USU Board of Trustees Virtual Meeting

Friday, November 6, 2026
8:00 AM - 10:30 AM

Meeting Details:
https://usu.zoom.us/j/81641535997?pwd=5kKbWSlolSmuK6AJDXObRFhg7chvO5.1&from=addon
Meeting ID: 816 4153 5997
Passcode: 131321

Agenda

1. Welcome and Call to Order **8:00 AM**
Presenter: Vice Chair Gina Gagon

2. Closed Session **8:05 AM**

3. Committee Reports **9:05 AM**

3.1. Executive
Presenter: Vice Chair Gina Gagon

3.2. Academic Affairs and Statewide Alignment
Presenter: Vice Chair Gina Gagon

3.3. Audit, Risk and Compliance
Presenter: Trustee Ryan Dent

3.4. Finance and Budget
Presenter: Trustee Brett Hugie

3.5. Strategic Partners and Research
Presenter: Trustee Luke Johnson

3.6. Honorary Degree
Presenter: Trustee Travis Lish

3.7. Student Success
Presenter: Trustee Jacey Skinner

4. President's Report and Legislative Audit Update **9:30 AM**
Presenters: President Brad Mortensen, VP Jessica Oyler

5. Action Agenda

5.1. Acquisition of Real Property (Common Ground Building) **9:45 AM**
Presenters: President Brad Mortensen, VP Jessica Oyler, VP Dave Cowley

5.2. Acquisition of Real Property (6 Terrace Place, Logan) **9:50 AM**
Presenters: President Brad Mortensen, VP Jessica Oyler, VP Dave Cowley

5.3. Acquisition of Real Property (700 Block) **9:55 AM**
Presenters: President Brad Mortensen, VP Jessica Oyler, VP Dave Cowley

5.4. Acquisition of Real Property (KFC, Brigham) **10:00 AM**
Presenters: President Brad Mortensen, VP Jessica Oyler, VP Dave Cowley

5.5. Acquisition of Aviation Hangar (Logan FL-14) **10:05 AM**
Presenters: President Brad Mortensen, VP Jessica Oyler, VP Dave Cowley

5.6. Approve: Full Programs **10:10 AM**
Presenter: Executive Vice Provost Paul Barr

- **5.6.1. QANR-SPTE-Digital Media and Design AS-Full Program**
- **5.6.2. QANR-SPTE-Transportation and Mechanics AS-Full Program**

6. Consent Agenda **10:15 AM**

- **6.1. Approve: 9.17.2026 USU Board of Trustees Retreat Minutes**
- **6.2. Approve: 9.18.2026 USU Board of Trustees Retreat Minutes**
- **6.3. Approve: 9.18.2026 USU Board of Trustees Regular Meeting Minutes**
- **6.4. Capital Improvement Priority List**
- **6.5. Report of Institutional Discretionary Funds**
- **6.6. Approve: Program Restructures**
  - **6.6.1. CEHS-KHS-Kinesiology Exercise Science Specialization MS-Restructure**
  - **6.6.2. QANR-AGRE-Ranch Management Economics-Restructure**
  - **6.6.3. QANR-SPTE-Technology and Design AAS-Restructure**
  - **6.6.4. QANR-SPTE-Technology Systems BS-Restructure**
- **6.7. Approve: Program Discontinuations**
  - **6.7.1. CEHS-KHS-Physical Education Teaching PBC-Discontinue**
  - **6.7.2. QANR-WILD-Marine Science Minor-Discontinuation**
- **6.8. Approve: Policies**
  - **6.8.1. 3001: Setting Expectations & Managing Performance**
  - **6.8.2. 3002: Respectful Workplace**
  - **6.8.3. 3006: Staff Employee Grievance Process**
  - **6.8.4. 3115: Phased Retirement Program**

7. Information Agenda **10:20 AM**

- **7.1. Annual Vehicle Fleet and Motor Pool Report**
- **7.2. Report of Investments for July 2026**
- **7.3. Report of Investments for August 2026**
- **7.4. Year-End Reports of Auxiliaries and Service Enterprises**
- **7.5. Center for the School of the Future Report**

7.6. Policy 1000B: The University's Mission, Purpose, and Function

7.7. Interim Policy 4113: Research Security

7.8. Policy 5301: Leased Vehicle Policy (Retire)

7.9. NEXT: USU Board of Trustees Regular Meeting: Friday, January 15, 2026, Logan, UT

7.10. REMINDER: Complete Online Trustee Trainings

8. Adjourn **10:30 AM**

Executive Committee Report

USU Board of Trustees
November 6, 2026

Meeting: The Executive Committee met on November 3, 2026. Committee members Gina Gagon, Ryan Dent, Brett Hugie, and Luke Johnson, were in attendance. Tessa White was excused. They were joined by USU committee support Brad Mortensen, Janalyn Brown, Jessica Oyler and Shannon Pipes.

Discussion:

The committee received the annual charter school report from Dean Al Smith regarding USU's Center for the School of the Future and reviewed the Board of Trustees' statutory role as the chartering authority. Consistent with discussion in the Executive Committee, members emphasized the important distinction that the Board of Trustees, rather than Utah State University as an institution, serves as the authorizing body. The Board has delegated responsibility for the operational work of evaluating, supporting, and monitoring charter schools to the Center for the School of the Future, which reports annually to the Board and provides recommendations when board consideration or action is required. The committee reviewed the Center's current activities and noted that there are presently no active or pending charter schools under the Board's oversight. Discussion focused on the Center's evolving role in monitoring Utah's charter school landscape and providing support services that align with the university's statewide mission, including teacher development, literacy initiatives, policy resources, and other K-12 engagement efforts. No recommendations for board action were presented this year, and the annual report is provided to the full Board as an informational item on the agenda.

The committee conducted the consultation required for two expedited tenure appointments. Information was presented regarding the qualifications, prior tenure status, academic accomplishments, and policy basis supporting the appointments. Trustees discussed the expedited review process and received clarification that recent statutory changes have shifted the Board of Trustees' role from approval to consultation in tenure matters. No concerns were raised during the consultation.

The committee reviewed several policy revisions affecting employee grievance procedures, workplace expectations, phased retirement, research security, and policy administration. Discussion focused on aligning grievance processes with statutory requirements and peer institutional practices while preserving appropriate employee review opportunities. The

committee also reviewed updates intended to clarify respectful workplace expectations, restore a three-year limit for phased retirement arrangements, and address evolving federal requirements related to international research collaborations and disclosures.

Throughout its discussions, the committee focused on its oversight responsibilities related to governance, policy compliance, institutional risk management, and the long-term effectiveness of university operations.

Academic Affairs and Statewide Alignment Committee Report

USU Board of Trustees
October 16, 2026

Meeting: The Academic Affairs and Statewide Alignment Committee met on October 9, 2026. Committee members Max Alder and Gina Gagon were in attendance. They were joined by USU committee support Paul Barr, Chris Corcoran, Pam Dupin-Bryant, and MaKenzie Stock.

Discussion:

The committee reviewed a series of academic program proposals focused on program alignment, student pathways, and portfolio management. Members considered four program restructures designed to simplify degree options and improve student navigation by removing or consolidating emphasis areas within existing programs. The committee also reviewed two proposed program discontinuations, including a post-baccalaureate certificate that is no longer supportable following prior program changes and a marine science minor that is being replaced by a more flexible certificate option. Trustees discussed teach-out plans and agreed the proposed changes support ongoing efforts to streamline academic offerings while maintaining student access and completion pathways.

The committee reviewed two proposed Associate of Science programs within the School of Professional and Technical Education. The proposed degrees create clear pathways for students who complete technical education certificates to apply those credentials toward an academic degree with minimal additional coursework. Discussion focused on student accessibility, transferability of technical certificate credits, articulation opportunities into bachelor's degree programs, and alignment with statewide workforce and educational needs.

Trustees discussed faculty capacity, funding sources, and operational implications associated with the proposed associate degree pathways. Administration explained that the proposals primarily leverage existing technical education certificates, faculty, and coursework and do not require additional funding or legislative appropriations. Members also discussed the role of the programs within USU’s designated service regions and their alignment with broader statewide technical and academic pathways, including coordination with technical colleges and other educational partners.

At the request of administration, the committee agreed to defer consideration of proposed new technical certificates to a future meeting to allow additional internal review and coordination. The committee expressed support for allowing additional time to ensure the proposals are fully aligned and thoroughly vetted before advancing through the approval process.

Following review and discussion, the committee supported advancing the four program restructures, two program discontinuations, and two new Associate of Science degree programs. The committee also discussed ongoing efforts to strengthen internal review processes and ensure proposals reach trustees in a comprehensive and well-developed form. Members emphasized the importance of maintaining clear academic pathways that support student success, workforce development, and the university's statewide mission.

Audit, Risk and Compliance Committee Report

USU Board of Trustees
October 16, 2026

Meeting: The Audit, Risk and Compliance Committee met on October 16, 2026. Committee members Ryan Dent, Luke Johnson, Jacey Skinner, and Tessa White were in attendance. They were joined by USU committee support Josh Brown, Jarrod Larsen, Brad Mortensen, Jessica Oyler, Salesh Sharma, and MaKenzie Stock.

Discussion:
The committee received updates on internal audit, enterprise risk management, compliance, and legislative audit activities. Discussions focused on strengthening oversight, improving reporting and transparency, and supporting ongoing institutional accountability efforts. Trustees reviewed progress on audit recommendations, the development of enhanced reporting tools, and initiatives designed to provide greater visibility into key areas of institutional performance and risk.

The committee also discussed opportunities to expand internal audit services through a regional model that could support technical colleges while maintaining the university's commitment to effective oversight and accountability. Conversation centered on governance, resource needs, and considerations for future implementation.

Trustees reviewed the university's evolving enterprise risk management framework, including efforts to identify, prioritize, and assess institutional risks. Discussion emphasized the importance of data-informed decision-making, continuous improvement, and strengthening processes that support safety, operational effectiveness, and long-term institutional resilience. The committee received a compliance update focused on enhancing coordination, reporting, and monitoring activities across the institution. Trustees discussed efforts to strengthen compliance processes, increase organizational awareness, and provide consistent information to support effective oversight.

The committee also reviewed progress on legislative audit recommendations and related improvement initiatives. Updates highlighted ongoing efforts to strengthen accountability, operational effectiveness, and compliance with state requirements. Throughout the meeting, trustees emphasized the importance of transparency, responsible stewardship, and a proactive approach to risk management and institutional improvement.

