4760 / Senior Studio I & II:** See capstone projects for additional evidence.
- h) Students **understand** the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.

Students Complete 6 sets of construction documents in the program:

- **ID 2710 / Architectural Graphics I:** Tiny House Construction Documents
- **ID 2750 / CADD I:** Tiny House Construction Documents
- **ID 3790 / Architectural Systems:** Spa Project Construction Documents and final exam questions (set of construction documents given to students to read for final exam).
- **ID 4790 / Computer Applications in Modeling:** Revit Residential Con. Documents
- **ID 4750 & ID 4760 / Senior Studio I & II:** Residential, Commercial, and Tenant and Improvement construction documents

Students are **able** to:

- i) read and interpret construction documents.⁶

Students Complete 6 sets of construction documents in the program. We believe that if a student can draw construction documents they will be able to read them:

- **ID 2710 / Architectural Graphics I:** Tiny House Construction Documents
- **ID 2750 / CADD I:** Tiny House Construction Documents

Standard 15. Construction. Interior designers understand interior construction and its interrelationship with base building construction and systems.

Intent: This standard ensures graduates have an understanding of the documentation, specification, environmental impact, and application of non-load bearing interior construction methods, systems, and details. Graduates should consider the interrelationship of base-building construction to interior construction.

- **ID 3790 / Architectural Systems:** Spa Project Construction Documents and final exam questions (set of construction documents given to students to read for final exam).
- **ID 4790 / Computer Applications in Modeling:** Revit Residential Con. Documents
- **ID 4750 & ID 4760 / Senior Studio I & II:** Residential, Commercial, and Tenant and Improvement construction documents

j) contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.

Students Complete 6 sets of construction documents in the program:

- **ID 2710 / Architectural Graphics I:** Tiny House Construction Documents
- **ID 2750 / CADD I:** Tiny House Construction Documents
- **ID 3790 / Architectural Systems:** Spa Project Construction Documents
- **ID 4790 / Computer Applications in Modeling:** Revit Residential Con. Documents
- **ID 4750 & ID 4760 / Senior Studio I & II:** Residential, Commercial, and Tenant and Improvement construction documents

Curriculum Matrix - Utah State University

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Standard 15. Construction - Interior designers understand interior construction and its interrelationship with base building construction and systems.

Student Learning Expectations

Students have **awareness** of the environmental impact of construction.

15a

Student work demonstrates **understanding** that design solutions affect and are impacted by:

base-building structural systems and construction methods.

15b

interior systems, construction, and installation methods.

15c

detailing and specification of interior construction materials, products, and finishes.

15d

the integration of building systems including electrical (such as power, data, lighting, telecommunications, audio visual) and mechanical (such as HVAC, plumbing, and sprinklers).

15e

monitoring systems pertaining to energy, security, and building controls systems.

15f

vertical and horizontal systems of transport and circulation such as stairs, elevators, or escalators.

15g

Students **understand** the formats, components, and accepted standards for an integrated and comprehensive set of interior construction documents.

15h

Students are **able** to:

read and interpret construction documents.

15i

contribute to the production of interior contract documents including drawings, detailing, schedules, and specifications appropriate to project size and scope.

15j

Notes:

Standard 16. Regulations and Guidelines. Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

Intent: This standard ensures graduates understand their role in protecting the health, safety, and welfare of building occupants and the various regulatory entities that impact practice. Graduates should apply the laws, codes, standards, and guidelines impacting the development of solutions throughout the design process.

Part 1:

Students receive an extensive education in regulations and guidelines. During their time in the program students will complete six sets of construction documents. In the sophomore year students in ID 2710 Graphics I and ID 2750 CAD I design a tiny house using AutoCAD. In addition to the design each student creates a set of construction documents. In ID 3790 Architectural Systems each student designs a spa as a tenant improvement project. In addition to the design each student creates a set of construction documents. In ID 4790 Computer Applications in Modeling each student creates a residential set of construction documents using Revit. As seniors each student in ID 4750 & ID 4760 Senior Studio I & II, each student completes three additional sets of construction documents; a residential set, a TI set and a commercial building set. Students are taught the relevant codes specific to the type of project they are working on. For example, on the three residential projects students focus on the requirements as mandated by the International Residential Code (IRC). Examples of this compliance is demonstrated in the construction documents in areas such as staircase/railing design, egress requirements, and placement of smoke detectors. On the commercial sets of construction documents students are required to complete a code analysis for each project. A typical analysis includes determining occupancy, construction type, number of exits, fire separations and plumbing fixture requirements.

Part 2: Evidence

Student Learning Expectations

a) Students have awareness of the origins and intent of laws, codes, and standards.¹

- **ID 3790 / Architectural Systems:** See midterm and final exam

Student work demonstrates understanding of:

b) standards and guidelines related to sustainability and wellness.²

- **ID 3760 / Commercial Design Studio:** Students utilized the WELL Building Standard for the Family Immigration Center, NEXT Hub and Primary Care Center in Chicago.
- **ID 4730 / Environmental Design:** Students take the LEED Green Associates Exam
- **ID 4750 & ID 4760 / Senior Studio I & II:** Students are required to complete the LEED Checklist and explain how they would meet the requirements.

c) sector-specific regulations and guidelines related to construction, products, and materials.³

- **ID 3760 / Commercial Design Studio:** Students utilized the WELL Building Standard for the Family Immigration Center, NEXT Hub and Primary Care Center in Chicago.
- **ID 4730 / Environmental Design:** Students take the LEED Green Associates Exam
- **ID 4750 & ID 4760 / Senior Studio I & II:** Each student is required to create documents (drawings & specifications) that address regulations and guidelines related to construction and materials.

Standard 16. Regulations and Guidelines. Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

Intent: This standard ensures graduates understand their role in protecting the health, safety, and welfare of building occupants and the various regulatory entities that impact practice. Graduates should apply the laws, codes, standards, and guidelines impacting the development of solutions throughout the design process.

Student work demonstrates the ability to **apply**:

- d) federal, state/provincial, and local codes including fire and life safety.⁴
- **ID 3790 / Architectural Systems:** Spa tenant improvement construction documents. Students design the space after completing a code analysis. The drawings need to comply with local codes, the ADA and life safety issues.
 - **ID 4750 & ID 4760 / Senior Studio I & II:** Each student is required to create documents (drawings & specifications) that address local codes including fire and life safety.
- e) barrier-free and accessibility regulations and guidelines.
- **ID 2730 / Space Planning & Humans Dimensions:** Students explore campus in a wheelchair to understand ADA regulations and needs of people with disabilities. Also see questions from Exam 1 and MS Residential Project.
 - **ID 3760 / Commercial Design Studio:** See 2018 IDEC Student Competition and IIDA Student Design Competition for implementation of ADA Standards to design for accessibility.
 - **ID 3790 / Architectural Systems:** Spa tenant improvement construction documents. Students design the space after completing a code analysis. The drawings need to comply with local codes, the ADA and life safety issues.
 - **ID 4750 & ID 4760 / Senior Studio I & II:** Each student is required to create documents (drawings & specifications) that comply with barrier free and accessibility regulations and guidelines.

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Standard 16. Regulations and Guidelines - Interior designers apply laws, codes, standards, and guidelines that impact human experience of interior spaces.

Student Learning Expectations

Students have **awareness** of the origins and intent of laws, codes, and standards.

16a

Student work demonstrates *understanding* of :

standards and guidelines related to sustainability and wellness.

16b

sector-specific regulations and guidelines related to construction, products, and materials.

16c

Student work demonstrates the ability to *apply* :

federal, state/provincial, and local codes including fire and life safety.

16d

barrier-free and accessibility regulations and guidelines.

16e

Notes:

Section 5. Conclusions

- 1) *Provide a brief description of the conclusions you have drawn about overall program quality.*
 - *In what ways are your students especially well prepared to enter professional practice as interior designers?*

Graduates from the Program are prepared with a variety of skills that are unique. All graduates have professional experience as an intern and are well prepared to transition into professional organizations. Our graduates enter the workforce with LEED Green Associate certification, have knowledge of codes and regulations, are effective communicators, and have strong technical skills. Our students are prepared for careers in both residential and commercial design.

- 2) *Provide a brief description of your plans for future program development.*
 - *What changes to curriculum or resources have been planned and/or implemented to improve gaps in the educational program identified through self-study?*
 - *When are these changes likely to occur?*
 - *What changes in the program, institution, higher education, the profession, or society may impact the program in the future?*
 - *What is being done to address emerging issues, trends, or challenges?*

We continually seek ways to improve the quality of our program in an ever changing environment. In preparation for this visit, the biggest challenge was to adjust and create learning outcomes that align with the new aspects of Professional Standards 2020. This required that we meet frequently to examine and implement changes in all of our studios and courses. When we learned that our CIDA visit would be virtual we attended CIDA workshops for programs over the summer. We worked together to re-think our process of evaluating curriculum and content that would be needed in the student display. Unlike previous site visits, we approached this virtual visit by creating the student display first and then writing the PAR to effectively coordinate the documents. This also allowed us to implement and create content that produced outcomes that meet all the expectations of the 2020 Standards. Step one in this process was to identify and embrace the learning expectations of the new standards since some of the changes are new. Step two was to implement these changes into the curriculum. An example of a new expectation is Systems Thinking and it will be introduced this semester in the Senior Capstone Studio. Next year we will expand this into other relevant courses. As we look to the future, our next step is to expand, adjust and refine this new content. The benefit of having a small, stable faculty is that we meet regularly and collaborate and work together to provide the highest quality student experience.

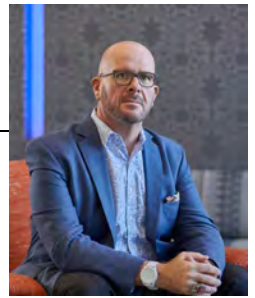
With COVID 19, the program has temporarily transitioned to remote learning. This presented a number of challenges to both the faculty and to our students. There are aspects of this unique experience that we have learned from. Students can work remotely in an effective manner. Since we are located 1.5 hours away from Salt Lake City, our professional seminar typically required that speakers drive to campus to speak to our students. In the transition to online learning, our resources increased significantly if speakers did not need drive to campus and could deliver a presentation remotely. We are thrilled that this semester's speakers include members of the design team from the HOK San Francisco office that are working on the new Salt Lake City Airport. Our Senior Portfolio show last April had to be cancelled due to the pandemic. We adapted and created an online Portfolio Show and shared it with architecture and design firms across the country. <https://www.hindsight2020interiordesign.com/> This is something that we will continue each year as it increases exposure outside of our geographical area. We continue to look for ways to build and improve our program.

We continually seek feedback from a variety of stakeholders. We continue to work with design leaders to ensure that our legislative efforts continue in the state of Utah. Our students play a vital role in being legally recognized as Commercial Interior Designers. We continue to seek designers and architects that will expose students to a variety of role models and leaders. We continue to expand the issues of diversity and inclusion. Speakers like Angela Davis, Carrie Mae Weems, Sheila Bridges, Gabrielle Bullock, Jennifer Kolstad, and Young Huh expose our students to role models and leaders, and contemporary issues. We seek feedback from these leaders on ways we can improve and better prepare our students for real-world experiences. We look for opportunities to bring recognition to the program through student awards and through the visiting architect and designer program. Our students receive

Section 5. Conclusions

unique opportunities and job offers based on their accomplishments. Our success in the Durkan Competition meant that one of our alumni is now a designer for Durkan. Other students have designs in the Durkan line that are being sold around the world. After winning the IIDA International Student of the Year, Allison Brown was immediately hired by Perkins and Will. Madison Ditton's wallcovering is now part of Sheila Bridges product line. We look forward to this CIDA visit as an important part of evaluating the effectiveness of the program and areas where we may improve.

Faculty Data Form



Name: Darrin Brooks, ASID, IIDA, IDEC full-time

Individual has been responsible for ID studio supervision in past 2 academic years:

Individual has completed a degree in interior design:

Individual has passed the complete NCIDQ exam:

Check one:

Yes No

Yes No

Yes No

If this individual is a full-time faculty member, please indicate:

 % of time spent in administration

40 % of time spent in teaching

60 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Utah State University, MFA, Set & Costume Design, 2005

Utah State University, BS, Interior Design, 1995

Positions held in academic institutions (title of position/rank, year and tenure):

Interior Architecture & Design Program Area Coordinator Utah State University 2017-Present

Professor, Interior Design, Utah State University, 2019

Associate Professor, Interior Design, Utah State University, 2011-2019

Assistant Professor, Interior Design Program Utah State University 2003-2011

Lecturer, Interior Design Program 2017- Present 2011 to present 2005 -2011 2002 -2005

Courses taught in the past two years:

2019-2020

ID 1790 Design Theory

ID 2770 History of Architecture, Interiors, & Furnishings I

ID 2780 History of Architecture, Interiors, & Furnishings II

ID 3770 Residential Design Studio

2020-2021

ID 1790 Design Theory

ID 2770 History of Architecture, Interiors, & Furnishings I

ID 2780 History of Architecture, Interiors, & Furnishings II

ID 3770 Residential Design Studio

Positions held in design practice (firm name, title, and year):

Brooks Design Associates LLC, Owner, 2003-Present

Brooks-Sturtevant LLC, Owner, Greenwich, CT- 1999-2004

Lillian August, Collection, Head Designer, Greenwich, CT-1995-1999

Faculty Data Form

Significant publications, creative projects, and/or paper presentations (up to six items):

Brooks, Darrin, "Political Decorating and Branding: A Historical Retrospective of the Oval Office Décor from 1934 to 2010." *Journal of Interior Design*. November 2011

Harmon, J., Brooks, D., ELEVATING THE QUALITY OF STUDENT WORK: First-year design students collaborate and use rubrics to evaluate design projects. March 2020. *Design Pedagogy*, International Interior Design Educators Conference, Chicago, IL.

Brooks, D., Daines, M., CHANGING THE GAME IN HIGHER EDUCATION: Redesigning Spaces to Facilitate Creative Thinking & Collaborative Connections. March 2019. Creative scholarship juried international competition, International Interior Design Educators Conference, Charlotte, NC.

Tibbitts, S., Brooks, D., Inviting Diversity: Influential Lessons Learned from Sheila Bridges. March 2019. Creative scholarship juried international competition, International Interior Design Educators Conference, Chicago, IL.

Awards, recognitions, grants, competitions:

Brooks, D., Daines, M., DESIGN ARTS UTAH, Juried Show: Project: College of Education, Utah State University 2020

https://utahvisualarts.omeka.net/exhibits/show/design_arts_20/brooks-daines

Best Commercial Project, Over 10,000 sf Winner, October 2019 American Society of Interior Designers (ASID) Intermountain Chapter Annual Competition. Interior Design Project—Emma Eccles Jones College of Education Remodel, Logan, UT. 2019

2018 Teacher of the Year, Caine College of the Arts, Utah State University-Speaker at the College Commencement Ceremony, May 5, 2018

2014 International Professor of the Year, Caine College of the Arts, Utah State University

Professional memberships and service:

- Council for Interior Design Accreditation (CIDA) Site Reviewer December 2007 to present
- President- Intermountain American Society of Interior Designers (ASID) Intermountain Chapter (Utah, Idaho, Montana, Wyoming) 2020
- President- Intermountain American Society of Interior Designers (ASID) Intermountain Chapter (Utah, Idaho, Montana, Wyoming) 2017-2018
- IIDA Salt Con, member of six-person planning committee, SLC largest design event, 2019
- ASID Intermountain, Salt Lake City Planning Committee 2018-Present

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

IDEC Annual Conference 2019,2018, 2017, 2016

ASID Intermountain ASID Annual Meeting, 2016-Present

ASID President's Forum, Intermountain Chapter President ASID, Los Angeles, CA , 2018

Faculty Data Form



Name: Susie Tibbitts Full Time

Individual has been responsible for ID studio supervision in past 2 academic years:

Individual has completed a degree in interior design:

Individual has passed the complete NCIDQ exam:

Check one:

X Yes No

X Yes No

Yes X No

If this individual is a full-time faculty member, please indicate:

10 % of time spent in administration

40 % of time spent in teaching

50 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

MFA Graphic Design / Graphic Design / Utah State University / 2012

MS Human Environments / Interior Design / Utah State University / 2007

BS Business / Emphasis Marketing / Utah State University / 2001

Positions held in academic institutions (title of position/rank, year and tenure):

Lecturer / 2007-2015

Study Abroad Co-Director / 2009-2014

Senior Lecturer / 2015-2017

Assistant Professor / 2017-present

Courses taught in the past two years:

ID 1740 / Computer Applications

ID 2710 / Architectural Graphics I

ID 2720 / Architectural Graphics II

ID 3710 / Pre-Internship

ID 4750 / Senior Design Studio I

ID 4770 / Senior Exhibit

Positions held in design practice (firm name, title, and year):

Tibbitts Design & Consulting, 1998-Present

JRCA Architects, Intern, 2005

Significant publications, creative projects, and/or paper presentations (up to six items):

Tibbitts, Susie, Mansfield, Steven. Interior Design Educators Council International Conference, "Abstractions into Architecture: Facilitating Creativity in the Design Process," Tulsa, Oklahoma, March 2020. 54% acceptance rate. <https://www.dropbox.com/s/vhrv4317muc8id0/2020%20IDEC%20Annual%20Conference%20Proceedings.pdf?dl=0>, pp.533-539.

Tibbitts, Susie, Mansfield, Steven. Interior Design Educators Council International Conference, "A Dose of Reality: A Capstone Project Framework Inclusive of Millennials, CIDA Standards and the Profession," Charlotte, North Carolina, March 2019. 73% acceptance rate. <https://www.idec.org/files/2019%20IDEC%20Conference%20Proceeding.pdf>, pp. 179 -181.

Faculty Data Form

Tibbitts, Susie, Brooks, Darrin. Interior Design Educators Council International Conference, "Inviting Diversity: Influential Lessons from Designer Sheila Bridges," Charlotte, North Carolina, March 2019. 73% acceptance rate. <https://www.idec.org/files/2019%20IDEC%20Conference%20Proceeding.pdf>, pp. 213 -214.

Tibbitts, S., Ventura, R. L., Interior Design Educators Council International Conference, "Wickedness, Millennials and the Undergraduate Thesis: Strategies for Structuring Independent Design Research," Boston, Massachusetts, March 2018. <https://www.idec.org/files/Proceedings%202018.pdf>.

Tibbitts, S., Ventura, R. L., Interior Design Educators Council International Conference, "Wickedness, Millennials and the Undergraduate Thesis: Strategies for Structuring Independent Design Research," Boston, Massachusetts, March 2018. <https://www.idec.org/files/Proceedings%202018.pdf>.

Tibbitts, Susie, Roberto L. Ventura. "Graphic Language in the Classroom: Integrating Graphic Design with Interior Design Studio and Graphics Coursework," Interior Design Educators Council International Conference, Dallas/Fort Worth, TX, March 2015. <https://www.idec.org/files/2015%20IDEC%20Proceedings.pdf>, pp. 575-582.

Awards, recognitions, grants, competitions:

Undergraduate Research Mentor of the Year / Art + Design Department / 2019
Undergraduate Faculty Advisor of the Year / Caine College of the Arts / 2016
Service Award / Interior Design Educators Council / March 2016
IDEC Best Presentation: Scholarship of Teaching & Learning / Interior Design Educators Council Conference / 2015
IDEC Best Presentation: Member's Choice Award / Interior Design Educators Council Conference / 2015
Serve Merit Award / Ray B. West English Building / IIDA Best Awards for Utah, Wyoming, Montana / March 2011

Professional memberships and service:

Interior Design Educators Council / 2008 – present
IDEC K-12 Education Chair / 2018-present
IDEC Awards Board Chair / 2014-2016
Design Principles & Practices / 2018- 2019
AIGA / 2016 - 2017

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

Interior Design Educators Council International Conference / Tulsa, OK / 2020
Interior Design Educators Council International Conference / Charlotte, NC / 2019
Interior Design Educators Council International Conference / Boston, MA / 2018
Interior Design Educators Council International Conference / Chicago, IL / 2017
Interior Design Educators Council International Conference / Portland, OR / 2016
32th Annual National Conference on the Beginning Design Student / San Luis Obispo, CA / 2016
Interior Design Educators Council International Conference / Fort Worth, TX / 2015

Faculty Data Form



Name: Holly Murdock, IIDA, IDEC, LEED AP ID+C full-time

Individual has been responsible for ID studio supervision in past 2 academic years:

Individual has completed a degree in interior design:

Individual has passed the complete NCIDQ exam:

Check one:

X Yes No

X Yes No

X Yes No

If this individual is a full-time faculty member, please indicate:

10 % of time spent in administration

40 % of time spent in teaching

50 % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Master of Fine Arts, Design Thinking, May 2016

Radford University; Radford, Virginia

Bachelor of Science, Interior Design, May 2007

Utah State University; Logan, Utah

Magna Cum Laude with Departmental Honors

Positions held in academic institutions (title of position/rank, year and tenure):

Utah State University; Logan, Utah

Assistant Professor, 2020 - Present

Temporary Assistant Professor, 2017-2020

Courses taught in the past two years:

ID 1700 Interior Design Professional Seminar

ID 2730 Space Planning and Human Dimensions

ID 3730 Interior Materials and Construction

ID 3760 Commercial Design Studio

ID 4700 Topics in Interior Design

ID 4710 Interior Design Advanced Internship

Faculty Data Form

Positions held in design practice (firm name, title, and year):

Murdock Properties, Logan, Utah, 2010 – Present

Senior Interior Designer

Gensler, Denver, Colorado, 2007 – 2010

Interior Designer

GSBS Architects, Salt Lake City, Utah, 2006 - 2007

Interior Design Intern

Significant publications, creative projects, and/or paper presentations (up to six items):

Murdock, H., Anthony, L., Dickinson, J., Sullivan, K., & Cline, H. (March, 2018). *Art therapy and Syrian refugee children: Using a design thinking framework*. Presentation. IDEC 2018 Annual Conference. Boston, MA.

Murdock, H., Anthony, L., Dickinson, J., Sullivan, K., & Cline, H. (June, 2017). *Art therapy and Syrian refugee children: Using a design thinking framework*. Poster Presentation. EDRA48 Madison. Madison, WI.

Awards, recognitions, grants, competitions:

Radford University. Graduate Research Fellowship. 2015. \$5,000. *Art therapy and Syrian refugee children: Using a design thinking framework to develop empathy*.

Best of Brighton Economic Development Award, Brighton, Colorado, 2011

AIA Colorado Honor Award, 2009

Gensler Design Excellence Award, Work Sector Realized Projects, 2009

Award of Excellence, Associated Builders and Contractors, 2009

Best of Centennial Award, City of Centennial, Colorado, 2009

Professional memberships and service:

International Interior Design Association, 2005 - 2014, 2017-Present

Vice President of Student Affairs, Rocky Mountain Chapter, 2008 – 2010

Interior Design Educator's Council, 2014 – Present

Environmental Design Research Association, Emerging Professional, 2016 - 2017

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

NCIDQ Certificate No.28393, State Certified Commercial Interior Designer, LEED AP ID+C

Designer Round-Up, Jackson Hole, 2019, Intermountain Chapter ASID

IDEC Annual Conference, Boston, 2018

EDRA48 Madison, 2017

A minimum of 15 Continuing Education Credits completed each calendar year focused on sustainability and health, safety, and welfare.

