Faculty Senate Agenda, April 25, 2022

Utah State University

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<table>
<thead>
<tr>
<th>Time</th>
<th>Item</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:00</td>
<td>Call to Order</td>
<td>Boyd Edwards</td>
</tr>
<tr>
<td></td>
<td>Approval of Minutes – March 28, 2022</td>
<td></td>
</tr>
<tr>
<td>3:05</td>
<td>University Business</td>
<td>Noelle Cockett, President</td>
</tr>
<tr>
<td>3:20</td>
<td>Information</td>
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<td>Education Policies Committee – April 7, 2022</td>
<td>Paul Barr</td>
</tr>
<tr>
<td>3:25</td>
<td>Reports</td>
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<tr>
<td></td>
<td>Budget and Faculty Welfare Annual Report</td>
<td>Jan Thornton</td>
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<td>Committee on Committees Annual Report</td>
<td>Crissa Levin</td>
</tr>
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<td>Calendar Committee Annual Report</td>
<td>Renee Galliher</td>
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<td>Recruitment and Retention Annual Report</td>
<td>Heidi Kesler/Katie Jo North</td>
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<tr>
<td>3:45</td>
<td>Old Business</td>
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<tr>
<td>3:50</td>
<td>New Business</td>
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<td>Faculty Code 403 Current</td>
<td>Changes</td>
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<td></td>
<td>Faculty Senate President Elect</td>
<td>Boyd Edwards</td>
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<td></td>
<td>Faculty Senate Executive Committee Membership</td>
<td>Boyd Edwards</td>
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<tr>
<td></td>
<td>(College of Engineering – USU Eastern)</td>
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<td></td>
<td>Format for 2022-2023 Faculty Senate Meetings</td>
<td>John Ferguson</td>
</tr>
<tr>
<td></td>
<td>May 2 Faculty Senate Agenda Discussions</td>
<td>Boyd Edwards</td>
</tr>
</tbody>
</table>

Adjourn: 4:30 pm
FACULTY SENATE MINUTES  
March 28, 2022  
3:00 – 4:30 pm  
Merrill Cazier Library – 154 (Zoom)

Call to Order - Boyd Edwards  
Approval of Minutes – February 28, 2022  
Minutes approved as distributed.

University Business - Noelle Cockett, President | Frank Galey, Provost  
President Cockett – Salary compensation increase - the state legislature originally thought the increase range would be from 3.5% to 5.0% for all state employees. By the end of the session, they came up with a 5.75% increase which is the highest amount that public employees have received in over 20 years. With higher education staff 25% of that increase comes from student tuition. There will be a 3.5% increase in tuition for students and they support the increase. Dispersing of the funds – met with members of the Budget and Faculty Welfare (BFW) Committee, the Staff Employee Association (SEA) and the Executive Committee to discuss the disbursement amounts. Recommendations were given from all of them. Both SEA and BFW recommend that the 5.75% be given across the board to all employees. The executive committee looked at equity for gender and race across all staff employees and they identified 59 females that have not been paid the same as males in that category. Approximately $285,000 would be needed to bring these individuals up to the same level. There are also some employees who are below the minimum in their job categories. That would be an additional $50,000 needed. The university would need 3.5% of the 5.75% to fix those inequality issues. The executive committee also stated that those in advisory roles need a little more for equity and compression. It is recommended that 0.4% be pulled for equity and compression issues. The final recommendation will be made this Friday. The university will be looking at equity for gender and race for the upcoming year. The 15% increase for promotion and tenure will still take place.

Provost Galey – The Provost’s Newsletters are going out monthly. Please let the provost know if you have anything to add. The east stadium lab will remain open until June and after that information will go out as to where individuals can go for testing. The university will continue with masks welcomed not mandated or requested. Faculty members wanted to know if they can teach without masks. Yes, the decision is up to them. Student groups and travel overseas has been opened back up. Individuals who will be traveling are being asked to fill out a request form. Remind travelers to purchase refundable tickets in case the COVID situation changes.

Information  
Educational Policies Committee – March 3, 2022 - Paul Barr  
General Education Subcommittee – approved five general education designations.
Academic Standards Subcommittee – no meeting held, nothing to report.
Curriculum Subcommittee – approved 61 course requests and six R401 proposals. The Department of Landscape Architecture and Environmental Planning made a CIP code change. This change was made so that there won’t be any funding issues. Total curriculum changes up to this point has been 1,345.

Reports  
Honorary Degrees and Awards Annual Report - Noelle Cockett  
Motion to approve the Honorary Degrees and Awards Annual Report made by Scott Hunsaker. Seconded by John Ferguson. Report approved.
Commencement speaker for the 135th USU commencement will be Thomas Vilsack, Secretary of Agriculture. He has served two terms under Barak Obama and now serves under Joe Biden. He has strong land grant university experience and work. Below are the doctorate degrees being awarded:

- Doctorate of Agricultural Sciences - Thomas Vilsack
- Doctorate of Humane Letters – Lisa Eccles
- Doctorate of Law – Lyle Hillyard

Professional Responsibilities and Procedures Annual Report - Scott Hunsaker
Motion to approve the Professional Responsibilities and Procedures Annual Report made by Corey Christiansen. Seconded by Danielle Ross. Report approved
Report is for calendar year 2021. See report for code updates/changes.

Old Business
N/A

New Business
Faculty Senate Calendar 2022-2023 - Boyd Edwards
Motion to approve the 2022-2023 Faculty Senate Calendar made by John Ferguson. Seconded by Scott Hunsaker. Calendar approved.

At the April 25 meeting names will be brought forward for Faculty Senate Elect-President. We will hold a Faculty Senate meeting on May 2 to announce the new president-elect.
Motion to add the May 2 Faculty Senate meeting to the schedule made by John Ferguson. Seconded by Joel Ellsworth. Motion approved.

Adjourn: 3:48 pm
The Educational Policies Committee (EPC) met on April 7, 2022. The agenda and minutes of the meeting are posted on the Educational Policies Committee web page (www.usu.edu/epc). During the April 7, 2022 meeting of the EPC, the following actions were taken:

1. **General Education Subcommittee**
   - LAEP 1040 – Introduction to Landscape Architecture was approved for a BLS designation.
   - A discussion with the committee regarding the breadth of the rubrics for general education designations. The consensus was that they should be broad. If they are too narrow it would cause problems with course offerings.

2. **Academic Standards Subcommittee**
   - Minutes – No meeting. The subcommittee is working on the catalog overhaul with the Registrar’s Office. The language for the approved absence will come back to the committee for more clarity and revision.

3. **Curriculum Subcommittee**
   - *Course Approvals – 0*

   - *Program Proposals*
   - Request from the Department of Plants, Soils and Climate in the College of Agriculture and Applied Sciences to offer a new specialization (Bioinformatics and Computational Biology) to the MS and PhD degrees of Plant Science.

   - Request from the Department of Theatre Arts in the Caine College of the Arts to change the name of the Theatre Arts Theatre Education Certification Option BFA to Theatre Arts Education BFA.

   - Request from the Department of Mechanical and Aerospace Engineering in the College of Engineering to create a Center for the Design and Manufacturing of Advanced Materials (CDMAM).

   - Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to create a new post-baccalaureate certificate in Cybersecurity.

   - Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to create a new post-baccalaureate certificate in Data Analytics.
• Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to create a new post-baccalaureate certificate in Data Engineering.

• Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to create a new post-baccalaureate certificate in Data Technologies.

• Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to restructure the existing Master of Management Information Systems program to require completion of two stackable post-baccalaureate certificates (24 credits) along with six credits of information technology strategy or management courses.

• Request from the Department of Data Analytics and Information Systems in the Jon M. Huntsman School of Business to create a new post-baccalaureate certificate in Web Development.

4. Other Business
EPC membership. Members were thanked for their service on the committee, and they were asked to respond to Michele Hillard no later than April 15 and let her know if they will or will not remain on the committee for the 2022-2023 academic year.
The duties of the Budget and Faculty Welfare Committee (BFW) are to (1) participate in the budget preparation process, (2) periodically evaluate and report to the Senate on matters relating to faculty salaries, insurance programs, retirement benefits, sabbatical leaves, consulting policies, and other faculty benefits; (3) review the financial and budgetary implications of proposals for changes in academic degrees and programs, and report to the Senate prior to Senate action relating to such proposals; and (4) report to the Senate significant fiscal and budgetary trends which may affect the academic programs of the University. (Policy 402.12.4)

Meetings and Discussions of the BFW Committee
This report covers activities of the BFW committee for the Fall of 2021 and Spring 2022. The BFW committee convened on three occasions via Zoom. February 3, February 24, and March 17, 2022. The meetings included the following discussion items:

- Compensation allocation and inflation
- Non-monetary compensation
- Mental health parity and USU’s health insurance plan
- IDEA evaluation release date

The BFW Committee met with President Cockett on March 17, 2022, for a legislative update and to discuss the allocation of the salary increase provided by the legislature.

- President Cockett gave the committee historical information on how raises have been split between flex versus across-the-board raises since the 2003-2004 academic year
- The committee recommended that the entire 5.75% be allocated toward cost-of-living increases due to the extraordinary nature of this year.
- The committee gave a contingent recommendation to prioritize compression and equity over merit if the entire amount could not be allocated toward cost of living.