Finance and Budget Committee Report

USU Board of Trustees
October 22, 2026

Meeting: The Finance and Budget Committee met on October 22, 2026. Committee members Ryan Dent, Brett Hugie, Travis Lish, and Clark Whitworth were in attendance. They were joined by USU committee support Dave Cowley, Brad Mortensen, Jessica Oyler, and Cam Walker.

Discussion:

The committee reviewed proposed updates to its charter and discussed opportunities to strengthen its oversight role through a more comprehensive annual calendar of recurring items and expanded financial reporting. Discussion focused on improving visibility into the timing of budget, capital, and other recurring approvals, as well as exploring additional reporting related to mid-year financial performance and research funding activity. The committee agreed to defer approval of the revised charter until these enhancements are incorporated and will revisit the charter at a future meeting.

The committee received an athletics update from Cam Walker, who provided information on attendance growth, competitive success, fundraising, revenue generation, facility improvements, student-athlete support initiatives, and long-term financial planning. Trustees discussed opportunities to support athletics through sponsorship development, community engagement, and donor outreach. The committee also reviewed evolving sponsorship, future revenue opportunities, and the importance of maintaining strong communication with supporters and stakeholders as athletics continues to expand its visibility and financial sustainability.

The committee considered several real estate and facilities matters. Trustees discussed the strategic value of preserving opportunities for future campus growth, the financial models supporting the acquisitions, and the importance of maintaining university control of key properties adjacent to campus. The committee supported advancing all discussed property matters to the full Board for further discussion pending completion of appraisal information and final financial review.

The committee reviewed the university's annual capital improvement priorities and recommended advancing the priority list to the full Board for consideration. Trustees also received updates on discretionary funds, fleet operations, investments, and auxiliary and service enterprise performance. Discussion highlighted the university's approach to financial stewardship, capital planning, operational sustainability, and the long-term management of institutional assets.

Throughout the meeting, the committee focused on its responsibilities for financial oversight, capital planning, and strategic asset management. Discussion emphasized the importance of providing trustees with clear and meaningful information to support decision-making while ensuring that financial resources, facilities, and property investments continue to advance the university's long-term mission and priorities.

Strategic Partners and Research Committee Report

USU Board of Trustees
October 16, 2026

Meeting: The Strategic Partners and Research Committee met on October 16, 2026. Committee members Luke Johnson, Jacey Skinner, and Clark Whitworth were in attendance. They were joined by USU committee support Bill Plate, Justen Smith, Brian Steed, MaKenzie Stock, and Matt White.

Discussion:

The committee received updates on Extension priorities, statewide engagement, and efforts to expand student involvement in Extension programs. Trustees reviewed a proposed statewide artificial intelligence literacy initiative that would leverage Extension's network, faculty expertise, and student engagement to increase AI awareness and training opportunities across Utah, supported by an ongoing statewide needs assessment.

Discussion also focused on Extension's government relations strategy, including partnerships with county governments, legislators, industry stakeholders, and external advocates. Trustees reviewed efforts to increase awareness of Extension's impact through community outreach, public events, and targeted visibility initiatives.

Trustees discussed Extension's role in connecting university research to community needs through locally driven projects, conservation partnerships, and expanded expertise in areas such as water policy, economics, and resource management. Members also explored opportunities to strengthen connections between Extension programs, particularly 4-H, and student recruitment.

The committee received updates on the search for the next Vice President for Research and Innovation, advancement initiatives, campaign planning, donor engagement, and corporate philanthropy. Trustees discussed opportunities to support donor stewardship and reviewed efforts to strengthen industry partnerships that advance research, workforce development, student opportunities, and philanthropic investment. The committee emphasized the importance of a coordinated approach to external engagement that enhances Utah State University's statewide impact and visibility.

Honorary Degree Committee Report

USU Board of Trustees
November 2, 2026

Meeting: The Honorary Degree Committee met on November 2, 2026. Committee members Max Alder, Gina Gagon, Travis Lish, Kacie Malouf, and Dave Petersen were in attendance. They were joined by USU committee support Janalyn Brown, Mikhail Maxfield, Bill Plate, MaKenzie Stock, and Nate Trauntvein.

Discussion:
The Honorary Degree Committee held its first meeting to review the honorary degree and commencement speaker timeline, nomination process, and selection criteria. The committee discussed key dates throughout the process to ensure information is available when needed for timely review and consideration.

Members emphasized the important role of the committee in conducting due diligence and thoughtfully narrowing the pool of nominees before making recommendations to the president. The committee reaffirmed that its purpose is to provide well-informed recommendations, while final decisions regarding honorary degree recipients and commencement speakers rest with the president.

The committee also reviewed the nomination forms and discussed the value of maintaining an open nomination process to encourage broad participation. Members noted that the rigor of the previous process has at times made it challenging to generate nominations. Following discussion, the committee approved the call for nominations, which will be distributed through a variety of communication channels.

The committee then reviewed individuals currently under consideration, noting that nominations remain active for up to three years. Members will conduct individual reviews of nominee materials and provide feedback to help narrow the candidate pool. The committee will reconvene at a future meeting to discuss current nominees, consider any new nominations received, and continue the review process.

Student Success Committee Report

USU Board of Trustees
October 9, 2026

Meeting: The Student Success Committee met on October 9, 2026. Committee members Max Alder, Brett Hugie, and Jacey Skinner were in attendance. They were joined by USU committee support Jeff Aird, Katie Jo North, Bill Plate, MaKenzie Stock, Jacob Van den Akker, and Kris Winter.

Discussion:
The committee reviewed statewide performance and student success initiatives, with a focus on retention, completion, and access across Utah State University's statewide campuses. Trustees received an overview of current performance funding metrics and potential changes under consideration at the state level. Discussion centered on the unique challenges of measuring success across institutions with multiple missions and the importance of ensuring statewide responsibilities are reflected in future performance measures.

The committee also received updates on statewide student demographics, retention efforts, and student support strategies. Discussion highlighted the diverse populations served across statewide campuses, including growing numbers of first-generation, concurrent enrollment, and traditional-age students. Trustees reviewed findings from recent student success summits and discussed ongoing efforts to strengthen collaboration, improve support services, and align retention initiatives with the university's strategic planning process.

Trustees discussed academic program availability and factors affecting statewide program delivery, including instructional modality, faculty capacity, regional demand, and resource considerations. Members reviewed efforts to better align academic offerings with community and workforce needs while incorporating statewide program planning into broader institutional strategy.

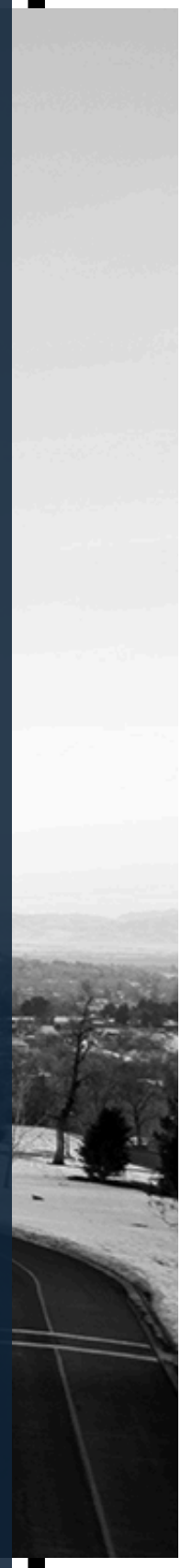
Additional discussion focused on student feedback, common barriers to success, and initiatives designed to strengthen advising, engagement, communication, and support services. The committee also reviewed efforts to improve systems, reporting capabilities, enrollment coordination, and data integration. Trustees emphasized the importance of understanding student experiences and outcomes across all locations and requested continued updates on performance metrics, retention trends, and strategic initiatives supporting student success and educational attainment throughout Utah.



UtahStateUniversity

PRESIDENT'S REPORT

NOVEMBER 2026



Statewide Tour

Engagement & Service Across Utah – On October 27–30, USU leadership took to the road to visit campuses and extension offices throughout the state. At each campus, USU leadership participated in a strategic plan launch event, campus tours, and numerous other community-engagement events. The tour included the following stops:

- USU Salt Lake
- USU Uintah Basin – Vernal Campus
- USU Extension Uintah County Office
- USU Uintah Basin – Roosevelt Campus
- USU Extension Duchesne County Office
- USU Blanding
- USU Moab
- USU Eastern
- USU Tooele
- USU Brigham City













Academic Enterprise

CENTER FOR CIVIC EXCELLENCE



New Courses – The Center for Civic Excellence continues to build momentum in its innovative general education curriculum. Twelve new courses spanning all eight general education designation areas have been approved for development this year, expanding the growing suite of CIVC courses. Early feedback from faculty and students in our first course offerings this semester has been overwhelmingly positive.

Civic Teaching Fellows – Approximately 90 faculty have applied to become Civic Teaching Fellows. These faculty will collaborate to design and improve CIVC courses while receiving professional development focused on student success, rigorous inquiry into big questions, durable skills, and civil engagement across diverse viewpoints—preparing USU graduates for exceptional contribution to the workplace and civic life.

Grand Opening – The Center for Civic Excellence is planning a grand opening in November to showcase USU's groundbreaking approach to general education reform. Planned events include a "Jefferson Dinner" on November 12 and a civic-mindedness panel on November 13 with special guests Cornel West, Robert George, Spencer Cox, and Marianne Viray. You can read more about these events in Utah State Today.

SCHOOL OF GRADUATE STUDIES



Data Analysis – The School of Graduate Studies has expanded its information and data analysis infrastructure to facilitate accurate analyses of graduate students' progress toward degree completion and modeling tuition revenues as a function of enrollment at the university, college, and department levels. This includes both student- and faculty-facing elements such as updated forms for approval of key milestones toward degree completion and analysis of data trends to support strategic planning efforts.

Precision Marketing & Applications – Additionally, the School of Graduate Studies is leveraging features of the new Salesforce-based admissions system alongside targeted Google advertisements to increase numbers of applications through precision marketing. They are also using these tools to support prospective applicants in completing their applications.