Faculty Data Form



Name: Steven R Mansfield _____ Check one:
_____ X full-time

Individual has been responsible for ID studio supervision in past 2 academic years:
Individual has completed a degree in interior design:
Individual has passed the complete NCIDQ exam:

Check one:
X Yes No
 Yes X No
 Yes X No

If this individual is a full-time faculty member, please indicate:
_____ % of time spent in administration
100 % of time spent in teaching
_____ % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion)

M.Arch: University of Utah 1986-1989
B.S. in Urban Planning: University of Utah 1982-1986

Positions held in academic institutions (title of position/rank, year and tenure):

2016 – **Principal Lecturer**/Utah State University
(80 Teaching/10 Research/10 Service)
2012-2016 – **Senior Lecturer**/Utah State University
(80 Teaching/10 Research/10 Service)
2006-2012 – **Lecturer**/Utah State University
(80 Teaching/10 Research/10 Service)
2002-2006 – **Assist. Professor**/Utah State University
(40 Teaching/50 Research/10 Service)
1995-2002 – **Division Chair**
/Salt Lake Community College
1992-1995 – **Lecturer/Architectural Technology**
Salt Lake Community College

Courses taught in the past two years:

ID 2750	CAD I
ID 2760	CAD II
ID 3790	Architectural Systems
ID 4730	Interior Environmental Design
ID 4740	Professional Practice
ID 4760	Senior Studio II
ID 4790	Computer Modeling

Positions held in design practice (firm name, title, and year):

1996 - Principal Architect/Owner Mansfield Architectural Services
1989-1995 – Architect/ Brixen & Christopher Architects

Faculty Data Form

Significant publications, creative projects, and/or paper presentations (up to six items):

1. John White Office Building
2. Old Mann Theater Remodel
3. Westfield Warehouse Complex
4. Dwell 2 Building
5. Autumn Care 3 Building
6. Sterling Urgent Care Center

Awards, recognitions, grants, competitions:

- | | |
|------|---|
| 2015 | Caine College of the Arts - Undergraduate Faculty Advisor of the year |
| 2015 | Robbins Award Finalist - Undergraduate Faculty Advisor of the year |
| 2014 | Caine College of the Arts - Undergraduate Faculty Advisor of the year |
| 2014 | Robbins Award Finalist - Undergraduate Faculty Advisor of the year |

Professional memberships and service:

Licensed Architect – State of Utah
Licensed Architect – State of Idaho

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

2019 Annual Conference IDEC- Charlotte, North Carolina

Faculty Data Form



Name: Jill Harmon LEED AP BD+C, IDEC
Allied Member ASID, IIDA

X other: Graduate Student

Individual has been responsible for ID studio supervision in past 2 academic years:

Check one:

Yes No

Individual has completed a degree in interior design:

Yes No

Individual has passed the complete NCIDQ exam:

Yes No

In the past year, passed 2 of the 3 NCIDQ Exams and will complete the 3rd in April 2021

If this individual is a full-time faculty member, please indicate:

_____ % of time spent in administration

_____ % of time spent in teaching

_____ % of time spent in research

Educational background (degrees, discipline, university/school, and year of completion):

Utah State University, BID Interior Design – 2015

Utah State University, MFA – Interior Design – Expected Graduation May 2021

Positions held in academic institutions (title of position/rank, year and tenure):

Graduate Student Instructor – Utah State University 2019 - 2021

Courses taught in the past two years:

2019-2020

ID 1790 Design Theory

2020 – 2021

ID 2780 History of Architecture, Interiors, & Furnishings II

Faculty Data Form

Positions held in design practice (firm name, title, and year):

Paula Berg Design Associates, Intern Interior Designer – 2014
Lisman Studio Interior Design, Associate Designer – 2015-2016
Iron Rock Engineering, Designer & Drafter – 2016-2017
Havenly, Senior Interior Designer, 2017 – 2019
Design West Architects, Interior Designer – 2018 - Present

Significant publications, creative projects, and/or paper presentations (up to six items):

Harmon, J., Brooks, D., ELEVATING THE QUALITY OF STUDENT WORK: First-year design students collaborate and use rubrics to evaluate design projects. March 2020. Design Pedagogy, International Interior Design Educators Conference, Tulsa, OK

Awards, recognitions, grants, competitions:

Professional memberships and service:

LEED AP BD+C, Since 2015
Allied Member ASID & IIDA
IDEC, member, reviewer since 2018
Bridgerland Technical College – Board Member

Professional development (meetings/conferences attended, continuing education courses, etc., in the last five years):

IDEC Annual Conference 2020



Council
for Interior
Design
Accreditation

Summary of Accreditation Decision

Utah State University

The interior design program leading to the Bachelor of Interior Design degree meets Council for Interior Design Accreditation (CIDA) [Professional Standards](#) and has been awarded accreditation for a term of six years, effective 2021. The Accreditation Commission is pleased to recognize this achievement.

The Accreditation Commission's decision was based on the interior design program's demonstrated achievement of sixteen accreditation standards, which are evaluated within the context and overarching purpose and intent of the program. CIDA accreditation standards broadly address the evolving components of graduate preparation for interior design practice, including:

- critical thinking, professional values, and processes that provide the framework of interior design practice;
- core design and technical knowledge that provide the historical, theoretical, and technical contents of interior design practice.

CIDA accreditation standards also address the institutional systems, structures, and resources that are fundamental to providing an effective higher education learning environment for interior design.

Award of CIDA accreditation attests to the quality of the interior design program and benefits the public and program in many ways. Parents, students, and employers of graduates can be assured that the program meets the rigor of peer review and develops the skills and knowledge required to practice interior design. Furthermore, the accreditation process provides the program with valuable input for continued development and assists the program in adapting to meet evolving professional requirements as CIDA updates standards.

In three years, the interior design program will be required to submit a Progress Report to CIDA addressing ongoing program development.

The program is scheduled to be revisited in 2027 to seek re-accreditation.



Council
for Interior
Design
Accreditation

206 Grandville Ave.
Suite 350
Grand Rapids, MI
49503

T 616 458 0400
F 616 458 0460
accredit-id.org

October 25, 2021

Darrin Brooks, Associate Professor and Program Coordinator
Interior Design Program
Department of Art + Design
Utah State University
Caine College of the Arts
2910 Old Main Hill
Logan, UT 84322-2910

Dear Professor Brooks:

The Accreditation Commission of the Council for Interior Design Accreditation (CIDA) reviewed your program at their October 22, 2021 meeting and voted to grant accreditation. The term of accreditation is six years. The Accreditation Commission's official letter of notification of accreditation and a final accreditation report will follow in the next 3-4 weeks.

Attached you will find the program announcement of accreditation status that will be available on CIDA's website at www.accredit-id.org/announcements/. This announcement will be posted on Tuesday, October 26, and remain on the website for six months.

Sincerely yours,

Megan Scanlan
Director of Accreditation

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Gensler

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Barbara Marini, Ph.D., FASID, IDEC

Holly Murdock, NCIDQ, LEED AP ID+C

Linda Nussbaumer, Ph.D., IDEC

Kari A. Stringfellow

EXECUTIVE DIRECTOR

Holly Mattson, Hon. FASID

3 December 2021

ITEM FOR ACTION

Utah State University's Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes offering an Additive Manufacturing Certificate of Proficiency.

EXECUTIVE SUMMARY

The Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes offering an Additive Manufacturing Certificate of Proficiency.

RECOMMENDATION

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

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes offering an Additive Manufacturing Certificate of Proficiency.

WHEREAS, The proposal will qualify students for positions within the Additive Manufacturing business sector and business ownership, and

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

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

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to offer an Additive Manufacturing Certificate of Proficiency, in the College of Agriculture and Applied Sciences' Department of Aviation and Technical Education and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CAAS - Aviation and Technical Education - Additive Manufacturing

4.1.a R401 Abbreviated Program Proposal

Proposal and Contact Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Deadlines and Schedules](#)

[Process and Flowchart](#)

Contact Information:

Paul Barr, Vice-Provost (797-0718) paul.barr@usu.edu

Step 1: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Aviation and Technical Education

Current Title (if applicable)*

None

Proposed Title* Additive Manufacturing

Step 2: Enter the Correct CIP Code Using the Following Website: [Classification](#)

Instructional Programs

CIP Code (6-digits) 15.1307*

Minimum Number of Credits (if applicable)* 18

Maximum Number of Credits (if applicable)* 18

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

Request

Step 3: Select the Type of Change Being Requested.

New Academic Program:

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

Existing Academic Program Changes:

- Name Change of Existing Program
- Program Restructure (with or without Consolidation)
- Program Transfer to a New Academic Department or Unit
- Program Suspension
- Program Discontinuation
- 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
- Administrative Unit Discontinuation
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose*

Utah State University requests approval to offer an Additive Manufacturing Certificate of Proficiency effective Fall 2022. The Certificate of Proficiency in Additive Manufacturing is an 18 credit hour stackable credential that will also fulfill some of the requirements for the Associate of Applied Science degree in General Technology with a Technology Systems emphasis and upward into the Technology Systems Bachelor Program with an emphasis in Product Development. This certificate also qualifies students for positions within the additive manufacturing industry sector and business ownership. A Certificate of Proficiency will build programmatic momentum to facilitate student transitions and support student completions of certificate and degree programs in related areas of interest in the burgeoning new field of advanced manufacturing practices.

Section II: Program Proposal

Proposed Action & Rationale*

The Additive Manufacturing Certificate of Proficiency has been designed through collaboration with industry and education contacts in order to help displaced skilled workers from the mining sector in the Southeast region find new employment opportunities. The aim of the Additive Manufacturing Certificate of Proficiency is to allow students a fast entry into the 3D printing manufacturing space with a marketable skill set and industry-developed curriculum. Students who complete the certificate will be prepared to work in the industry or develop their own small business built around their acquired skills.

Labor Market Demand (if applicable)

According to the Kem C. Gardner Policy Institute, in 2020 in Utah, the average annual salary in the manufacturing industry was \$72,565, 38.6% higher than the statewide average for all industries (<https://inutah.org/news/dustless-technologies-plays-pivotal-role-in-training-future-generation/>). Additive manufacturing is a sizable occupation with a low barrier for entry and a higher opportunity for earning potential for the technician over individuals with similar educational background. In the coming decade, business expansion and retiring workers will create greater demand and a high volume of annual job openings for manufacturing technicians. An opportunity to earn certifications in additive manufacturing during the course of one semester will allow students to become familiar with higher education and gain relevant occupational training in a short period of time. Additionally, this program will allow students to utilize their skillset throughout their educational careers. Utilizing design, drafting, product creation, and manufacturing skills they will obtain through the certificate program, finding flexible work even in rural communities is attainable. Students enrolled in the certificate program on the Eastern campus also have the option to complete an apprenticeship with local industry partners which will offset educational costs and prepare them for better-than entry level advanced manufacturing positions as this will also reduce the on-the-job learning curve, in their future.

Additive manufacturing jobs fall within similar occupations of designers, materials science, and emerging technical fields. These are occupations where most moderate training occurs on the job and in industry settings. The median wage for these occupations as manufacturing technicians and designers in Carbon County is \$24.57 per hour which is above the state and national average for similar positions at \$17.26. As the proposed certificate of proficiency offers accelerated entrance to the job market and a short-term credential, students can access more advanced jobs and higher wages. The proposed certification will be especially important for businesses in regions of the state looking to diversify into manufacturing through other state initiatives.

Consistency with Institutional Mission & Institutional Impact*

The proposed Certificate of Proficiency in Additive Manufacturing will be offered through the Department of Technical Education in the Department of Aviation and Technical Education (AVTE) at the Southeast region location in Price. Existing faculty, staff, facilities, and equipment will implement and sustain the proposed certificate program. No additional resources will be required.

The Certificate of Proficiency will provide an independent, nationally developed certification as well as a stackable credential toward a two-year Associate of Applied Science in General Technology.

- AAS, General Technology

The Department of Aviation and Technical Education (AVTE) at Utah State University offers a broad-based Associate of Applied Science degree in General Technology. The proposed Certificate of Proficiency would most likely lead toward the emphasis in Technology Systems. The proposed certificate will provide an opportunity to develop region-specific training at a USU's Eastern campus in Price Utah and creates a needed framework to lead the state in forming new partnerships and alignment with the Utah System of Higher Education – Technical Education Division.

Finances*

The proposed Certificate of Proficiency will be cost neutral, funded by a previously awarded Strategic Workforce Investment by the Governor's Office of Economic Opportunity which allocates ongoing funding for this certificate program.

All courses for the proposed certificate are currently offered, and have been previously developed. No new faculty, staff, library, or operational funds are required to facilitate this offering. There will be no budgetary impact, including cost savings, to other programs or units at Utah State University.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

The core curriculum is developed in collaboration with industry leaders in additive manufacturing and will allow students to graduate with the ability to create products ready for market. With the ability to create products on demand, the variable credit offerings in business will allow students to create solid business strategies and an online market presence to begin creating their own businesses of the future.

EDDT 1110, EDDT 1700, EDDT 2700, BCIS 2710 are awaiting renaming and classification pending university approval. All courses have been developed through CARES grant funding and Learn and Work collaboration with the State of Utah and are being brought into the for-credit and permanent course listings.

UtahStateUniversity


Certificate of Proficiency

Additive Manufacturing

Last Name:	First Name:	A#:
Advisor:	Origination Date:	Date of Last Revision:


Required Additive Theory Course (12 credit hours)	Credit Hours	Complete	Semester/Year Completed
EDDT 1110 – Additive Product Design	3		
EDDT 1200 – 3-D Modeling (Solidworks)	3		
EDDT 1700 – Additive Manufacturing I	3		
EDDT 2700 – Additive Manufacturing II	3		
	12		

Elective Technical Courses (6 credit hours)	Credit Hours	Complete	Semester/Year Completed
BUSN 2201 - Marketing Concepts	3		
BCIS 2500 – Web Business	3		
BCIS 2710 – Entrepreneurial Thought	3		
EDDT 2977 – Internship Education Experiences	1-3		
Required Technical Credit Hours:	6		
TOTAL MINIMUM CREDIT HOURS	18		

Step 4: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located on the right-hand side of the screen.

Step 5: Submit

Click on the save all changes button below.

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

3 December 2021

ITEM FOR ACTION

Utah State University's Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes offering a Welding Technology Certificate of Proficiency.

EXECUTIVE SUMMARY

The Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes offering a Welding Technology Certificate of Proficiency.

RECOMMENDATION

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

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes offering a Welding Technology Certificate of Proficiency.

WHEREAS, The proposal will allow students a fast entry into the welding field with a marketable skill set, and

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

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

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to offer a Welding Technology Certificate of Proficiency, in the College of Agriculture and Applied Sciences' Department of Aviation and Technical Education and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CAAS - Aviation and Technical Education - Welding Technology

4.1.a R401 Abbreviated Program Proposal

Proposal and Contact Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Deadlines and Schedules](#)

[Process and Flowchart](#)

Contact Information:

Paul Barr, Vice-Provost (797-0718) paul.barr@usu.edu

Step 1: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Aviation and Technical Education

Current Title (if applicable)* None

Proposed Title* Welding Technology

Step 2: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) * 48,0508

Minimum Number of Credits (if

Credits (if applicable)*

Maximum Number of Credits (if applicable)* 18

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

Request

Step 3: Select the Type of Change Being Requested.

New Academic Program:

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

Existing Academic Program Changes:

- Name Change of Existing Program
- Program Restructure (with or without Consolidation)
- Program Transfer to a New Academic Department or Unit
- Program Suspension
- Program Discontinuation
- 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
- Administrative Unit Discontinuation
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose*

Utah State University requests approval to offer a Welding Technology Certificate of Proficiency effective Fall 2022. The Certificate of Proficiency in Welding Technician is an 18 credit hour stackable credential that will also fill some of the requirements for the Certificate of Completion and an Associate of Applied Science degree in Welding Technology. In addition, this certificate program also qualifies students for welding technician jobs and business ownership. A Certificate of Proficiency will build momentum to facilitate student transitions and support student completions of certificate and degree programs in related fields.

Section II: Program Proposal

Proposed Action & Rationale*

The Welding Technology Certificate of Proficiency is designed to help students prepare for and pass industry welding tests for employment and implementation administered by employers and job sites. The aim of the Welding Technician Certificate of Proficiency is to allow students a fast entry into the welding field with a marketable skill set and industry recognized credentials. Students who complete the certificate will be prepared to work in the industry or create their own small business built around their acquired skills.

Labor Market Demand (if applicable)

The United States Bureau of Labor Statistics projects employment of welders to grow 4% year over year from 2019 to 2029 (<https://www.bls.gov/ooh/production/welders-cutters-solderers-and-brazers.htm>). The industry has outperformed past expectations, however, with a 19% growth in the preceding five-years. Welding Technician is a sizeable occupation with a low barrier for entry with a higher opportunity for earning potential for the technician over comparable certificate programs. In the coming decade, business expansion and retiring workers will create greater demand and a high volume of annual job openings for skilled welders and fitters. An opportunity to earn certifications in welding during the course of one semester will allow students to become familiar with higher education and gain current occupational training in a short period of time. Additionally, this program allows students earning potential throughout their educational experience with flexible hours and a skill which they can take anywhere. Students enrolled in the certificate program will also have an opportunity to complete an apprenticeship with local industry partners. This will help to alleviate educational costs and will also reduce the on-the-job learning curve and enable students to quickly earn an equitable wage mandated by the state of Utah as a registered apprenticeship program.

Welding jobs fall within similar occupations of cutting, soldering, and brazing: occupations where most moderate training occurs on the job and industry hours are required. The statewide median wage for these occupations which vary within individual emphasis area pay structure is \$21.25 per hour, which is above the national average. As the proposed certificate of proficiency offers accelerated entrance to the job market and a short-term credential which students can build on to access more advanced jobs and higher wages. The proposed certification will be especially important for businesses in regions of the state looking to diversify into manufacturing through other state initiatives.

Consistency with Institutional Mission & Institutional Impact*

The proposed Certificate of Proficiency in Welding Technician will be offered through the Department of Technical Education in the Department of Aviation and Technical Education (AVTE) at the Southeast region location in Price. Existing faculty, staff, facilities, and equipment will implement and sustain the proposed certificate program. No additional resources will be required.

The Certificate of Proficiency will provide an independent, state-regulated certification as well as a stackable credential toward a one-year Certificate of Completion in Welding Technology. Credits earned in the certificate program(s) will be applied to requirements for existing Certificate and AAS programs:

- CC, Welding Technology
- AAS, Welding Technology
- AAS, General Technology

The Department of Aviation and Technical Education (AVTE) at Utah State University currently offers as Associate of Applied Science degree in Welding Technology. The proposed certificate provides an opportunity to develop region-specific training at a USU residential campus and creates a needed framework to lead the state in forming new partnerships with the Utah System of Higher Education – Technical Education Division, including specific partnerships with the Davis Applied Technology College (DATC), Uintah Basin Technical College (UBTech), and Bridgerland Technology College (BATC) campuses. The certificate will carefully articulate with other USHE campuses to provide additional opportunities for students while avoiding unnecessary duplication of effort and also allow students a pathway into university credentials through prior licensure with supplemental coursework.

Finances*

The proposed Certificate of Proficiency will be cost neutral, funded by 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 to other programs or units at Utah State University.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

The certificate will allow students a pathway into the institution from previously earned concurrent enrollment credits. WELD 1110 and WELD 1120 which make up a large portion of the proposed certificate are eligible for concurrent enrollment credit through Utah State University Eastern.

UtahStateUniversity

Certificate of Proficiency in General Technology

Core Welding Processes

Last Name:	First Name:	A#:
Advisor:	Origination Date:	Date of Last Revision:


Welding Theory Course (select one 3 credit course)	Credit Hours	Complete	Semester/Year Completed
WELD 2400 – Print Reading for Welders	3		
WELD 2500 – Weld Inspection	3		
WELD 2600 – Metallurgy	3		

Technical Courses (15 credit hours)	Credit Hours	Complete	Semester/Year Completed
WELD 1100 – Shielded Metal Arc Welding (SMAW)	5		
WELD 1120 – Beginning Gas Metal Arc Welding (GMAW) and Flux Cored Arc Welding (FCAW)	5		
WELD 1150 – Beginning Gas Tungsten Arc Welding (GTAW)	5		
Technical Credit Hours:	15		
TOTAL MINIMUM CREDIT HOURS	18		

I have reviewed this degree plan with my advisor and understand that it represents the most effective way to achieve my educational goals based on the information that I supplied to my advisor at that time.

Student's Signature: _____ Date: _____

Advisor's Signature: _____ Date: _____

Step 4: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located on the right-hand side of the screen.

by clicking on the **Save** icon located on the right hand side of the screen.

Step 5: Submit

Click on the save all changes button below.

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

3 December 2021

ITEM FOR ACTION

Utah State University's Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes offering an Institutional Certificate of Proficiency in Career and Technical Education.

EXECUTIVE SUMMARY

The Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes offering an Institutional Certificate of Proficiency in Career and Technical Education.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to offer an Institutional Certificate of Proficiency in Career and Technical Education.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Aviation and Technical Education in the College of Agriculture and Applied Sciences proposes offering an Institutional Certificate of Proficiency in Career and Technical Education.

WHEREAS, The proposal will provide students with the high-quality training need to meet the demands of industry, and

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

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

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to offer an Institutional Certificate of Proficiency in Career and Technical Education, in the College of Agriculture and Applied Sciences' Department of Aviation and Technical Education and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:

CAAS - Aviation and Technical Education - Career and Technical Education Teaching Academy

4.1.a R401 Abbreviated Program Proposal

Proposal and Contact Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Deadlines and Schedules](#)

[Process and Flowchart](#)

Contact Information:

Paul Barr, Vice-Provost (797-0718) paul.barr@usu.edu

Step 1: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Aviation and Technical Education

Current Title (if applicable)*

NA

Proposed Title* Career and Technical Education Teaching Academy

Step 2: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits)* 13.1319

Minimum Number of Credits (if applicable)* 18

Maximum Number of Credits (if applicable)* 18

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

Request

Step 3: Select the Type of Change Being Requested.

New Academic Program:

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

Existing Academic Program Changes:

- Name Change of Existing Program
- Program Restructure (with or without Consolidation)
- Program Transfer to a New Academic Department or Unit
- Program Suspension
- Program Discontinuation
- 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
- Administrative Unit Discontinuation
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose*

The purpose of this certificate is to provide a series of six pedagogy courses specifically targeted toward Career and Technical Education (CTE) and competency-based education methods. This certificate has been requested by educational partners at the technical colleges throughout the state of Utah to aid industry experts as they transition to teaching in the classroom.

Section II: Program Proposal

Proposed Action & Rationale*

Similar to the rest of the nation, Utah faces the challenge of finding qualified, skilled workers to fill not only open jobs in manufacturing but also future jobs. However, as efforts have made to create and enlarge training programs for this workforce, there are not enough qualified candidates to fill technical teaching positions (in both K-12 and higher education). Filling these positions is a critical element of expanding the state's ability to provide the high-quality training needed to meet the demands of industry. Educational partners throughout the state have indicated similar challenges in meeting the demand for qualified CTE teachers. It is anticipated that the academy will be available to and beneficial for all CTE faculty, thus benefiting students in all career clusters and at all academic levels throughout the state of Utah. The CTE Teaching Academy focuses primarily on improving participants' understanding of the pedagogy required to teach CTE content through competency-based education methods. Courses to achieve these goals will focus on the following five areas of study:

- Methods of Teaching and Learning
- Curriculum and Program Development
- Evaluation and Assessment
- Teaching with Technology
- Classroom and Laboratory Management

Labor Market Demand (if applicable)

According to data retrieved from the Utah Department of Workforce Services (DWS) (see Appendix B), between May 1, 2020, and April 30, 2021, there were at least 354 job openings seeking a CTE teacher or instructor. Educational institutions with the most job openings include Salt Lake Community College (17), Bridgerland Technical College (16), Utah State University (14), and Mountainland Technical College (13). This number of openings is consistent with previous years and needs of educational institutions within the state of Utah. With the advancement of technology and continuous improvements needed for educational institutions to stay current, the number of CTE teachers/instructors needed will only continue to increase. Our educational partners have indicated the continued difficulty to find qualified applicants for CTE job openings. Many institutions hire a non-highly qualified candidate in hopes that the candidate will enroll in additional training to become highly qualified. The CTE Teaching Academy addresses this need and can help meet the additional training needs of these candidates and institutions along with increasing the number of qualified candidates in future searches.

A successful pilot of the CTE Teaching Academy program was implemented at Davis Technical College with eleven instructors. Ninety-one percent of the instructors achieved positive outcomes. Two students used the academy for professional development, one of which was preparing to reenter the teaching field. Three students will complete the coursework that will be used by the academy Spring 2021 and are using the credits for occupational upgrades and toward undergraduate degree programs. Five students have been accepted into the CTE master's program at Utah State and will complete the CTE Teaching Academy as part of the master's program. The success of the CTE Teaching Academy resonated with several industry and educational partners, and multiple inquiries and requests were received to expand the program throughout the state and create an ongoing program that will increase the number and teaching skills of trained teachers for CTE programs at both the technical colleges and public schools.

Consistency with Institutional Mission & Institutional Impact*

Utah State University already offers these courses as a part of Technical Education emphasis in the Technology and Engineering Education program. This certificate will allow better access to the program statewide and provide an avenue for professional development for Career and Technical Education professionals.

Finances*

Funds will be reallocated internally in the Department of Aviation and Technical Education (AVTE) to be able to accommodate the program. The courses will be taught online and not require facilities or physical space to accommodate students.