Recommendations:

1. Explore a metric for merit pay
2. Structure the committee to have an outgoing, a current and an incoming chair.
3. Explore issues of compression and equity
4. Follow up on mental health parity and USU’s health insurance plan
Members: Maureen Hearn (chair elect), Joe Koebbe, Crissa Levin (chair)

12.2 Committee on Committees

The responsibility of the Committee on Committees is to:

(1) apportion Senate elective positions annually,
(2) coordinate and supervise the election of members to the Senate,
(3) prepare eligibility slates and supervise nominations and elections within the Senate,
(4) recommend to the Senate the appointed members of all Senate committees and the members of university committees that include Senate representatives.

The committee conducted business primarily through email and Zoom meetings with no face-to-face meetings held due to Covid-19 concerns. No formal meeting minutes were maintained. The committee entered the academic year with mild confusion over committee membership assignment. This was due primarily due to having no members serving previously in the Committee on Committees; with all new members some aspects of assignment were lost to previous committee behaviors that may have been passed down orally. In addition, communication about assignments to senators was made during the transition of chairs. One chair made the assignments, another communicated them to senators. This led to confusion, and difficulty with problem-solving issues. To account for these issues in the future, the committee will be transitioning current members off outside of their traditional 3-year roles to ensure overlapping membership inside the committee by at least one committee member at all times, as per faculty code. In addition, in summer 2022, we will streamline the membership assignment and additional committee tasks in a formal written document. This document will include specifying that the chair will do the bulk of the work on committee membership assignment and will also do the bulk of the work in communicating the committee membership and making any modifications in membership.

Elections and appointments to the Faculty Senate have been completed. In April the Committee on Committees will be sending requests for a Chair Elect for each committee.

The Senate committee service interest survey will be distributed in April. The Committee on Committees Chair, Chair-elect, and the Faculty Senate Executive Secretary will confirm appointments and fill vacancies that reflect the newly revised committee membership numbers.

Looking forward to the 2022-2023 academic year the Committee on Committee would like to start discussions about several aspects of the committee selection process. These are itemized below.

1. Develop a detailed annual task list for the Committee on Committees, including template emails
2. Establish one list with the names of all current senators and the committees to which they have been appointed. Attempt to ensure there is communication among all parties of administration
such that only the one list is being actively used and updated (such that anyone who retires from faculty senate would be removed from the one list, and there would be no conflicting lists).

3. Continued Work on Communication:
   a. Communicate the values of shared governance with senators when attempting to fill slots or nominate chairs, in an attempt to increase engagement.
   b. Communicate default decisions when possible to offset momentum of non-response, and dates by which responses would be needed to avoid the default listed.
   c. Communicate membership on committees to Deans and Directors of the various units on campus. This will allow administrators to identify who their representatives are on the senate and the roles these people play in the senate.
   d. Communicate membership on committees to Department Heads. This will inform departments who to talk to about issues specifically related to their department.
Calendar Committee Members 2021-2022
Renee Galliher, Office of the Provost – Chair
Mykel Beorchia, University Advising
LuAnne Bladen, Registrar’s Office
Niyonta Chowdhury-Magana, Graduate Studies Senator – USUSA
Jared DeLisle, Faculty Senate
Britney Dikwa-Nkrumah, Engineering Senator – USUSA
Nancy Hanks, Office of the President
Joan Hevel, Faculty Senate
Dennis Kohler, Staff Employee Association
Andi McCabe, Office of the Provost
John Mortensen, Academic and Instructional Services
Doug Ramsey, Faculty Senate
Beth Anne Sukphisit, Office of the Provost – Secretary
Steve Williams, Faculty Senate

Charge
The Calendar Committee is charged with the responsibility of reviewing, evaluating, and recommending the University’s academic calendar and employee holidays. The committee represents faculty, staff, students (undergraduate and graduate), Student Affairs, Academic and Instructional Services, the Provost’s Office, and the President’s Office. The actions of this committee are ratified by the Executive Committee after review by the Faculty Senate.

2021-2022 Actions
1. The committee recommends a proposal for the 2023-2024 Academic Calendar, including June 19 Juneteenth as a no-class day. (See Supporting Materials 1A and 1a)

2. The committee recommends a proposal for the 2024 employee Holiday Calendar. (See Supporting Materials 2A and 2a)

Status
This report resulted from deliberations at one meeting of the Calendar Committee held on November 8, 2021. It will be considered by the Faculty Senate Executive Committee on April 11, 2022, and by the Faculty Senate on April 25, 2022.

Supporting Materials – See Following Pages
a. Proposed Academic Calendar for 2023-2024 (Attachment 1A and 1a)
b. Proposed Holiday Calendar for 2024 (Attachment 2A and 2a)
# Proposed 2023-2024 Academic Calendar

## Summer Semester 2023

<table>
<thead>
<tr>
<th>Session Type</th>
<th>Dates</th>
<th>Details</th>
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<tbody>
<tr>
<td>7-week Session #1</td>
<td>May 8 - June 23 (M-F)</td>
<td>32 instr. days, 1 test day</td>
</tr>
<tr>
<td>7-week Session #2</td>
<td>June 26 - August 11 (M-F)</td>
<td>32 instr. days, 1 test day</td>
</tr>
<tr>
<td>14-week Session</td>
<td>May 8 - August 11 (M-F)</td>
<td>65 instr. days, 1 test day</td>
</tr>
</tbody>
</table>

### Summer Session Holidays
- May 29 Memorial Day (M)
- June 19 Juneteenth (M)
- July 4 Independence Day (T)
- July 24 Pioneer Day (M)

## Fall Semester 2023 (70 instruction days, 5 test days)

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>First Day of Classes</td>
<td>August 28 (M)</td>
</tr>
<tr>
<td>First 7-Week Session</td>
<td>August 28 - October 16</td>
</tr>
<tr>
<td>Labor Day</td>
<td>September 4 (M)</td>
</tr>
<tr>
<td>Second 7-Week Session</td>
<td>October 17 - December 8</td>
</tr>
<tr>
<td>Fall Break</td>
<td>October 20</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>November 22-24 (W - F)</td>
</tr>
<tr>
<td>No-Test Week</td>
<td>December 4 - 8 (M - F)</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>December 8 (F)</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>December 11-15 (M - F)</td>
</tr>
</tbody>
</table>

## Spring Semester 2024 (70 instruction days, 5 test days)

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>First Day of Classes</td>
<td>January 8 (M)</td>
</tr>
<tr>
<td>First 7-Week Session</td>
<td>January 8 - February 27</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Day</td>
<td>January 15 (M)</td>
</tr>
<tr>
<td>Presidents’ Day</td>
<td>February 19 (M)</td>
</tr>
<tr>
<td>Second 7-Week Session</td>
<td>February 28 - April 23</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 11 - 15 (M - F)</td>
</tr>
<tr>
<td>No-Test Week</td>
<td>April 17 - 23 (W - T)</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>April 23 (T)</td>
</tr>
<tr>
<td>Interim Day</td>
<td>April 24 (W)</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>April 25 - May 1 (R - W)</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 2 - 3 (R - F)</td>
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## Utah State University
### 2023-2024
#### Proposed Academic Calendar

<table>
<thead>
<tr>
<th>May 23</th>
<th>June 23</th>
<th>July 23</th>
<th>August 23</th>
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</tr>
</tbody>
</table>

#### Summer 2023
- **14-Week Session** (65 instr. days, 1 test day)
  - May 8, First Day of Classes
  - August 11, Last Day of Classes
- **1st 7-Week Session** (32 instr. days, 1 test day)
  - May 8, First Day of Classes
  - June 23, Last Day of Classes
- **2nd 7-Week Session** (32 instr. days, 1 test day)
  - June 26, First Day of Classes
  - August 11, Last Day of Classes

#### Fall 2023 (70 instruction days, 5 test days)
- **August 28, First Day of Classes**
- **September 4, Labor Day**
- **October 16, Last Day of 1st 7-Week Session**
- **October 17, First Day of 2nd 7-Week Session**
- **October 20, Fall Break**
- **November 22-24, Thanksgiving Break**
- **December 4-8, No-Test Week**
- **December 8, Last Day of Classes** (Full Semester & 2nd 7-Week Session)

#### Spring 2024 (70 instruction days, 5 test days)
- **January 8, First Day of Classes**
- **January 15, Martin Luther King Day**
- **February 19, Presidents’ Day**
- **February 27, Last Day of 1st 7-Week Session**
- **February 28, First Day of 2nd 7-Week Session**
- **March 11-15, Spring Break**
- **April 17-23, No-Test Week**
- **April 23, Last Day of Classes** (Full Semester & 2nd 7-Week Session)
- **April 24, Interim Day**
- **April 25 - May 1, Final Examinations**
- **May 2-3, Commencement**

#### Notes
- **Summer Holidays**
  - May 29 - Memorial Day
  - June 19 - Juneteenth National Independence Day
  - July 4 - Independence Day
  - July 24 - Pioneer Day
- **Fall Break**
  - October 20
- **December 11-15, Final Examinations**

Approved by the Calendar Committee November 8, 2021
## 2024 Proposed Employee Holidays

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Date</th>
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<tbody>
<tr>
<td>New Year's Day</td>
<td>Monday, January 1</td>
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<tr>
<td>Martin Luther King, Jr. Day</td>
<td>Monday, January 15</td>
</tr>
<tr>
<td>Presidents' Day</td>
<td>Monday, February 19</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>Monday, May 27</td>
</tr>
<tr>
<td>Independence Day</td>
<td>Thursday, July 4</td>
</tr>
<tr>
<td>Pioneer Day</td>
<td>Wednesday, July 24</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Monday, September 2</td>
</tr>
<tr>
<td>Thanksgiving Day</td>
<td>Thursday, November 21</td>
</tr>
<tr>
<td>Friday Following Thanksgiving</td>
<td>Friday, November 22</td>
</tr>
<tr>
<td>Christmas Eve</td>
<td>Tuesday, December 24</td>
</tr>
<tr>
<td>Christmas Day</td>
<td>Wednesday, December 25</td>
</tr>
<tr>
<td>Day After Christmas</td>
<td>Thursday, December 26</td>
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<tr>
<td>Weekdays</td>
<td>January</td>
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<td>7 8 9 10 11 12 13</td>
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<td>14 15</td>
<td>16 17 18 19 20</td>
</tr>
<tr>
<td>21 22 23 24 25 26 27</td>
<td>28 29 30</td>
</tr>
</tbody>
</table>