UNIVERSITY HONORS PROGRAM

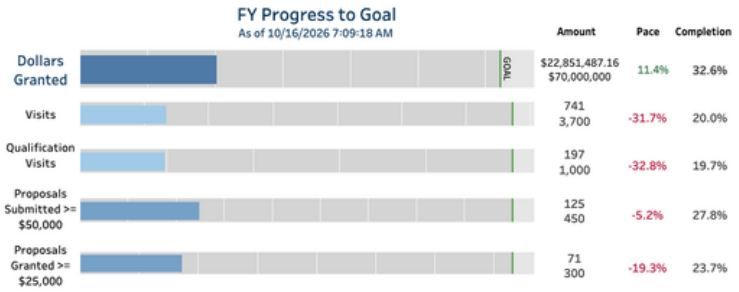


Annual Report – Last month, the Utah State University Honors Program published and presented its 2025–26 annual report to USU administrators and to the faculty senate. The following highlights from the past year are of special note:

- **Retention** – Honors students persist at substantially higher rates than USU students overall. Since 2018, Honors student retention has averaged 90%, compared to 74% for USU.
- **Enrollment** – Honors welcomed the largest incoming class—5.7% of USU's full-time bachelor-seeking (FTB) population—and supported the largest enrolled student population in program history—3.6% of USU's FTB population.
- **Graduation** – Honors six-year graduation rates are consistently 26–32% higher than USU overall. This year, 90% of Honors students graduated on time, and 90% of Honors graduates completed high-yield programs.
- **Teaching** – The Honors curriculum focuses intentionally and systematically on experiential learning. Honors supports high-impact teaching and learning as well as idea-sharing across colleges and campuses to benefit all USU students.
- **Statewide** – Honors enrollment on Statewide campuses reached a record high of 21 students, more than doubling over a five-year period. The program celebrated its first Statewide University Honors graduate and the selection by a student committee of our first Statewide Honors Outstanding Professor.

Advancement & USU Foundation

USU Elevated Through Philanthropy & Engagement





HOMECOMING 2026









Click here for more Homecoming photos





Alumnus of the Year
Randy Elliott



Homecoming Grand Marshals
Craig & Lorraine Earl



Alumnus of the Year
Chad Warnick



Alumni Merit Citation
Kathleen Pitcher Tobey

AGGIE IMPACT STORIES

Turning Determination into Opportunity: Honoring Julie Chugg Palfreyman Through an Endowed Scholarship

A Gift That Goes Further: Creating Opportunity Through 'A Day of Giving'

USU Extension

Improving the Lives of Individuals, Families & Communities in Utah

EXPERTS IN THE NEWS



Utah's Air Quality– In an article published in *Sustainability and Climate Change*, USU Sustainable Communities Extension Specialist Roslynn Brain McCann and researchers Randy Martin and Edwin Stafford outlined eight steps Utah can take to improve air quality for the 2034 Winter Olympics. They emphasized that the improvements would continue to provide benefits long after the closing ceremonies as well. ABC4, FOX 13, KSL-TV, Telemundo, and multiple print outlets covered the story.



Wildfire Readiness – Brad Washa, USU Extension wildland fire specialist, appeared on KUTV, KSL, and ABC4 to discuss Utah's worst wildfire season on record. He underscored the need to build resilient landscapes, develop fire-adapted communities, and support safe, effective wildfire response. To further these goals, USU Extension experts created a five-part webinar series, Wildfire Ready Utah, that will begin this fall.

UWLP Report – The Utah Women & Leadership Project released a new research snapshot, Suicide Among Utah Girls and Women: A 2026 Update, providing an overview of suicide trends in the state and how the vary by gender, age, race, ethnicity, and geography. The report highlights persistent challenges, demographic disparities, and areas where targeted prevention efforts are urgently needed. Jared Hawkins, USU Extension assistant professor and researcher, discussed the findings with KUTV.



EVENTS & PROGRAMS



Youth Livestock Barn – USU Extension recently celebrated the opening of the Youth Livestock Barn at the Bastian Agricultural Center. The barn provides a space for youth to raise animals, expanding opportunities for hands-on experience and life skills development. The project began in 2022 when three youth approached the center because local ordinances prevented them from raising livestock in their backyards. The story appeared on KSL News.

Scarecrow Walk – The USU Botanical Center held its annual Scarecrow Walk from September 26 to October 4, transforming the gardens into a display of creative scarecrows built by families, businesses, community organizations, USU Extension groups, and other individuals and organizations. One of the Botanical Center's signature fall events, this year's Scarecrow Walk was attended by thousands of people.





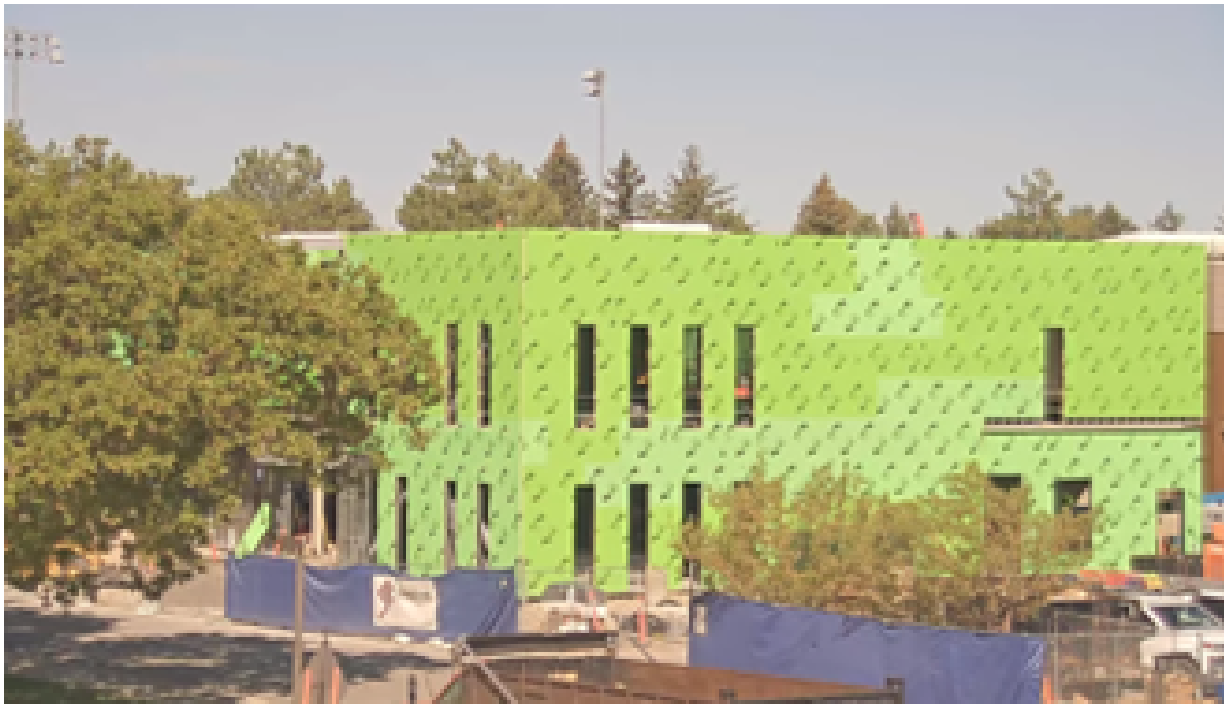
National 4-H Week – The theme of this year's National 4-H Week, which ran October 4–10, was Beyond Ready. Throughout the week, local clubs demonstrated how 4-H equips them with skills, confidence, and resilience. The Beyond Ready Initiative aims to reach 10 million youth by 2030, preparing them for life and their careers.

Finance & Administrative Services

Investing in Our Success

FACILITIES

Construction & Renovation – Work continues on the Administrative Services Building and the Animal Science Building addition and renovation. Completion is scheduled for winter 2027 and fall 2028 respectively.



Administrative Services Building



Animal Science Building (architectural rendering)

Government & External Affairs

STATE & NATIONAL ENGAGEMENT



Across the Aisle – Vice President Brian Steed moderated a debate between Utah House Majority Leader Casey Snider and Minority Leader Angela Romero at USU's Eccles Conference Center on October 12. The event demonstrated the value of civil discourse while allowing legislative leaders to field questions from students on topics ranging from data centers to higher education.



Congressional Debate –The Office of Government and External Affairs teamed up with the Office of Events to host Utah's Congressional District 2 debate at the Morgan Theatre on October 13. The debate was streamed on the Utah Debate Commission's YouTube channel and aired on PBS Utah.



Trade Visits to D.C. – Vice President Steed recently traveled to the nation's capital on two occasions, first joining World Trade Center Utah to discuss critical minerals with Utah's congressional delegation, and later returning with the Salt Lake Chamber to engage with lawmakers on issues important to Utah's economy and business community.



INSTITUTE FOR LAND, WATER & AIR



UCAIR Recognition – The Utah Clean Air Partnership (UCAIR) recognized the Janet Quinney Lawson Institute for Land, Water & Air as its Community Partner of the Year at the 11th annual UCAIR Summit in October.

CAREP Program – The fall cohort of the Certified AI-Ready Environmental Professional program kicked off with a workshop focused on using AI and other emerging technologies to streamline environmental reviews.

Great Salt Lake Solutions Exchange – Over the summer, ILWA participated in the Great Salt Lake Solutions Exchange in Snowbird. ILWA Executive Director Anna McEntire facilitated conversations on water solutions with stakeholders from across Utah.

INSTITUTE OF GOVERNMENT & POLITICS



DC Interns:
Ronan Spencer (Rep. McClain)
Brandon Sorenson (Sen. Curtis)
Ellie Burton (Rep. Moore)
Emma Sanders (Rep. Moore)
Alivia Hadfield (Fox News, not pictured)

D.C. Visit – IOGP Intern Coordinator Avree Prince traveled to Washington, D.C. to meet fellow legislative intern coordinators and visit with five USU interns working in the nations capitol.

Recruitment – To assist with on-campus affairs and internship recruiting, the IOGP hired a four-member student advisory board. The board has represented the IOGP in numerous events already and continues to spread the word about internship opportunities available to USU students.

Nearly 30 individuals applied for the Utah legislative internship this fall. The IOGP will select 15 of these applicants to participate.