Section III: Curriculum (if applicable)

Program Curriculum Narrative

The CTE Teaching Academy focuses primarily on improving participants' understanding of the pedagogy required to teach CTE content through competency-based education methods. Courses to achieve these goals will focus on the following five areas of study:

Methods of Teaching and Learning

- TEE 3200 Methods of Teaching Engineering and Technology Education I
- TEE 4400 Methods of Teaching Engineering and Technology Education II

Curriculum and Program Development

- TEE 5220 Program and Course Development (CI)

Evaluation and Assessment


- TEE 3930 Evaluation of Career and Technical Education

Teaching with Technology

- TESI 3100 Digital Tools for Learning (new course submitted for approval)


Classroom and Laboratory Management

- TESI 3120 Classroom and Laboratory Management (new course submitted for approval)

Step 4: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located on the right-hand side of the screen.

Step 5: Submit

Click on the save all changes button below.

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

3 December 2021

ITEM FOR ACTION

Utah State University's Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences proposes offering a Post-Baccalaureate Certificate in Advanced Practices in Dietetics.

EXECUTIVE SUMMARY

The Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences proposes offering a Post-Baccalaureate Certificate in Advanced Practices in Dietetics.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to offer a Post-Baccalaureate Certificate in Advanced Practices in Dietetics.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Nutrition, Dietetics and Food Sciences in the College of Agriculture and Applied Sciences proposed offer a Post-Baccalaureate Certificate in Advanced Practices in Dietetics

WHEREAS, The proposal will prepare students to become Registered Dietitian Nutritionists (RDNs), and

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

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

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to offer a Post-Baccalaureate Certificate in Advanced Practices in Dietetics, in the College of Agriculture and Applied Sciences' Department of Nutrition, Dietetics and Food Sciences and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CAAS - Nutrition, Dietetics and Food Sciences - Certificate of Advanced Practice in Dietetics

4.1.a R401 Abbreviated Program Proposal

Proposal and Contact Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Deadlines and Schedules](#)

[Process and Flowchart](#)

Contact Information:

Paul Barr, Vice-Provost (797-0718) paul.barr@usu.edu

Step 1: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CAAS

DEPARTMENT (include all cross listed departments)*

Nutrition, Dietetics and Food Sciences

Current Title (if applicable)*

Not applicable

Proposed Title*

Certificate of Advanced Practice in Dietetics

Step 2: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits) * 51.3102

Minimum Number of Credits (if applicable) * 16

Maximum Number of Credits (if applicable) * 22

Type of Degree: (BA, BS, etc.) * Post-baccalaureate certificate

Request

Step 3: Select the Type of Change Being Requested.

New Academic Program:

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

Existing Academic Program Changes:

- Name Change of Existing Program
- Program Restructure (with or without Consolidation)
- Program Transfer to a New Academic Department or Unit
- Program Suspension
- Program Discontinuation
- 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
- Administrative Unit Discontinuation
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose* The Department of Nutrition, Dietetics and Food Sciences requests the approval of a new Post-Baccalaureate Certificate, named the Certificate of Advanced Practice in Dietetics. This will be a restructuring of the existing Coordinated Program in Dietetics, currently offered as an emphasis to the Dietetics undergraduate degree.

Section II: Program Proposal

Proposed Action & Rationale*

Registered Dietitian Nutritionists (RDNs) are food and nutrition experts who have met specific academic and professional criteria to earn the RDN credential. As food and nutrition experts, RDNs play a vital role in health care and use their expertise to help people improve their nutrition status in a variety of ways. USU has a long history of offering dietetics programs that prepare students to become RDNs and to successfully enter the profession of dietetics.

The Commission on Dietetic Registration (CDR) is the credentialing agency for the Academy of Nutrition and Dietetics, the world's largest organization of food and nutrition professionals, and establishes the criteria to earn the RDN credential. Prior to January 1, 2024, the minimum requirements needed for eligibility for the registration examination for dietitian nutrition professionals were a bachelor's degree. However, the Commission on Dietetics Registration has voted to change the minimum degree requirement needed for eligibility for the registration examination from a bachelor's degree to a graduate degree. The Post-Baccalaureate Certificate of Advanced Practice in Dietetics (CAPD) is designed to emphasize training in clinical nutrition and will integrate with existing graduate degrees in the NDFS department, including the Master of Public Health Nutrition degree and the Master of Science degree, or other science-related graduate degrees. The program will be offered as a traditional face-to-face program on the Logan Campus. Upon successful completion of the Certificate of Advanced Practice in Dietetics and a graduate degree, students will be eligible to take the registration examination.

Labor Market Demand (if applicable)

Demand for dietitians remains steady. The Bureau of Labor Statistics predicts that demand for dietitians will grow 8% in the next 10 years. This represents above-average growth with an anticipated addition of 5,090 jobs over the next 10 years. Projected growth for dietetics in Utah is well above the national average. Job growth in Utah is projected at 24% with approximately 70 job openings per year. At present, the four dietetics programs in Utah, including the USU BS Coordinated Program in Dietetics, graduate an average of 52 dietitians per year. Of these 52 students, the CAPD will train a cohort of 12. This will match the number of dietitians previously trained by the bachelor's-level program.

Wages for dietitians in Utah remain below national numbers but are on par with other master's-degree level healthcare professionals in the state, including social workers, respiratory therapists, and family therapists. However, wages for dietitians remain below rates for physical and occupational therapists, and nurses who have similar training. One justification put forward by the Commission on Dietetic Registration for the transition to master's-level training for RDNs was to improve the economic strength of the profession by improving wages. Another justification was to ensure that RDNs have similar training to other healthcare workers who make clinical decisions.

In 2017, the director of the existing USU dietetics program surveyed 32 current employers and training sites of RDNs for the USU dietetics programs to determine program preferences in preparation for the transition in dietetics education from a bachelor's to a master's level. Stakeholders strongly preferred the coordinated program that existed at the bachelor's-level to transition to a master's-level program.

Fifty-five percent of stakeholders preferred the coordinated program emphasize training in Medical Nutrition Therapy, nutrition counseling, and chronic disease prevention and management as it had been when offered at the bachelor's level. The skills stakeholders desired to see trained in students included disease management, critical thinking, interdisciplinary communication, counseling skills, and using evidence-based guidelines in practice. Most of the stakeholders had no preference for the type of master's degree granted to the students.

While other dietetics programs at USU and in the state provide training sufficient to pass the registration exam, the coordinated program at USU meets the specific needs for clinical nutrition training required by healthcare employers. The traditional coordinated program at USU has demonstrated a high job placement rate in clinical dietetics over the past 10 years. Primary employers of past graduates include Intermountain Healthcare, MountainStar Network, Salt Lake County public health programs, and University of Utah Healthcare. Per annual student survey data, 60% of past graduates are employed in clinical dietetics within one year of graduation. Approximately 30% of those graduates pursued master's education directly after graduating with a bachelor's degree.

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

The CAPD mission complements the mission of USU by creating career-ready dietitians who will compassionately serve the public. Dietitians trained in clinical dietetics have a special charge to improve the health of communities through application of nutrition care and treatment.

There will be minimal impact on the institution since the program has been offered at the bachelor's level for many years. Upon approval of the CAPD certificate program, the bachelor's level program will be discontinued.

The CAPD will seek to enroll 12-14 students per year; the same number that has been enrolled in the bachelor's level coordinated dietetics program since 1978. The CAPD students will be primarily recruited from USU's bachelor's-level Didactic Dietetics program (DPD), though slots will be available to non-DPD students who have completed the prerequisites.

Likely negative impacts include an increased burden on the undergraduate program to provide foundational training for future coordinated students. Students may also be frustrated by increased costs since they will be required to enroll in master's training beyond the bachelor's level. There is also the potential that extended education will become a barrier for underserved populations.

These impacts will be ameliorated by coordinating with the DPD to ensure that the program meets undergraduate students' needs without prolonged time to obtain a degree. The CAPD will also engage in efforts to recruit from traditionally underserved populations by engaging with programs at community colleges and paraprofessional who might benefit from becoming dietitians.

To reduce student costs, the department provides an education award through Americorps for students who enroll in the program. The department continues to explore scholarship options and the potential for graduate assistantships.

Finances*

In-person training at external facilities is overseen by certified and licensed RDNs. This adds to the cost of this and similar programs. The annual cost of offering the Certificate of Advanced Practice in Dietetics to 12 students per year is \$83,600. The NDFS department will provide \$14,400 of support to the program per year from an internal reallocation. The remaining cost of the program will be structured as course fees that will be distributed across the seven courses taken as part of the certificate program. The course fee attributed to each course will be assigned based on the percent of the costs of the program associated with each specific course. The total amount of course fees assessed will be approximately \$5,767 per student. The course fees will be adjusted each year if necessary, using the appropriate form in Curriculog. The program director will oversee the request to change course fees as necessary. The total cost of the certificate program to students is \$10,418 (\$651/credit), including \$4,651 in tuition and fees plus \$5,767 in course fees. Many students will complete the certificate credits as they are taking credits for the needed graduate degree, which due to USU's tuition plateau, will significantly decrease the cost per credit of the certificate.

It is difficult to compare costs of this program to other dietetics programs due to the variability in the organization of these programs. Because the goal for students will be to gain eligibility for the registration exam for RDNs, the cost comparison will consider earning the needed graduate degree and will be based on tuition and fees associated with the Certificate of Advanced Program in Dietetics partnered with the Master of Public Health (MPH) in community health sciences.

The cost per student to obtain the proposed certificate plus a Master of Public Health in community health sciences would be \$21,054 (\$376/credit). (7) Costs for similar education in Idaho, Utah and Arizona range from \$19,320 (the USU Distance Internship with MDA) to \$44,352 (the University of Utah Coordinated Master of Science). The costs per credit for these programs range from \$483-\$704. (8) The MPH option for the CAPD provides a low cost per credit for dietetics programs, but the credit load required for an MPH will increase total absolute costs.

Time to completion impacts costs of attendance as well as tuition. The CAPD will require three semesters for completion. Master's degree requirements may require an additional semester beyond the certificate. This is similar to most programs in the West. Therefore, the CAPD + master's degree option for in-person learning at Utah State University is a cost-effective option for high quality education similar to other programs in the area.

Section III: Curriculum (if applicable)


Program Curriculum Narrative

The Certificate in Advanced Practice in Dietetics (CAPD) allows for practitioners at several levels to train for and obtain registration in dietetics. The certificate stacks with ongoing master's degree studies to permit students to create an education plan that best aligns with their career goals. The program has been designed to best integrate with master's degrees in the nutrition department. The certificate offers 18 credits and will allow students to complete the supervised practice hours required for eligibility to take the dietitian registration examination.

The 18 credits are spread across seven courses. Required courses include Clinical Dietetics Skills I, Clinical Dietetics Skills II, Foodservice Skills, Community Dietetics Skills I, Community Dietetics Skills II, Advanced Medical Dietetics, and Advanced Dietetics Practicum. All these courses were previously provided at the bachelor's level but will be redesigned to be consistent with a master's-level program. (The bachelor's level courses will be discontinued after the certificate program is launched.) In addition, students will be encouraged to plan their master's coursework with consideration of dietetics skills.


Courses that are being discontinued will be submitted to Curriculog for removal from the catalog in Fall 2021. New courses will be submitted in Summer 2022.

Accreditation will be maintained with the Accreditation Council on Education in Nutrition and Dietetics (ACEND). The program will require approval for a major program change since it will change from the bachelor's to the master's level; however, it will not need to be re-accredited due to the program's current accredited standing. ACEND has waived fees for this type of change due to the mandate from the Commission on Dietetic Registration. The program change paperwork will be submitted to ACEND after university approval is granted. Approval is anticipated in 2022. The first cohort of students will be admitted in August 2023.

Step 4: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located on the right-hand side of the screen.

Step 5: Submit

Click on the save all changes button below.

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

3 December 2021

ITEM FOR ACTION

Utah State University's Department of English in the College of Humanities and Social Sciences proposes adding a specialization to the existing Master of Arts and Master of Science in English titled Literature, Culture and Composition.

EXECUTIVE SUMMARY

The Department of English in the College of Humanities and Social Sciences proposes adding a specialization to the existing Master of Arts and Master of Science in English titled Literature, Culture and Composition.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to add a specialization to the existing Master of Master of Arts and Master of Science in English titled Literature, Culture and Composition.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of English in the College of Humanities and Social Sciences proposes adding a specialization to the existing Master of Arts and Master of Science in English titled Literature, Culture and Composition.

WHEREAS, The proposal will give students a choice between two structured specializations, and

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

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

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to add a specialization to the existing Master of Arts and Master of Science in English titled Literature, Culture and Composition, in the College of Humanities and Social Sciences' Department of English and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE:

CHASS - English - English - MA MS

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

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

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

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

English

Current Title (if applicable)* English - MA MS

Proposed Title* English - MA MS

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

Instructional Programs

CIP Code (6-digits) 23010
*

Minimum Number of Credits (if applicable)* 30

Maximum Number of Credits (if applicable)* 30

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

Request

Step 4: Select the Type of Change Being Requested.

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

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

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

Reinstatement of Previously Suspended Administrative Units

Other

Creation of Non-Administrative Units:

New Center

New Institute

New Bureau

Other

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes

No

Council on Teacher Education* Yes

No

Section I: The Request

R401 Purpose*

The Department of English is requesting permission to add a specialization to the existing MA/MS in English that will be titled "Literature, Culture, and Composition" (LCC). With the addition of this second track, students would have to choose between one of two tracks: Creative Writing (which requires that students take four graduate workshops in creative writing and complete a creative thesis) or Literature, Culture, and Composition (which requires that students take one face-to-face course in each of the specialization's three areas: Literature, Culture, and Composition). Students would no longer receive an MA/MS in English without a specialization.

Section II: Program Proposal

Proposed Action & Rationale*

The addition of this second specialization within the MA/MS in English will balance the options within the degree program, giving students a choice between two structured specializations. They will make that choice when they apply, and their applications will be reviewed by an admissions committee of faculty who teach courses in the specialization to which they have applied. In the current organization, students who do not choose the structured Creative Writing specialization find themselves, by default, in a "no specialization" or "general" option that has no specific requirements to guide students in their choice of courses for their program of study. This amorphous option is atypical of master's degree programs at other institutions and fails to attract prospective students with a definable course of study.

Labor Market Demand (if applicable) not applicable

Consistency with Institutional Mission & Institutional Impact*

The proposed changes retain the existing program's consistency with USU's mission and give graduate students two clear and well-defined programs of study.

Finances*

The proposed changes to the existing specialization will use existing courses and faculty. No new financial resources are needed.

Section III: Curriculum (if applicable)

Program Curriculum Narrative


The MA/MS in English is a great program for students who are looking for a broad education in English. Students are able to take a variety of classes and gain a broad base of knowledge to prepare them for further education or teaching. Students receive the kind of training necessary to prepare them for the professional world of academia. They are able to gain experience presenting their work at conferences and submitting for publication.

The MA degree requires students to gain proficiency in one or more foreign languages. The MS degree is identical, except that it does not require foreign language study.

The MA/MS in English consists of two specializations—Literature, Culture, and Composition, and Creative Writing. All students apply for, and are admitted to, one specialization or the other.

[Literature, Culture, and Composition](#): This specialization is for students who wish to do advanced work in the fields of literature, cultural studies, and/or composition and rhetoric. The aim is to professionalize students, helping them to become scholars and teachers of English.

[Creative Writing](#): This specialization allows students to do advanced work in creative writing, concentrating on poetry, fiction, and/or creative nonfiction. Students with a strong background in creative writing who desire to continue on that path are encouraged to apply.

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

Step 6: Submit

Click on the save all changes button below.

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

proposal.

ITEM FOR ACTION

Utah State University's Departments of Communication Studies and Philosophy, History, Human Development and Family Studies, Kinesiology and Health Science, Management, Political Science, Psychology, Social Work, and Sociology and Anthropology in the Colleges of Humanities and Social Sciences, the Jon M. Huntsman School of Business, and the Emma Eccles Jones College of Education and Human Services proposes offering an Institutional Certificate of Proficiency in Conflict Management and Facilitation.

EXECUTIVE SUMMARY

The Departments of Communication Studies and Philosophy, History, Human Development and Family Studies, Kinesiology and Health Science, Management, Political Science, Psychology, Social Work, and Sociology and Anthropology in the Colleges of Humanities and Social Sciences, the Jon M. Huntsman School of Business, and the Emma Eccles Jones College of Education and Human Services proposes offering an Institutional Certificate of Proficiency in Conflict Management and Facilitation.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to offer an Institutional Certificate of Proficiency in Conflict Management and Facilitation.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Departments of Communication Studies and Philosophy, History, Human Development and Family Studies, Kinesiology and Health Science, Management, Political Science, Psychology, Social Work, and Sociology and Anthropology in the Colleges of Humanities and Social Sciences, the Jon M. Huntsman School of Business, and the Emma Eccles Jones College of Education and Human Services proposes offering an Institutional Certificate of Proficiency in Conflict Management and Facilitation.

WHEREAS, The proposal will help students meet the educational demand for skills and training in this area and will provide an educational credential that can accompany them upon graduation, and

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

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

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to offer an Institutional Certificate of Proficiency in Conflict Management and Facilitation, in the Colleges of Humanities and Social Sciences, the Jon M. Huntsman School of Business, and the Emma Eccles Jones College of Education and Human Services' Departments of Communication Studies and Philosophy, History, Human Development and Family Studies, Kinesiology and Health Science, Management, Political Science, Psychology, Social Work, and Sociology and Anthropology and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CEHS CHASS HSB - *CHaSS Courses Communication Studies and Philosophy History Human Development and Family Studies Kinesiology and Health Science Management Political Science Psychology Social Work Sociology and Anthropology - Conflict Management and Facil

4.1.a R401 Abbreviated Program Proposal

Proposal and Contact Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Deadlines and Schedules](#)

[Process and Flowchart](#)

Contact Information:

Paul Barr, Vice-Provost (797-0718) paul.barr@usu.edu

Step 1: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CEHS

CHASS

HSB

DEPARTMENT (include all cross listed departments)*

*CHaSS Courses

Communication Studies and Philosophy

History

Human Development and Family Studies

Kinesiology and Health Science

Management

Political Science

Psychology

Social Work

Sociology and Anthropology

Current Title (if applicable)* NA

Proposed Title* Conflict Management and Facilitation - Institutional Certificate of Proficiency

Step 2: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits)* 30.0501

Minimum Number of Credits (if applicable)* 18

Maximum Number of Credits (if applicable)* 18

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

Request

Step 3: Select the Type of Change Being Requested.

New Academic Program:

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

Existing Academic Program Changes:

- Name Change of Existing Program
- Program Restructure (with or without Consolidation)
- Program Transfer to a New Academic Department or Unit
- Program Suspension
- Program Discontinuation
- 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
- Administrative Unit Discontinuation
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose*

The Department of Communication Studies and Philosophy in the College of Humanities and Social Sciences is requesting permission to create a Certificate of Proficiency in Conflict Management and Facilitation. The proposal uses existing courses and faculty across a number of departments and colleges, and develops a certificate that will enhance job prospects for students in any major.

Section II: Program Proposal

Proposed Action & Rationale*

The Department of Communication Studies and Philosophy recognizes an ongoing need for educational offerings and training related to conflict management and facilitation. This is seen in the high demand and large waitlists for CMST 3600 *Communication and Conflict*. A similar demand exists for the CMST 5600 *Advanced Communication and Conflict* course. This demand for courses includes students from within the Communication Studies program as well as non-majors. This certificate will help to meet the educational demand for skills and training in this area for students across USU's campus and provide an educational credential that can accompany students upon graduation.

Currently, the only university in the State of Utah where students can acquire undergraduate degrees/certification in conflict is through the University of Utah. The proposed Institutional Certificate of Proficiency Conflict Management and Facilitation at Utah State University will provide USU learners an additional opportunity to receive this kind of training.

In discussing these issues within the department and in conjunction with the Dean's Office it was proposed to create this certificate program.

Labor Market Demand (if applicable)

Conflict management and facilitation skills are useful and in high demand for jobs in a wide range of careers. Employees in United States companies spend roughly 2.8 hours each week involved in interpersonal and group conflict. This amounts to approximately \$359 billion in hours paid each year that are focused on conflict (CPP Inc., 2008, Pollack, 2021). Conflict in the workplace has grown prevalent for most workers, with 85 percent of workplace employees experiencing some kind of conflict (CCP Inc., 2008). Many people report that conflict makes them feel confused and anxious. Conflict arises in many settings and can negatively impact relationships, opportunities, and communities. The capacity to understand and manage conflict is a highly valued professional skill that can help to foster healthy relationships and support a more peaceful and productive way of being.

Consistency with Institutional Mission & Institutional Impact*

The mission of Utah State University is to be a "premier student-centered land-grant and space-grant university." In order to accomplish this goal, the university emphasizes that academics come first and places importance on cultivating diversity of thought and culture and by serving the public through learning, discovery, and engagement. The Conflict Management and Facilitation Certificate of Proficiency is consistent with the mission of Utah State by offering a program for students that focuses on improving the common good through various types of organizations and practices.

At USU, conflict management skills help students become more resilient and successful in their classes and relationships during their time at USU. For several years, USU 1010: University Connections has held a Conflict and Communication workshop for all first-year incoming USU students. It has been consistently rated the most successful and useful workshop by Connections students. It is clear that there is both a need and a demand for more curriculum on conflict management and facilitation skills.

Finances*

This certificate of proficiency will be created using existing courses across a number of

departments and colleges. No new financial resources are needed.

Section III: Curriculum (if applicable)


Program Curriculum Narrative

This certificate of proficiency will be housed in the Department of Communication Studies and Philosophy. The course offerings will include classes from across several disciplines. This will provide flexibility to students as they pursue the different emphasis areas offered within the certificate program.

The certificate will have a core of required classes. These classes will cover theory and practices of collaborative conflict, conflict management, and facilitation. Additionally, students will choose a group of classes in specific interest areas including negotiation and persuasion, social justice and equality, intercultural/global, peace building, and relational/organizational. Students can select a group of classes from one of these areas, or they can choose any collection of courses from the various programs. See the attached program curriculum for details.


The idea behind this structure is that many programs talk about the importance of communication and conflict skills. Therefore, a student in political science, education, business, etc., can use their relevant coursework and add the core conflict communication classes to it. Additionally, a student who hasn't chosen a major yet but wants to pursue this certificate can do the core courses and then explore coursework in a variety of programs that are connected to it. Thus, students in majors and those still looking for one can use this certificate as a way to focus their studies.

In developing the program curriculum for this certificate of proficiency, support has been given from the various department heads and section coordinators. These include: Jennifer Peebles (Communication Studies and Philosophy), Anthony Peacock (Political Science), Ravi Gupta (History), Scott Bates (Psychology), Jessica Lucero (Social Work), Judson Finley (Sociology and Anthropology), Scot Allgood (Human Development and Family Studies), Eadric Bressel (Health Education Promotion), Patrick Mason (Religion Studies), and Vijay Kannan (Business).

Step 4: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located on the right-hand side of the screen.

Step 5: Submit

Click on the save all changes button below.

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

3 December 2021

ITEM FOR ACTION

Utah State University's Departments of Communication Studies and Philosophy, Economics and Finance, Government Relations, History, Management, Marketing and Strategy, Political Science, Social Work and Sociology and Anthropology in the Colleges of Humanities and Social Sciences and the Jon M. Huntsman School of Business proposes offering a Certificate of Proficiency in Leadership and Diplomacy.

EXECUTIVE SUMMARY

The Departments of Communication Studies and Philosophy, Economics and Finance, Government Relations, History, Management, Marketing and Strategy, Political Science, Social Work and Sociology and Anthropology in the Colleges of Humanities and Social Sciences and the Jon M. Huntsman School of Business proposes offering a Certificate of Proficiency in Leadership and Diplomacy.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to offer a Certificate of Proficiency in Leadership and Diplomacy.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Departments of Communication Studies and Philosophy, Economics and Finance, Government Relations, History, Management, Marketing and Strategy, Political Science, Social Work and Sociology and Anthropology in the Colleges of Humanities and Social Sciences and the Jon M. Huntsman School of Business proposes offering a Certificate of Proficiency in Leadership and Diplomacy.