**Notes**

**2024 Employee Holidays (12 days)**
- Monday, January 1, New Year's Day
- Monday, January 15, Martin Luther King Jr., Day
- Monday, January 19, President's Day
- Monday, May 27, Memorial Day
- Thursday, July 4, Independence Day
- Wednesday, July 24, Pioneer Day
- Monday, September 2, Labor Day
- Thursday, November 21, Thanksgiving Day
- Friday, November 22, Thanksgiving Break
- Tuesday, December 24, Christmas Eve
- Wednesday, December 25, Christmas
- Thursday, December 26, Day After Christmas

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Created using a template from www.vertex42.com/calendars
Faculty Senate- Fall 2022 Recruitment & Yield Efforts

USU is committed to sustainable enrollment growth. Beyond the regular recruitment travel, events, and marketing efforts, USU has implemented some new long-term initiatives. Strategies are designed for incoming students systemwide.

New Initiatives

- **Utah State Promise** - The Utah State Promise will cover the remaining tuition and student body fees for those incoming first time, resident students that are pell-eligible. If students remain pell-eligible the award will be maintained for up to 8 semesters. [usu.edu.promise](http://usu.edu.promise)
- **Housing & Dining Grants** - $1,200 housing and dining grants to all incoming first-time students that have registered by May 1 at Logan, Eastern and Blanding campuses.
- **Personalized Financial Aid Videos** - Students will be sent up to three personalized videos outlining their federal aid and scholarship packages beginning in February.
- **Earned Admission** - This is a new admissions pathway for students applying to USU with a GPA below a 2.8. Students will take a student success course prior to attending USU. [usu.edu/apply/earned-admission](http://usu.edu/apply/earned-admission)
- **Comprehensive Scholarship Review** - students wanting to be considered for academic scholarships based on high school GPA and class rigor, rather than ACT/SAT test scores. Class rigor consists of CE, AP, Honors and IB classes. [usu.edu/admissions/scholarships](http://usu.edu/admissions/scholarships)
- **Tier 5 Scholarships** - extended academic parameters to resident first time students. Approx. 2,500 students awarded $1,000-$2,000 two-year awards.
- **Concurrent Enrollment/Early College Expansion** - Expansion of online concurrent enrollment options out of state for a select number of classes.
- **USU System & Campus Specific Goals and Recruitment Plans** - Each campus in the USU System has enrollment goals by student type and initiatives to meet enrollment goals.

Recruitment Events

Admissions was excited to resume in-person events and travel this fall. We held 35 events this fall, with 6,206 in attendance.

- **Open Houses**
  - Students and parents can learn about admissions, scholarships, academic majors, student life, housing, etc. Scholarships are awarded on the spot to those that qualify.
  - 29 Open Houses- 25 in Person, 4 virtual
  - 4,058 total attendance, 1,400 scholarships awarded
    - Houston, TX- 59
    - Dallas, TX- 66
    - Washington, DC- 71
    - Vernal, UT- 141
    - Provo, UT- 234
    - Tooele, UT- 77
    - Salt Lake City, UT- 346
    - Lehi, UT- 536
    - Idaho Falls, ID- 140
    - Comparison: Fall 2021- 18 Open Houses, 3,050 in attendance, 1,251 scholarships awarded
- **On Campus Events**
  - True Blue Days are a series of events that may appeal to a specific demographic- ex, leadership, academics, diversity, etc.
  - 9 events- 2,148 total attendance
    - Preview Day 1- 465
    - Preview Day 2- 634
    - Out of State Day-36
    - Transfer Day- 38
    - Eastern Senior Preview Day- 61
    - Comparison: Fall 2021- 8 events, 358 in attendance
• Campus Tours/Games
  - 3,244 total visitors on campus tours (Fall 2021 – 1,870, Spring 2022 – 1,374)
  - 1,350 total visitors on group/special tours
  - 1,896 total visitors on our virtual campus tour
  - 605 total visitors hosted to football and basketball games
  - Comparison: Fall 2021- 2,189 in attendance (full year)- tours limited, no games hosted

• High School Visits
  - 338 total high school visits made by an Admissions Specialist (Recruiter)
  - 145 total high school visits made by a student ambassador
  - Comparison: Fall 2021 - virtual appointments only, no in-person visits allowed

Marketing & Communications
August 23, 2021- April 5, 2022
Systemwide communication plans have been created through UMAC, Admissions, and the Statewide Recruitment Collaborative. Each campus has specific communications as well as specific demographic communications (diversity, high ability, etc.).
  - Emails - 1.7M sent - 63.55% Open Rate (Industry Standard=23.42%)
  - Text Messages - 76,770 sent
  - Mailers (not counting admission packets) - 225,195 total
    - September: Senior Mailer - 66,450
    - Fall Open House Invites - 85,084
    - Fall True Blue Day Invites - 43,661
    - December: Scholarship Deadline - 30,000
    - January: Transfer Events/Deadline - 3,572
    - January: Parent Welcome - 11,048
    - February: Next Steps Reminder - 12,100
    - Spring True Blue Days - 17,200
    - Early March: Value + Sticker 11,900
    - Late March: Registration Heads Up - 12,391
    - April: College Welcome/Class Registration – 13,509
    - May: Alumni Outcomes (May) - TBD
  - Admit Letters and New Student Guides (fall only) - 13,507 personalized admission packets with next steps
  - Social Media Ads – 107,451 reach (individuals)| 5,016 clicks
  - Google Video Ads (fall only) – 9,600 views | 5,100 clicks
  - Google Display Ads (Static) - 4.29M impressions | 12.3K clicks
  - Digital Publications (Viewbooks, Self-Guided Tour)- 2.1K unique views

Spring Yield Efforts
- Utah Higher Ed Day for every high school in UT, and majority of high schools in Idaho will take place starting in January for high school juniors.
  - Events:
    - 11 events- 2,541 total attendance
      - Local Parent & Latinx Nights - 477
      - Virtual Open House 3 - 44
      - Virtual Transfer Open House - 35
      - Out of State Day 2 - 32
      - Eastern Junior Preview Day – 94
    - Out of State Day 3 - 20
    - Transfer Day 2 - 37
    - Eastern Leadership Summit
    - Admitted Students Day 1&2 – 1,096
    - Junior Preview Day - 706
    - Comparison: Spring 2020- 8 events, 358 in attendance
    - Feb 8-10- Ambassador Academy/Selection
    - February- Orientation Modules Open
    - April 15- True Blue Day: Transfers- 21 registered guests
    - April- Registration opens
    - May-July- In person Orientation
    - June 6-9, June 13-16- USU Leadership Conference - expecting 1,600 total attendance
The Student Achievement Collaborative is a strategic cross-divisional effort to develop and administer innovative strategies designed to enhance the student experience and meet institutional retention and completion goals while emphasizing the University’s commitment to access and student achievement. It is led by Janet Anderson with contributors from the following units:

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Additionally, the S. A. Collaborative also consulted with the Center for Student Analytics; the Office of Analysis, Assessment and Accreditation; the Executive Enrollment Management Committee; and the Board of Trustees in the course of developing the following information and report.

Definitions
Persistence = semester to semester (e.g., fall to spring or spring to fall).
Retention = year to year (e.g., fall to fall).
Completion = successful completion of a credential (e.g., bachelor’s or associates degrees).
Cohort = a specified group of students based on their entry type and term.

Background
USU has traditionally reported utilizing the IPEDs retention and completion data provided by AAA. This only includes cohorts of undergraduate students who were first-time, full-time, and four-year degree-seeking at the census date during their first term with USU. This ignored transfer students, part-time students, and students pursuing 2-year and 1-year credentials. Unfortunately, utilizing the IPEDs data has caused USU to allow approximately 40% of our students to remain unreported and therefore, largely ignored.

New Cohorts for USHE and USU
On May 4, 2021, USHE issued a guide to its performance metrics indicating cohorts should now include:
• Certificate-seeking = certificate requiring 16+ total earned hours (16+ total earned hours is required for a program to qualify for students to receive federal financial aid).
• Associates-seeking
• All new enrollments, regardless of time status
• Transfer-in Undergraduate students

In keeping with the new USHE guide and in support of USU’s land grant mission, we have now adopted cohorts that align with the USHE standards.

New Retention & Completion Goals
Utilizing the new cohort definitions, Utah State University has established the following goals:

1. Increase retention from the 1st to the 2nd year (fall to fall) by 5% in 5 years.
2. Increase retention of underrepresented* students from the 1st to the 2nd year by 7% in 5 years.
3. Increase retention of first-generation students** from the 1st to the 2nd year by 7% in 5 years.
4. Increase the 6-year completion rate by 3% in 5 years.

*underrepresented students are defined by USHE performance metrics as Hispanic, American Indian/Alaska Native, Black/African American, Native Hawaiian/Pacific Islander, and Multiracial.
**although USHE does not designate first-generation students as “underrepresented,” USU has found that these students are at the highest risk of attrition. Therefore, a separate goal focused on first-generation students has been created.