IOGP Student Advisory Board

University Marketing & Communications

MEDIA PRESENCE

Media Highlights –
Purina Pro Plan Veterinary Invests in Future Veterinarians with New Wellness Center at Utah State University – AP
USU researchers urge air quality reforms ahead of 2034 Winter Games – ABC4
Utah ranks No. 1 for lowest student loan debt burden, new study says – KSL TV

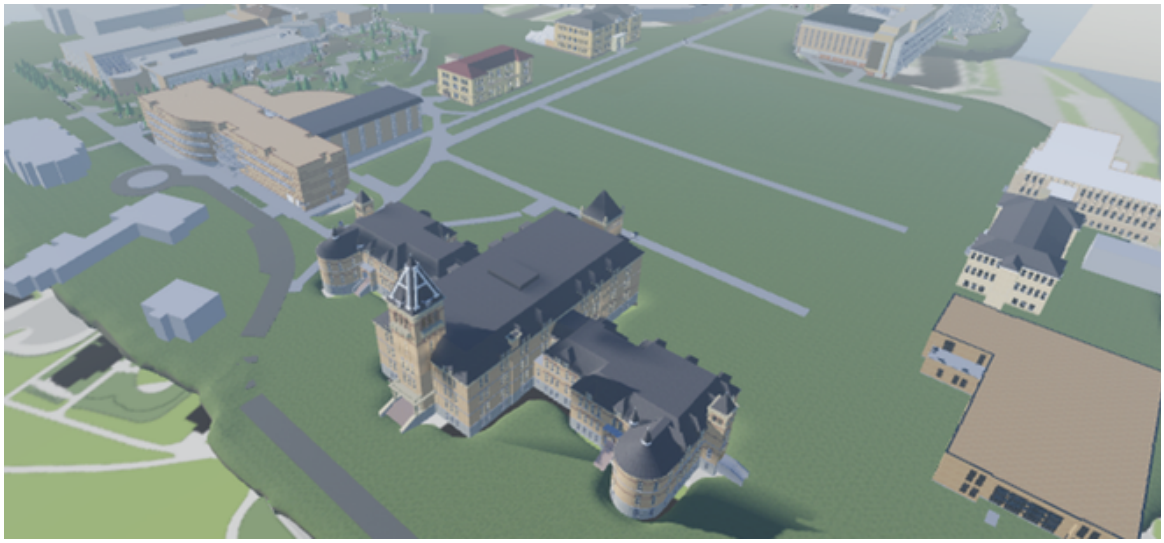
Utah State Today –
USU Names Valentina Salotti Next Dean of Huntsman School (7,199 views)
Ask an Expert — 2026 Fall Yard and Garden Tips (5,753 views)
Unpacking Ultra-Processed: What USU Experts Have Learned About Food on U.S. Plates (5,715 views)



INSTITUTIONAL ADVERTISING & MARKETING

Recruitment Marketing – Launched at the start of September as a Generation Alpha recruitment initiative, Level Up has garnered 361,000 impressions, 7,000 clicks, and 2,000 engagements with the associated video. This campaign is currently being served in Utah and to a custom audience list of prospective leads provided by admissions.

Small Moments, Big Impact – The most recent moment in the Small Moments, Big Impact campaign features Aggie Campus Life, a collaborative effort between UMAC and the Human Experience Design and Interaction program to bring USU's Logan campus to Roblox. Including a commercial, a Utah State Today story, social media videos, and a digital campaign, Utah State's introduction into the metaverse amassed 68,000 views on social media and 45,000 impressions on KUTV and FOX 13. You can view the moment at https://www.usu.edu/moments/behind-the-scenes/.



LICENSING & BRAND ACTIVATION

Sales & Royalties – Total sales for the year are currently at approximately $681,500, down 12.2% compared to $776,000 in FY26. Earned royalties are at approximately $115,250

Events – Brand activation events for September and August included the following:

- Day on the Quad, an on-campus outreach event targeting student engagement
- Owala Activation, a co-branded product promotion featuring trending merchandise
- Homecoming, a high-visibility alumni-engagement event
- Rally House Events, an in-store promotional campaign to boost retail partner traffic and drive sales

Research Enterprise

Agricultural Infrastructure Grant – Utah State University recently obtained one of 34 USDA grants awarded to modernize agricultural infrastructure nationwide. This award of more than $900,000 will be used to replace the cattle handling facility at the USU South Farm and repurpose a dairy milking parlor into a dedicated poultry facility. Under the direction of Paul Johnson (Utah Agricultural Experiment Station), JB Collins (College of Veterinary Medicine), and Kara Thorton-Kurth (Quinney College of Agriculture & Natural Resources), the project aims to create modern, high-capacity facilities that support contemporary livestock research and workforce development. Read more about the grant program at https://www.aplu.org/news-and-media/news/cabinet-secretaries-rollins-mcmahon-host-land-grant-university-presidents-aplu-hails-125-million-investment-in-agricultural-research-facilities/.



Garrett V. Cranney

New Executive Director of EH&S – Garrett V. Cranney recently joined USU as executive director of Environmental Health and Safety (EH&S). Garrett earned his BS in industrial hygiene and occupational safety from USU in 2014 and returns with more than 11 years of EH&S leadership in defense manufacturing, bioscience, and research operations.

EH&S is essential to campus operations, supporting USU in the following ways:

PROTECT PEOPLE

- Thousands of students, staff, contractors, and visitors are on campuses every day. Industrial hygiene, exposure monitoring, and role-specific training protect long-term health and make everyone a first line of defense.

PREVENT AND COMPLY

- Inspections, audits, and risk assessments catch hazards early. EH&S turns OSHA, EPA, radiation, and fire-code rules into workable campus procedures and serves as a trusted resource for USU employees and students.

ENABLE RESEARCH AND TEACHING

- Labs, studios, clinics, shops, and field sites carry chemical, biological, radiological, and physical risks. Biosafety, radiation, chemical hygiene, and animal and recombinant DNA oversight let projects begin.

PROTECT THE CAMPUS

- Hazardous waste, air and water quality, stormwater, spill prevention, and recycling protect our surroundings, along with state-wide operations.

PREPARE AND SUSTAIN

- Response plans and incident investigations limit harm and prevent repeats. Fewer incidents mean lower costs and liability, fewer shutdowns of classes and research, and a shared culture of safety that improves morale, retention, and the university's reputation.

Statewide & Online Education

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

ENROLLMENT

- **Total:** 11,122 (Official Day 15 Fall Report)
  - **Concurrent:** 6,728
  - **Undergraduate:** 3,439
  - **Graduate:** 955

CAMPUS & COMMUNITY HIGHLIGHTS

Intermountain Indian School Art – In September, USU Brigham City hosted a ribbon-cutting ceremony unveiling art pieces rescued from the walls of the former Intermountain Indian School. The event, titled Coming Home to Remember the Past, celebrated the return of these important works to Brigham City and the land where they were originally created.

USU Blanding in the Community – USU Blanding is partnering with San Juan County and the Navajo Nation's Aneth Chapter on a service-learning project to improve road access for vulnerable residents. Faculty and students will use drones, 3D mapping, surveying, and heavy equipment to restore flood-damaged roads, beginning with two Aneth homesites.

Additionally, USU Blanding's float won Best Community Spirit in the Shiprock Northern Navajo Fair Parade.

Retention Forum – The Uintah Basin Retention Committee launched a faculty and staff forum to strengthen student retention across its campuses. The forum promotes collaboration, data-informed decisions, and awareness of resources for students to address barriers to degree completion.

High School Counselor Conference – USU Salt Lake hosted its annual Counselor Conference in September, welcoming more than 140 high school counselors from across Utah. The conference showcased university programs and resources and strengthened pathways for prospective students.

FACULTY, RESEARCH & ACADEMIC PROGRAMS

Weaving Our Stories – Shannon Peterson, professor of professional practice in the College of Arts & Sciences, led nearly 300 participants in exploring storytelling and Indigenous perspectives at the third annual Weaving Our Stories Conference in September. Among survey respondents, 94% found the experience worthwhile, 94% gained new perspectives, and 89% reported a stronger sense of community.

AI in Criminal Justice – USU Tooele faculty member Katlyn Casagrande co-authored a research article titled "Efficiency vs. Equity: A Structured Interdisciplinary Review of AI in Criminal Justice Risk Assessment" which was published in the journal *Information*. The article examines whether AI introduces bias in determining the likelihood of criminally convicted individuals reoffending.

Honors Outstanding Professor – Benjamin Burger, USU Uintah Basin associate professor in the Department of Watershed Sciences, was named the 2026 Honors Outstanding Professor. He is the first faculty member from a Statewide campus to receive this distinction.

International Search & Rescue – Clinical Professor Scott Hammond of USU Salt Lake traveled to Estonia to train search-and-rescue teams this year. Last month, he also traveled to Iceland to present at the ICE-SAR RESCUE26 conference, a prestigious gathering of search-and-rescue professionals from around the world.

STUDENT SUCCESS & ENGAGEMENT

STEAM Expo – USU Blanding welcomed around 600 regional students in grades 5–12 for its annual STEAM Expo in September. Less than a month later, USU Uintah Basin's STEAM Expo attracted over 1,400 students in grades 5–8. With record volunteer turnout and around 50 exhibitors each, the expos presented hands-on activities to introduce future Aggies to USU's science, technology, engineering, art, and mathematics offerings.

Peer Mentors – USU Tooele hired five student peer mentors to welcome students and fostering belonging. Thanks largely to the efforts of the peer mentors, summer programs, and the Connections course, more students are attending classes in person and using available study spaces.

Student Success

WELCOMING NEW AGGIES



New Student Touchpoints – Strategic Enrollment Management supported 24,622 new undergraduate applications and welcomed 5,239 new first-time and transfer students across the USU system this fall. This effort included extensive systemwide recruitment and engagement, with more than 1,100 recruitment visits and 2,200 individual student meetings, nearly 15,000 event and campus tour attendees, and more than 2.3M student communications.

Connections Passport – Student Orientation and Transition Services partnered with 20 departments to pilot Connections Passport during check-in. Nearly 700 students completed more than 7,300 activities across campus and earned over 200 prizes. The pilot created a strong foundation for future expansion.

Sorority/Fraternity Recruitment – Sorority recruitment increased by 18% compared to last year, bringing the total number of active sorority members on the Logan campus to more than 300. Fraternity recruitment registrations increased significantly, jumping from 30 in 2025 to 102 this year.

STUDENT RESOURCES



Reducing Financial Barriers – Student Financial Support delivered nearly 23,000 financial aid packages and notifications, offering more than 15,700 institutional scholarships to incoming students and administering over $100M in federal student aid.