WHEREAS, The proposal will provide students with better communication and diplomacy skills, and

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

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

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to offer a Certificate of Proficiency in Leadership and Diplomacy, in the Colleges of Humanities and Social Sciences and the Jon M. Huntsman School of Business' Departments of Communication Studies and Philosophy, Economics and Finance, Government Relations, History, Management, Marketing and Strategy, Political Science, Social Work and Sociology and Anthropology and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CHASS HSB - Communication Studies and Philosophy Economics and Finance Government Relations History Management Marketing and Communications Political Science Social Work Sociology and Anthropology - Leadership and Diplomacy Certificate of Proficiency

4.1.a R401 Abbreviated Program Proposal

Proposal and Contact Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Deadlines and Schedules](#)

[Process and Flowchart](#)

Contact Information:

Paul Barr, Vice-Provost (797-0718) paul.barr@usu.edu

Step 1: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)* CHASS HSB

DEPARTMENT (include all cross listed departments)*

Communication Studies and Philosophy Economics and Finance

Government Relations History Management

Marketing and Communications Political Science Social Work

Sociology and Anthropology

Current Title (if Leadership and Diplomacy Certificate of Proficiency

applicable)*

Proposed Title* Leadership and Diplomacy Certificate of Proficiency

Step 2: Enter the Correct CIP Code Using the Following Website: [Classification Instructional Programs](#)

CIP Code (6-digits)* 52.0213

Minimum Number of Credits (if applicable)* 21

Maximum Number of Credits (if applicable)* 21

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

Request

Step 3: Select the Type of Change Being Requested.

New Academic Program:

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

Existing Academic Program Changes:

- Name Change of Existing Program
- Program Restructure (with or without Consolidation)
- Program Transfer to a New Academic Department or Unit
- Program Suspension
- Program Discontinuation
- 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
- Administrative Unit Discontinuation
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit

Other: (explain change)

Additional Approvals (if applicable)

Graduate Council* Yes
 No

Council on Teacher Education* Yes
 No

Section I: The Request

R401 Purpose*

The purpose of this certificate is to increase student awareness, knowledge, and skills that will make them more effective leaders, communicators, negotiators, and problem solvers in their respective careers and communities locally, nationally, and internationally.

Section II: Program Proposal

Proposed Action & Rationale*

As the world and its problems become more complicated, the need for effective leadership and diplomacy at all levels of society is paramount. Key to this effectiveness are improved communication skills that help students better communicate ideas as well as understand the varied perspectives of different societal stakeholders. Also essential is an understanding of how governmental institutions and policy processes structure societal interactions and how they can facilitate and constrain leadership objectives and actions. As a result, this certificate focuses on developing skills and knowledge within two primary academic areas -- communication and government (i.e., political science). Other supportive academic areas include coursework from history, religious studies, sociology, social work, and business.

Labor Market Demand (if applicable)

While there are myriad definitions of leadership, it can be defined as “a process of social influence, which maximizes the efforts of others, towards the achievement of a goal.”¹ Relatedly, diplomacy can be defined as the “art and science of maintaining peaceful relationships between nations, groups, or individuals.”² Both concepts require individuals to inspire or work with others and imply that problems and goals require social or collective efforts.

To get others to work towards a collective goal requires skills in communication, conflict resolution, active listening, empathy, strategic thinking, and problem-solving, among others. This certificate is designed to help students develop these skills that will prepare them for a variety of careers in government, journalism, law, the foreign service, non-governmental organizations, international organizations, and business.

¹ Kevin Kruse, “What is Leadership?,” *Forbes*, April 9, 2013.

² National Geographic Encyclopedia, <http://nationalgeographic.org/encyclopedia/diplomacy> accessed May 24, 2021.

Consistency with Institutional Mission & Institutional Impact*

The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement. This certificate builds upon these aims by enabling students to think critically about leadership while building the skills to effectively engage with others in their local, national, and international communities.

Finances*

The new certificate will require no additional costs and will be administered by the faculty and staff associated with the Institute of Government and Politics (IOGP). The development of one new course (Leadership Seminar) will be taught and administered by existing IOGP faculty and staff.

The capstone internship requirement will require some student investment for internships outside of Utah (e.g., Washington DC, International), but for students that are unable or unwilling to finance such endeavors there are local internship options (including international) available. Development of scholarship funds to support additional national and international internship opportunities for more students are strongly encouraged at the departmental, college, and university level.

Section III: Curriculum (if applicable)

**Program Curriculum
Narrative**

This proposed certificate program proposal has been submitted to and received prior approval by the department heads of all affected departments. Once implemented, students will need to apply for the certificate program as the program builds capacity in terms of course and internship offerings. Limits on the number of students participating in the program, as well as course offerings, will be evaluated annually after consulting with affected departments and advising offices.


Applications will be accepted and vetted by the IOGP working in conjunction with CHaSS advising. The CHaSS advising staff will review and officially sign off on the certificate requirements for participating students.

All students in the certificate program must select either a domestic or an international/global track. The dual tracks aim to ensure that all students graduating with the certificate have key communication skills as well as an understanding of government and governmental processes, either at the national/local or the international/global level. This foundation will help students wishing to exert leadership in a variety of professions, in particular careers in government, nonprofits, or business. It is also designed to complement a wide variety of majors and minors, as well as existing certificate programs, throughout CHaSS and the wider university.

In addition to this foundational background, all students will be required to participate in a leadership course that aims to introduce students to a variety of career options as well as networking opportunities with alumni and other professionals working domestically and internationally. This course may include a combination of speakers with site visits (to Salt Lake City and/or Washington DC), and or international conference participation (e.g., UN Youth Summit, annual UN Commission on the Status of Women conference).


In addition to the above foundation, students deepen their knowledge and skills by selecting from a variety of electives in the departments of Political Science, Communication, Sociology, and the School of Business.

As a capstone experience, juniors and seniors in the program will be required to complete an internship for academic credit that will allow them to both observe in practice and apply the knowledge and skills they have acquired from their courses to real world settings. To help with placement, students in the program will receive individual advising and mentoring from USU faculty and staff to help secure an internship that best meets their personal and professional skills and objectives.

Step 4: Attach (if applicable) completed Program Curriculum and Degree Map to this request by clicking on the Files  icon located on the right-hand side of the screen.

Step 5: Submit

Click on the save all changes button below.

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

3 December 2021

ITEM FOR ACTION

Utah State University's Department of Social Work in the College of Humanities and Social Sciences proposes establishing the Transforming Communities Institute.

EXECUTIVE SUMMARY

The Department of Social Work in the College of Humanities and Social Sciences proposes establishing the Transforming Communities Institute.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to establish the Transforming Communities Institute.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Department of Social Work in the College of Humanities and Social Sciences proposes establishing the Transforming Communities Institute.

WHEREAS, The proposal will provide students with research and community based opportunities, and

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

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

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to establish the Transforming Communities Institute, in the College of Humanities and Social Sciences' Department of Social Work and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

CHASS - Social Work - Transforming Communities Institute

4.1.a R401 Abbreviated Program Proposal

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

Contact Information:

Paul Barr: Vice Provost (797-0718)

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

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

Select the College(s) this proposal involves.

Select the Department(s) this proposal involves.

COLLEGE (include all cross listed colleges)*

CHASS

DEPARTMENT (include all cross listed departments)*

Social Work

Current Title (if applicable)* Transforming Communities Initiative

Proposed Title* Transforming Communities Institute

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

Instructional Programs

CIP Code (6-digits) 44.0701

Minimum Number of Credits (if applicable)* 0

Maximum Number of Credits (if applicable)* 0

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

Request

Step 4: Select the Type of Change Being Requested.

New Academic Program:

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

Existing Academic Program Changes:

- Name Change of Existing Program
- Program Restructure (with or without Consolidation)
- Program Transfer to a New Academic Department or Unit
- Program Suspension
- Program Discontinuation
- 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
- Administrative Unit Discontinuation
- Reinstatement of Previously Suspended Administrative Unit
- Reinstatement of Previously Discontinued Administrative Unit

- New Administrative Unit:**
- New Administrative Unit
 - New Center
 - New Institute
 - New Bureau

Other: (explain change)

Additional Approvals (if applicable)

- Graduate Council***
- Yes
 - No

- Council on Teacher Education***
- Yes
 - No

Section I: The Request

R401 Purpose* Utah State University requests approval to establish the Transforming Communities Institute effective July 1, 2021.

Section II: Program Proposal

Proposed Action & Rationale*

The Transforming Communities Initiative (TCI) was formed by Utah State University (USU) Social Work faculty in 2014, to reinvigorate the way in which social work research was taught at Utah State University and the way research is performed in Utah communities. Prior to this initiative, social work students lacked enthusiasm for research courses, and many community-based agencies did not have the resources to conduct research projects that would benefit their clients and communities.

The creation of TCI has allowed for enhanced local and statewide community engagement and program impact as TCI has partnered with social service agencies to address community-identified needs. Specifically, TCI aims to conduct research in and for the community while teaching the next generation of social work leaders to be data-driven and civically engaged. The research conducted under the TCI umbrella spurs action in communities that challenges social injustices and promotes positive social change. For example, TCI projects concerning housing justice issues have led to increased public awareness of homelessness, increased funding for homeless services, and a strong and mutually beneficial partnership between social work and housing service providers in the region. Together, TCI has been able to make an impact in Utah communities, and students have benefitted from the real-world experience and the sense of meaning and impact they experience as a result.

After several years of successful projects, changes in the department structure, a growing faculty, and different community needs, it is time to reexamine the mission and strategy of TCI. Currently, TCI is being reimaged to ensure relevancy to the communities served by faculty and to ensure maximum impact. Further, TCI aims to increase statewide impact through robust statewide presence. Thus, the current request proposes to expand the initiative to an interdisciplinary institute engaged in addressing social issues through research, teaching, policy, and service benefitting communities throughout Utah and the nation.

Most Utah universities have a campus-wide center for community engagement, but fewer have discipline specific institutes or centers that exclusively work from a community-engaged perspective to promote positive social change in Utah communities. The closest comparison is the University of Utah's Social Research Institute within the College of Social Work; however, that institute uses a broad range of methods and its efforts often focus on the Wasatch Front and/or state of Utah human services evaluation projects. The TCI is different in that it is an intentional fusion of research, teaching, policy, and service that impacts rural communities across the state of Utah – often those without the resources or expertise to conduct research.

Labor Market Demand (if applicable)

N/A

Consistency with Institutional Mission & Institutional Impact*

TCI is aligned with the mission of USU's land-grant mission of serving the public through learning, discovery, and engagement. TCI employs community-based research that brings together faculty, students, and community leaders to meet pressing social needs within local and statewide communities and social service systems through research, teaching, and action.

No new faculty will be required for the creation of the institute. The director position will be filled by a current faculty member, Dr. Jayme Walters. To support the administrative efforts of TCI, a part-time student worker is needed – a cost which the department can support.


Finances*

TCI is aligned with the mission of USU's land-grant mission of serving the public through learning, discovery, and engagement. TCI employs community-based research that brings together faculty, students, and community leaders to meet pressing social needs within local and statewide communities and social service systems through research, teaching, and action.

No new faculty will be required for the creation of the institute. The director position will be filled by a current faculty member, Dr. Jayme Walters. To support the administrative efforts of TCI, a part-time student worker is needed – a cost which the department can support.


Section III: Curriculum (if applicable)

Program Curriculum Narrative

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

Step 7: Submit

Click on the save all changes button below.

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

3 December 2021

ITEM FOR ACTION

Utah State University's Offices of the President and Research proposes establishing the Institute for Land, Water, and Air.

EXECUTIVE SUMMARY

The Offices of the President and Research proposes establishing the Institute for Land, Water, and Air.

RECOMMENDATION

The President and Provost recommend that the Board of Trustees approve the proposal to establish the Institute for Land, Water, and Air.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, Utah State University's Offices of the President and Research proposes establishing the Institute of Land, Water, and Air.

WHEREAS, The proposal will expand USU's excellence in land, water, and air research, and

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

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

NOW THEREFORE BE IT RESOLVED, That the Utah State University Board of Trustees hereby approve the proposal to establish the Institute of Land, Water, and Air, in the Offices of the President and Research and that notification of this proposal be forwarded to the Utah State Board of Regents of the Utah System of Higher Education.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES

DATE: _____

PRES VPRS - Government Relations Office of Research Administration Office

4.1.c R401 New Administrative Unit

Proposal Information

Instructions for Completing R401:

[Writing Guidelines/Suggestions](#)

[USHE R401 Policy](#)

[Deadlines and Schedules](#)

[Process and Flowchart](#)

Contact Information

Paul Barr: Vice-Provost (797-0718) paul.barr@usu.edu

Step 1: Select the College and Department Involved in the Process to Ensure the Correct Workflow and Approval.

Select the College(s) or Division(s) this proposal involves.

Select the Department(s) or Unit(s) this proposal involves.

COLLEGE or
UNIVERSITY
DIVISION: *

PRES

VPRS

DEPARTMENT or
UNIT: *

Government Relations

Office of Research Administration Office

PROPOSED UNIT
TITLE: Institute for Land, Water, and Air

Request

Step 2: Select the Proposed Type of Unit Being Requested.

Unit Being Requested*

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


Description/Narrative

Administrative Unit Description and Narrative*

The Institute for Land, Water, and Air is an interdisciplinary unit designed to communicate and expand USU's excellence in land, water, and air research. The institute brings together USU researchers in these areas and connects them with Utah problem solvers, including members of local, state, and federal government. The vision of the institute is to help Utah maintain a high quality of life for its citizens while valuing and optimizing the state's shared resources. The outreach-focused institute helps fulfill USU's land-grant mission by providing the state with informed and unbiased expertise on Utah's shared resources to clarify the impact of past and potential actions. The institute reports directly to the Office of the President and collaborates closely with the Office of Research and the Vice President for Federal and State Relations.

Step 3: Submit

Click on the save all changes button below.

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

ITEM FOR ACTION

RE: Capital Improvement Priority List for FY 2022-23

The attached Capital Improvement Priority List for FY 2022-23 is submitted to the Board of Trustees for consideration. It has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

The Utah Legislature appropriates state funds for the purpose of capital facilities improvement. The attached Capital Improvement Priority List for FY 2022-23 emphasizes critical repairs, renovations, and infrastructure projects.

RECOMMENDATION

The President and Vice President for Business and Finance recommend that the Board of Trustees approve the Capital Improvement Priority List for FY 2022-23 as presented.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, the Utah Legislature appropriates state funds for the purpose of capital facilities improvement;

WHEREAS, Utah State University is required to submit its prioritized recommendation for such projects to the Board of Regents after approval by the Utah State University Board of Trustees; and

WHEREAS, the President and Vice President for Business and Finance have reviewed the Capital Improvement List for FY 2022-23 and recommend its approval to the Utah State University Board of Trustees:

NOW, THEREFORE, BE IT RESOLVED that the Utah State University Board of Trustees hereby approves the Capital Improvement Priority List for FY 2022-23 as presented.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES

Date

Utah State University Capital Improvement Priority List for FY2022-23

Project Name	Project Description	Requested Amount	Cumulative Total
Medium Voltage Upgrade	North overhead to underground conversion. Oil switches and circuit breakers. Underground cable and switch replacement at Maeser, Animal Science, Geology, University Inn and substation reclosers.	500,000	500,000
Planning and Design Funds	Funds to be used for general programming, designs and studies of current or future projects.	175,000	675,000
Campus-wide Health, Life Safety, Code Compliance & Asbestos Abatement	Address handrails, hardware, and ADA needs and fund asbestos abatement, mold abatement, code compliance, and misc. safety issues, etc. campus-wide.	150,000	825,000
Campus Concrete Replacement	Replacement of exterior concrete campus-wide focusing on areas that pose a safety hazard.	300,000	1,125,000
Campus-wide Bike Racks and Site Furnishings	Install and replace bike racks, benches, handrails, and other fixed outdoor furnishings and infrastructure.	60,000	1,185,000
Campus-wide Security and Electronic Access Control	Expand and upgrade electronic card access system and security cameras of existing buildings to improve building security.	200,000	1,385,000
Campus Sign System	Plan, install and/or replace way-finding signage across campus.	50,000	1,435,000
Site and Safety Lighting	Upgrade site and safety lighting, campus-wide.	350,000	1,785,000
Campus-wide Classroom Upgrades	Upgrade HVAC, blinds, paint, floor coverings, electrical infrastructure, and pathways of classrooms campus-wide in preparation for future classroom IT equipment.	250,000	2,035,000
USUE Campus-wide Security and Electronic Access Control	Expand and upgrade electronic card access system and security cameras in existing buildings to improve building security.	100,000	2,135,000
Blanding Site Lighting Upgrades	Install new outdoor lighting as well as replace old existing fixtures.	150,000	2,285,000
Price Campus Concrete Replacement	Replacement of exterior concrete campus-wide focusing on areas that pose a safety hazard.	200,000	2,485,000
Elevator Upgrades	Upgrade the two elevators in the Business Building and install a two-way communication system.	550,000	3,035,000

Old Main Masonry Restoration	Masonry restoration of brick and stone.	500,000	3,535,000
Water Lab Parking Lot Paving	Repave parking lot and improve bridge and drainage.	700,000	4,235,000
Public Safety Communication Upgrade	Upgrade the communication signal in buildings across campus.	400,000	4,635,000
Fieldhouse Window Replacement	Replace windows in the Fieldhouse. Design Only.	50,000	4,685,000
Fine Arts Center Southwest Entry Remodel	Replace old concrete ramp, stairs, landscaping, and lighting.	850,000	5,535,000
Fine Arts Structural Upgrade	Structural and seismic upgrade of fly-loft beam in Morgan Theater.	310,000	5,845,000
HPER HVAC Upgrade	Upgrade existing HVAC system throughout the HPER building.	1,500,000	7,345,000
Technology Welding/Machine Shop Ventilation	Provide make-up air and exhaust for welding areas. Design Only.	50,000	7,395,000
Campus-wide Controls Upgrades	Upgrade controls campus-wide. Widstoe - \$470,000 Maeser \$278,000	400,000	7,795,000
VCT Tile Replacement	Abate and replace asbestos VCT tile in Fine Arts, HPER and Family Life.	400,000	8,195,000
BNR South Wing Façade Replacement	Replace existing south glazing with new. Upgrade structure as required to support glazing.	3,250,000	11,445,000
Connect Family Life to Central Chilled Water Loop	Replace condensing units with chilled water coils and remove existing chiller. Install infrastructure for future chilled water in the Family Life building.	200,000	11,645,000
USUE Trucking Building Re-roof	Re-roof building.	400,000	12,045,000
TSC Fountain Renovation	Complete a total renovation of the TSC fountain including area landscaping and concrete replacement.	1,500,000	13,545,000
Fine Arts Visual Kiln Structure	Replace roof and structure above existing pottery kilns.	200,000	13,745,000

Stores Building Re-roof. Design Only.	Re-roof building.	50,000	13,795,000
WW Lundberg Mechanical Upgrade - Design Only	Mechanical upgrade. Design only.	30,000	13,825,000
MC Library Document Storage	Replace failed document storage equipment.	150,000	13,975,000
USUE Site Lighting	Campus-wide site and safety lighting upgrade. Phase 3 from site lighting project.	300,000	14,275,000
Lillywhite Chilled Water Line Replacement	Replace the chilled water lines to JQL and Lillywhite.	200,000	14,475,000
HPER ATC Control Upgrade	Upgrade existing ATC system throughout HPER.	350,000	14,825,000
WW Lundberg Window Replacement	Replace windows in WW Lundberg	200,000	15,025,000
Technology Window Replacement	Replace windows in Technology Building	250,000	15,275,000
Fine Arts Morgan Theater House Lighting	Replace the discontinued dimmer and upgrade to LED lighting.	250,000	15,525,000
Ray B West Air Handler Replacement	Replace the air handler.	500,000	16,025,000
Fieldhouse HVAC Upgrade	Install air conditioning at the Fieldhouse. Fund \$40K a year from the small satellite conference.	150,000	16,175,000
Industrial Science Electrical Capacity Study	Study the electrical capacity of the Industrial Science Building.	50,000	16,225,000

ITEM FOR ACTION

RE: Report of Institutional Discretionary Funds for 2020-2021 (Actual), 2021-2022 (Estimate), and 2022-2023 (Estimate) and Institutional Discretionary Funds Supplemental Report of Budget Variances for the Fiscal Year Ended 30 June 2021

The Report of Institutional Discretionary Funds and Institutional Discretionary Funds Supplemental Report of Budget Variances are submitted to the Board of Trustees for consideration. The reports have received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

Institutional discretionary funds are funds available for expenditure or transfer at the direction of the President of the University, generated from one or both of the following sources:

- A. Investment Income – Earnings resulting from the investment of cash balances in the Education and General Current Funds, and earnings resulting from the investment of other funds.
- B. Unrestricted Gifts and Grants – Gift and grant funds which are not restricted by the source to specific purposes, and are deposited in the Education and General Current Fund for expenditure or transfer.

Board of Regents Policy R548 requires that a three-year report of discretionary funds be submitted as part of the annual appropriated operating budget process. The report includes the actual expenditures of discretionary funds for the most recent fiscal year (2020-2021), estimates for the current fiscal year (2021-2022), and preliminary estimates of receipts and uses of funds for the request year (2022-2023).

The Supplemental Report of Budget Variances includes the actual sources of funds available; and the expenditures/transfers of these discretionary funds for the most recent fiscal year (2020-2021), the original budget for the year, and the actual variance from the budget.

RECOMMENDATION

The President and Vice President for Business and Finance recommend that the Board of Trustees approve the Report of Institutional Discretionary Funds and the Institutional Discretionary Funds Supplemental Report of Budget Variances for the Fiscal Year Ended 30 June 2021.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, State Board of Regents policy R548 requires an annual Report of Institutional Discretionary Funds; and

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

WHEREAS, The Vice President for Business and Finance has reviewed the Report of Institutional Discretionary Funds and the Institutional Discretionary Funds Supplemental Report of Budget Variances for the Fiscal Year Ended 30 June 2021 and recommends approval to the Board of Trustees; and

WHEREAS, The President of Utah State University has reviewed the Report of Institutional Discretionary Funds and the Institutional Discretionary Funds Supplemental Report of Budget Variances for the Fiscal Year Ended 30 June 2021 and recommends approval to the Board of Trustees;

NOW, THEREFORE, BE IT RESOLVED, That the Utah State University Board of Trustees hereby approves the Report of Institutional Discretionary Funds and the Institutional Discretionary Funds Supplemental Report of Budget Variances for the Fiscal Year Ended 30 June 2021 as presented.