These are lofty goals! It will require a collaborative or shared governance approach to achieve success.

The shared governance model for student retention
A shared governance model for student retention includes the support and work of a variety of divisions and offices:

• Academics – Faculty, the Provost’s Office
• Social, Cultural Belonging, Health and Wellness – Student Affairs
• Accommodation for Diagnosed Disability – Disability Resource Center, AIS
• Financial Wellness – Student Financial Services, AIS
• Academic Support – Student Achievement Collaborative, AIS/the Provost’s Office

Faculty are Key to Retention
The most important place for student retention work is in the classroom. While there are many wonderful aspects to college life, the most significant element remains the academic experience — what happens inside the classroom. Studies show that when a student can identify a faculty member who has made an impact, that student is likely to persist toward completion. When a student is having a positive, fulfilling academic experience, they are much more willing to overcome challenges such as financial, academic, or family pressures in order to persist toward graduation. Academics don’t just matter, they matter most.

Academic Belonging
Data indicates that a lack of academic belonging is a major contributor to attrition.

A sense of academic belonging occurs when each of the following conditions are met:
1. The student believes they are capable, they believe they can succeed academically. They feel they belong because they are academically competent.
2. The student believes they have selected the right program of study for them, it is where they belong to achieve their goals and aspirations.
3. The student believes they belong to a community of learners in which they are challenged to learn and grow alongside others.

A sense of academic belonging is diminished when:
1. The student feels incapable, stupid, unable to succeed academically. A low assignment score, disappointing test score, or a confusing lecture could all lead to these feelings.
2. The student doubts they have selected the right program of study for them. A mismatch of aspirations, effort, and/or aptitude can lead to this doubt.
3. The student believes they do not belong to a community of learners, they feel left out or alone on their journey. “Imposter Phenomenon” is commonly felt by various groups such as first generation students. Students who don’t feel there is a place for them within their chosen field will not feel a sense of academic belonging. Increasingly, the sense of personal identity within the larger community of learners is a significant contributor to student success.

Student Achievement Collaborative initiatives and programs that contribute to a sense of academic belonging leading to increased persistence and retention:
1. University Connections (USU 1010)
2. Habits of Mind Curriculum
3. Aggie First Scholars
4. Supplemental Instruction
5. Student Academic Achievement Alert (sAAA)
6. Success Coaching & Brokering
7. Psychologically Attuned Communications
8. Academic Support Alliance

University Connections (USU 1010)
In 2019, University Connections adopted a faculty mentoring model. Faculty selected to teach USU 1010 now also serve as mentors to the students in their class for one full academic year. Data suggests that this model helped to mitigate the attrition experienced by many universities when COVID-19 hit in March 2020.
Habits of Mind Courses
These 1-credit courses are designed to be taught during 7-week parts of term. They address a variety of habits of mind necessary for success at the university and beyond. They build on the foundation that many incoming students learn in USU 1010. These classes focus on specific areas for improvement and, in most cases, allow students to focus on making work in other courses more productive, efficient, and purposeful. They are designed to teach portable skills.

- USU 1020: Planning for College Success
- USU 1030: Resilience
- USU 1040: Learning for College Success
- USU 1050: First Scholars Seminar (for first-generation students)
- USU 1060: Reading for College Success
- USU 1070: Success in STEM

The investment is 1 credit over 7 weeks in effort and tuition (although if the student is in the plateau, it does not require additional tuition). The return on the investment is: lifelong skills, greater success in current and subsequent courses, and in increased sense of belonging and confidence.

Aggie First Scholars
The retention rate for FGS* has traditionally been approximately 10% lower than non-FGS. However, for participants in Aggie First Scholars it is substantially higher than the overall retention rate. *FGS = (self-identified when neither parent/guardian has graduated with a U.S. 4-year degree).

Who can Participate in Aggie First Scholars?
- ALL first-generation college students.
- ALL faculty/staff who identified as FGS when they were students.
- ALL faculty/staff who want to be allies.
What are the Benefits for Aggie First Scholars?

- Eligible to enroll in USU 1050 & 2160.
- Mentoring opportunities.
- Leadership development & employment opportunities.
- Power Up and The Power Within series.
- Socials & activities.
- An increased sense of belonging.

Supplemental Instruction

USU's Supplemental Instruction (SI) program is designed to provide peer, academic support to any student registered for a breadth education course, having already been paid for through students' tuition and fees.

Understanding the importance of increasing retention within historically challenging courses, Supplemental Instruction focuses on learning strategies and core competencies to guide student success towards graduation, inviting them to learn beyond the lecture.

This academic year, Student Retention & Completion has initiated a faculty advisory committee to provide shared governance for the SI program. This has resulted in a faculty reviewed application process for those requesting SI support.

Incorporating the goals of general education, participants of SI will be able to relate, apply, implement, and demonstrate strategies and competencies in the following ways:

- Within the context of their specific breadth education courses
- To other coursework and beyond
- Collaboratively with peers
- Proactively, prior to academic difficulties

Implemented at Utah State in 1987, SI is an international academic support model developed in 1973 by the University of Missouri–Kansas City.

The Student Academic Achievement Alert (sAAA) Form

The sAAA form was created this academic year. The purpose is to bridge the gap between the work faculty do and the academic support provided by the Office of Student Retention & Completion. Just as “AAA” provides “roadside assistance” when a member’s car has broken down, the sAAA provides assistance for students to get back on the road toward success.
The sAAA reporting form is accessed on the same page as other reporting tools such as the Student of Concern. It can be found at [https://studentconduct.usu.edu/reporting](https://studentconduct.usu.edu/reporting).

**What does the process look like?**

**Success Coaching & Brokering**
Success Coaches increase belonging through:

- Development of learning strategies & Executive Function development/refinement.
- Brokering to:
  - Academic success resources that are available (e.g., tutoring, SI, HOM courses, etc.).
  - Services that may be useful (e.g., CAPS, DRC, etc.).
  - Learning communities (e.g., AFS, Latinx Cultural Center, etc.).
- Alignment of the students’ aspirations with their efforts and aptitude.
- Explanations of policies that may apply to the student’s situation.
Success Coaches are not Advisors. They DO NOT discuss:

- Advise on courses to take.
- Advise about repeating courses.
- Advise about major exploration and/or changes.

Success coaches understand their sphere of influence within their expertise. When students are properly brokered (connected) with other experts, students’ sense of belonging increases because they recognize there is a team of success partners (shared governance model) to assist them as they align their aspiration, efforts, and aptitude.

**Psychologically Attune Communication**

What is psychologically attuned communication, and how does it work? The approach is based on a simple insight: receiving "bad news" can make students feel bad about themselves, and that sense of shame or embarrassment or of un-belonging can discourage them from taking productive action.

The Student Achievement Collaborative has begun a review of communications to students wherein difficult news is shared. Utilizing the principles of psychologically attuned communication, revisions are being made. When the message is firm and direct but also supportive in nature, the student is empowered to resolve the issue rather than hide from it. Tuning for the following communication plans are in various stages of completion:

- Academic Suspension - completed
- Academic Action (probation, warning, and semester warning) – in progress
- Bursar notifications of past-due balances – in progress
- Registrar’s Office communications – ongoing

**Academic Support Alliance**

The Academic Support Alliance has been created to provide a forum or think-tank for discussing ways to create a standard of care and to work together to remove barriers to that all students have access to programs, services, and resources designed to support student retention and completion. The Academic Support Alliance is an arm of the Student Achievement Collaborative and is co-chaired by Dr. Harrison Kleiner (Provost’s Office) and Heidi Kesler (Student Retention & Completion). Currently, the Academic Support Alliance is working on the following initiatives:

1. Creating a shared student employee training library. This library has established modules that various academic support teams can pull from when creating training for student employees.
2. Working with Risk Management, Title IX Office, and Legal to create appropriate language for use in **handbooks** utilized student employees.
3. Creating a “Academic Resource Finder” database. This will be like “Degree Finder” in that students, faculty, parents, or staff will have the option to type in key words and the database will return applicable academic resources and how to find and engage with those resources.

**Next Steps**

During the 2022-23 Academic Year, we will be working collaboratively to define campus-specific and college-specific retention goals and indicators.
403.1 INTRODUCTION

The university is operated for the common good which depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to teaching, research, and service. (See policy 401.8.1 (1) regarding provisions which are the same or similar to certain statements of the American Association of University Professors).

The university is a community dedicated, through promulgation of thought, truth, and understanding, to teaching, research, and service. It must therefore, be a place where innovative ideas, original experiments, creative activities, and independence of thought are not merely tolerated but actively encouraged. Thought and understanding flourish only in a climate of academic freedom and integrity, expressed collectively by colleges and departments as well as individually through research and teaching and as they exist within the wider context of advanced study as commonly understood by all universities. The community also values diversity and respect, without which there can be no collegiality among faculty and students. In addition, the university community values individual rights and freedoms, including the right of each community member to adhere to individual systems of conscience, religion, and ethics. Finally, the university recognizes that with all rights come responsibilities.

Because the pursuit of truth is fundamentally a personal enterprise, a statement of faculty responsibility must be strongly anchored to principles of intellectual freedom and personal autonomy. While faculty must abide by standards of professional responsibility, the university must provide and safeguard a climate of intellectual freedom. Relationships within the university should consist of shared confidence, mutual loyalty, and trust. Dealings should be conducted with courtesy, civility, decency, and a concern for personal dignity. Such an atmosphere can be achieved only when all concerned behave responsibly. While the right of
academic freedom is respected, the exercise of the right cannot be through disruptive actions or physical force. The university works to uphold its collective values by fostering free speech, broadening fields of inquiry, and encouraging the generation of new knowledge that challenges, shapes, and enriches our collective and individual understandings.