CARE Office – Referrals to the USU CARE (Connect, Assist, Refer, Empower) Office, which helps students navigate resources and support systems on campus, have increased 30% over this same period last year.

Advising – Residence Life collaborated with Exploratory Advising to bring on-the-spot advising into USU residence halls on October 21 and 28.

ORGANIZATIONAL & COMMUNITY UPDATES



USUSA Constitution Update – The USUSA Executive Leadership Board has called a referendum that will go to the entire student body for a vote on October 26–27. The referendum addresses issues that arose during the most recent election cycle, proposing changes to how “student” is defined in the USUSA Constitution.

Community Engagement – In observance of the September 11 National Day of Service and Remembrance, the Center for Community Engagement (CCE) brought together a CIVC 1100 class; the Logan Academic Testing Center; and Aggies Think, Care, Act to make 400 cards to be placed with Meals on Wheels deliveries. Additionally, the CCE joined the Center for Anticipatory Intelligence and the Heravi Peace Institute to volunteer at the Logan City Cemetery and Elk Ridge Park for a combined 44 hours of service on that day.

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Janalyn Brown, Secretary

MEMORANDUM

TO: Utah State University Board of Trustees
FROM: David T. Cowley, Vice President for Finance & Administrative Services
DATE: November 6, 2026
RE: Acquisition of Real Property

In accordance with Utah System of Higher Education Policy R703, Acquisition of Real Property, Utah State University requests authorization to accept the donation of 0.30 acres of commercial property including a residence and one outbuilding, located at 335 North 100 East, Logan, Utah.

The property is currently being used by the owner, Common Ground, to enhance the lives of youth and adults with physical, cognitive, and emotional disabilities by providing quality outdoor recreation while removing physical, social, and financial barriers. Utah State University intends to continue using the property for the same purpose.

USU has completed an initial property inspection and will obtain an environmental assessment and title search before acquisition to identify any environmental concerns or title issues.





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Janalyn Brown, Secretary

MEMORANDUM

TO: Utah State University Board of Trustees
FROM: David T. Cowley, Vice President for Finance & Administrative Services
DATE: November 6, 2026
RE: Acquisition of Real Property

In accordance with Utah System of Higher Education Policy R703, Acquisition of Real Property, Utah State University requests authorization to acquire approximately 0.25 acres of real property located near the Utah State University campus at approximately 400 North and 700 East, specifically 6 Terrace Place, Logan, Utah, for an amount not to exceed fair market value.

The property includes a residential home that USU intends to use for student housing in the near term.

USU will obtain an independent appraisal in support of the proposed purchase price.



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Janalyn Brown, Secretary

MEMORANDUM

TO: Utah State University Board of Trustees
FROM: David T. Cowley, Vice President for Finance & Administrative Services
DATE: November 6, 2026
RE: Acquisition of Real Property

In accordance with Utah System of Higher Education Policy R703, Acquisition of Real Property, Utah State University requests authorization to acquire approximately 2.8 acres of real property located near the USU main campus at 681 East 700 North, Logan, Utah, for an amount not to exceed fair market value. The property includes several residential structures, some of which are expected to be removed. The remaining housing units will be retained and managed by USU Housing for student housing purposes. Due to its proximity to campus, the property represents a strategic opportunity to support the University's current and future student housing needs and advance its long-term campus growth objectives.

USU has obtained an independent appraisal in support of the proposed purchase price. The acquisition will be funded using USU Housing revenues.



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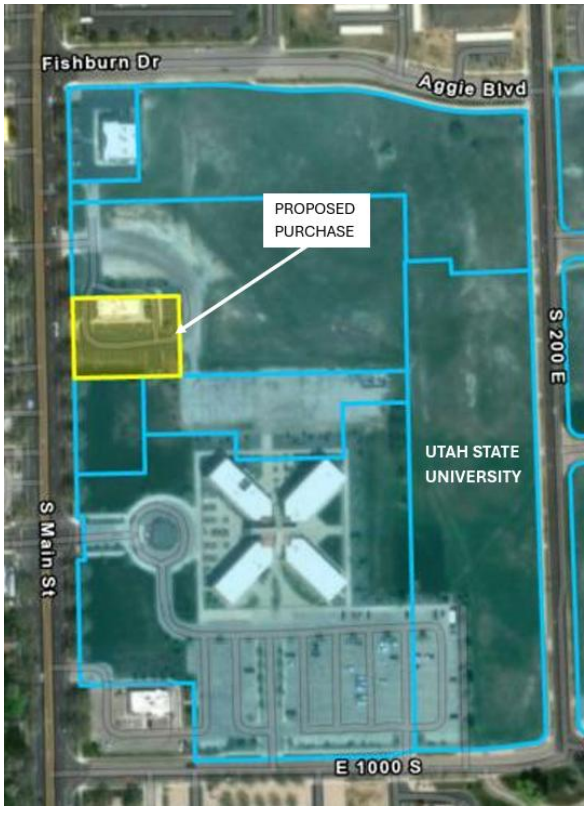
MEMORANDUM

TO: Utah State University Board of Trustees
FROM: David T. Cowley, Vice President for Finance & Administrative Services
DATE: November 6, 2026
RE: Acquisition of Real Property

In accordance with Utah System of Higher Education Policy R703, Acquisition of Real Property, Utah State University requests authorization to acquire approximately 0.74 acres of real property located near the USU Brigham City campus at 955 South Main Street, Brigham City, Utah.

The Brigham City Campus Master Plan supports retail pads and commercial development on this section of campus.

USU will obtain an independent appraisal to support the purchase price.



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Janalyn Brown, Secretary

MEMORANDUM

TO: Utah State University Board of Trustees
FROM: David T. Cowley, Vice President for Finance & Administrative Services
DATE: November 6, 2026
RE: Acquisition of Aviation Hangar

Utah State University requests approval to purchase aviation hangar FL-14 at the Logan-Cache Airport, located at 2500 North 900 West in Logan, Utah.

Purchasing hangar FL-14 will address critical capacity needs for USU Aviation's growing flight training program. Current hangar space is insufficient for the fleet, leaving four aircraft exposed to weather and security risks with plans to add 2-3 new aircraft over the next 12 months. The additional space will improve operational efficiency, support increased student enrollment, provide needed maintenance and employee facilities, and accommodate future growth in a market where additional hangar space is difficult to obtain.

USU has completed an initial inspection of the hangar and has received an appraisal to establish fair market value.

The purchase will be funded through USU Aviation program revenues.





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Janalyn Brown, Secretary

MEMORANDUM

TO: Utah State University Board of Trustees
FROM: Paul Barr, Executive Vice Provost
DATE: November 6, 2026
RE: Full Program: Digital Media and Design Associate of Science
School of Professional and Technical Education
S.J. & Jessie E. Quinney College of Agriculture & Natural Resources

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In accordance with Utah Board of Higher Education Policy R401, the School of Professional and Technical Education, in the S.J. & Jessie E. Quinney College of Agriculture & Natural Resources, proposes offering a Digital Media and Design Associate of Science.

The Digital Media and Design Associate of Science provides students with foundational knowledge and practical skills in journalism, communications, drafting, and computer applications to prepare them for industry demands.

On October 9, the Academic Affairs & Statewide Alignment Committee reviewed the proposal and recommended it for full board approval.

The President and Provost endorse the proposal and respectfully request approval from the full board.

Attachments:
QANR-SPTE-Digital Media and Design AS-Full Program

Utah System of Higher Education
R401 Program Proposal
New Full Program (AAS or higher)

SECTION 1: PROGRAM INFORMATION

Institution	Utah State University
Department	Technology, Design, and Technical Education
Proposed Award Name	Digital Media and Design

Award Type - Please select only one

☒ Associate's Degree (including AAS degrees)
☐ Bachelor's Degree
☐ Master's Degree
☐ Doctor Degree

Will this proposal include emphases? (If no, leave unchecked and move to next item.)

☐ Yes, this proposal has emphases
☐ An emphasis is required to complete this program

- - - - For proposals with emphases, please note if any of the following attributes are different for a particular emphasis - - - - - -

Additional Departments

CIP Code (Provide a 6-digit CIP Code. Omit the period.): 500102

Award Acronym (ex. AAS, AA, BS, BA/BS, etc. Acronym field allows for 2 to 6 characters. Omit periods.) AS

Quantitative Literacy Course recommended for this program (for undergraduate programs only. Select one option.)

☐ MATH 1030 Quantitative Reasoning
☐ MATH/STAT 1040 Intro to Statistics
☐ MATH 1050 College Algebra
☒ Any QL course is acceptable
☐ Other (please list in Curriculum table)

Program Delivery Method(s)

How will students complete this program? Indicate all program delivery methods considered for this program:

☐ Entire program can be completed in person
☐ Entire program can be completed via Interactive Videoconferencing (EDNET)
☐ Entire program can be completed Online
☒ Students can take different courses through a variety of delivery methods

Minimum Credit Hours to Complete Program (including emphasis if applicable; use whole numbers)	60
Maximum Credit Hours to Complete Program (including emphasis if applicable; use whole numbers)	60
Expected First Semester Students May Enroll in Program	Fall
Expected First Year Students May Enroll in Program	2026

SECTION II: INSTITUTIONAL ROLES & MISSION

Program Description

Present a brief program description. (1-2 paragraphs.)

The Department of Technology, Design, and Technical Education (TDTE) at Utah State University is looking to build pathways for students coming from technical education backgrounds and looking to advance their education in their desired field. This degree is designed to expand on a student's certificate program from Utah technical schools, or as a stand-alone degree. The Digital Media and Design Associate of Science degree provides students with a strong foundation in creative communication, visual design, and digital media production. By integrating coursework in drafting, journalism, communications, and computer applications, the program equips students with both artistic and technical skills essential to the modern design industry. Students learn to create compelling visual content, communicate ideas clearly, and utilize industry-standard software while developing an understanding of how design intersects across multiple media platforms.

Through hands-on projects and interdisciplinary learning, students build a versatile portfolio that reflects their abilities in digital illustration, layout design, written communication, and technical drafting. The program allows students from technical backgrounds and entry level positions to stack credentials into this degree, which then prepares graduates for more advanced roles in graphic design, digital media, and visual communications. After which, it opens doors for transfer into bachelor's programs in design, communication, or related fields. With a blend of creativity, technology, and communication-focused experience, students are well-positioned for diverse opportunities in today's digital landscape.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Board approved mission, roles, and goals (see Board policy R312 found at https://ushe.edu in the Board of Higher Education section under Policies) or, for "out of mission" program requests, the rationale for the request.