=====

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date



Date: 10/13/21
 Initials: DC/WP

REPORT OF INSTITUTIONAL DISCRETIONARY FUNDS

	2020-21 Actual <u>(1)</u> \$	2021-22 Estimate <u>(2)</u> \$	2022-23 Estimate <u>(3)</u> \$
I SOURCES OF INSTITUTIONAL DISCRETIONARY FUNDS			
A. Carry forward	\$ 638,733	\$ 671,378	551,378
B. Current Funds Interest	5,712,973	4,200,000	4,200,000
C. Unrestricted Gifts and Grants	<u>115,819</u>	<u>150,000</u>	<u>150,000</u>
D. Total Amount Available	<u>6,467,525</u>	<u>5,021,378</u>	<u>4,901,378</u>
II. EXPENDITURES & TRANSFERS BY CATEGORY AND PROJECT			
A. Academic Program Enrichment		5,000	5,000
B. Cultural Enrichment	7,629	10,000	10,000
C. Scholarships, Fellowships and Student Aid	3,222,980	1,900,000	1,700,000
D. Faculty Development and Recognition		5,000	5,000
E. Campus Development	5,000	10,000	10,000
F. Seed Money for Program Grants and Contracts			
G. Fund Raising and Institutional Development			
H. Equipment Acquisitions			
I. Supplemental Library Support			
J. Other E&G Current Operating Support	29,419	40,000	45,000
K. Transfers To/From Other Funds			
1. Other Funds	1,815		
2. Support of Athletic Department	2,458,759	2,500,000	2,700,000
3. Quasi-Endowment Funds	<u>70,545</u>		
L. TOTAL EXPENDITURES & TRANSFERS	<u>5,796,147</u>	<u>4,470,000</u>	<u>4,475,000</u>
III. CARRY FORWARD			
	<u>\$ 671,378</u>	<u>\$ 551,378</u>	<u>\$ 426,378</u>

Utah State University
Institutional Discretionary Funds
Supplemental Report of Budget Variances
For The Fiscal Year Ended June 30, 2021

	2020-21 Actual	2020-21 Budgeted	Variance Fav/(Unfav)
I. Sources of institutional discretionary funds			
A. Carryforward	\$ 638,733	\$ 638,733	-
B. Current funds interest	5,712,973	7,500,000	(1,787,027)
C. Unrestricted gifts and grants	115,819	200,000	(84,181)
D. Total available	<u>6,467,525</u>	<u>8,338,733</u>	<u>(1,871,208)</u>
II. Expenditures by category and project			
A. Academic program enrichment	-	10,000	10,000
B. Cultural enrichment	7,629	20,000	12,371
C. Scholarships, fellowships & student aid	3,222,980	5,000,000	1,777,020
D. Faculty development and recognition		5,000	5,000
E. Campus development	5,000	50,000	45,000
F. Seed money for program grants and contracts			-
G. Fund raising and institutional development			-
H. Equipment acquisitions			-
I. Supplemental library support			-
J. Other E&G current operating support	29,419	65,000	35,581
K. Transfers to/from other funds			-
(1) Other funds	1,815		(1,815)
(2) Support of Athletic department	2,458,759	2,500,000	41,241
(3) Net transfers to quasi-endowment funds	70,545		(70,545)
L. Total expenditures/transfers	<u>5,796,147</u>	<u>7,650,000</u>	<u>1,853,853</u>
III. Carryforward	<u>\$ 671,378</u>	<u>\$ 688,733</u>	<u>\$ (17,355)</u>

Resolution 21-04

ITEM FOR ACTION

Re: Utah State University Space Dynamics Laboratory

- Recommendation for re-appointment to Space Dynamics Laboratory Board of Directors

EXECUTIVE SUMMARY

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

RECOMMENDATION

- 1) The USU Space Dynamics Laboratory Board recommends the re-appointment of Mr. Neil Abercrombie as Director to the Utah State University Space Dynamics Laboratory Board of Directors for an additional three (3) year term beginning when his current term expires.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, the term of Mr. Neil Abercrombie as Director for the Utah State University Space Dynamics Laboratory expires in 2021; and

WHEREAS, Mr. Abercrombie's service as Director has been very beneficial to the Laboratory; and

WHEREAS, the Laboratory recommends it would be beneficial for his service as Director to continue;

NOW, THEREFORE, BE IT RESOLVED, that the President of Utah State University and the Utah State University Board of Trustees hereby approve Mr. Neil Abercrombie's re-appointment to the Utah State University Space Dynamics Laboratory Board of Directors for a three (3) year term.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date

Neil N. Abercrombie

1453 East 1200 North • Logan, UT 84341

Phone: 801-712-6555 • E-Mail: neil.abercrombie@usu.edu

Experience

Utah State University

December 2010 – current

Vice President of Government Relations. Report directly to the USU President to formulate and execute USU's legislative priorities, both federal and state. USU is both a land-grant and space-grant university. The research portfolio is over \$200 million annually and over 28,000 students with a three regional campuses and one comprehensive college as part of the USU system. As part of this position meet regularly with congressional delegation, state legislative leadership, board of regents and USU board of trustees. Also, direct USU's Institute of Government and Politics, which places over 50 USU students in political and policy internships each year.

Utah State University

April 2016 – December 2018

Interim Vice President for Advancement. Work directly with fundraising efforts for Utah State (USU). Coordinate with USU Foundation Board. Manage a team of development officers across campus ranging from athletics to science to agriculture.

Utah League of Cities and Towns (ULCT)

May 2004 – 2010

Director of Policy Research. Met regularly with the ULCT legislative advocacy team to determine the direction of the ULCT's policy advocacy. Also worked with local elected officials, state officials, business leaders, civic leaders, and the media on numerous policy issues.

University of Utah

September 2008 – 2012

Adjunct Instructor. Taught public administration course 6380; Public Budgeting and Finance for the University of Utah's Masters in Public Administration program.

Foxley, Pignanelli, and Associates

October 2003 – May 2004

Legislative Analyst. Monitored legislation during the 2004 Utah Legislative Session. Prepared legislative progress reports for and communicated important legislative developments to Foxley & Pignanelli clients: Union Pacific, eBay, AOL/Time Warner, and INTEL.

U.S House Committee on Natural Resources

2001

Education

University of Utah

2008 – current

Ph.D. Public Administration. Coursework and research focused on public finance, government management, and local government and nonprofit sector collaboration. Currently working on dissertation focusing on local government finance and homeowner associations.

Utah State University

M.S. Political Science, emphasis in political economy and incentive structure of government. (2003)

B.S. Law and Constitutional Studies, Philosophy minor. Graduated cum laude, with honors in political science. (2002)

Committee and Board Memberships

- Salt Lake Chamber, Capitol Club (2010 – current)
- Utah Foundation, Board of Directors (2014 – current)
- APLU Council of Government Affairs (2012-2016)
- Mountain West Planning and Design Academy, steering committee member (2009 – 2012)
- Utah Coalition Against Sexual Assault, Chair of the Board of Directors (2006 – 2011)

References available upon request.

Resolution 21-06

ITEM FOR ACTION

Re: Utah State University Space Dynamics Laboratory

- Recommendation for re-appointment to Space Dynamics Laboratory Board of Directors

EXECUTIVE SUMMARY

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

RECOMMENDATION

- 1) The USU Space Dynamics Laboratory Board recommends the re-appointment of Mr. Robert Lightfoot, Jr. as Director to the Utah State University Space Dynamics Laboratory Board of Directors for an additional three (3) year term beginning when his current term expires.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, the term of Mr. Robert Lightfoot, Jr. as Director for the Utah State University Space Dynamics Laboratory expires in 2021; and

WHEREAS, Mr. Lightfoot's service as Director has been very beneficial to the Laboratory; and

WHEREAS, the Laboratory recommends it would be beneficial for his service as Director to continue;

NOW, THEREFORE, BE IT RESOLVED, that the President of Utah State University and the Utah State University Board of Trustees hereby approve Mr. Robert Lightfoot, Jr. appointment to the Utah State University Space Dynamics Laboratory Board of Directors for a three (3) year term.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date

ROBERT M. LIGHTFOOT, JR

4501 Old Farm Circle SE • Huntsville, AL 35802 • (256) 457-1561 • rmlinmd@yahoo.com

EXECUTIVE LEADERSHIP

An accomplished executive with demonstrated leadership, team building, and program management expertise in leading a complex, highly motivated, geographically dispersed organization. A highly strategic leader with innate ability to define long term vision, advocate and secure resources to support the goals, and execute the strategy with long term and short term performance indicators, while ensuring the workforce and facilities are empowered to accomplish the mission. A recognized change agent with a strong track record of setting an organizational vision for change to enhance productivity and drive efficiencies while maintaining mission execution through outstanding enterprise risk management.

CORE COMPETENCIES

- Strategic Planning
 - Board/Corporate Level Leadership
 - Enterprise Risk Management
 - Acquisition Strategy
 - Team Development
 - Program Management
-

PROFESSIONAL EXPERIENCE

LSINC Corporation – Huntsville, Alabama
President, May 2018 - Present

Oversees daily business operations, to include federal and commercial contract management, personnel management, and strategic planning. Provides strategic direction for company growth in the federal and commercial sectors, including budgetary planning, business continuity management, and technical expertise. Bridges the gap between business objectives and technology implementation to support objectives. Currently manages LSINC employees on contract with the Missile Defense Agency (MDA) on two programs at three different geographic sites. Discusses aspects of the business with technical, functional, and financial stakeholders.

NATIONAL AERONAUTICS AND SPACE ADMINISTRATION (NASA) – Washington DC
Administrator (Acting), January 2017 – April 2018
Associate Administrator, Chief Operating Officer, March 2012 – April 2018

As the senior career civil servant, develops Agency strategic direction, budget planning and daily execution of NASA's \$19.3 billion annual budget, comprised 17,500 employees, 5 mission areas and 10 geographically dispersed field centers. Collaboratively develops and advocates to the White House, Congress, and other stakeholders for budget support of Agency priorities. Directs and manage day to day performance of the Agency, including reviewing center and mission performance to plan. Approves key programmatic life cycle decision points for complex missions with life cycle costs exceeding \$1B. Initiates actions to address deficiencies and improve performance across all these segments. Ensure NASA's has effective/efficient workforce and infrastructure planning to meet the 21st century challenges

Key Accomplishments:

Robert M. Lightfoot, Jr (Page 2 of 5)

- Developed a new operating model for integrating Agency long term mission area plans, assessing strategic sourcing, and informing strategic workforce and infrastructure planning.
- Secured full funding for NASA's commercial space program, life extension of the International Space Station, the adoption of a budget initiative to develop next generation "X-planes", and groundbreaking science missions to other planets such as Jupiter and Mars.
- Instituted an Enterprise Risk Management integrated risk environment and develop mitigation solutions at Agency/corporate level.
- Shifted NASA's Acquisition Strategy approach to optimize around corporate level strategy.
- Developed and executed an Agency wide effort to address duplications and gaps of both technical capabilities and business services to ensure efficiency while maintaining effectiveness – an effort recognized by the White House and Congress as a best practice in "good government"
- Led NASA as it has been named the best place to work in government for 5 years in a row.

NASA Marshall Space Flight Center (MSFC), Huntsville, Alabama

Center Director, August 2009 – March 2012

Deputy Center Director, August 2007 – August 2009

Led one of NASA's largest field centers, with a workforce of roughly 2500 employees and annual budget of \$2.8B, to execute a broad range of propulsion, scientific and space transportation efforts.

Key Accomplishments:

- Led the MSFC transition of retiring the Shuttle and moving into the Constellation Program. This was complicated by the cancellation of the Constellation program during the final flights of Shuttle, which required significant downsizing of the contractor workforce. Maintaining focus on safe Shuttle operations and avoiding distractions was a critical leadership challenge, clearly demonstrated by the flawless propulsion systems performance of the final 17 shuttle missions during my tenure.
- Developed the strategy and successfully advocated with the Administration and Congress for the follow on efforts at MSFC related to the next deep space transportation – the Space Launch System. This was a rebirth of MSFC efforts in launch vehicle development for the Nation.
- Successfully led the transformation of the Center institutional processes and operations by executing a zero based review to achieve efficiencies, uncovering roughly 15% in cost avoidances.

NASA Marshall Space Flight Center, Huntsville, Alabama

Manager, Space Shuttle Propulsion Office, October 2005-August 2007

Deputy Manager, Space Shuttle Program, October 2005-August 2007

Responsible for programmatic and technical management of the manufacture, assembly and flight operations of the primary shuttle propulsion elements – engines, boosters, and external tank - for the Space Shuttle Program with annual budget of \$1.2B and a workforce of approximately 300 civil servants.

Key Accomplishments:

- Responsible for four successful Space Shuttle Missions, including final launch approval ("go" or "no go") of the propulsion elements nine minutes before each launch.
- In the role of Space Shuttle Deputy Program Manager, led all the efforts for Shuttle Transition and Retirement including successfully managing when certain elements would be retired and putting in

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place a framework to discuss the risk environment for each decision, especially critical in the areas being retired and shutdown before the actual end of the Shuttle program.

- Collaborated with counterparts on other programs to find new roles for team members as they began to transition off the Shuttle program.

NASA Headquarters, Washington DC

Assistant Associate Administrator, Space Shuttle Program, June 2003 – Oct 2005

Responsible for Space Shuttle return to flight activities following the Columbia tragedy, budgetary oversight of the \$3B annual budget and initial transition and retirement efforts for shuttle infrastructure.

Key Accomplishments:

- Following the Columbia tragedy, led the Agency wide development of the Return to Flight (RTF) Implementation Plan and coordinated the Space Flight Leadership Council, a group of senior NASA leaders put in place to review RTF progress against the plan.
- Advocated for budget and provided routine briefs to the White House and Congress on Space Shuttle return to flight progress.
- Developed the initial strategies for Space Shuttle Program Transition and Retirement efforts.

NASA Stennis Space Center, Bay St. Louis, Mississippi

Director, Propulsion Test Directorate, Feb 2002 – June 2003

Deputy Director, Propulsion Directorate, Sept 2001 – Feb 2002

Chief, Propulsion Test Operations Division, Mar 1999 – Sept 2001

Led and managed a team of approximately 600 employees and annual budget of \$300M to operating and managing the Nation's primary propulsion test facilities.

Key Accomplishments:

- Successfully delivered flight certified Space Shuttle Main Engines
- Led activation and subsequent operations of the E complex, the nation's unique high pressure propulsion facilities, providing testing for new start-up companies and future propulsions systems component testing for traditional industry.
- Managed the Rocket Propulsion Test Program to manage all NASA propulsion test facilities across the country to ensure efficient operations and no duplication. Participated as well in the National Rocket Propulsion Test Alliance, holding routine dialog the Department of Defense leaders as well.

NASA Marshall Space Flight Center, Huntsville, Alabama

Deputy Division Chief, Propulsion Test Division, Sep 1997 – Mar 1999

Team Leader, Mechanical Test Branch, Aug 1994 – Sep 1997

Program Manager, Technology Test Bed Program, Jun 1993 – Aug 1994

Test Engineer, Propulsion Test Division, May 1989 – Jun 1993

Assisted the Division Chief in operating the highly complex propulsion test operations, managing a workforce of approximately 80 engineers and an annual budget of roughly \$10M.

Key Accomplishments:

- Successfully led the US testing of the Russian RD180 engine for the Lockheed Martin Atlas program

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- As program manager of the Technology Test Program, managed an annual budget of \$3M and advocated and interacted with multiple commercial and non-traditional partners to use the Space Shuttle Main Engine as test bed to demonstrated new technologies.
- Served as Space Shuttle Main Engine Test conductor leading a team of engineer and technicians responsible for various systems in support of engine and component testing.

Rockwell International Corporation, Huntsville, Alabama

Propulsion Test Engineer, May 1986 – May 1989

Entry level engineering position supporting NASA propulsion testing and Challenger Return to Flight efforts.

Key Accomplishments:

- Supported NASA return to flight testing following the Challenger accident including o-ring and subscale solid rocket motor testing
- Supported activation of the Space Shuttle Main Engine Test Stand, including responsibility for high pressure gas systems, liquid oxygen propellant systems, and Engine support systems.
- Following explosion of the facility in Henderson, Nevada that provided all of NASA's ammonium perchlorate, the oxidizer in solid rocket propellant, led development of activation and operational procedures associated with the rebuilt site in Cedar City, Utah.

CREDENTIALS/EDUCATION/ACTIVITIES

- Active Top Secret Security Clearance
- Active speaker/lecturer on leadership to employee development groups and external groups with “Lightfoot on Leadership”
- Member - University of Alabama Mechanical Engineering Advisory Board (2007-2012)
- Harvard, John F. Kennedy School of Government, Senior Executive Fellows, April 2003
- NASA Leadership and Development Programs (1996-2000)
- University of Alabama, BS in Mechanical Engineering, 1986
- Office of Personnel Management, Management Education Program, Shepherdstown WV 1996
- Active Mentor several employees from senior level to early career
- Routinely speak publically to large audiences and media
- Routine interaction with Congress, including testifying

AWARDS/RECOGNITIONS

- Rotary National Space Trophy recipient (2018)
- NASA Distinguished Service Medal (2018)
- Werhner von Braun Space Trophy recipient (2017)
- Named to Executive Mosaic’s 2017 WASH100 for Executive Leadership (2017)
- Presidential Rank Award for Distinguished Senior Executive (2016)
- Presidential Rank Award for Distinguished Senior Executive (2010)
- Inducted into the State of Alabama Engineering Hall of Fame (2010)
- University of Alabama College of Engineering Fellow (2009)
- University of Alabama Mechanical Engineering Department Fellow (2008)
- NASA Outstanding Leadership Medal (2007)
- Presidential Rank Award for Meritorious Senior Executive (2006)
- NASA Spaceflight Leadership Award (2000)
- Astronaut’s Silver Snoopy Award (1999)
- NASA Exceptional Achievement Medal (1996)
- Numerous Performance Awards and Group Achievement Awards (1989-2001)
- Rockwell International – Huntsville Operations Employee of the Month (1988)

References Available upon request

Resolution 21-03

ITEM FOR ACTION

Re: Utah State University Space Dynamics Laboratory

- Recommendation for re-appointment to Space Dynamics Laboratory Board of Directors

EXECUTIVE SUMMARY

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

RECOMMENDATION

- 1) The USU Space Dynamics Laboratory Board recommends the re-appointment of Mr. Rich McKeown as Director to the Utah State University Space Dynamics Laboratory Board of Directors for an additional three (3) year term beginning when his current term expires.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, the term of Mr. Rich McKeown as Director for the Utah State University Space Dynamics Laboratory expires in 2021; and

WHEREAS, Mr. McKeown's service as Director has been very beneficial to the Laboratory; and

WHEREAS, the Laboratory recommends it would be beneficial for his service as Director to continue;

NOW, THEREFORE, BE IT RESOLVED, that the President of Utah State University and the Utah State University Board of Trustees hereby approve Mr. Rich McKeown's re-appointment to the Utah State University Space Dynamics Laboratory Board of Directors for a three (3) year term.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date

Candidate for Board Rich McKeown

BRIEF RESUME



Rich McKeown is the CEO of Leavitt Partners. He co-founded Leavitt Partners with former U.S. Health and Human Services Secretary, EPA Administrator and Governor, Michael O. Leavitt. McKeown leads a group of experienced professionals who help their clients understand and navigate value-driven health care.

In previous roles he served as Chief of Staff for Michael O. Leavitt at the U.S. Department of Health and Human Services. At HHS, he directed and coordinated the activities of the largest department in the federal government, serving as the Secretary's day-to-day manager for a department that employed 67,000 people and had an annual budget in excess of \$840 billion. From November 2003 until January 2005, Mr. McKeown served as Senior Counselor and Chief of Staff to Administrator Leavitt at the U.S. Environmental Protection Agency.

Prior to his public service in Washington, D.C., Rich served as Chief of Staff to Gov. Mike Leavitt and as Commissioner of the Utah State Tax Commission. His background is as a private practice lawyer and educator.

Mr. McKeown co-authored with Governor Leavitt the recently released and highly acclaimed book titled *Finding Allies, Building Alliances – 8 Elements that Bring and Keep People Together*.

In *Finding Allies, Building Alliances*, Mike Leavitt and Rich McKeown use their personal public and private sector experiences to help readers understand that challenges extend far beyond them and their organizations. Finding solutions to larger issues requires cooperation between diverse stakeholders, and in this rapidly changing world, only those able to adapt and network successfully will produce fast, competitive solutions. The 8 elements required for a collaborative network to succeed detailed in the book are:

1. A Common Pain—a shared problem that motivates different people/groups to work together in ways that could otherwise seem counterintuitive.
2. A Convener of Stature—a respected and influential presence who can bring people to the table and, when necessary, keep them there.
3. Representatives of Substance—collaborative participants must bring the right mix of experience and expertise for legitimacy and have the authority to make decisions.
4. Committed Leaders—individuals who possess the skill, creativity, dedication and tenacity to move an alliance forward even when it hits the inevitable rough patches.
5. A Clearly Defined Purpose—a driving idea that keeps people on task rather than being sidetracked by complexity, ambiguity and other distractions
6. A Formal Charter—established rules that help resolve differences and avoid stalemates.
7. The Northbound Train—an intuitive confidence that an alliance will get to its destination, achieve something of unique value, and that those who aren't on board will be disadvantaged.
8. Common Information Base—keeps everyone in the loop and avoids divisive secrets and opaqueness.

Resolution 21-05

ITEM FOR ACTION

Re: Utah State University Space Dynamics Laboratory

- Recommendation for re-appointment to Space Dynamics Laboratory Board of Directors

EXECUTIVE SUMMARY

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

RECOMMENDATION

- 1) The USU Space Dynamics Laboratory Board recommends the re-appointment of Dr. Ken White as Director to the Utah State University Space Dynamics Laboratory Board of Directors for an additional three (3) year term beginning when his current term expires.

RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES

WHEREAS, the term of Dr. Ken White as Director for the Utah State University Space Dynamics Laboratory expires in 2021; and

WHEREAS, Dr. White's service as Director has been very beneficial to the Laboratory; and

WHEREAS, the Laboratory recommends it would be beneficial for his service as Director to continue;

NOW, THEREFORE, BE IT RESOLVED, that the President of Utah State University and the Utah State University Board of Trustees hereby approve Dr. Ken White's re-appointment to the Utah State University Space Dynamics Laboratory Board of Directors for a three (3) year term.

RESOLUTION APPROVED BY THE USU BOARD OF TRUSTEES:

Date

KENNETH L. WHITE, Ph.D.
Department of Animal, Dairy and Veterinary Sciences
Utah State University

PERSONAL DATA

Rank:

Utah State University:

Vice President, Extension, July 1, 2013 to present.

Dean, College of Agriculture and Applied Sciences, July 1, 2013 to present.

Director, Utah Agricultural Experiment Station, July 1, 2013 to present.

Dean, School of Veterinary Medicine, July 1, 2013 to present.

Associate Dean, School of Veterinary Medicine, October 8, 2011 to present.

Head, Animal, Dairy and Veterinary Sciences Department, July 21, 2008 to June 30, 2013.

Professor, Animal, Dairy and Veterinary Sciences Department, July 1, 1995 to present.

Interim Director, Center for Integrated BioSystems, January 1, 2009 to present.

Associate Director for Research, Center for Integrated BioSystems, July 1, 2006 to January 1, 2009.

Director, Center for Developmental and Molecular Biology, July 1, 1993 to 1998.

Associate Professor, Animal, Dairy and Veterinary Sciences Department, July 1, 1991 to June 30, 1995 (*tenure granted 7/1/94*).

Louisiana State University:

Associate Professor (*tenure granted 7/1/90*), Animal Science Department, July 1, 1990 to June 30, 1991.

Assistant Professor, Animal Science Department, March 1, 1986 to June 30, 1990.

Appointment:

Research: 25%

Teaching: 0%

Administrative: 75%

Education:

Ph.D.: Physiology- major, Immunology- minor, University of California, Davis. March 1986. Dissertation: Species and Stage Specific Developmental Expression of Histocompatibility-Y (H-Y) Antigen on

Blastomeres of Preimplantation Mammalian Embryos. Advisor: Dr. Gary B. Anderson.

Master of Science; Animal Science, University of California, Davis. December, 1982. Thesis: Detection of H-Y Antigen as a Method of "Sexing" Preimplantation Mouse Embryos. Advisor: Dr. Gary B. Anderson.

Bachelor of Science; Animal Science, Brigham Young University. December, 1979.

RESEARCH EXPERIENCE

Professor, Utah State University, July 1, 1995 to present.

Interim Director, Center for Integrated BioSystems, Utah State University, January 1, 2009 to present.

Associate Director for Research, Center for Integrated BioSystems, Utah State University, July 1, 2006 to January 1, 2009.

Director, Center For Developmental & Molecular Biology (Utah Centers of Excellence Program), Utah State University, July 1, 1993 to 1998.

Associate Professor, Utah State University, July 1, 1991 to June 30, 1995 (Tenured 7-1-94).

Associate Professor, Louisiana State University, July 1, 1990 to June 30, 1991 (Tenured 7-1-90).

Assistant Professor, Louisiana State University, March 1, 1986 to June 30, 1990.

Research Assistant, University of California, September 1, 1982 to February 28, 1986.

Embryologist and Research Physiologist, B.E.T. Genetics, Inc., Wheatland, California, January 1, 1982 to September 1, 1982.

Research Assistant, University of California, Davis, September 1, 1980 to January 1, 1982.

PUBLICATIONS

Book chapters:

- **White**, K.L., Aston, K.I., and B.R. Sessions. 2008. Cloning Research. In: Yearbook of Science and Technology, S. Malmoli (ed.). McGraw Hill Publishing, 55-58.
- **White**, K. L., G.L. Woods, D.K. Vanderwall, G.P. Li, and T.D. Bunch. 2006. Cloning The Equine. In: Epigenetic Risks of Cloning, A. Inui (ed.). Taylor and Francis Books Ltd., 59-69.
- **White**, K. L., T.D. Bunch, S. Mitalipov and W.A. Reed. 2000. Application of Nuclear Transfer in Exotic or Endangered Species. In: Assisted Fertilization and Nuclear Transfer in Mammals, D. Wolf and M. Zelinski-Wooten (ed.). Humana Press USA, 239-251.
- **White**, K.L. 1995. Electroporation of mammalian cells. In: Protocols for Electroporation and Electroporation of Plant and Animal Cells, J.A. Nickoloff (ed.). Humana Press USA, 283-294.
- **White**, K.L. 1989. Embryo and gamete sex selection. In: Animal Biotechnology, J.P. Philips (ed.). Pergamon Press, 179-202.
- **White**, K.L. 1988. Identification of embryonic sex by detection of male specific antigens. In: Cryopreservation, and Micromanipulation of Mammalian Embryos, N.L. First and A.H. DeCherney (eds.). American Fertility Society, 81-104.