403.2 ACADEMIC FREEDOM

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

2.1 Freedom and Responsibilities of the University

Subject to the power and authority of the Board of Regents to control, manage, and supervise the Utah System of Higher Education, and Utah State University as a member institution, the university has the freedom to pursue its ends without interference from government. Included therein are the four essential freedoms of the university to determine for itself on academic grounds: (1) who may teach; (2) what may be taught; (3) how it shall be taught; and (4) who may be admitted to study. Consistent with principles of academic freedom, the faculty, individually and collectively, has the responsibility for determining the content of the curriculum.

The university consists of many components all of which support the interactive, collegial enterprise that exists in the quest for knowledge and its transmittal. The university has the general responsibility to protect the academic freedom of every faculty member and the freedom of every student to learn. The university itself shall not violate the academic freedom of any faculty member or the freedom of any student to learn and shall use its powers and resources to defend its faculty and students from unjustified attempts to compromise or restrict those freedoms, even should the exercise of those freedoms generate hostility.

2.2 Freedom and Course Requirements

Students are expected to take courses that will challenge them intellectually and personally. Students must understand and be able to articulate the ideas and theories that are important to the discourse within and among academic disciplines. Personal disagreement with these ideas and theories or their implications is not sufficient grounds for requesting an alternative course requirement. Alternative requirements requested on such grounds will not necessarily be granted. The university recognizes that students' sincerely held core beliefs may make it difficult for students to fulfill some requirements of some courses or majors (see policy 403.4). The university assumes no obligation to ensure that all students will be able to complete any course or major.
2.3 Violations of Academic Freedom or Standards and Regulations

Persons having a formal association with the university shall not be involved in acts which violate the academic freedom or constitutional rights of others, or the standards and regulations of the university or the State Board of Regents.

403.3 PROFESSIONAL RESPONSIBILITY; STANDARDS OF CONDUCT

The concept of academic freedom is accompanied by an equally demanding concept of professional responsibility. The standards for professional responsibility listed in the following subsections are standards to which faculty members are expected to adhere. University faculty members are citizens, members of learned professions, and officers of an educational institution. When speaking or writing as citizens, faculty members are free from institutional censorship or discipline, but their special position in the community imposes special obligations. As individuals of learning and as educational officers, they should understand that the public may judge their profession and their institution by their individual utterances. Hence, they should at all times strive to be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not speaking for the institution.

3.1 Standards of Conduct - Faculty Responsibilities to Student

(1) Faculty members engage in reasonable and substantial preparation for the teaching of their courses, appropriate to the educational objectives to be achieved and consistent with the standards of the discipline.

(2) Faculty members meet scheduled classes. Schedules are altered or classes canceled only for valid reasons and only after adequate notice is given to students and the faculty member’s direct academic supervisor. Failure to meet a class without prior notice to students is excusable only for reasons beyond the control of the faculty member.

(3) Faculty members shall select course requirements based on the legitimate pedagogical goals of the course and discipline and inform students of the general content and evaluation criteria in the syllabus or comparable documentation at the beginning of any course they teach. Faculty members evaluate student course work promptly, conscientiously, without prejudice or favoritism, and consistently with the criteria stated at the beginning of the course in the course documentation and related to the legitimate pedagogical goals of the course. The documentation for the course should identify, to the extent possible, the writings, lectures, films, presentations, performances, or other course requirements in sufficient detail to allow the student to identify requirements that may conflict with the student's sincerely held core beliefs. Faculty will not always be able to predict in advance requirements that may conflict with the sincerely held core beliefs of a given student or group of students. If conflicts arise, Procedures for Alternative Course Requirements due to Conflicts with Sincerely Held Core Beliefs (403.4) provides guidance to students and faculty for the resolution of conflicts.
(4) Faculty members with teaching responsibilities maintain regular office hours for consultation with students, or they otherwise assure accessibility to students.

(5) Faculty members do not plagiarize the work of students. When faculty members and students work together, appropriate credit is given to the students. Faculty members do not limit or curtail the right of any student to publish or otherwise communicate the result of the student's own independent scholarly activities.

(6) Faculty members do not use their positions and authority to obtain uncompensated labor or to solicit gifts or favors from students. Faculty members do not ask students to perform services unrelated to legitimate requirements of a course unless the student is adequately compensated for such services.

(7) Faculty members do not reveal matters told to them in confidence by students except as required by law, and then only to persons entitled to such information by law or institutional regulation. Faculty members may, however, report their assessment of a student's performance and ability to persons logically and legitimately entitled to receive such reports.

(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, 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).

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.

(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).

### 3.3 Standards of Conduct - Responsibilities to the Institution

(1) Faculty members conduct themselves in an open, fair, civil, and humane manner both in general and when making decisions or recommendations concerning admissions, employment, promotion, retention, tenure, and other professional matters. Faculty members do not harass or discriminate against anyone on the basis of race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, age, veteran status, or marital or parental status; the presence of any sensory, physical or mental disability or handicap; or for any other reason impermissible under applicable constitutional or statutory provisions.

(2) Faculty members may engage in outside professional activities that improve their academic skills and have a legitimate relationship to their academic service; however, faculty members must comply with policies 376 and 377, restricting the amount of time spent on non-institutional commitments, including outside consulting and other non-institutional employment. They also must comply with state law and institutional regulations relating to conflicts of interest.

(3) Faculty members do not exploit the institution's name or their relationship to the institution for personal reasons unrelated to their legitimate academic or professional activities. They avoid creating the impression that they are representing the institution in public appearances or statements, unless in fact they are.
(4) Faculty members do not purposely destroy institutional property, purposely disrupt institutional programs, purposely inflict physical injury or threaten such injury to other persons on campus, or purposely interfere with the legitimate activities of other persons on the institution's campus, nor do they purposely and unlawfully incite others to engage in such destruction, disruption, injury, or interference. Provided however:

(a) Non-violent reaction from members of an audience at a meeting or program open to the public shall not be considered disruption or interference of legitimate activities, unless such reaction occurs for the purpose of preventing the continuation of the program and has a reasonable likelihood of succeeding.
(b) Mere advocacy or expression shall not be considered incitement, unless the advocacy or expression poses a clear and present danger of the imminent occurrence of destruction, disruption, injury, or interference.

(5) Faculty members do not misappropriate institutional property or knowingly use it in violation of state or federal law.

(6) Faculty members do not knowingly mislead the institution by falsely asserting facts relevant to their qualifications as faculty members or their eligibility for institutional benefits.

(7) Faculty members adhere to the drug- and alcohol-free workplace policy (policy 313).

### 3.4 Standards of Conduct - Responsibilities of Citizenship

Faculty members share the general legal duties of citizenship. Faculty members who violate state or federal law may expect no immunity or special protection by reason of faculty status. As with other citizens, breaches of legal duty by faculty members are matters for disposition by the legal system. The university will not commence disciplinary proceedings for violations of law unless such violations directly relate to the university or adversely impact on the university's purposes and mission. The university reserves the right to bring disciplinary proceedings against faculty members who are charged with unlawful conduct which also constitutes a violation of a standard of conduct of this policy.

### 3.5 Definition of Reasonable Care

This term, which is familiar to the law, means that the level of performance required of a faculty member is that which is recognized in the profession as reasonable in the light of the obligations which he or she has assumed, competing demands upon his or her energy and time, nature and quality of his or her work, and all other circumstances which the academic community would properly take into account in determining whether he or she was discharging his or her responsibilities at an acceptable level.

### 403.4 PROCEDURES FOR ALTERNATIVE COURSE REQUIREMENTS DUE TO CONFLICTS WITH SINCERELY HELD CORE BELIEFS

It is the student's obligation to determine, before the last day to submit a petition for late course drop without penalty, when course requirements conflict with the student's sincerely held core beliefs. The class should be dropped if a conflict exists. A student who finds this solution impractical may request an alternative requirement from the instructor. Though the university provides, through this policy, a process by which a student may make such a request, the policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. A request for an alternative requirement must be made to the instructor in writing or email, and the student must deliver a
copy of the request to the office of the department head. The request must articulate the burden the requirement would place on the student's sincerely held core beliefs.

The instructor must respond to any request for an alternative requirement within two school days of receiving it. The response must be made in writing and a copy must be delivered to the office of the department head. In the event that the class does not meet on the day by which the instructor must respond, the student must make arrangements to receive the response in a timely manner. Instructors are not required to provide an alternative requirement, as long as the original course requirement has a reasonable relationship to a legitimate pedagogical goal. They may do so only if a reasonable alternative means of satisfying the course requirement is available and only if that alternative is fully appropriate for meeting the academic objectives of the course, after considering (1) the fundamental importance of the particular requirement to the legitimate pedagogical requirements of the course; (2) the burden on the student's sincerely held core beliefs; and (3) the difficulty of administering the alternative requirement.

In considering whether or not to provide an alternative requirement, the instructor may evaluate the sincerity but not the validity of the student's beliefs. If an instructor in a course provides an alternative requirement, the instructor must similarly consider all other requests made during the same semester for the same course for alternative requirements to address all students' sincerely held core beliefs. Requests will be individually evaluated in relation to the same considerations; however, the granting of one such request will not guarantee that all requests will be granted. Because the criteria and requirements for granting requests will apply differently to each instructor and to each section of each course, decisions made by an instructor in one course will not affect decisions by the same instructor in other courses or by other instructors in the same or other courses.