Utah State University, as both a land-grant institution and the region's community and technical college, is committed to expanding educational access and preparing students for Utah's evolving creative and digital workforce. To meet the growing demand for skilled professionals in digital arts, design, and multimedia communication, USU offers an Associate Degree in Digital Media and Design that combines coursework in journalism, drafting, and computer applications. This program provides flexible, career-focused training and clear pathways for students to build successful careers in creative industries.

Through hands-on projects and mentorship from experienced faculty, students develop the technical, creative, and professional skills needed to succeed in roles such as graphic design, digital media production, and content creation. Aligned with USU's mission of innovation, community engagement, and inclusivity, the program delivers practical, accessible training that reflects industry standards and employer expectations. By collaborating with local businesses, media outlets, and design platforms, students gain real-world experience while contributing to community projects. This approach fosters a learning environment centered on creativity, opportunity, and long-term career growth in the digital arts and design sector.

SECTION III: NEEDS ASSESSMENT

Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. What business and industry sectors seek the knowledge base and skills graduates will offer? Are there known Utah employers? How many annual job openings are available? What wage will graduates earn? How strong is the employment sector for graduates of the program? Are numbers of job openings increasing? How does the median wage for these jobs compare to statewide median wage for all workers and/or for workers with the same education level?

NOTE: Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco). Utah DWS Firm Find also provides Utah employer data (https://jobs.utah.gov/jsp/firmfind/#/).

Local/Regional Market Demand (include a short description to clarify the geographic parameters for this data)

According to data from the Bureau of Labor Statistics (BLS), the digital design and media fields in Carbon, Emery, Grand, San Juan, and Daggett counties are projected to grow by 28.8%. The median salary for professionals in these disciplines is $55,35, which is significantly higher than the regional median income of $35,234.

Local employers such as Bodec, CCI Systems, and Live Nation continue to seek qualified talent in roles aligned with the competencies developed through this degree. High-demand positions include CAD drafters, front-end developers and designers, and layout designers, reflecting the region's increasing need for skilled digital design professionals.

State Market Demand

According to the Bureau of Labor Statistics (BLS), Utah's digital media and design sector is experiencing strong upward momentum, with projected growth of 15.9% statewide. The median salary for professionals in these fields is $67,457, which is well above the state's overall median income of $44,470. This highlights the competitive earning potential associated with digital art and design careers.

As of 2025, Utah employs approximately 7,226 workers in digital media and design related occupations, with an anticipated increase of 1,146 additional positions by 2035. Demand for talent remains consistently high, with 693 active employers currently seeking qualified professionals across the state. These indicators demonstrate a robust labor market and a sustained need for individuals with advanced digital design, artistic, and communication skills.

National Market Demand

National labor data shows steady and growing demand for skills gained through an Associate Degree in Digital Media and Design. The U.S. Bureau of Labor Statistics reports that employment for web developers and digital designers is projected to grow 7.1% from 2025 to 2035, which is faster than the average for all occupations. These positions offer strong earning potential, with a median wage of $68,414 annually. In addition, arts and design occupations currently have 126,049 job openings, reflecting consistent employer need.

Demand spans a wide range of industries, including marketing, advertising, entertainment, technology, and digital media production. Employers are seeking individuals with practical experience in areas such as digital graphics, interface design, drafting, content creation, and visual communication. An associate degree in digital arts and design provides students with the foundational skills and portfolio development needed to enter these growing fields and compete effectively in the national job market.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment and your plan for attracting under-represented student groups. NOTE: Student enrollment projections will be called for in the finance section of this proposal.

This program is designed to meet strong student demand for technical college graduates looking to continue their education and working professionals returning to school to upgrade or formalize their design skills. Students who have completed certificates in digital media, drafting, or computer applications will find a clear pathway to advance their training without repeating coursework. The Associate Degree in Digital Media and Design builds on their existing skills and prepares them for a high-demand, creative career field.

The program appeals to students who want to deepen their digital design abilities, expand their career options, and strengthen their portfolios for future advancement. Its industry aligned curriculum ensures graduates gain relevant, modern skills that employers value across digital media, design, communication, and technology areas.

The degree also serves professionals re-entering education who want to refresh their knowledge, shift careers, or gain a credential that reflects their experience. Their industry background enriches classroom learning and enhances networking and employment opportunities. Flexible scheduling makes the program accessible to students balancing work, family, or other responsibilities, while still providing a hands-on, career-focused educational experience.

Similar Programs

List similar programs offered elsewhere in the USHE, the state, or Intermountain Region. In comments field, describe unique characteristics of proposed program to similar program(s), if any.

Institution	Award Type	Program Award Name	Link to Program	Comments
SLCC	AAS	Visual Art & Design – Graphic Design Emphasis AAS	SLCC AAS Link	

Transfer Check

For transfer associate degrees, provide information on bachelor degrees that graduates can transfer into; at end of proposal form, attach at least one draft articulation agreements with a 4-year program. For 4-year degrees, list 2-year degrees that may transfer into the degree, if any. Use comments field to unique transfer requirements such as minimum GPA, if any.

Institution	Award Type	Program Award Name	Link to Program	Comments
Bridgerland	Certificate	-Digital Design -Information Technology -Drafting and Design	Digital Design Information Technology Drafting and Design	
Davis	Certificate	-Information Technology -Drafting and Design	Information Technology Drafting and Design	
Dixie	Certificate	-Digital Design -Information Technology -Drafting and Design	Digital Design Information Technology Drafting and Design	
Mountainland	Certificate	Digital Design	Digital Design	
Ogden-Weber	Certificate	-Digital Design -Information Technology -Drafting and Design	Digital Design Information Technology Drafting and Design	
SLCC	Certificate	Information Technology	Information Technology	
Snow	Certificate	Information Technology	Information Technology	
Southwest Tech	Certificate	Information Technology	Information Technology	
Tooele Tech	Certificate	Information Technology	Information Technology	
Uintah Basin	Certificate	Information Technology	Information Technology	

Collaboration with and Impact on Other Degree-granting or Technical College USHE Institutions

Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that have taken place. Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in Board policy R315 found at https://ushe.edu in the Board of Higher Education section under Policies.

Statewide alignment efforts have been established to support student mobility across Utah's technical colleges. These agreements enable students from other USHE institutions to transfer technical coursework seamlessly into this program, ensuring continuity in education and clear pathways for degree completion.

Accreditation

If the program will seek special professional program-level accreditation, identify the accrediting body, and project timeline and anticipated costs for initial approval, and a date for accreditation review cycle.

N/A

External Review

Describe how external consultants, program advisory committee members, industry experts, or other non-institutional stakeholders were involved in the development of the proposed program. For programs that address specific industry or occupational needs, indicate the extent to which the applicable industry representatives have provided input.

Development of the Associate of Science in Digital Media and Design included meaningful input from external stakeholders to ensure alignment with current creative industry and workforce needs. Industry professionals representing digital design, drafting, media, and journalism provided guidance on essential technical skills, professional standards, and emerging technologies. Their feedback informed program learning outcomes, emphasis areas, and the balance between foundational academics and applied, project-based learning.

SECTION IV: PROGRAM DETAILS

Program Curriculum

Provide a list of courses required to complete the program. List all courses, including college-level prerequisites (and pre-major placements or condition) and new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded for the degree. For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the Program Curriculum Narrative text field.

INSERT ROWS IN TABLE BELOW AS NEEDED

College Level Prerequisite Courses (list courses students commonly must take to be able to enroll in the program's courses listed below)

Course Prefix & Number	New Course?	Course Title	Credit Hours

General Education Courses (list specific courses if recommended for program; otherwise, list "any QL" of "any Humanities")

Course Prefix & Number	New Course?	Course Title	Credit Hours
Any CL	N		
Any QL	N		
Any American Institutions	N		
Any Creative Arts	N		
Any Humanities	N		
Any Life Science	N		
Any Physical Science	N		
Any Social Science	N		

Program Required Courses (list "and/or" conditions and reflect such conditions in credit hours)

Course Prefix & Number	New Course?	Course Title	Credit Hours
BCIS 1340/TEIT 1340	N	Digital Video Production	3
JCOM 1130	N	Media Writing	3
BCIS 2441/TEIT 2441	N	Photoshop	3

Program Elective Courses (list "and/or" conditions and reflect such conditions in credit hours)

Course Prefix & Number	New Course?	Course Title	Credit Hours
Any JCOM Course			
Any CMST Course			
Any TEIT Course			
Any TCR Course			
Any TEDG Course			
Any TEDR Course			

Emphasis Courses (duplicate this table if there are multiple emphases)

Name of Emphasis

Course Prefix & Number	New Course?	Course Title	Credit Hours
Intentionally left open, see attached explanation.	Students will take their desired emphasis focus from JCOM, CMST, EDDT, TEIT, TCR, or TEDG		

Degree Map

Provide a program Degree Map, also referred to as a graduation plan (for undergraduate programs ONLY). This map provides a suggested semester-by-semester class schedule for a full-time student that includes prefix, number, title, and semester hours.

Enter the degree map in the table below. If a specific general education course is required, list course and include GE fulfilled. If the program does not require a specific general education, write "Any Fine Art" or "Any QL" and check GE fulfilled.

INSERT ROWS IN TABLE BELOW AS NEEDED

For General Education courses, use the following acronyms or leave blank if not GE:

C Written Communication / QL Quantitative Literacy / AI American Institutions /
FA Fine Art / H Humanities / LS Life Science / PS Physical Science / SS Social Science

First Year Fall			First Year Spring		
Course	Cr Hr	GE	Course	Cr Hr	GE
Any CL1	3	C	Any CL2	3	C
Any QL Math	3-5	QL	Any Breadth American Inst.	3	AI
Any Breadth Creative Arts	3	FA	Any Breadth Humanities	3	H
BCIS 1340 – Digital Video Production	3		Art/Design Elective	3	
Art/Design Elective	3		Art/Design Elective	3	
Second Year Fall			Second Year Spring		
Course	Cr Hr	GE	Course	Cr Hr	GE
Any Breadth Life Science	3	LS	Any Breadth Physical Science	3	PS
Any Breadth Social Science	3	SS	BCIS 2441 - Photoshop	3	
JCOM 1130 – Media Writing	3		Art/Design Elective	3	
Art/Design Elective	3		Art/Design Elective	3	
Art/Design Elective	3		Art/Design Elective	3	

Program Curriculum Narrative

Describe any variable credits as well as internships, clinicals, or other external learning experiences. Include additional curriculum information that differentiates this program's curriculum such as mandatory summer terms, accelerated schedule options or paths for part-time students.