Refereed journal articles:

- Shi, B., Thomas, A., Benninghoff, A., Sessions, B., Meng, Q., Parasar, P., Rutigliano, H., **White**, K.L., and Davies, C. 2018 (Accepted). Genetic and epigenetic regulation of major histocompatibility complex 1 class I gene expression in bovine trophoblast cells. *J. Reprod. Immunol.*
- Yun, S-I., Song, B-H., Frank, J., Julander, J., Polejaeva, I., Davies, C., **White**, K.L., and Lee, Y-M. 2016. Complete genome sequences of three historically important, spatiotemporally distinct, and genetically divergent strains of Zika virus: MR-766, P6-740, and PRVABC-59. *Genome Announc.* 4(4):e00800-16.
- Yun, S-I., Song, B-H., Polejaeva, I., Davies, C., **White**, K.L., and Lee, Y-M. 2016. Comparison of the live-attenuated Japanese encephalitis vaccine SA14-14-2 strain with its pre-attenuated virulent parent SA14 strain: similarities and differences in vitro and in vivo. *J. Gen. Virol.* 97(10):2575-2591.
- Polejaeva, I., Ranjun, R., Davies, C., Regouski, M., Hall, J., Olsen, A.L., Meng, Q., Rutigliano, H., Dossdall, D., Angel, N., Sachse, F., Seidel, T., Thomas, A., Stott, R.D., Panter, K., Lee, P., Van Wttere, A., Stevens, J., Wang, Z., MacLeod, R., Marrouche, N., and **White**, K.L. 2016. Increased Susceptibility to Atrial Fibrillation Secondary to Atrial Fibrosis in Transgenic Goats Expressing Transforming Growth Factor- β 1. *J. Cardiovascular Electrophysiology* 27(10):1220-1229.
- Rutigliano, H., Thomas, A., Wilhelm, A., Sessions, B., Hicks, B., Schlafer, D., **White**, K.L., and Davies, C. 2016. Trophoblast Major Histocompatibility Complex Class I Expression is Associated with Immune-Mediated Rejection of Bovine Fetuses Produced by Cloning. *Biol. Reprod.* 95(2):39, 1-9.
- Parasar, P., Wilhelm, A., Rutigliano, H., Thomas, A., Teng, L., Shi, B., Davis, W., Suarez, C., New, D., **White**, K.L., and Davies, C. 2016. Expression of bovine non-classical major histocompatibility complex class I proteins in mouse P815 and human K562 cells. *Res. Vet. Sci.* 107:161-170.
- Davis, A., Benninghoff, A., Thomas, A., Sessions, B., and **White**, K.L. 2015. DNA methylation of the LIN28 pseudogene family. *BMC Genomics.* 16(1):287.
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- Fan Z., Meng Q., Bunch TD., **White** KL., and Wang Z. 2015. Effective cryopreservation of golden Syrian hamster embryos by Open Pulled Straw vitrification. *Laboratory Animals* Feb 24. pii: 0023677215571654.
- Fan Z., Li W., Lee SR., Meng Q., Bunch TD., **White** KL., Kong IK, and Wang Z. 2014. Efficient gene targeting in golden Syrian hamsters by the CRISPR/Cas9 system. **PLoS One** Oct 9;9(10):e109755. doi: 10.1371/journal.pone.0109755.

- Ha A., Lee SR., Jeon JS., Park HS., Lee SH., Sessions B., Wang Z., White KL., and Kong IK. 2014. Development of a modified straw loading method for vitrification of in vitro-produced bovine blastocysts. **Cryobiology** 68(1):57-64.
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- Meng, Q., Wu, X., Bunch, T.D., **White**, K.L., Sessions, B.R., Davies, C.J., Rickords, L. and Li, G.P. 2011. Enucleation of Demecolcine-Treated Bovine Oocytes in Cytochalasin-Free Medium: Mechanism Investigation and Practical Improvement. *Cell Reprogram.* 13(5): 411-418.
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- **White**, K.L., Pate, B.J. and Sessions, B.R. 2010. Oolemma Receptors and Oocyte Activation. *Sys. Biol. Reprod. Med.* (April 16, E-pub ahead of print; PMID 20397882); 56:365-375.
- Aston, K.I., Li, G.P., Hicks, B.A., Sessions, B.R., Bunch, T.D., Rickords, L.F., Weimer, B. and **White**, K.L. 2010. Aberrant Expression of Developmentally Important Genes in Various Stages of Preimplantation Bovine Somatic Cell Nuclear Transfer Embryos. *Cloning and Stem Cells.* (April 8, E-pub ahead of print; PMID 20378615); 12:23-32.
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synchronization and exogenous gonadotropin administration. *Theriogenology* 29:326.

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- **White**, K.L., G.B. Anderson, R.H. BonDurant, S. Donahue and R.L. Pashen. 1987. Viability of bisected bovine embryos after detection of H-Y antigen. *Theriogenology* 27:293.
- **White**, K.L., G.B. Anderson, T.J. Berger, R.H. BonDurant and R.L. Pashen. 1985. Expression of a male-specific factor (H-Y antigen) on preimplantation porcine embryos. *Proc. Ann. Amer. Soc. Anim. Sci., University of Georgia, Athens, GA, J. Anim. Sci. (Suppl. 1)* 61:488.
- **White**, K.L., M.W. Bradbury, G.B. Anderson and R.H. BonDurant. 1984. Immunofluorescent detection of a male-specific factor on preimplantation bovine embryos. *Theriogenology* 21:1.
- **White**, K.L., G.M. Lindner, G.B. Anderson and R.H. BonDurant. 1982. Survival after transfer of "sexed" mouse embryos exposed to H-Y antisera. *Theriogenology* 17:1.
- Lindner, G.M., K.A. Creighton and K.L. **White**. 1982. In vitro survival of frozen-thawed bovine embryos. *Proc. Ann. Anim. Sci.*, 614, University of Wisconsin, Madison, WI.

Articles in editorially reviewed journals:

- **White**, K.L., T.D. Bunch, F.L. Barnes, W.A. Reed and S. Wang. 1994. The effects of two media and co-culture cell types on subsequent development of IVF-produced bovine embryos. *Proceedings, Western Section, American Society of Animal Science.* 45: 282-283.
- Wang, S., T.D. Bunch, G. Seidel Jr., G.R. Holyoak and K.L. **White**. 1994. The influence of bulls and heparin concentration on bovine oocyte in vitro

fertilization. Proceedings, Western Section, American Society of Animal Science. 45:29-31.

- **White**, K.L., T.D. Bunch, J. Cohen, K. Panter, W.A. Reed, R. Spendlove, A.R. Torres and T. Wierenga. 1994. Growth of in vivo-produced ovine embryos in non-serum supplemented media containing leukemia inhibitor factor, stem cell factor and transforming growth factor- β . New Zealand Embryo Transfer Conf. 1:82-83.
- Wang, S., T.D. Bunch, G.R. Holyoak and K.L. **White**. 1994. The effect of tissue culture inserts on in vitro co-culture of bovine embryos. New Zealand Embryo Transfer Conf. 1:78-79.
- Wood, T.C., K.L. **White**, D.L. Thompson, Jr. and F. Garza, Jr. 1989. Determination of the sex of horse embryos before transfer. Louisiana Agric. 33:14-15.
- Rickords, L.F. and K.L. **White**. 1988. Dinoprostone induced cervical dilation in the ewe. 11th Int. Cong. Anim. Reprod. Artif. Insem. 3:214-216.
- **White**, K.L., G.M. Lindner and G.B. Anderson. Cytolytic and fluorescent detection of H-Y antigen on preimplantation mouse embryos. Proc. West. Sec. Amer. Soc. Anim. Sci., New Mexico State University, Las Cruces, NM.

INVITED TECHNICAL PRESENTATIONS (SELECTED)

- Invited Speaker: Somatic Cell Nuclear Transfer in the Equine; 10th International Symposium of Embryo Transfer, Daegu, S. Korea, October 28, 2010; Contact Dr. I-K Kong.
- Invited Speaker: Application of Somatic Cell Nuclear Transfer in Animals; College of Biological and Life Sciences, Inner Mongolia University, Hohhot, China, November 12, 2009; Contact Dr. G.P. Li.
- Invited Speaker: Application of Somatic Cell Nuclear Transfer in Animals; College of Animal and Veterinary Medicine, Shandong Agricultural University, Taian, China, November 16, 2009; Contact Dr. J.H. Tan.
- International Workshop on Assisted Reproductive Technologies, Current Status of Nuclear Transfer in Mammals; and Potential Application of Nuclear Transfer in Humans, Faculty of Medicine, Chiang Mai University, Chiang Mai, Thailand, December 10-14, 2007; contact Dr. Teraporn Vutyavanich.
- Physiology and Developmental Biology Department, Nuclear Transfer Epigenetics: Gene Expression Profiles, Brigham Young University, Provo, UT, November, 29, 2007; contact person: Dr. Michael Stark.
- Genomic Science Course, Somatic Cell Nuclear Transfer in Animals, Eccles Institute of Human Genetics, University of Utah, Salt Lake City, UT, July 11, 2007; contact person, Dr. Louisa Stark.
- University of Missouri – Columbia, Mechanisms Involved in Bovine Oocyte Activation: Sperm Protein Ligands, Columbia, MO; April 4, 2007; contact person, Dr. Randy Prather.
- National meeting of the National Science Teacher Association, Somatic Cell Nuclear Transfer: Applications for Man and Animals, Salt Lake City, UT. December 11, 2006.
- Strategies for Stem Cell Research and Nuclear Transfer, Applications of Nuclear Transfer in Domestic Animals; Applications of Nuclear Transfer to Human Medicine; Methodologies Associated with Successful Nuclear Transfer. Institute of Science and Technology for Research and Development, Mahidol University, Bangkok, Thailand. December 1-3, 2006; contact person, Dr. Yindee.
- Genomic Science Course, Somatic Cell Nuclear Transfer in Animals, Eccles Institute of Human Genetics, University of Utah, Salt Lake City, UT, July 11, 2006; contact person, Dr. Louisa Stark.
- Gluck Equine Center, Nuclear Transfer in the Equine: What's all the Fuss About? University of Kentucky, Lexington, KY. December 6, 2005; contact person, Dr. Teri Lear.
- Genomic Science in the 21st Century, Somatic Cell Nuclear Transfer: What's All the Fuss About?, Eccles Institute of Human Genetics, University of Utah, Salt Lake City, UT, June 28, 2005; contact person, Dr. Louisa Stark.
- President's (USU) Lecture Series, Nuclear Transfer and Stem Cell Research, National Press Club, Washington, D.C. November 10, 2004; contact person, Lee Roderick.

- USDA-CSREES/NRI Stakeholders Meeting, Funding Priorities in Animal Reproduction. 37th Annual Meeting of the Society for the Study of Reproduction, Vancouver, BC. August 2, 2004; contact persons, Dr.s Debora Hamernick and Mark Mirando.
- American Association for the Advancement of Science, Pacific Division, Logan, UT. June 15, 2004. Nuclear Transfer: Implications and Status, In *Current Status of Nuclear Transfer in Animal Agriculture – Successes and Challenges*; contact person, Roger Christianson.
- IBC's 3World Summit on Agricultural Biotechnology, Santa Fe, NM. March 4-5, 1996. Use of Agricultural animals in Transgenesis; contact person, Derek Kealey.
- IBC's 3World Summit on Agricultural Biotechnology, Santa Fe, NM. March 4-5, 1996. Enhanced disease resistance in transgenic animals; contact person, Derek Kealey.
- International Embryo Transfer Society, Salt Lake City, UT. January 7-9, 1996. Receptors and agents inducing activation in the bovine oocyte; contact person, Kenneth Bondioli.
- IBC's 3rd International Symposium on Transgenic Technology, San Diego, CA. November 30-December 1, 1995. Applications of domestic animal transgenesis facilitated by embryo culture; contact person, Derek Kealey.
- Mahidol University, Department of Anatomy. December 29, 1993-January 7, 1994. Genetic engineering of mammalian embryos; contact person, Dr. Kanok.
- New Zealand Embryo Transfer Conference. January 13-15, 1994. Culture of ovine embryos in non-serum containing media; contact person, Dr. K.L. Macmillan.
- Utah State University. January 10-12, 1990. Micromanipulation of early preimplantation embryos from domestic animals; contact person, Dr. R. Coulombe.
- Washington State University. June 26-28, 1990. Studies evaluating early embryonic development; contact person, Dr. J. Reeves.
- University of Missouri-Columbia. April 18-20, 1990. Genetic engineering of preimplantation embryos to enhance disease resistance; contact person, Dr. R. Prather and M. Roberts.
- Colorado State University. November 23-25, 1989. Micromanipulation of domestic animal embryos; contact person, Dr. T. Nett.
- Banbury Conference Center, Cold Spring Harbor Laboratories. October 15-17, 1989. Application of basic research in mammalian development; contact person, Drs. R.A. Pedersen, A. McLaren and N. First.
- American Chemical Society, Dallas, Texas. April 9, 1989. Biological activity of lytic peptides; contact person, Dr. B. Osburne.
- American Fertility Society post-graduate short course on Cryopreservation, and Micromanipulation, University of Wisconsin Biotechnology Institute, Madison, Wisconsin. April 25-29, 1988. Short course faculty member-

Identification of sex in embryos and gametes, and micromanipulation of embryos; contact person, Dr. Neal First.

- Equine Immunogenetics and Immunology Conference, Burnside, Louisiana. November 1-3, 1987. Expression of histocompatibility proteins on preimplantation stage equine embryos; contact person, Dr. J. McClure.
- International Embryo Transfer Society, Dublin, Ireland. January 23-28, 1987. Pregnancy rates following bisection and sex identification of bovine embryos (on panel); contact person, Dr. G. Seidel.
- Peruvian Congress of Genetics, Lima, Peru. December 8-13 1986. Techniques for the production of chimeras; contact person, Dr. Juan Chavez.
- Universidad Nacional Agraria, La Molina, Lima, Peru. October 12-18. Animal biotechnology: potential effects and techniques; Dr. Juan Chavez.
- Animal Genetic Engineering Conference, Davis, California. September 9-12, 1985. Demonstration of micromanipulation techniques; contact person, Dr. W. Evans.
- Society for the Study of Theriogenology, Sacramento, California. September 11-13, 1985. Control of sex ratio at birth; contact person, Jan Weiler.

EXTRAMURAL FUNDING ACTIVITY

Received/Current funding (Extramural competitive at USU = \$11,893,864 from an extramural total of = \$14,037,093):

- USDA – AFRI (2016-09980), 2017-2020. *Gene-Specific Histone Acetylation and DNA Methylation Changes in Somatic Cell Nuclear Transfer (SCNT) Embryos*. \$480,000. **Project Director/Principal Investigator**.
- National Science Foundation (Major Research Instrumentation; NSF-1040435), 2011-13. *Acquisition of a Mask Aligner and a Pattern Generation System for Nanoscale Science and Device Research*. \$101,066. **Co-Principal Investigator**.
- National Institutes of Health (NIH ARRA Supplemental), 2009-12. *Trophoblast MHC-I: Trigger for Immune-Mediated Pregnancy Failure of Cloned Bovine Fetuses*. \$132,173. **Principal Investigator**.
- National Institutes of Health (NIH 1R01HD055502-01A1), 2008-13. *Trophoblast MHC-I: Trigger for Immune-Mediated Pregnancy Failure of Cloned Bovine Fetuses*. \$1,334,625. (Scored February 29, 2008 at 11.9 percentile). **Principal Investigator**.
- Utah Science Technology and Research Initiative (USTAR), 2009-14. *Veterinary Diagnostics and Infectious Disease (VDID)*. \$7,200,000. **Co-Principal Investigator**.
- USDA CSREES, 2008-10. *Functional Genomics in Nature* (09-002216). \$1,043,229. **Principal Investigator**.
- USDA CSREES, 2007-08. *Genomics of Animal Systems* (08-03183). \$1,100,000. **Co-Principal Investigator**.
- USDA-CSREES-SRGP-080825, 2010-11. *Joint US-China Biotechnology Research and Extension*. \$600,000. **Co-Principal Investigator**.

- Private Industry. 2010-19. *Increasing Nuclear Transfer Efficiency*. \$40,000/year. **Principal Investigator**.
- Center for Integrated BioSystems, 2006-08. *Membrane Binding Molecules in Mammalian Fertilization*. \$25,000/year. **Principal Investigator**.
- Center for Integrated BioSystems, 2006-08. *Aberrant Gene Expression in Developing Nuclear Transfer Embryos*. \$25,000/year. **Principal Investigator**.
- Private Industry. 2001-13. *Mechanisms of Successful Somatic Cell Nuclear Transfer Development*. \$50,000/year. **Principal Investigator**.
- Community/University Research Initiative (CURI), 2007-08. *Epigenetic Modifications Associated with Reprogramming on Somatic Cell Nuclei*. \$20,000. **Principal Investigator**.
- USDA National Research Initiative Competitive Grants Program (Reproductive Biology), 2002-06. *Bovine Oocyte Activation (02-02787)*. \$225,000. **Principal Investigator**.
- Utah Agricultural Experiment Station, 2006-12. *In Vitro Embryo Production*. \$18,000/year. **Principal Investigator**.
- Center for Integrated BioSystems – Functional Genomics Seed Grant – USU, 2005-06. *Functional Genomics of a Novel Membrane-Associated Receptor for the Steroid 1,25(OH)₂D₃ (12,5 D₃-MARRS Protein)*. \$43,000. **Co-Principal Investigator**.
- Center for Integrated BioSystems – Functional Genomics Seed Grant – USU, 2004-05. *Investigating the Causes of Developmental Failure of Nuclear Transfer Embryos and Pregnancies: Aberrant Gene Expression and Placental Development*. \$50,000. **Principal Investigator**.
- Center for Integrated Biosystems – Cellular networks and metabolomics – USU, 2004-05. *Integrins are common binding molecules for microbes and sperm: Does this lead to infertility?* \$24,000. **Co-Principal Investigator**.
- Center for Integrated BioSystems – Functional Genomics Seed Grant – USU, 2004. *Identification of Sperm Disintegrins Involved in Fertilization*. \$15,900. **Principal Investigator**.
- Utah Agricultural Experiment Station, 2001-06. *In Vitro Embryo Production*. \$12,000/year. **Principal Investigator**.
- Private Industry. 1999-2003. *Somatic Cell Nuclear Transfer in the Equine – Developmental potential of Mule Nuclear Transfer Embryos*. \$450,000 (Administrated through University of Idaho). **Co-Principal Investigator**.
- USDA National Research Initiative Competitive Grants Program (Reproductive Biology), 1999-02. *Activation of bovine oocytes (99-02247)*. \$155,000. **Principal Investigator**.
- USDA National Research Initiative Competitive Grants Program (Reproductive Biology), 1995-98. *Effect of IP₃, cADPR and Ca₂₊ on activation of bovine oocytes (95-03057)*. \$114,000. **Principal Investigator**.
- National Institutes of Health (NIH 1R43DK51911-01). 1998. *Culture systems for the use of fetal and adults cell for nuclear transfer in the rabbit*. \$80,000. **Co-Principal Investigator**.

- National Research Council (CAST Program), 1995-96. *Investigation of Pluripotency of Bovine Embryonic Stem Cell Like Lines in Vitro and in Vivo*. \$15,000. **Principal Investigator**.
- USDA National Research Initiative Competitive Grants Program (Identifying Animal Genetic Mechanisms and Gene Mapping). *Construction of a YAC contig that contains the Callipyge gene of sheep*. \$240,000. **Co-Principal Investigator**.
- Utah State University Vice President of Research Grant, 1995-96. *Targeted Expression of Lytic Peptide in The Mammary Gland*. \$15,000. **Principal Investigator**.
- Utah Economic Development, 1993-98. *The Center For Molecular and Developmental Biology*. \$548,000. **Director and Principal Investigator**.
- Utah State University Faculty Research Grant, 1993-94. *Lytic Peptide Gene Transfer and Expression*. \$12,000. AA-11115, **Principal Investigator**.
- Utah Economic Development, 1992-97. *The Center For Genetic Improvement In Livestock*. \$399,000. 93-1004. **Co-Principal Investigator**.
- Utah State University Faculty Research Grant, 1992-93. *Increasing the efficiency of nuclear transfer in domestic animals by evaluating mechanisms of oocyte activation*. \$12,300. AA-11105, **Principal Investigator**.
- Utah State University Teaching Enhancement Award, 1992-93. *Enhancement of Undergraduate Reproductive Physiology courses*. \$7500. **Principal Investigator**.

(Extramural competitive at LSU = \$3,687,228)

- Louisiana Educational Quality Support Fund, Research Program A, 1991-94. *Use of gene transfer to produce resistance to intracellular pathogens*. \$90,000. LEQSF(1991-94)-RD-A-03, **Principal Investigator**.
- National Science Foundation (NSF), EPSCoR, 1992-96. *Mechanism of action of lytic peptides*. \$2,238,236. **Co-Principal Investigator**. (Funds remained at LSU).
- Louisiana Educational Quality Support Fund, Program Enhancement in Biotechnology, 1991-92. *Enhancement of teaching and research in mammalian embryology*. \$220,000. **Principal Investigator**.
- Louisiana Educational Quality Support Fund, Program Enhancement in Biotechnology, 1988-89. *Improving disease resistance in plants and animals*. \$400,000. **Principal Investigator**.
- Helix International, Inc. Research Grant, 1987-89. *Use of lytic peptides in treatment of pathogenic organisms of plants and animals*. \$475,992. **Co-Principal Investigator**.
- Biomedical Research Grant, 1988-89. *Development of a eucaryotic expression vector system to delineate the functional domains of HSV-1 gB*. \$5000. **Co-Principal Investigator**.
- Biomedical Research Grant, 1986-87. *Development of bovine embryonic stem cells as vehicles of gene transfer*. \$8000. **Principal Investigator**.

- Utah Power & Light Co. 1986-90. *Effects of wastewater on ovine reproduction.* \$250,000. **Co-Investigator** (Grant administered at Brigham Young University).

Patents pending/awarded:

- **White**, K.L., B. Weimer, and BJ Pate. Filed 12/14/07. Sperm Ligands and Methods of Use. USU07008.
- **White**, K.L. and G.P. Li. Filed 3/7/08. Colcemid-Treatment of Oocytes to Enhance Nuclear Transfer Cloning. 06041-01.
- **White**, K.L. G. Holzer and P. Rebholtz. Filed: 8/1/01. Methods of Selecting and Cloning Animals. PCT/US01/41561.
- **White**, K.L., J.M. Morrey, and W.A. Reed. Issued: 1/5/99. DNA Cassettes For Expression Of Lytic Peptides In Mammalian Cells And Transgenic Organisms Containing Same. #5,856,178
- Reed, W.A. and K.L. **White**. Filed: 8/30/93; Issued: 8/20/96. DNA Cassette And Transgenic Organisms Carrying Lytic Peptide-Encoding Genes. #5,548,075
- Jaynes, J., F. Enright and K.L. **White**. Filed: 9/6/94; Issued: 10/5/99. Inhibition Of Eukaryotic Pathogens With Lytic Peptides. #5,962,410
- Jaynes, J., F. Enright and K.L. **White** and Gale Jeffers. Filed: 9/29/87; Issued: 4/10/89. Therapeutic Antimicrobial Polypeptides, Their Use And Methods For Preparation. Inhibition Of Eucaryotic Pathogens And Neoplasms And Stimulation Of Fibroblasts And Lymphocytes With Lytic Peptides. #5,321,137

ADMINISTRATIVE ROLES

- **VP, Extension/Dean, CAAS/ Director, UAES**, Utah State University, July 1, 2013 to present.
Administrative leader for over 200 faculty, and approximately 250-275 classified employees within my units.
 - Annual budget of approximately \$32 million dollars,
 - Total of approximately 2050 undergraduate students,
 - Total of approximately 275 graduate students.
 - Total of approximately 60 professional (DVM) students.
- **Department Head**, Utah Sate University, July 21, 2008 to present.
Administrative leader for 44 faculty, and approximately 50-75 classified employees within the department.
 - Annual budget of approximately \$3 million dollars,
 - Total of approximately 360 undergraduate students,
 - Total of approximately 25-30 graduate students.
 - A total of **seven** new faculty appointed, an expansion of **three** faculty members since appointment in 2008.