If an instructor does not grant a request for an alternative requirement, the student may appeal that denial in writing to the department head. If the department head is the instructor of the course, the student may appeal the denial to the academic dean of the college. The department head will, in consultation with the faculty member, act within two school days. The department head will uphold the denial unless she or he finds that the denial was arbitrary and capricious or illegal. The student may appeal the department head’s decision to the academic dean of the college. The academic dean's determination shall be final as it pertains to the specific request for an alternative requirement. Faculty challenges to the appropriateness of this decision should follow established grievance procedures. The student may but is not required to participate in these further reviews.

If the faculty instructor disagrees with the dean's decision that the instructor's denial of the student's request was arbitrary and capricious or illegal, the faculty instructor may not be compelled against his/her professional judgment to administer the requested alternative requirement for the student. If the faculty instructor declines to administer the alternative requirement, it will be the responsibility of the dean in consultation with the department head to design and administer the alternative requirement for the student in order to satisfy the student's request. The dean (or dean's appropriate designee) will determine the student's grade on that specific alternative requirement and will report that grade to the course instructor, who
will incorporate that grade for the requirement into the total grade for the course. The final grade in the course will be determined by the faculty instructor and will be calculated in the same way as the final grade is determined for all other students in the course.

A student in good standing may determine, after the last day to submit a petition for late course drop without penalty, that a course requirement conflicts with the student's sincerely held core beliefs. If the instructor has denied the student's written request for an alternative requirement, the student may seek permission in writing from the dean to withdraw without receiving a W on his/her transcript and to receive a refund of tuition for that class. It is the student's responsibility to determine any effect withdrawing from the course may have on the student's financial aid. In making this request the student must demonstrate that he or she could not have made this determination prior to the last day to drop courses without penalty, or that the request was made prior to the last day to drop a course and a decision was made after the drop date. The dean's determination shall be final.

Decisions on requests for alternative requirements shall not be considered adversely to a faculty member in retention, promotion and tenure, or other proceedings as long as those decisions are made in good faith. Faculty shall not take adverse academic action against students requesting alternative requirements. The academic college dean, campus dean, vice chancellor for academic affairs or department head shall not take any adverse action against an instructor based on his/her decision to provide or not to provide an alternative requirement for a student.
University Policy XXX403: Academic Freedom and Professional Responsibility

Category: Faculty Policies (Faculty Code)
Subcategory: None
Covered Individuals: University Faculty
Responsible Executive: Provost
Policy Custodian: Chair of Professional Responsibilities and Procedures Committee
Last Revised: Date of Latest Revision YYYY/MM/DD (this date is the approved policy date of the new policy/revision being submitted, to be determined by the final step in workflow)
Previous USU Policy Number: 403

403.1 PURPOSE AND SCOPE
This policy defines principles of academic freedom, enumerates professional obligations and citizenship responsibilities, details standards of conduct for faculty to the institution and to students.

403.2 POLICY

2.1 Introduction
The university is operated for the common good which depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to teaching, research, and service. (See Policy 401.8.1.a, American Association of University Professors Joint Statement, regarding provisions which are the same or similar to certain statements of the American Association of University Professors).

The university is a community dedicated, through promulgation of thought, truth, and understanding, to teaching, research, and service. It must therefore, be a place where innovative ideas, original experiments, creative activities, and independence of thought are not merely tolerated but actively encouraged. Thought and understanding flourish only in a climate of academic freedom and integrity, expressed collectively by colleges and departments as well as individually through research and teaching and as they exist within the wider context of advanced study as commonly understood by all universities.

The community also values diversity and respect, without which there can be no collegiality among faculty and students. In addition, the university community values individual rights and freedoms, including the right of each community member to adhere to individual systems of conscience, religion, and ethics. Finally, the university recognizes that with all rights come responsibilities.

Because the pursuit of truth is fundamentally a personal enterprise, a statement of faculty responsibility must be strongly anchored to principles of intellectual freedom and personal autonomy. While faculty must abide by standards of professional responsibility, the university must provide and safeguard a climate of intellectual freedom. Relationships within the university should consist of shared confidence, mutual loyalty, and trust. Dealings should be conducted with courtesy, civility, decency, and a concern for personal dignity. Such an atmosphere can be achieved only when all concerned behave responsibly.

While the right of academic freedom is respected, the exercise of the right cannot be through disruptive actions or physical force. The university works to uphold its collective values by fostering free speech, broadening fields of inquiry, and encouraging the generation of new knowledge that challenges, shapes, and enriches our collective and individual understandings.
2.2 Academic Freedom

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

2.2.2 Freedom and Responsibilities of the University

Subject to the power and authority of the Board of Regents to control, manage, and supervise the Utah System of Higher Education, and Utah State University as a member institution, the university has the freedom to pursue its ends without interference from government. Included therein are the four essential freedoms of the university to determine for itself on academic grounds: (1) who may teach; (2) what may be taught; (3) how it shall will be taught; and (4) who may be admitted to study. Consistent with principles of academic freedom, the faculty, individually and collectively, has the responsibility for determining the content of the curriculum.

The university consists of many components all of which support the interactive, collegial enterprise that exists in the quest for knowledge and its transmittal. The university has the general responsibility to protect the academic freedom of every faculty member and the freedom of every student to learn. The university itself shall will not violate the academic freedom of any faculty member or the freedom of any student to learn and will use its powers and resources to defend its faculty and students from unjustified attempts to compromise or restrict those freedoms, even should the exercise of those freedoms generate hostility.

2.2.3 Freedom and Course Requirements

Students are expected to take courses that will challenge them intellectually and personally. Students must understand and be able to articulate the ideas and theories that are important to the discourse within and among academic disciplines. Personal disagreement with these ideas and theories or their implications is not sufficient grounds for requesting an alternative course requirement. Alternative requirements requested on such grounds will not necessarily be granted. The university recognizes that students' sincerely held core beliefs may make it difficult for students to fulfill some requirements of some courses or majors (see Policy 403.4, Procedures for Alternative Course Requirements due to Conflicts with Sincerely Held Core Beliefs). The university assumes no obligation to ensure that all students will be able to complete any course or major.

2.2.4 Violations of Academic Freedom or Standards and Regulations

Persons having a formal association with the university shall will not be involved in acts which violate the academic freedom or constitutional rights of others, or the standards and regulations of the university or the State Board of Regents.

2.3 Professional Responsibility and Standards of Conduct

The concept of academic freedom is accompanied by an equally demanding concept of professional responsibility. The standards for professional responsibility listed in the following subsections are standards to which faculty members are expected to adhere. University faculty members are citizens, members of learned professions, and officers of an educational institution. When speaking or writing as citizens, faculty members are free from institutional censorship or discipline, but their special position in the community imposes special obligations. As individuals of learning and as educational officers, they should understand that the public may judge their profession and their institution by their individual utterances. Hence, they should at all times strive to be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they are not speaking for the institution.
2.3.1 Standards of Conduct – Faculty Responsibilities to Students

2.3.1.1 Preparation. Faculty members engage in reasonable and substantial preparation for the teaching of their courses, appropriate to the educational objectives to be achieved and consistent with the standards of the discipline.

2.3.1.2 Scheduled Classes. Faculty members meet scheduled classes. Schedules are altered or classes canceled only for valid reasons and only after adequate notice is given to students and the faculty member's direct academic supervisor. Failure to meet a class without prior notice to students is excusable only for reasons beyond the control of the faculty member.

2.3.1.3 Course Requirements. Faculty members shall select course requirements based on the legitimate pedagogical goals of the course and discipline, and inform students of the general content and evaluation criteria in the syllabus or comparable documentation at the beginning of any course they teach. Faculty members evaluate student course work promptly, conscientiously, without prejudice or favoritism, and consistently with the criteria stated at the beginning of the course in the course documentation and related to the legitimate pedagogical goals of the course. The documentation for the course should identify, to the extent possible, the writings, lectures, films, presentations, performances, or other course requirements in sufficient detail to allow the student to identify requirements that may conflict with the student's sincerely held core beliefs. Faculty will not always be able to predict in advance requirements that may conflict with the sincerely held core beliefs of a given student or group of students. If conflicts arise, Policy 403.4, Procedures for Alternative Course Requirements due to Conflicts with Sincerely Held Core Beliefs, (403.4) provides guidance to students and faculty for the resolution of conflicts.

2.3.1.4 Office Hours. Faculty members with teaching responsibilities maintain regular office hours for consultation with students, or they otherwise assure accessibility to students.

2.3.1.5 Plagiarizing. Faculty members do not plagiarize the work of students. When faculty members and students work together, appropriate credit is given to the students. Faculty members do not limit or curtail the right of any student to publish or otherwise communicate the result of the student's own independent scholarly activities.

2.3.1.6 Solicitations. Faculty members do not use their positions and authority to obtain uncompensated labor or to solicit gifts or favors from students. Faculty members do not ask students to perform services unrelated to legitimate requirements of a course unless the student is adequately compensated for such services.

2.3.1.7 Confidentiality. Faculty members do not reveal matters told to them in confidence by students except as required by law, and then only to persons entitled to such information by law or institutional regulation. Faculty members may, however, report their assessment of a student's performance and ability to persons logically and legitimately entitled to receive such reports.

2.3.1.8 Environment. Faculty members create and maintain environments in which students are provided the opportunity to do original thinking, research, creative work, and writing.