Students may take an internship course in their desired area as part of their electives.

Program Admission Requirements

List selective admission requirements specific to the proposed program. Describe cohort-driven admissions, if applicable.

None

Program Graduation Standards and Number of Credits

Provide graduation standards. Include standards specific to the program that are beyond the institution's standard graduation requirements. Provide justification if number of credits exceeds credit limit for this program type described in R402-6 Table 1, which can be found at https://ushe.edu in the Board of Higher Education section under Policies.

Graduation standards follow Utah State University's requirements. A minimum GPA of 2.0 and 60 credit hours.

SECTION V: INSTITUTION, FACULTY, AND STAFF SUPPORT

Institutional Readiness

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

The Associate Degree in Digital Media and Design will align closely with existing technical college curricula by integrating shared technical skill courses to support timely degree completion. All required courses for this program are already offered within the university, ensuring that students gain the competencies needed to enter the digital arts and design industry and build upon the skills developed through related technical certificates.

Some capacity challenges may arise regarding faculty overload, adjunct support, or graduate assistance for courses shared with existing technical certificate programs. However, the program is intentionally structured to function as a streamlined pathway to degree completion. With a flexible delivery model, it will increase access for students statewide while supporting industry demand for graduates trained in modern digital design and creative technologies.

Student Advisement for this Program

Describe how prospective and current students in the proposed program will be advised. Does the sponsoring department have advisors or are students referred to campus advising? Are there advisements for part-time student participants?

The Department of Technology, Design, and Technical Education (TDTE) has designated advisors throughout the regional campus system and within the S.J. & Jessie E. Quinney College of Agriculture & Natural Resources. The advisors for this program will be the same individuals who advise students in their digital design or drafting certificate program.

Professional Licensure

Will graduates of this program need to seek certification or licensure to be employed in the field? If no, type N/A. If yes, describe how the program meets the educational requirements of the license both in Utah and in other states. Reference specialty accreditation and compact or reciprocity agreements, if applicable.

N/A

Library and Information Resources

Describe library resources students will need to complete this program, if any. Describe the library resources the institution already possesses. Describe new library resources to be acquired. Identify additional costs to support library and information resources needs in the finance table.

No additional library resources will be needed to support this program. Key journals and readings are already available through USU's library system to support the Digital Media and Design Associate degree.

Facility (Space) / Material Needs

Describe special space or equipment needs for program, if any. Describe the space and technology needs the institution already possesses. Describe new space or technology to be acquired.

All facilities and technology needed for this program are already established. The labs and equipment for drafting are on hand and already being used in the Drafting Design certificate. All other required courses are taught online or in person on campus with minimal technology needs.

Current and New Department Faculty / Staff Information

Identify current # of department faculty / staff (headcount) to be involved with the program and faculty / staff to be hired along with their qualifications and tenure status. Include additional cost for these faculty / staff members in budget narrative and table.

In the Expense Narrative field later in the proposal, please indicate when new faculty and staff hires will occur in year 1 or a subsequent year of the program.

Current Faculty/Staff					**Faculty/Staff to be Hired**				
For faculty: academic or industry credential held:	# Fulltime	# Parttime	# Tenure or Tenure-Track	# Non-Tenure Track	# Fulltime	# Parttime	Est. % of time committed to new program	# Tenure-Track	# Non-Tenure Track
Doctorate Degrees									
Masters Degrees	3								
Bachelor Degrees									
Associates Degrees									
Industry Credential	2								
Staff									
Teaching/Grad Assistants									
TOTAL	5	0			0	0			

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructions, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. The narrative should be consistent with the budget and faculty tables.

For many of the elective courses, they will come from the Department of Technology, Design, and Technical Education faculty. Additional courses offered in programs outside the department (e.g., the Schools of Math, English, and Science) will be applied to this degree with minimal student impact. By restructuring and reallocating teaching assignments, the faculty can accommodate the student demand of the proposed program. Additional faculty will be considered as the enrollment in the program grows or industry partners sponsor such additions.

Staff

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

Current staff resources are sufficient for the needs of this new program. As the program grows or industry partners sponsor such additions, additional staff will be considered.

SECTION VI: PROGRAM EVALUATION

Program Assessment

Describe program academic and professional goals. Identify program performance goals. Describe the system of assessment to be used to evaluate program success in meeting performance goals.

The academic and professional goals of the Associate of Science in Digital Media and Design center on providing industry-relevant education that prepares students for entry-level creative careers while supporting transfer and continued academic study. Curriculum will be informed and updated through ongoing collaboration with industry professionals in digital design, drafting, communications and journalism to ensure alignment with current technologies, creative practices, and workforce expectations. The program emphasizes practical, transferable skills that support student completion, portfolio development, and employment outcomes, while also streamlining pathways for students pursuing additional certificates or advanced degrees.

Program performance will be evaluated through student completion rates, employment or transfer outcomes, and demonstrated efficiencies in academic progression. Assessment will include industry advisory feedback, project-based and portfolio evaluations, course-level assessments, and input from graduates and employers. These measures will be reviewed regularly to support continuous improvement and ensure the program remains responsive to evolving creative industries and academic standards.

Student Standards of Performance

List *the program learning outcomes including standards, competencies, and marketable skills students will have achieved at the time of graduation. How will student attainment of program learning outcomes be assessed/evaluated? How will student attainment of professional competencies be assessed/evaluated?*

Graduates of the Associate of Science in Digital Media and Design will demonstrate achievement of industry-relevant standards, creative competencies, and marketable skills required for employment and advancement in digital and media-related fields. Program learning outcomes include the ability to apply skills within emphasis areas such as digital design, drafting, communications and journalism, use industry-standard software and tools, interpret and create visual, technical, and written content, and adhere to professional, ethical, and quality standards. Students will also develop essential professional skills including creative problem solving, collaboration, communication, time management, and professional conduct. To graduate, students must meet the USU minimum graduation requirements of a 2.0 GPA.

Student attainment of program learning outcomes will be assessed through written exams, project-based assignments, portfolio development, and cumulative evaluations aligned with industry and academic standards. Professional competencies will be evaluated using performance rubrics informed by industry expectations, instructor observation, and applied assessments that reflect real-world creative and technical workflows. When applicable, feedback from employers or industry partners will be incorporated to assess workforce readiness. Assessment data will be reviewed regularly to ensure students meet or exceed the 75% performance requirement and to support continuous program improvement and alignment with evolving digital arts and design fields.

SECTION VII: PROJECTED PROGRAM ENROLLMENTS & FINANCE

Three Year Projection Student Participation

Provide projected enrollment and information on related operating expenses and funding sources. Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty and staff as described in the faculty section of this proposal. Project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

NOTE: Highlighting blue cells in the table below and pressing f9 on your keyboard will auto calculate the cell's value.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# Majors in Department	58	65	65	65	65	65
# Majors in Proposed Program		10	15	20	25	30
# Graduates from Department	190	195	200	205	210	215
# Graduates in New Program		10	15	20	25	30
Department Financial Data						
Project additional expenses associated with offering new program. Account for new hires as stated in "Current and New Department Faculty / Staff" table.	**Department Budget**					
	Year Preceding Implementation (base budget)	Year 1	Year 2	Year 3		
		Addition to base budget for new program(s)				
EXPENSES - nature of additional costs required for proposed program(s)						
List salary and benefits for additional faculty and staff each year the positions will be filled. Ex: if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the one year.						
Personnel (1)		$669,096.06	$669,096.06	$669,096.06		
Operating Expense (2)		$29,500.00				
Space Needs and Utilization						
Other						
TOTAL Program Expenses			$ 0	$ 0		
TOTAL EXPENSES		$698,596.06	$669,096.06	$669,096.06		
FUNDING - source of funding to cover additional costs generated by proposed program(s)						
Describe internal reallocation using "Existing Funding Source Narrative" following this table. Describe new sources of dunding using "New Revenue Narrative" on the following page.						
Internal Reallocation						
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (3)						
PROPOSED PROG FUNDING		$ 0	$ 0	$ 0		
TOTAL DEPT FUNDING	0	$ 0	$ 0	$ 0		
DIFFERENCE						
Funding - Expense	$ 0	$ 0	$ 0	($ 0)		

(1) faculty and staff salary and benefits (2) equipment, travel, resources (3) requires UBHE approval

Expense Narrative

Describe expenses associated specifically with the proposed program. Please indicate in which year(s) new faculty and staff hires for the program will occur.

The proposed program will be delivered using existing institutional resources and current instructional capacity. The department has five qualified faculty members who will support the technical portion of the program, and no additional faculty or staff hires are required for implementation or ongoing operation. Established instructors for general education are also in place. Instruction, advising, and administrative support will be provided within existing workloads and facilities.

As a result, there are no new expenses associated specifically with faculty or staff for the proposed program, and no new hires are anticipated in any year. The program will utilize existing classrooms, laboratories, equipment, and instructional materials, allowing it to be implemented without additional personnel costs or significant new expenditures.

Existing Funding Sources Narrative

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

The proposed Associate of Science in Digital Media and Design will be delivered through existing general education courses and established emphasis areas in digital design, drafting, communications and journalism. As a result, the program will rely on current instructional resources, facilities, software, and faculty expertise, requiring no internal reallocation of funds. General education courses are already offered on a regular schedule, and the emphasis areas are supported by existing programs with appropriate technology, equipment, and instructional staff.

Any internal adjustments will be limited to minor administrative coordination and scheduling to support advising and pathway alignment. These adjustments are not expected to negatively impact existing programs or services. Instead, the associate degree will enhance current offerings by improving course utilization, increasing enrollment efficiency, and providing clearer academic pathways for students. Overall, the program can be implemented using existing funding sources without reducing the quality or availability of current programs.

New Revenue Narrative

Describe new funding sources and plans to acquire the funds. Does the institution anticipate assessing students course-fees or program-based fees?