- **Associate Dean**, USU School of Veterinary Medicine, October 8, 2011 to present. This administrative unit is a sub-unit of the ADVS department in the College of Agriculture.
 - Total of 30 professional students (Doctor of Veterinary Medicine, D.V.M.) per class, with an ongoing total of two classes (60 students) each year.
 - An influx of \$3,470,880 new ongoing funding (annual budget), will increase to \$4,770,880 by FY14.
 - An expansion of *eight* new faculty members.
- **Interim Director** – CIB, Utah State University, January 1, 2009 to present. Administrative leader for 20 scientists and support staff.
 - Annual budget of approximately \$800,000,
 - Oversight of four Core Laboratories (Genomics, Proteomics, Flow Cytometry, and Bioprocessing),
 - Oversight of Biotechnology Center (four-floors of space),
 - Oversight of CIB Training program.
- **Interim Athletics Director**, Utah State University, February 6, 2008 to April 1, 2008. Direct a senior staff of 15 and an additional 61 other staff and coaches within the department.
 - Annual operating budget of over \$13 million dollars,
 - Ongoing building construction project of over \$12 million dollars,
 - Direct all University-sponsored athletic events,
 - Responsibility for over 300 student athletes.
- **Associate Director for Research**, Center for Integrated BioSystems (CIB), Utah State University, July 1, 2006 to present. Direct and coordination of all research efforts within the CIB and CIB-sponsored campus research activities.
 - Administrative oversight of CIB seed grant program.
 - Supervise CIB grant office.
 - Increased the number of grants submitted and awarded through the CIB.
 - Oversight of ongoing CIB Research programs.
 - Directed all CIB campus funding programs.
- **Faculty Athletics Representative**. Utah State University, July 1, 1999 to present.
 - Responsible for certification of eligibility for 300 student athletes,
 - Direct supervision of Compliance Director,
 - Direct oversight for Student Athlete Academic Services,
 - Oversight of NCAA rules compliance,
 - Direct reporting line to the President.
- **Director**, Center For Developmental & Molecular Biology (Utah Centers of Excellence Program), Utah State University, July 1, 1993 to 1998.
 - Two-three Post-Doctoral Fellows,
 - Five-eight graduate students,
 - Three Principal Investigators,
 - Annual budget averaged approximately \$150,000/year with additional 50% match.

SERVICE ROLES

Department/ University/ National:

- **Member**, Utah State University Central Promotion and Tenure Committee, 2007-08; 2008-09 – Stepped-down because of appointment as Head.
- **Member**, NCAA Academic Cabinet, 2008-present.
- **Chair**, NCAA Academic Cabinet, 2011-present.
- **Member**, NCAA Division I Student Athlete Reinstatement Committee, 2007 – present.
- **Chair**, NCAA Division I Student Athlete Reinstatement Committee, 2010-present.
- **Member**, NCAA Academic, Eligibility and Compliance Cabinet, 2006-2007.
- **Member**, NCAA, AEC Cabinet Subcommittee on Continuing Eligibility, 2006- 2008.
- **Chair**, NCAA, AEC Cabinet Subcommittee on Continuing Eligibility, July 2007- 2008.
- **Member**, Western Athletics Conference (WAC) Academics and Rules Compliance Committee, 2005-present.
- **Member**, Utah State University NCAA Certification Steering Committee, 2006-08.
- **Chair**, Utah State University NCAA Certification Subcommittee on Governance and Commitment to Rules Compliance, 2006-08.
- **Member**, Utah State University Graduate Council, 2004-2008.
- **Chair**, Executive Committee, Animal, Dairy & Veterinary Sciences Department ADVS, 1993-94; 2003-05.
- **Member**, Executive Committee, ADVS, 1992-95; 2001-05.
- **Vice President**, Big West Conference Council, 2002 – 03.
- **President**, Big West Conference Council, 2003 – 04.
- **Chair**, Big West Faculty Athletics Representatives Committee. 2002-04.
- **Member**, USU Graduate Council, 2003 - present.
- **Member/Secretary**, ADVS Graduate Programs Committee, 1993-2007.
- **Chair**, USU Athletics Council, 2003 – present.
- **Chair**, USU Athletics Director Search and Screen Committee, 2004.
- **Utah State University Faculty NCAA Representative**, 1998-present.
- **Member**, USU Athletics Council, 1998 – present.
- **Member**, Athletics Director Search and Screen Committee, 1998.
- **Chairman**, Utah State University, Animal, Dairy & Veterinary Sciences Department Physiology and Veterinary Science Farm Committee, 1991-1995.
- **Member**, Utah State University, Animal, Dairy & Veterinary Sciences Department Physiology and Veterinary Science Farm Committee, 1991-1998.
- **Member**, College of Agriculture Fellowship Committee, Utah State University, 1992-1997; 2003-present.
- **Trustee**, International Embryo Transfer Society Foundation, 1994-2002.

- **Member**, International Embryo Transfer Society Education Committee, 1991-2002.
- **Chair**, International Embryo Transfer Society Education Committee, 1996-2002.
- **Member**, International Advisory Board for Assisted Reproductive Technology / Andrology Symposium, 1991-1992.
- **Member**, Louisiana State University Biohazards Committee, 1990-1991.
- **Member**, Search and Screening Committee for the Gordon D. Cain Endowed Chair in Agriculture, 1989.
- **Member**, Louisiana Agricultural Experiment Station Planning Task Force, Basic Animal Biology Committee-Enhancing the competitiveness and profitability of existing agricultural enterprises, 1989-1991.
- **Member**, Animal Biotechnology Graduate Fellowship Committee, 1987-1991.
- **Member**, Louisiana State University Open and Junior Livestock Show Committee, 1989-1991.
- **Member**, College of Agriculture Grade Appeal Committee, 1987-1991.
- **Member**, College of Agriculture's Faculty Policy Committee, 1986-1988.
- **Secretary**, College of Agriculture's Faculty Policy Committee, 1987-1988.
- **Member**, College of Agriculture's subcommittee on minimum course enrollment, 1986-1988
- **Member**, Development of Undergraduate Curriculum in Biotechnology, 1987-1991.

Student Advisement:

Undergraduate Mentoring:

- **Ladonya Jackson**, 2010 – present.
- **Stephanie Kendall**, 2009 - present.
- **Rendon Barlow**, 2010 – present.
- **Jon Faucett**, 2010 – present.
- **Harold Ames**, 2010.
- **Todd Redmon**, 2009 – 2010.
- **Layne Wilkerson**, 2009 - 2010.
- **Trevor Ballard**, 2009 – 2010.
- **Juli Collier**, 2008 – 2010.
- **Lyle Whitaker**, 2008 – present.
- **Kira Perry**, 2008 – 2010.
- **Will Brock**, 2008 – 2009.
- **Bryce Osborne**, 2008 – 2009.
- **Eric Innes**, 2008 – 2009.
- **Jackie Hislop**, 2008 – 2009.
- **Eve Hackett**, 2008 – 2009.
- **Mitch Bassett**, 2007 – 2009.
- **Rochelle Lambertsen**, 2007 – 2008.
- **John Brinkerhoff**, 2006 – 2008; Utah State University College of Agriculture Undergraduate Researcher of the Year, 2007.
- **Edgar Monroy**, 2005 – 2006.
- **Edison Suasnavas**, 2004 – 2006.
- **Jason Roos**, 2004 – 2005.
- **Aaron Davis**, 2004 – 2005; Utah State University College of Agriculture Undergraduate Researcher of the Year, 2005; Utah State University Undergraduate Researcher of the Year, 2005.
- **Terra Fackrell**, 2004 – 2005.
- **Sonny Bryant**, 2004 – 2005.

Graduate committee chair:

- **Iuri Viotti Perisse**, Ph.D., 2020 (anticipated), Animal Models of CFTR Function and The Mechanisms of Cystic Fibrosis.
- **Jocelyn Cuthbert**, Ph.D., 2018 (anticipated), Micro-RNA Effects on Gene Expression in Early Preimplantation Embryos.
- **Kira Perry**, M.S., 2013 (anticipated), Development of CFTR Sheep as a Model for Human Disease.
- **Justin Hall**, M.S., 2013 (anticipated), Specific Acetylation Patterns and The Influence on Aberrant Gene Regulation in Nuclear Transfer Embryos.
- **Aaron Davis**, Ph.D., 2013 (anticipated), Dissertation: Knock-Down Of Aberrant Gene Expression In Developing Bovine Nuclear Transfer Embryos.

- **Ammon Bayles, Ph.D.**, 2012, Dissertation: Signal Transduction Pathways in the Bovine Oocyte that Modulate Sperm-Oocyte Interactions. Currently: Director of Embryology and Assisted Reproduction, Salt Lake Fertility Clinic.
- **Benjamin Sessions, Ph.D.**, 2012, Dissertation: Simplex Optimization of Culture Environmental on the Genomics of Developing Bovine Embryos. Currently: Research Scientist, Utah State University.
- **Ryan Centini, M.S.**, 2008, Proteomics of Mitochondrial Dysfunction and its Role in Diabetic Pathogenesis. Currently: Mississippi State University Veterinary School – working on D.V.M.
- **Kenneth I. Aston, Ph.D.**, 2007, Dissertation: Identification of Factors Affecting Bovine Somatic Cell Nuclear Transfer Efficiency and Characterization of Transcriptional Profiles of Nuclear Transfer Embryos and Cotyledons. Currently: Assistant Professor, Reproductive Medicine, University of Utah.
- **Barry Pate, Ph.D.**, 2006, Dissertation: Receptors Involved in Sperm-Oocyte Interactions. Currently: Assistant Professor, Animal Science Department, College of Southern Idaho.
- **Benjamin Sessions, M.S.**, 2004, Thesis: Effects of Amino Acid Substitutions in and Around the Arginine-Glycine-Aspartic Acid (RGD) Sequence on Fertilization and Parthenogenetic Development in Mature Bovine Oocytes. Currently: Ph.D. candidate.
- **Lora Meerdo, M.S.**, 2001, Thesis: Telomerase Activity and Telomere Length in Bovien Oocytes, Embryos and Clones. Currently: Research Technician.
- **Kenneth D. Campbell, Ph.D.**, 2000. Dissertation: Involvement Of Integrins In Bovine Oocyte Activation. Currently: Associate Director, Xenogen Biosciences.
- **Leslie Viets, M.S.**, 2001, Thesis: Pathway Associated with RGD (Integrin) Mediated Intracellular Calcium Release. Currently: Technician at Human Assisted Fertility Clinic, NC.
- **Lin Wang, Ph.D.**, 1999, Dissertation: Expression Of IP3 And Ryanodine Receptors In Bovine Oocytes. Currently: Post Doctoral Fellow, University of Pennsylvania.
- **Eddie Sullivan, Ph.D.**, 1998, Dissertation was completed at the University of Arizona. Currently: Chief Operations Officer, HemaTech.
- **Charoensri Thonabulsombat, Ph.D.**, 1999, Dissertation: Effect of Growth Factor on Bovine Embryonic Development. Currently: Assistant Professor, Mahidol University.
- **Caiping Yue, Ph.D.**, Fall 1995, Dissertation: Mechanisms of Bovine Oocyte Activation. Went to a Postdoctoral Fellow, University of Texas School of Medicine.
- **William Reed, Ph.D.**, Fall 1995, Dissertation: Transfer And Expression Of A Novel Lytic Peptide Gene To Confer Enhanced Disease Resistance

In Mammalian Cells; Currently (prior to his death): Research Assistant Professor Utah State University.

- **Terri L. Roth, Ph.D.**, Summer Session 1991, Dissertation: Conceptus-Derived Immunosuppressive Factors And Their Role In Fetal Allograft Protection; Postdoctoral Fellow National Zoo, Washington, D.C.; Currently: Director of Research, Cincinnati Zoo.
- **Lee F. Rickords, Ph.D.**, Summer Session 1991, Dissertation: Nuclear Transplantation: Intracellular Release And Extracellular Influx Of Calcium In Response To Electroporation Pulse And Its Effect On Murine Oocyte Activation And Embryonic Development; Postdoctoral Fellow University of Missouri, Columbia; Director of Embryology, Chapman Institute - Children's Medical Center; Associate Professor, Oklahoma State University School of Medicine; Currently: Associate Professor, Utah State University.
- **Joe S. Capehart, Ph.D.**, Summer Session 1991, Dissertation: The Differential Effects Of Either X-Irradiation Or Thermal Stress On The Two Major Cell Types Of The Blastocyst Stage Murine Embryo; Research Scientist at Lawrence Livermore National Laboratory.
- **Debra DeVore Casey, M.S.** Degree, Summer Session 1989, Thesis: Incorporation And Expression Of A Neo Gene After Transfer To Caprine Hematopoietic Cells Using A Modified Retrovirus; Currently: Technician at Birmingham Infertility Clinic.
- **Thomas C. Wood, M.S.** Degree, Summer Session, 1988, Thesis: Detection Of H-Y Antigen On Blastocyst Stage Equine Embryos; Went onto complete a Ph.D. working in conjunction with The National Zoo, Washington, D.C.

Graduate committee member:

Justin Julander, Ph.D.	Bret Anderson, M.S.	Kenneth D. Dancak, Ph.D.
Heidi, Johnson, M.S.	James J. Wiest, M.S.	Frank Garza, Jr., Ph.D.
Birgitta Larsson, Ph.D.	Hak-Nam Kim, M.S.	Donald R. Colborn, Ph.D.
Maria A. Smitt, Ph.D.	Carli McFarland, M.S.	E. Griff Blakewood, Ph.D.
Katherine M. Bates, M.S.	Mary H. Rabb, M.S.	Terry Ward, Ph.D.
Melanie R. Heaton, M.S.	Bret E. Barry, M.S.	M. Saeed Rahmanian, Ph.D.
Victoria Farrar, M.S.	Karen E. Hehnke, M.S.	Stanley Zukowski, Ph.D.
Dewight Irwin, M.S.	Pamela S. Mitchell, M.S.	Benson Morrill, Ph.D.
Troy Cooper, M.S.	Paul L. Casey, M.S.	Edison Suasnavas, M.S.
Melanie Richie, M.S.	Luis E. Samartino, M.S.	Parveen Parasar, Ph.D.
Mark Flood, Ph.D.	John Kreeger, Ph.D.	

Contribution to Discipline:

Reviewed materials:

- Panel Member. NIH/USDA, Special Emphasis Panel, 2014.
- Editorial Board. *Molecular Reproduction and Development*, 2010 - present.

- Editorial Board. *Cloning and Stem Cells*, 1997 - present.
- Editorial Board, *Biology of Reproduction*, 1998 – 2004.
- Panel Member. USDA/NRI, Animal Genomics, 2005 and 2006.
- Panel Member. USDA/NRI, Reproductive Efficiency, 1997 and 2000.
- Panel Member. NIH – National Institute of Allergy and Infectious Diseases – Production of Therapeutic Agents Study Section. 2004.
- Panel Member. NIH – National Institute of Allergy and Infectious Diseases – Biodefense and SARS Product Development Study Section. 2004.
- Ad hoc reviewer for Louisiana State Board of Regents – Research and Development Program. 2004-05.
- Ad hoc reviewer for Louisiana State University AgCenter – BAIT Grants program. 2004-05; 2005-06; 2006-07; 2007-08.
- Ad hoc reviewer for USDA competitive grants: Reproductive Efficiency/SBIR/Animal Health & Well-Being/Functional Genomics and Animal Genomics. 1991 – present.
- USDA National Needs Graduate Fellowship Program Review Panel - Requested to serve on this panel, however conflict-of-interest (Submitted proposal to this program), 1992. Lois Davis, USDA 202-720-7854.
- Ad hoc reviewer. *Animal Reproductive Science*. 1999 – present.
- Ad hoc reviewer. *Molecular Reproduction & Development*. 1989 – present.
- Ad hoc reviewer. *Biology of Reproduction*. 1987 – present.
- Ad hoc reviewer. *Journal of Animal Science*. 1986 –94.
- Ad hoc reviewer. *Theriogenology*. 1987 – present.
- Interdepartmental reviewer for numerous abstracts, manuscripts and project proposals. 1986 – present.

Professional society memberships and other activities:

- **Full member**- American Society for Cell Biology
- **Full member**- International Embryo Transfer Society
- **Full member**- Society for the Study of Reproduction
- **Full member**- American Society of Animal Science, 1986 – 96.
- **Full member**- American Society for the Advancement of Science
- **Member**- W-171 USDA Regional Research Project

Other service (selected):

- **Speaker**-USU Road Scholars Program, Westlake High School, Lehi, UT, November 4, 2010 – contact: Samantha Spendlove (Registrars Office).
- **Speaker**-USU Road Scholars Program, Bonneville High School, Rexburg, ID, October 21, 2010 – contact: Samantha Spendlove (Registrars Office).
- **Speaker**-USU Road Scholars Program, Viewmont High School, Bountiful, UT, December 3, 2008 – contact: Cory Mickelson (Registrars Office).
- **Speaker**-USU Road Scholars Program, Viewmont High School, Bountiful, UT, November 6, 2007 – contact: Cory Mickelson (Registrars Office).

- **Speaker**-Utah Feed Producers Association, March 4, 2004. Nuclear Transfer in Animals – contact Ron Bowman.
- **Speaker**- Utah Quarter Horse Association, November 13,1993. Early embryo development - contact Bry Sorrenson.
- **Speaker**- Utah Quarter Horse Association, November 13,1993. Synchronization of the reproductive cycle in the horse - contact Bry Sorrenson.
- **Speaker**- USU/BYU Dairy Seminar, December 6 & 8, 1993. Cloning bovine embryos - contact Dr. W. Taylor.
- **Speaker**- USU/BYU Dairy Seminar, December 3 & 4, 1991. Research in embryo biology and its application to the dairy industry - contact Dr. W. Taylor.
- **Faculty Mentor**- Knowledge Engineering for Young Scholars (National Science Foundation), June-July, 1989. David Aubrey, Homer High School, GPA=4.0, school rank=1; Eric Cooper, Homer High School, GPA=3.90, school rank=3; Sangeeta Shah, Louisiana School for Math, Science and the Arts, GPA=3.9, school rank=31- contact Dr. John C. Nye.
- **Speaker**- Imagineering Futuristic Visions in Agriculture (students from the Louisiana School for Math, Science and the Arts), April 18, 1989. Genetic Engineering in Animal Sciences- contact Dr. W.B. Richardson
- **Instructor**- LSU Embryo Transfer Short Course, October 20, 1988. Embryo sexing techniques- contact Richard Denniston.
- **Instructor**- LSU Embryo Transfer Short Course, October 18, 1988. Principles of embryo cryopreservation and short term cold storage of embryos- contact Richard Denniston.
- **Speaker**- Bayou Program, Southern University/LSU College of Agriculture, July 1, 1988. New technologies and opportunities in the Animal Sciences- contact Sandra Padilla.
- **Speaker**- Veterinary Microbiology and Parasitology/ Veterinary Science Seminar Series (LSU), November 2, 1987. Early embryonic development and manipulation- contact Dr. M. Newman.
- **Speaker**- Women's Hospital In Vitro Fertilization and Reproductive Medicine Group staff luncheon, October 28, 1986. Culture and manipulation of mammalian embryos- contact Dr. C. Schwartzenburg.
- **Speaker**- Iberia Cattleman's Association, September 23, 1986. Genetic engineering of domestic animals- contact Mr. Coy P. Fitch.

TEACHING EXPERIENCE

Teaching Assignments

- ADVS 3910, Applied Equine Reproduction. USU, January 2011 – 2012. A course that provides students with a practical background to effectively manage the reproduction of horses.

- ADVS 4200, Principles of Reproductive Physiology. USU, January 1998 - 2008. An introduction to the principles of physiology as they relate to the reproductive processes in animals and an overview of existing and emerging assisted reproductive technologies.
- ADVS 6200, Physiology of Reproduction. USU, January 1998 - 2008. A study of the processes of reproduction in mammals, including mechanisms of control.
- ADVS 4800, Undergraduate Research. USU, September 1998 – Present.
- ADVS 6970/7970, Research and Thesis/Dissertation Research, USU, September 1998 – present.

Previous Teaching Experience

- Animal, Dairy & Veterinary Sciences 420, Principles of Reproductive Physiology. USU, January 1992 - 98. An introduction to the principles of physiology as they relate to the reproductive processes in animals.
- Animal, Dairy & Veterinary Sciences 421, Applied Reproductive Physiology. USU, January 1992 - 98 (semester conversion). A presentation of factors affecting and methods of measuring reproductive performance in farm animals and their application in analysis and evaluation and management of reproduction. During the semester conversion process this separate laboratory course was combined into ADVS 4200.
- Animal, Dairy & Veterinary Sciences 620, Physiology of Reproduction. USU, January 1992 - 98. A study of the processes of reproduction in mammals, including mechanisms of control.
- Animal Science 7052, Biotechnology: gamete and embryo physiology and micromanipulation. LSU, January, 1987 to 1991. Graduate course with a laboratory covering gamete and embryo physiology with emphasis on manipulations to exploit or alter "normal" cell function.
- Biology 1001, Basic biology of plant and animal cells and organ systems. LSU January, 1990 to 1991.
- Honors Biology 1007, Cell biology of plant and animal cells and chemical basis of their function. LSU January, 1990 to 1991.
- Animal Science 4092, Animal Science Proseminar. September, 1987 to 1989. Embryo transfer short course, LSU School of Veterinary Medicine (continuing education), September, 1986. Teach sections on cryopreservation and storage as well as various aspects of embryo micromanipulation.
- Comparative Theriogenology, LSU-SVM, September, 1986 to December, 1987. Guest lecture on embryo manipulation and transfer.

HONORS AND AWARDS

- Governor's Medal for Science and Technology, 2013.
- Utah State University Outstanding Graduate Mentor for 2011.
- LeGrande Shupe Achievement Award, College of Agriculture, 2011.
- Graduate Mentor of the Year for the College of Agriculture, 2010.

- Undergraduate Research Mentor of the Year, College of Agriculture, Utah State University, 2007.
- Researcher of the Year, College of Agriculture, Utah State University, 2006.
- Best of State Statue (BOSS), Agriculture, 2003.
- Best of State Award, Equestrian division, 2003.
- Phi Delta Kappa Outstanding Research Award, 1989.
- Walter Rosenberg Research Award, 1985-86.
- Walter Rosenberg Research Award, 1984-85.
- First Runner-up graduate student competition, 1984. International Embryo Transfer Society.
- First Runner-up graduate student competition, 1982. International Embryo Transfer Society.

ACTION AGENDA

1. Policy 401.3.3 Tenured and Tenure-Eligible Faculty – Academic Ranks: Librarians
2. Policy 403.3.1 Standards of Conduct – Faculty Responsibilities to Student
3. Policy 403.3.2 Standards of Conduct – Professional Obligations
4. Policy 405.3.1 Tenure and Promotion: Criteria for Librarians
5. Real Property Disposition (Moab)
6. Real Property Acquisition
7. Faculty Adjustments

ITEM FOR ACTION

RE: Tenured and Tenure-Eligible Faculty – Academic Ranks: Librarians 401.3.3

The attached policy is submitted to the Board of Trustees for consideration. It has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

The University desires to provide and bring into alignment the tenure eligibility for Librarians. Revisions to Policy 401.3.3 were submitted by the President’s Executive Committee, Faculty Senate and the Professional Responsibilities and Procedures for review and comment.

The following is a summary of the revision to Policy 401.3.3 Tenured and Tenure-Eligible Faculty – Academic Ranks: Librarians.

- The purpose of this change is to align the tenure eligibility for Librarians

RECOMMENDATION

The President and Faculty Senate President recommend that the Board of Trustees approve the revisions to Policy 401.3.3 Tenured and Tenure-Eligible Faculty-Academic Ranks: Librarians.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, The University desires to revise Policy 401.3.3 Tenured and Tenure-Eligible Faculty-Academic Ranks: Librarians as outlined in the attached document;

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

WHEREAS, The procedures for amending policies outlined in Section 401.3.3 of the University Policy Manual have been followed:

NOW, THEREFORE, BE IT RESOLVED, That the USU Board of Trustees approve the revisions to Policy 401.3.3 Tenured and Tenure-Eligible Faculty-Academic Ranks: Librarians is to be Made effective 3 December 2021.