2.3.1.9 Classroom Topics. 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.

2.3.1.10 Harassment. Faculty members do not engage in the sexual harassment of students, or any other forms of harassment prohibited by USU Policies (303 Affirmative Action/Equal Opportunity and 339 Sexual Misconduct in an Employment or Education Program or Activity and its sub-policies).

2.3.1.11 Discrimination. Faculty members do not engage in discrimination against students (see US Policy 303 Affirmative Action/Equal Opportunity).

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2.3.1.12 **Respectful Conduct.** Faculty members will not intimidate, humiliate or abuse students (for definitions, see Policy [321; Respectful Workplace]).

2.3.2 **Standards of Conduct – Professional Obligations**

2.3.2.1 **Plagiarizing.** Faculty members do not plagiarize nor do they permit the appearance that they are the author of work done by others.

2.3.2.2 **Falsification.** Faculty members do not falsify data either by deliberate fabrication or selective reporting with the intent to deceive.

2.3.2.3 **Misappropriation.** Faculty members do not misappropriate other’s ideas.

2.3.2.4 **Confidentiality.** Faculty members do not misuse privileged or otherwise confidential information.

2.3.2.5 **Research Efforts.** Faculty members exercise reasonable care (Policy [403; Definition of Reasonable Care]) in meeting their obligations to their associates when they are engaged in joint research or other professional effort.

2.3.2.6 **Personal Gain.** 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.

2.3.2.7 **Professional Commitments.** Faculty members exercise reasonable care (Policy [403; Definition of Reasonable Care]) in meeting their commitments to the institution and to funding agencies where appropriate in research, publication, or other professional endeavors.

2.3.2.8 **Field Developments.** Faculty members keep informed and knowledgeable about developments in their fields.

2.3.2.9 **Harassment.** Faculty members do not engage in the sexual harassment or any other form of harassment prohibited by USU Policies 303, Affirmative Action/Equal Opportunity, and/or Policy 339, Sexual Misconduct in an Employment or Education Program or Activity and its sub-policies, of other faculty members or any employee of the university.

2.3.2.10 **Discrimination.** Faculty members do not engage in discrimination against other faculty members or any other employee of the university.

2.3.2.11 **Respectful Workplace.** Faculty members will not intimidate, humiliate, or abuse other faculty members or any other employee of the university.

2.3.4 **Standards of Conduct – Responsibilities of Citizenship**

Faculty members share the general legal duties of citizenship. Faculty members who violate state or federal law may expect no immunity or special protection by reason of faculty status. As with other citizens, breaches of legal duty by faculty members are matters for disposition by the legal system. The university will not commence disciplinary proceedings for violations of law unless such violations directly relate to the university or adversely impact on the university's purposes and mission. The university reserves the right to bring disciplinary proceedings against faculty members who are charged with unlawful conduct which also constitutes a violation of a standard of conduct of this policy.

2.4 **Procedures for Alternative Course Requirements due to Conflicts with Sincerely Held Core Belief**

It is the student's obligation to determine, before the last day to submit a petition for late course drop without penalty, when course requirements conflict with the student's sincerely held core beliefs. The class should be dropped if a conflict exists. A student who finds this solution impractical may request an alternative requirement from the instructor. Though the university provides, through this policy, a process by which a student may make such a request, the policy does not oblige the instructor to grant the
request, except in those cases when a denial would be arbitrary and capricious or illegal. A request for an alternative requirement must be made to the instructor in writing or email, and the student must deliver a copy of the request to the office of the department head. The request must articulate the burden the requirement would place on the student's sincerely held core beliefs.

The instructor must respond to any request for an alternative requirement within two school days of receiving it. The response must be made in writing and a copy must be delivered to the office of the department head. In the event that the class does not meet on the day by which the instructor must respond, the student must make arrangements to receive the response in a timely manner. Instructors are not required to provide an alternative requirement, as long as the original course requirement has a reasonable relationship to a legitimate pedagogical goal. They may do so only if a reasonable alternative means of satisfying the course requirement is available and only if that alternative is fully appropriate for meeting the academic objectives of the course, after considering (1) the fundamental importance of the particular requirement to the legitimate pedagogical requirements of the course; (2) the burden on the student's sincerely held core beliefs; and (3) the difficulty of administering the alternative requirement.

In considering whether or not to provide an alternative requirement, the instructor may evaluate the sincerity but not the validity of the student's beliefs. If an instructor in a course provides an alternative requirement, the instructor must similarly consider all other requests made during the same semester for the same course for alternative requirements to address all students' sincerely held core beliefs. Requests will be individually evaluated in relation to the same considerations; however, the granting of one such request will not guarantee that all requests will be granted. Because the criteria and requirements for granting requests will apply differently to each instructor and to each section of each course, decisions made by an instructor in one course will not affect decisions by the same instructor in other courses or by other instructors in the same or other courses.

If an instructor does not grant a request for an alternative requirement, the student may appeal that denial in writing to the department head. (If the department head is the instructor of the course, the student may appeal to the academic dean of the college.) The department head (or dean or provost, as applicable) will, in consultation with the faculty member, act within two school days. The department head (or dean or provost, as applicable) will uphold the denial unless they find that the denial was arbitrary and capricious or illegal. The student may appeal the department head's decision to the academic dean of the college. The academic dean's determination shall be final as it pertains to the specific request for an alternative requirement. Faculty challenges to the appropriateness of this decision should follow established grievance procedures (Policy 407.5, Grievances). The student may but is not required to participate in these further reviews.

If the faculty instructor disagrees with the dean's decision that the instructor's denial of the student's request was arbitrary and capricious or illegal, the faculty instructor may not be compelled against their professional judgment to administer the requested alternative requirement for the student. If the faculty instructor declines to administer the alternative requirement, it will be the responsibility of the dean in consultation with the department head to design and administer the alternative requirement for the student in order to satisfy the student's request. The dean or the dean's appropriate designee will determine the student's grade on that specific alternative requirement and will report that grade to the course instructor, who will incorporate that grade for the requirement into the total grade for the course. The final grade in the course will be determined by the faculty instructor and will be calculated in the same way as the final grade is determined for all other students in the course.

A student in good standing may determine, after the last day to submit a petition for late course drop without penalty, that a course requirement conflicts with the student's sincerely held core beliefs. If the instructor has denied the student's written request for an alternative requirement, the student may seek permission in writing from the dean to withdraw without receiving a W on their transcript and to receive a refund of tuition for that class. It is the student's responsibility to determine any effect withdrawing from the course may have on the student's financial aid. In making this request the student must demonstrate that they could not have made this determination prior to the last day to drop courses without penalty, or that the request was made prior to the last day to drop a course and a decision was made after the drop date. The dean's determination shall be final.
Decisions on requests for alternative requirements shall not be considered adversely to a faculty member in retention, promotion and tenure, or other proceedings as long as those decisions are made in good faith. Faculty shall not take adverse academic action against students requesting alternative requirements. Neither the academic college dean, campus dean, vice chancellor for academic affairs, nor the vice president for statewide campuses, nor the department head, shall not take any adverse action against an instructor based on the instructor’s decision to provide or not to provide an alternative requirement for a student.

XXX.3 RESPONSIBILITIES [Arial Narrow 13, bold, blue RGB 0-38-58, all caps]

3.1 Responsible Office/Party [Arial Narrow 12, color RGB 196-78-40]

Identify who is responsible for what with regard to this policy. Roles and responsibilities are best defined by department and/or job title. [Arial 10]

XXX.4 REFERENCES [Arial Narrow 13, bold, blue RGB 0-38-58, all caps]

- Bullet list references to Federal, State, municipal regulations, USHE/Board of Higher Education policies. [Arial 10]
- Continue list of references. [Arial 10]

XXX.5 RELATED USU POLICIES [Arial Narrow 13, bold, blue RGB 0-38-58, all caps]

- Bullet list of related USU Policies. [Arial 10]

XXX.6 DEFINITIONS [Arial Narrow 13, bold, blue RGB 0-38-58, all caps]

- **Reasonable Care.** This term, which is familiar to the law, means that the level of performance required of a faculty member is that which is recognized in the profession as reasonable in the light of the obligations which he or she has assumed, competing demands upon his or her energy and time, nature and quality of his or her work, and all other circumstances which the academic community would properly take into account in determining whether the faculty member was discharging his or her responsibilities at an acceptable level.
- Definition. [Arial 10, word to be defined bold, definition not bold]
- List in alphabetical order.

Information below is not included as part of the contents of the official policy. It is provided only as a convenience for readers/users and may be changed at any time by persons authorized by the president.

RESOURCES [Arial Narrow 13, bold, blue RGB 0-38-58, all caps]

(List resources to aid in compliance or indicate "None.") [Arial Narrow 10]

Procedures [Arial Narrow 12, color RGB 196-78-40]

- Hyperlinks to procedures. [Arial 10]
- Hyperlinks to procedures.

Guidance [Arial Narrow 12, color RGB 196-78-40]

- Hyperlinks to guidance. [Arial 10]
- Hyperlinks to guidance.

Related Forms and Tools [Arial Narrow 12, color RGB 196-78-40]
• Hyperlinks to forms and tools. [Arial 10]
• Hyperlinks to forms and tools.

Contacts [Arial Narrow 12, color RGB 196-78-40]
• Hyperlinks to contacts. [Arial 10]
• Hyperlinks to contacts.

POLICY HISTORY [Arial Narrow 13, bold, blue RGB 0-38-58, all caps]

Original issue date: YYYY/MM/DD [Arial 10]
Last review date: YYYY/MM/DD [Arial 10]
Next scheduled review date: YYYY/MM/DD [Arial 10]
Previous revision dates: YYYY/MM/DD, YYYY/MM/DD [Arial 10]
403.1 PURPOSE AND SCOPE

This policy defines principles of academic freedom, enumerates professional obligations and citizenship responsibilities, details standards of conduct for faculty to the institution and to students.