RESOLUTION APPROVED BY BOARD OF TRUSTEES:

Date

Proposed code:

401.3 THE TENURED AND TENURE-ELIGIBLE FACULTY

3.3 Academic Ranks: Librarians

Faculty members appointed to the academic unit of the library hold one of the following ranks: affiliate librarian, assistant librarian, associate librarian, or librarian. A description of each follows. (See policy 405.3 for a complete discussion of the criteria for appointment or promotion for these ranks.)

(1) Affiliate Librarian.

(1) Affiliate Librarian.

Appointment as affiliate librarian ~~would occur when a candidate has not yet completed~~ requires, a master's degree in library and information science from an institution accredited by the American Library Association or a relevant postgraduate degree ~~and but has appropriate~~ credentials for assignment to areas with specialized needs and demonstrated ability in accordance with the role statement.

(2) Assistant Librarian.

Appointment as or advancement in rank to assistant librarian requires a master's degree in library and information science from an institution accredited by the American Library Association or a relevant postgraduate degree and demonstrated ability in accordance with the role statement ~~the qualifications prescribed for an affiliate librarian; demonstrated ability in librarianship, research, or other qualifying work; and evidence of professional development as determined by the appropriate administrator.~~

FINAL code:

401.3 THE TENURED AND TENURE-ELIGIBLE FACULTY

3.3 Academic Ranks: Librarians

Faculty members appointed to the academic unit of the library hold one of the following ranks: affiliate librarian, assistant librarian, associate librarian, or librarian. A description of each follows. (See policy 405.3 for a complete discussion of the criteria for appointment or promotion for these ranks.)

(1) Affiliate Librarian.

(1) Affiliate Librarian.

Appointment as affiliate librarian would occur when a candidate has not yet completed a master's degree in library and information science from an institution accredited by the American Library Association or a relevant postgraduate degree but has demonstrated ability in accordance with the role statement.

(2) Assistant Librarian.

Appointment as or advancement in rank to assistant librarian requires a master's degree in library and information science from an institution accredited by the American Library Association or a relevant postgraduate degree and demonstrated ability in accordance with the role statement.

ITEM FOR ACTION

RE: Standards of Conduct – Faculty Responsibilities to Student 403.3.1

The attached policy is submitted to the Board of Trustees for consideration. It has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

The University desires to provide clarity by referencing USU policies 303 and 339 regarding sexual harassment. Revisions to Policy 403.3.1 were submitted by the President’s Executive Committee, Faculty Senate and the Professional Responsibilities and Procedures for review and comment.

The following is a summary of the revision to Policy 403.3.1 Standards of Conduct – Faculty Responsibilities to Student:

- The purpose of this change is to align the faculty code with the USU policy regarding sexual harassment.

RECOMMENDATION

The President and Faculty Senate President recommend that the Board of Trustees approve the revisions to Policy 403.3.1 Standards of Conduct – Faculty Responsibilities to Student.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, The University desires to revise Policy 403.3.1 Standards of Conduct – Faculty Responsibilities to Student as outlined in the attached document;

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

WHEREAS, The procedures for amending policies outlined in Section 403.3.1 of the University Policy Manual have been followed:

NOW, THEREFORE, BE IT RESOLVED, That the USU Board of Trustees approve the revisions to Policy 403.3.1 Standards of Conduct – Faculty Responsibilities to Student is to be Made effective 3 December 2021.

RESOLUTION APPROVED BY BOARD OF TRUSTEES:

Date

Proposed Changes

403.3.1 Standards of Conduct - Faculty Responsibilities to Student

(8) Faculty members create and maintain environments in which students are provided the opportunity to do original thinking, research, **creative work** and writing.

(9) Faculty members avoid the misuse of the classroom by preempting substantial portions of class time for the presentation of views on topics unrelated to the subject matter of the course. Faculty members do not reward agreement or penalize disagreement with his or her views on controversial topics.

(10) Faculty members do not engage in the sexual harassment of students (~~policy 407.8~~) or any other forms of harassment prohibited by USU Policies (303.2 and 339).

~~Harassment is defined as creating an unpleasant or hostile situation especially by uninvited and unwelcome verbal or physical conduct.~~

(11) Faculty members do not engage in discrimination against students (see USU policy 303.2).

(12) Faculty members will not intimidate, humiliate or abuse students (for definitions, see Policy 321). ~~Intimidation is defined as to compel or deter by or as if by threats and humiliation is defined as to reduce (someone) to a lower position in one's own eyes or others' eyes or to make (someone) ashamed or embarrassed. Faculty members do not exploit students. Faculty will not mistreat students in ways that include but are not limited to: psychological or mental abuse or vindictiveness. Faculty members do not exploit students. Discrimination is defined as prejudiced or prejudicial outlook, action, or treatment, or to make a difference in treatment or favor on a basis other than individual merit.~~

Commented [PB1]: Move this before 'of students'

Commented [MM2]: I recommend relying on the language in Policy 303 and the Equity Office's procedures and practices for implementing the policy. If, in the PRC's opinion, the language in 303 is insufficient, the Equity Office should revise. I would avoid having different definitions in 303 and 403.

Commented [PB3]: Deleted statement about 'faculty will not exploit students'. The term exploit is not well defined and exploitation is already dealt with in earlier sections of 403.3.1 (point 6 I believe). Mica suggested that if we want to include another point about exploitation we edit the language above or add a new point that specifically define exploitation.

Commented [PB4]: Is there a legal definition of this?

Final Policy

403.3.1 Standards of Conduct - Faculty Responsibilities to Student

(8) Faculty members create and maintain environments in which students are provided the opportunity to do original thinking, research, creative work and writing.

(9) Faculty members avoid the misuse of the classroom by preempting substantial portions of class time for the presentation of views on topics unrelated to the subject matter of the course. Faculty members do not reward agreement or penalize disagreement with his or her views on controversial topics.

(10) Faculty members do not engage in the sexual harassment of students (see USU Policy 407.8) or any other forms of harassment prohibited by USU Policies 303 and 339.

(11) Faculty members do not engage in discrimination against students (see USU policy 303).

(12) Faculty members will not intimidate, humiliate or abuse students (for definitions, see Policy 321).

ITEM FOR ACTION

RE: Standards of Conduct – Professional Obligations 403.3.2

The attached policy is submitted to the Board of Trustees for consideration. It has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

The University desires to provide clarity by referencing USU policies 303 and 339 regarding sexual harassment. Revisions to Policy 403.3.2 were submitted by the President’s Executive Committee, Faculty Senate and the Professional Responsibilities and Procedures for review and comment.

The following is a summary of the revision to Policy 403.3.2 Standards of Conduct – Professional Obligations:

- The purpose of this change is to align the faculty code with the USU policy regarding sexual harassment.

RECOMMENDATION

The President and Faculty Senate President recommend that the Board of Trustees approve the revisions to Policy 403.3.2 Standards of Conduct – Professional Obligations

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, The University desires to revise Policy 403.3.2 Standards of Conduct – Professional Obligations as outlined in the attached document;

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

WHEREAS, The procedures for amending policies outlined in Section 403.3.2 of the University Policy Manual have been followed:

NOW, THEREFORE, BE IT RESOLVED, That the USU Board of Trustees approve the revisions to Policy 403.3.2 Standards of Conduct – Professional Obligations is to be Made effective 3 December 2021.

RESOLUTION APPROVED BY BOARD OF TRUSTEES:

Date

Proposal Changes

403.3.2 Standards of Conduct - Professional Obligations

(1) Faculty members do not plagiarize nor do they permit the appearance that they are the author of work done by others.

(2) Faculty members do not falsify data either by deliberate fabrication or selective reporting with the intent to deceive.

(3) Faculty members do not misappropriate other's ideas.

(4) Faculty members do not misuse privileged or otherwise confidential information.

(5) Faculty members exercise "reasonable care" (policy 403.3.5) in meeting their obligations to their associates when they are engaged in joint research or other professional effort.

(6) Faculty members do not exploit their positions for personal or pecuniary gain when supervising the professional work of others. Research for pecuniary return should be conditional upon disclosure to and consent of the vice president for research and dean of the school of graduate studies.

(7) Faculty members exercise "reasonable care" (policy 403.3.5) in meeting their commitments to the institution and to funding agencies where appropriate in research, publication, or other professional endeavors.

(8) Faculty members keep informed and knowledgeable about developments in their fields.

(9) Faculty members do not engage in the sexual harassment or any other form of harassment prohibited by USU Policies 303 and 339 of other faculty members or any employee of the university (policy 407.9) ~~or any other form of harassment prohibited by USU Policies (303 and 339.2).~~

Commented [PB1]: This clause was misplaced (added at the end of the sentence), I simply moved it to the appropriate location in the sentence.

(10) Faculty members do not engage in discrimination against other faculty members or any other employee of the university (see USU policy 303.2).

(11) Faculty members will not intimidate, humiliate or abuse other faculty members or any other employee of the university (see USU Policy 321 —). ~~Intimidation is defined as to compel or deter by or as if by threats and humiliation is defined as to reduce (someone) to a lower position in one's own eyes or others' eyes or to make (someone) ashamed or embarrassed. Faculty will not mistreat other faculty members or any other employee of the University in ways that include but are not limited to: psychological or mental abuse or vindictiveness.~~

Commented [MM2]: Note that HR is working on a respectful workplace policy. A prohibition on mistreating colleagues should refer to the HR policy. A prohibition on mistreating colleagues should refer to the HR policy.

Commented [PB3]: Missing a word here? Or commas?

Commented [PB4]: Delete this and start a new sentence here?

Final Policy

- (1) Faculty members do not plagiarize nor do they permit the appearance that they are the author of work done by others.
- (2) Faculty members do not falsify data either by deliberate fabrication or selective reporting with the intent to deceive.
- (3) Faculty members do not misappropriate other's ideas.
- (4) Faculty members do not misuse privileged or otherwise confidential information.
- (5) Faculty members exercise "reasonable care" (policy 403.3.5) in meeting their obligations to their associates when they are engaged in joint research or other professional effort.
- (6) Faculty members do not exploit their positions for personal or pecuniary gain when supervising the professional work of others. Research for pecuniary return should be conditional upon disclosure to and consent of the vice president for research and dean of the school of graduate studies.
- (7) Faculty members exercise "reasonable care" (policy 403.3.5) in meeting their commitments to the institution and to funding agencies where appropriate in research, publication, or other professional endeavors.
- (8) Faculty members keep informed and knowledgeable about developments in their fields.
- (9) Faculty members do not engage in the sexual harassment of other faculty members or any employee of the university.
- (10) Faculty members do not engage in discrimination against other faculty members or any other employee of the university (see USU policy 303).
- (11) Faculty members will not intimidate, humiliate or abuse other faculty members or any other employee of the university (see USU Policy 321).

3 December 2021

ITEM FOR ACTION

RE: Tenure and Promotion: Criteria for Librarians 405.3.1

The attached policy is submitted to the Board of Trustees for consideration. It has received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

The University desires to provide and bring into alignment the tenure eligibility for Librarians. Revisions to Policy 405.3.1 were submitted by the President's Executive Committee, Faculty Senate and the Professional Responsibilities and Procedures for review and comment.

The following is a summary of the revision to Policy 405.3.1 Tenure and Promotion Criteria for Librarians.

- The purpose of this change is to align the tenure eligibility for Librarians

RECOMMENDATION

The President and Faculty Senate President recommend that the Board of Trustees approve the revisions to Policy 405.3.1 Tenure and Promotion: Criteria for Librarians.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, The University desires to revise Policy 405.3.1 Tenure and Promotion: Criteria for Librarians as outlined in the attached document;

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

WHEREAS, The procedures for amending policies outlined in Section 405.3.1 of the University Policy Manual have been followed:

NOW, THEREFORE, BE IT RESOLVED, That the USU Board of Trustees approve the revisions to Policy 405.3.1 Tenure and Promotion: Criteria for Librarians is to be Made effective 3 December 2021.

RESOLUTION APPROVED BY BOARD OF TRUSTEES:

Date

Current code:

405.3 TENURE AND PROMOTION: CRITERIA FOR LIBRARIANS

3.1 Criteria for Promotion from Affiliate Librarian to Assistant Librarian

Faculty members will be initially appointed to the rank of affiliate librarian when they have completed the terminal degree in Library and Information Science or its equivalent but have less than three years work experience as a professional librarian. Promotion to assistant librarian requires the completion of a terminal degree or its equivalent; a minimum of three years work experience as a professional librarian; demonstrated ability in librarianship, research, or other qualifying work; evidence of scholastic promise; and evidence of professional development (policy 401.3.3(2)).

Proposed code:

405.3 TENURE AND PROMOTION: CRITERIA FOR LIBRARIANS

3.1 Criteria for Promotion from Affiliate Librarian to Assistant Librarian

Faculty members will be initially appointed to the rank of affiliate librarian when they have not completed a master's degree in library and information science from an institution accredited by the American Library Association or a relevant master's degree ~~the terminal degree in Library and Information Science or its equivalent~~ but have demonstrated ability in accordance with the role statement ~~less than three years work experience as a professional librarian~~. Promotion to assistant librarian requires a master's degree in library and information science from an institution accredited by the American Library Association or a relevant postgraduate degree and demonstrated ability in accordance with the role statement ~~the completion of a terminal degree or its equivalent; a minimum of three years work experience as a professional librarian; demonstrated ability in librarianship, research, or other qualifying work; evidence of scholastic promise; and evidence of professional development (policy 401.3.3(2)).~~

FINAL code:

405.3 TENURE AND PROMOTION: CRITERIA FOR LIBRARIANS

3.1 Criteria for Promotion from Affiliate Librarian to Assistant Librarian

Faculty members will be initially appointed to the rank of affiliate librarian when they have not completed a master's degree in library and information science from an institution accredited by the American Library Association or a relevant master's degree but have demonstrated ability in accordance with the role statement. Promotion to assistant librarian requires a master's degree in library and information science from an institution accredited by the American Library Association or a relevant postgraduate degree and demonstrated ability in accordance with the role statement.

3 December 2021

ITEM FOR ACTION

RE: Real Property Disposition

The proposed real property disposal described herein is submitted to the Utah State University Board of Trustees for review and approval. The President and Vice President for Business and Finance have reviewed the request and recommend approval.

EXECUTIVE SUMMARY

Utah State University (USU) desires approval to dispose of five parcels of land, including buildings that currently serve as the USU Moab Campus, located at 125 West 200 South, Moab, Utah. The parcels total 3.02 acres as illustrated in Exhibit A. The estimated market value of the property, as determined by an independent appraisal, is \$4,030,000.

Net proceeds from the sale of the property will be used to complete the funding necessary for the construction of the new academic building at the new USU Moab campus. USU will retain occupancy of the current facilities until it relocates operations to the new USU Moab campus, which is estimated to happen in February of 2022.

RECOMMENDATION

The President and Vice President for Business and Finance recommend that the Board of Trustees approves the Real Property Disposition located at 125 West 200 South, Moab, Utah.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, Utah State University (USU) desires approval to dispose of five parcels of land, including buildings that currently serve as the USU Moab Campus, located at 125 West 200 South, Moab, Utah; and

WHEREAS, The parcels total 3.02 acres as illustrated in Exhibit A; and

WHEREAS, The estimated market value of the property, as determined by an independent appraisal, is \$4,030,000; and

WHEREAS, Net proceeds from the sale of the property will be used to complete the funding necessary for the construction of the new academic building at the new USU Moab campus; and

WHEREAS, USU will retain occupancy of the current facilities until it relocates operations to the new USU Moab campus, which is estimated to happen in February of 2022:

NOW, THEREFORE, BE IT RESOLVED, That the USU Board of Trustees approves the Real Property Disposition located at 125 West 200 South, Moab, Utah.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES:

Date

EXHIBIT A



ITEM FOR ACTION

RE: Real Property Acquisition

The real property acquisition described herein is submitted to the Utah State University Board of Trustees for review and approval. The proposed action has received appropriate administrative review and approval.

EXECUTIVE SUMMARY

Utah State University (USU) desires conditional approval for the acquisition of a parcel of unimproved land located at approximately 860 South and 200 West in Blanding, Utah. The property is 1.43 acres and 10 feet from the USU Blanding Technical Education Building property as illustrated in Exhibit A. To successfully join the two properties, it is necessary for USU to acquire the 10-foot strip between the two lots. The 10-foot strip is currently owned by Blanding City (City) and is being held for future storm drainage. The City is willing to consider transferring the strip to USU with the condition that a long-term easement be granted to the City.

USU intends to offer the fair market appraised value of \$60,000 to acquire the 1.43 acres. Acquiring this property will allow the Trucking Program to expand the driving practice course and provide necessary parking and storage space for vehicles and equipment. The source of funding will be funds available through Tech Education.

RECOMMENDATION

The President and Vice President for Business and Finance recommend that the Board of Trustees approve the Real Property Acquisition located at approximately 860 South 200 West Blanding, Utah.

**RESOLUTION
UTAH STATE UNIVERSITY
BOARD OF TRUSTEES**

WHEREAS, Utah State University (USU) desires conditional approval for the acquisition of a parcel of unimproved land located at approximately 860 South and 200 West in Blanding, Utah; and

WHEREAS, The property is 1.43 acres and 10 feet from the USU Blanding Technical Education Building property as illustrated in Exhibit A; and

WHEREAS, To successfully join the two properties, it is necessary for USU to acquire the 10-foot strip between the two lots; and

WHEREAS, The 10-foot strip is currently owned by Blanding City (City) and is being held for future storm drainage; and

WHEREAS, The City is willing to consider transferring the strip to USU with the condition that a long-term easement be granted to the City; and

WHEREAS, USU intends to offer the fair market appraised value of \$60,000 to acquire the 1.43 acres; and

WHEREAS, Acquiring this property will allow the Trucking Program to expand the driving practice course and provide necessary parking and storage space for vehicles and equipment; and

WHEREAS, The source of funding will be funds available through Tech Education:

NOW, THEREFORE, BE IT RESOLVED, That the USU Board of Trustees approves the Real Property Acquisition located at approximately 860 South 200 West Blanding, Utah.

RESOLUTION APPROVED BY THE BOARD OF TRUSTEES:

Date

EXHIBIT A



03 December 2021

ITEM FOR ACTION

RE: Faculty and Staff Adjustments

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

EXECUTIVE SUMMARY

The faculty and staff adjustments include two (2) changes in title or assignment 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 two (2) changes in title or assignment 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:

Date

Faculty and Staff Adjustments

Change in Title or Assignment

Caine College of the Arts

Richard L. Walker, Jr., Associate Dean for Student Development, Caine College of the Arts, to also be Associate Professor with tenure, Department of Music, Caine College of the Arts; effective 01 January 2022.

S.J. and Jessie E. Quinney College of Natural Resources

Julie K. Young, Associate Professor FR (Federal Research), Department of Wildland Resources, S.J. and Jessie E. Quinney College of Natural Resources, to be Associate Professor with tenure of the same; effective 01 January 2022.

INFORMATION AGENDA

1. Bad Debt Write-off for Fiscal Year Ending 30 June 2021

ITEM FOR INFORMATION

RE: Bad Debt Write-off for Fiscal Year Ending 30 June 2021

The attached information is submitted for the Trustees' information. The material received the appropriate administrative review and approval.

EXECUTIVE SUMMARY

The bad debt write-off for fiscal year ending 30 June 2021 represented on Schedule 1 and Schedule 2 attached.

Short-term Loans, Returned Checks, E & G Tuition/Fees, and Statewide Tuition/Fees

This document provides an analysis of the write-off for FY 2021 in each of the five categories of receivables and a comparative analysis for FY 2019 and 2020.

The comparative analysis for short-term loans shows that the FY 2021 dollar amount of write-off is \$338 less than FY 2020. The percent of approximate annual dollar volume for FY 2021 is 6.25 percent and FY 2020 was 7.06 percent.

The comparative analysis for returned checks shows that the FY 2021 dollar amount of write-off is \$95 less than FY 2020. The percent of approximate annual dollar volume for FY 2021 is 0.00 percent and FY 2020 was 0.26 percent.

The comparative analysis for E & G tuition/fees shows that the FY 2021 dollar amount of write-off is \$173,292 less than FY 2020. The percent of approximate annual dollar volume for FY 2021 is 0.14 percent and FY 2020 was 0.24 percent.

The comparative analysis for Statewide tuition/fees shows that the FY 2021 dollar amount of write-off is \$18,199 more than FY 2020. The percent of approximate annual dollar volume for FY 2021 is 0.33 percent and FY 2020 was 0.27 percent.

Auxiliaries and Other Entities

This document provides a comparative analysis for FY 2019, 2020, and 2021 of the dollar amounts for bad debt write-off by entity. The bad debt write-off for FY 2021 is \$143,670 compared with \$162,860 for FY 2020 and \$128,515 for FY 2019.

Auxiliaries and other entities were asked to submit accounts for write-off approval. The total amount submitted for write-off represents approximately 0.75 percent of total credit sales. Normal collection efforts, including statements, telephone calls, collection letters, and collection agencies have been used as warranted before the accounts were submitted for write-off approval.

**BAD DEBT WRITE-OFF RECOMMENDATIONS
SHORT-TERM LOANS, RETURNED CHECKS
E & G TUITION/FEES, AND STATE LINE TUITION/FEES
Fiscal Year Ending 30 June 2021**

Program	Approximate Annual Dollar Volume	Bad Debt Expense		Percent of Approximate Annual Dollar Volume	Funding Source
		Number Of Accounts	Amount		
Short-term Loans	\$6,400	1	\$400	6.25%	B
Returned Checks	\$37,379	0	\$0	0.00%	A
E & G Tuition/Fees	\$192,172,868	183	\$276,124	0.14%	C
Statewide Tuition/Fees	\$33,060,054	168	\$109,950	0.33%	C

Note A: The bad debt expense for returned checks is funded from service charges.

Note B: The bad debt expense for short-term loans is written off against the interest earned on loans and when necessary the principal balance of the individual loan funds.

Note C: The bad debt expense for tuition and fees is written off against the tuition and fee revenue.

THREE-YEAR COMPARATIVE FIGURES									
Program	Bad Debt Expense						Percent of Approximate Annual Dollar Volume		
	2019		2020		2021		2019	2020	2021
	No. of Accounts	Amount	No. of Accounts	Amount	No. of Accounts	Amount			
Short-term Loans	2	\$691	2	\$738	1	\$400	6.91	7.06	6.25
Returned Checks	1	\$1,121	1	\$95	0	\$0	1.42	0.26	0.00
E & G Tuition/Fees	266	\$170,291	271	\$449,416	183	\$276,124	0.08	0.24	0.14
Statewide Tuition/Fees	208	\$55,239	211	\$91,751	168	\$109,950	0.17	0.27	0.33

COMPARATIVE SCHEDULE OF BAD DEBT WRITE-OFF RECOMMENDATIONS
AUXILIARIES, SERVICES, AND OTHER
Fiscal Year Ending June 30, 2021

	FY 2019	FY 2020	FY 2021	Three -Year Total	Three -Year Average
<u>Auxiliaries</u>					
Bookstore	15,728	13,856	12,070	41,654	13,884.66
Dining Services	59,515	43,100	33,341	135,956	45,318.67
Health Center	1,712	850	-	2,562	854.00
Housing	44,840	65,800	64,853	175,493	58,497.50
Triple Beam Bakery	-	-	-	-	-
Total Auxiliaries	<u>121,795</u>	<u>123,606</u>	<u>110,263</u>	<u>355,664</u>	<u>118,554.83</u>
<u>Services</u>					
Soils Testing Lab	-	-	-	-	-
Total Services	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<u>Other</u>					
Statesman Newspaper	815	49	504	1,368	455.91
Veterinary Diagnostic Lab	-	373	-	373	124.33
Innovation Campus - Caisson	-	-	-	-	-
Caine College of the Arts - Equipment	-	-	-	-	-
Shingo Institute	-	28,937	27,549	56,486	18,828.82
College of Ed Med Clinic - Sorenson Clinics	5,905	9,895	5,353	21,153	7,051.16
Total Other	<u>6,720</u>	<u>39,254</u>	<u>33,407</u>	<u>79,381</u>	<u>26,460</u>
Grand Total	<u><u>128,515</u></u>	<u><u>162,860</u></u>	<u><u>143,670</u></u>	<u><u>435,045</u></u>	<u><u>145,015</u></u>