403.2 POLICY

2.1 Introduction

The university is operated for the common good which depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to teaching, research, and service. (See Policy 401.8.1.1, American Association of University Professors Joint Statement, regarding provisions which are the same or similar to certain statements of the American Association of University Professors).

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2.2.3 Freedom and Course Requirements

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2.3.1 Standards of Conduct – Faculty Responsibilities to Students
2.3.1.1 Preparation. Faculty members engage in reasonable and substantial preparation for the teaching of their courses, appropriate to the educational objectives to be achieved and consistent with the standards of the discipline.

2.3.1.2 Scheduled Classes. Faculty members meet scheduled classes. Schedules are altered or classes canceled only for valid reasons and only after adequate notice is given to students and the faculty member's direct academic supervisor. Failure to meet a class without prior notice to students is excusable only for reasons beyond the control of the faculty member.

2.3.1.3 Course Requirements. Faculty members will select course requirements based on the legitimate pedagogical goals of the course and discipline and inform students of the general content and evaluation criteria in the syllabus or comparable documentation at the beginning of any course they teach. Faculty members evaluate student course work promptly, conscientiously, without prejudice or favoritism, and consistently with the criteria stated at the beginning of the course in the course documentation and related to the legitimate pedagogical goals of the course. The documentation for the course should identify, to the extent possible, the writings, lectures, films, presentations, performances, or other course requirements in sufficient detail to allow the student to identify requirements that may conflict with the student's sincerely held core beliefs. Faculty will not always be able to predict in advance requirements that may conflict with the sincerely held core beliefs of a given student or group of students. If conflicts arise, Policy 403.4, Procedures for Alternative Course Requirements due to Conflicts with Sincerely Held Core Beliefs, provides guidance to students and faculty for the resolution of conflicts.

2.3.1.4 Office Hours. Faculty members with teaching responsibilities maintain regular office hours for consultation with students, or they otherwise assure accessibility to students.

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2.3.1.8 Environment. Faculty members create and maintain environments in which students are provided the opportunity to do original thinking, research, creative work, and writing.

2.3.1.9 Classroom Topics. 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 their views on controversial topics.

2.3.1.10 Harassment. Faculty members do not engage in the sexual harassment of students, or any other forms of harassment prohibited by USU Policies (303 Affirmative Action/Equal Opportunity and 339 Sexual Misconduct in an Employment or Education Program or Activity and its sub-policies).

2.3.1.11 Discrimination. Faculty members do not engage in discrimination against students (Policy 303, Affirmative Action/Equal Opportunity).

2.3.1.12 Respectful Conduct. Faculty members will not intimidate, humiliate or abuse students (for definitions, see Policy 321, Respectful Workplace).
2.3.2 Standards of Conduct – Professional Obligations

2.3.2.1 Plagiarizing. Faculty members do not plagiarize nor do they permit the appearance that they are the author of work done by others.

2.3.2.2 Falsification. Faculty members do not falsify data either by deliberate fabrication or selective reporting with the intent to deceive.

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2.3.2.8 Field Developments. Faculty members keep informed and knowledgeable about developments in their fields.

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2.3.2.10 Discrimination. Faculty members do not engage in discrimination against other faculty members or any other employee of the university. (Policy 303, Affirmative Action/Equal Opportunity).

2.3.2.11 Respectful Workplace. Faculty members will not intimidate, humiliate, or abuse other faculty members or any other employee of the university. (Policy 321, Respectful Workplace).

2.3.4 Standards of Conduct – Responsibilities of Citizenship

Faculty members share the general legal duties of citizenship. Faculty members who violate state or federal law may expect no immunity or special protection by reason of faculty status. As with other citizens, breaches of legal duty by faculty members are matters for disposition by the legal system. The university will not commence disciplinary proceedings for violations of law unless such violations directly relate to the university or adversely impact on the university's purposes and mission. The university reserves the right to bring disciplinary proceedings against faculty members who are charged with unlawful conduct which also constitutes a violation of a standard of conduct of this policy.

2.4 Procedures for Alternative Course Requirements due to Conflicts with Sincerely Held Core Belief

It is the student's obligation to determine, before the last day to submit a petition for late course drop without penalty, when course requirements conflict with the student's sincerely held core beliefs. The class should be dropped if a conflict exists. A student who finds this solution impractical may request an alternative requirement from the instructor. Though the university provides, through this policy, a process by which a student may make such a request, the policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. A request for an alternative requirement must be made to the instructor in writing or email, and the student must deliver a copy of the request to the office of the department head. The request must articulate the burden the requirement would place on the student's sincerely held core beliefs.
The instructor must respond to any request for an alternative requirement within two school days of receiving it. The response must be made in writing and a copy must be delivered to the office of the department head. In the event that the class does not meet on the day by which the instructor must respond, the student must make arrangements to receive the response in a timely manner. Instructors are not required to provide an alternative requirement, as long as the original course requirement has a reasonable relationship to a legitimate pedagogical goal. They may do so only if a reasonable alternative means of satisfying the course requirement is available and only if that alternative is fully appropriate for meeting the academic objectives of the course, after considering (1) the fundamental importance of the particular requirement to the legitimate pedagogical requirements of the course; (2) the burden on the student's sincerely held core beliefs; and (3) the difficulty of administering the alternative requirement.

In considering whether or not to provide an alternative requirement, the instructor may evaluate the sincerity but not the validity of the student's beliefs. If an instructor in a course provides an alternative requirement, the instructor must similarly consider all other requests made during the same semester for the same course for alternative requirements to address all students' sincerely held core beliefs. Requests will be individually evaluated in relation to the same considerations; however, the granting of one such request will not guarantee that all requests will be granted. Because the criteria and requirements for granting requests will apply differently to each instructor and to each section of each course, decisions made by an instructor in one course will not affect decisions by the same instructor in other courses or by other instructors in the same or other courses.

If an instructor does not grant a request for an alternative requirement, the student may appeal that denial in writing to the department head. (If the department head is the instructor of the course, the student may appeal the denial to the provost.) The department head (or dean or provost, as applicable) will, in consultation with the faculty member, act within two school days. The department head (or dean or provost, as applicable) will uphold the denial unless they find that the denial was arbitrary and capricious or illegal. The student may appeal the department head’s decision to the academic dean of the college. The academic dean’s determination will be final as it pertains to the specific request for an alternative requirement. Faculty challenges to the appropriateness of this decision should follow established grievance procedures (Policy 407.5, Grievances). The student may but is not required to participate in these further reviews.

If the faculty instructor disagrees with the dean’s decision that the instructor's denial of the student's request was arbitrary and capricious or illegal, the faculty instructor may not be compelled against their professional judgment to administer the requested alternative requirement for the student. If the faculty instructor declines to administer the alternative requirement, it will be the responsibility of the dean in consultation with the department head to design and administer the alternative requirement for the student in order to satisfy the student’s request. The dean (or dean's appropriate designee) will determine the student's grade on that specific alternative requirement and will report that grade to the course instructor, who will incorporate that grade for the requirement into the total grade for the course. The final grade in the course will be determined by the faculty instructor and will be calculated in the same way as the final grade is determined for all other students in the course.

A student in good standing may determine, after the last day to submit a petition for late course drop without penalty, that a course requirement conflicts with the student's sincerely held core beliefs. If the instructor has denied the student's written request for an alternative requirement, the student may seek permission in writing from the dean to withdraw without receiving a W on their transcript and to receive a refund of tuition for that class. It is the student's responsibility to determine any effect withdrawing from the course may have on the student's financial aid. In making this request the student must demonstrate that they could not have made this determination prior to the last day to drop courses without penalty, or that the request was made prior to the last day to drop a course and a decision was made after the drop date. The dean's determination will be final.

Decisions on requests for alternative requirements will not be considered adversely to a faculty member in retention, promotion and tenure, or other proceedings as long as those decisions are made in good faith. Faculty will not take adverse academic action against students requesting alternative requirements. Neither the academic college dean, nor the vice president for statewide campuses, nor the department head, will take any adverse action against an instructor based on the instructor’s decision to provide or not to provide an alternative requirement for a student.
XXX.3 RESPONSIBILITIES

3.1 Responsible Office/Party

Identify who is responsible for what with regard to this policy. Roles and responsibilities are best defined by department and/or job title.

XXX.4 REFERENCES

- Bullet list references to Federal, State, municipal regulations, USHE/Board of Higher Education policies.
- Continue list of references.

XXX.5 RELATED USU POLICIES

- Bullet list of related USU Policies.

XXX.6 DEFINITIONS

- **Reasonable Care.** This term, which is familiar to the law, means that the level of performance required of a faculty member is that which is recognized in the profession as reasonable in the light of the obligations which the faculty member has assumed, competing demands upon their energy and time, nature and quality of their work, and all other circumstances which the academic community would properly take into account in determining whether the faculty member was discharging their responsibilities at an acceptable level.

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Information below is not included as part of the contents of the official policy. It is provided only as a convenience for readers/users and may be changed at any time by persons authorized by the president.

RESOURCES

(List resources to aid in compliance or indicate “None.”)

**Procedures**

- Hyperlinks to procedures.

**Guidance**

- Hyperlinks to guidance.

**Related Forms and Tools**

- Hyperlinks to forms and tools.

**Contacts**

- Hyperlinks to contacts.

**POLICY HISTORY**