The Associate of Science in Digital Media and Design does not require new funding sources. The program is structured to use existing general education courses and established emphasis areas in digital design, drafting, and journalism, allowing it to be delivered within current institutional resources, facilities, technology, and instructional capacity. As a result, no new revenue streams are necessary to support program implementation or ongoing operation.

The technical courses within the associate degree do not include additional course or program fees. All required coursework will be offered within existing fee structures, ensuring affordability for students while maintaining the quality and long-term sustainability of the program.

SECTION VIII: ADDITIONAL DOCUMENTATION

Feedback and discussion

Add a comment in the discussion of this proposal:

Provide draft articulation agreement for transfer associate degrees and/or additional documentation such as letters of support from advisory groups, employers, or published studies as separate documents. Please include institution acronym and name of proposed program in the title of the document.

UtahStateUniversity

Board of Trustees

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MEMORANDUM

TO: Utah State University Board of Trustees
FROM: Paul Barr, Executive Vice Provost
DATE: November 6, 2026
RE: Full Program: Transportation and Mechanics Associate of Science
School of Professional and Technical Education
S.J. & Jessie E. Quinney College of Agriculture & Natural Resources

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In accordance with Utah Board of Higher Education Policy R401, the School of Professional and Technical Education, in the S.J. & Jessie E. Quinney College of Agriculture & Natural Resources, proposes offering a Transportation and Mechanics Associate of Science.

The Transportation and Mechanics Associate of Science is designed to prepare students for careers in commercial driving, automotive technology, diesel mechanics, and heavy equipment operation by developing technical skills aligned with industry needs.

On October 9, the Academic Affairs & Statewide Alignment Committee reviewed the proposal and recommended it for full board approval.

The President and Provost endorse the proposal and respectfully request approval from the full board.

Attachments:
QANR-SPTE-Transportation and Mechanics AS-Full Program

Utah System of Higher Education
R401 Program Proposal
New Full Program (AAS or higher)

SECTION 1: PROGRAM INFORMATION

Institution	Utah State University
Department	Technology, Design, and Technical Education
Proposed Award Name	Transportation and Mechanics

Award Type - Please select only one

☒ Associate's Degree (including AAS degrees)
☐ Bachelor's Degree
☐ Master's Degree
☐ Doctor Degree

Will this proposal include emphases? (If no, leave unchecked and move to next item.)

☐ Yes, this proposal has emphases
☐ An emphasis is required to complete this program

- - - - For proposals with emphases, please note if any of the following attributes are different for a particular emphasis - - - - - -

Additional Departments

CIP Code (Provide a 6-digit CIP Code. Omit the period.): 150803

Award Acronym (ex. AAS, AA, BS, BA/BS, etc. Acronym field allows for 2 to 6 characters. Omit periods.) AS

Quantitative Literacy Course recommended for this program (for undergraduate programs only. Select one option.)

☐ MATH 1030 Quantitative Reasoning
☐ MATH/STAT 1040 Intro to Statistics
☐ MATH 1050 College Algebra
☒ Any QL course is acceptable
☐ Other (please list in Curriculum table)

Program Delivery Method(s)

How will students complete this program? Indicate all program delivery methods considered for this program:

☐ Entire program can be completed in person
☐ Entire program can be completed via Interactive Videoconferencing (EDNET)
☐ Entire program can be completed Online
☒ Students can take different courses through a variety of delivery methods

Minimum Credit Hours to Complete Program (including emphasis if applicable; use whole numbers)	60
Maximum Credit Hours to Complete Program (including emphasis if applicable; use whole numbers)	60
Expected First Semester Students May Enroll in Program	Fall
Expected First Year Students May Enroll in Program	2026

SECTION II: INSTITUTIONAL ROLES & MISSION

Program Description

Present a brief program description. (1-2 paragraphs.)

The Department of Technology, Design, and Technical Education (TDTE) at Utah State University has received strong interest from industry partners and prospective students seeking advanced training in transportation, mechanics, and equipment operations. The proposed Associate of Science in Transportation and Mechanics builds on existing technical certificates and workforce training in diesel technology, automotive service, heavy equipment operation, and commercial driving, preparing students for expanded responsibilities and improved career mobility within the transportation and logistics industries.

This program combines hands-on instruction with applied coursework to strengthen students' knowledge of vehicle and equipment systems, diagnostics, preventive maintenance, safety regulations, and operational practices. Through labs and interdisciplinary learning, students gain practical experience working with on-road vehicles, heavy machinery, and commercial transportation systems while developing communication, critical thinking, and problem-solving skills. Graduates are prepared for employment with transportation companies, repair and service facilities, construction and mining operations, public works departments, and logistics providers, and are well positioned to pursue advanced certifications or further education in transportation management, engineering technology, or related bachelor's degree programs.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Board approved mission, roles, and goals (see Board policy R312 found at https://ushe.edu in the Board of Higher Education section under Policies) or, for "out of mission" program requests, the rationale for the request.

As Utah State University's land-grant institution and regional community and technical college, USU is committed to expanding access to workforce-driven education that meets the needs of Utah's evolving transportation, mechanics and machinery industries. Utah's continued population growth and infrastructure development have increased demand for qualified diesel technicians, automotive technicians, heavy equipment operators, and commercial drivers. In response, the Technology, Design, and Technical Education (TDTE) Department proposes an Associate of Science in Transportation and Mechanics. This degree is designed to build upon students' prior technical training while providing a clear and efficient pathway into high-demand careers across the transportation, logistics, and equipment maintenance sectors.

The program combines hands-on laboratory experiences, applied technical coursework, and instruction from industry-experienced faculty to develop the mechanical, operational, and safety competencies required in modern transportation careers. Students gain practical skills in vehicle diagnostics and repair, diesel and heavy equipment systems, preventative maintenance, equipment operation, and commercial driving fundamentals, along with training in safety regulations, compliance standards, and professional communication. Aligned with USU's mission of innovation, accessibility, and community engagement, the Transportation and Mechanics associate degree connects students with regional and statewide industry partners for real-world learning experiences. This approach supports student success, strengthens Utah's transportation workforce, and promotes long-term career advancement in essential skilled trades.

SECTION III: NEEDS ASSESSMENT

Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. What business and industry sectors seek the knowledge base and skills graduates will offer? Are there known Utah employers? How many annual job openings are available? What wage will graduates earn? How strong is the employment sector for graduates of the program? Are numbers of job openings increasing? How does the median wage for these jobs compare to statewide median wage for all workers and/or for workers with the same education level?

NOTE: Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco). Utah DWS Firm Find also provides Utah employer data (https://jobs.utah.gov/jsp/firmfind/#/).

Local/Regional Market Demand (include a short description to clarify the geographic parameters for this data)

According to the Bureau of Labor Statistics (BLS), Southeast Utah, including Carbon, Emery, Grand, and San Juan counties, continues to experience strong demand for trained professionals in transportation and mechanical trades, with approximately 717 related job openings in 2025 alone. This demand is driven by increased freight movement, infrastructure and roadway maintenance, resource extraction activity, and the ongoing need to replace an aging transportation workforce. Occupations such as diesel technicians, automotive service technicians, heavy equipment operators, and commercial drivers consistently report wages above the regional median, with average earnings of $53,452.

BLS projections further indicate that employment in transportation and equipment-related occupations is expected to grow by 10.9% from 2025 to 2035, with the strongest opportunities available to individuals who combine hands-on technical skills with postsecondary education. Graduates of the Associate of Science in Transportation and Mechanics gain a competitive advantage through expanded mechanical knowledge, safety and regulatory training, and applied problem-solving skills that enhance employability and earning potential. As demand for skilled transportation professionals continues to rise across Southeast Utah, this program prepares graduates to access immediate job opportunities, pursue career advancement, and continue into advanced training or management roles within the transportation and mechanical trades.

State Market Demand

Utah's rapidly growing population and expanding economy are increasing demand for skilled transportation and mechanical professionals across freight, infrastructure, construction support, and industrial sectors. As roadway projects, supply chain activity, equipment-intensive industries, and commercial transportation services continue to expand statewide. According to Bureau of Labor Statistics (BLS) data, employment in transportation and equipment-related occupations is projected to grow steadily through 2035 by approximately 13.5%. This growth is further intensified by workforce replacement needs, with an estimated 24.1% of the current workforce approaching retirement age.

Many transportation and mechanical trade occupations offer wages at or above Utah's median income, with a median salary of $57,574, making these careers both stable and economically rewarding. BLS data also indicates 41,158 job openings projected in 2025 alone across transportation, vehicle maintenance, and equipment operation roles. Employers across the state, including fleet operators, logistics companies, construction firms, and public agencies, continue to report consistent hiring needs. This sustained demand underscores a strong labor market and a long-term need for workers prepared with the applied technical skills and industry knowledge developed through an Associate of Science in Transportation and Mechanics. Graduates are well positioned for immediate employment, career advancement within the transportation trades, or continued education in supervisory, fleet management, or related technical fields.

National Market Demand

Workforce data demonstrate sustained and growing demand for the technical skills developed through an Associate of Science in Transportation and Mechanics. According to the U.S. Bureau of Labor Statistics (BLS), employment across key transportation, vehicle maintenance, and equipment operation occupations, including diesel service technicians, automotive technicians, heavy equipment operators, and commercial drivers, is projected to grow by 5.5% from 2025 to 2035. This growth is driven by increased freight movement, infrastructure and roadway investment, equipment modernization, and the need to replace a significant portion of the aging transportation workforce. These occupations offer competitive wages, with a median salary of $55,891, comparing favorably to the national median.

In 2025, the United States supported 3.6 million jobs across transportation, mechanical service, and equipment-intensive industries. These positions span a wide range of employment settings, including trucking and logistics companies, fleet maintenance operations, construction and mining firms, equipment dealerships, and public infrastructure agencies. Employers consistently seek candidates with hands-on technical training, proficiency in vehicle diagnostics and repair, knowledge of safety regulations and compliance standards, and strong problem-solving and communication skills. The Associate of Science in Transportation and Mechanics provides a structured pathway for developing these competencies, preparing graduates for immediate workforce entry and helping address the millions of transportation-related job openings projected nationwide in the coming years.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment and your plan for attracting under-represented student groups. NOTE: Student enrollment projections will be called for in the finance section of this proposal.

The Associate of Science in Transportation and Mechanics is designed to meet growing demand from technical college graduates and working transportation professionals seeking to continue their education or advance within the transportation and mechanical trades. Students who have completed certificates in diesel technology, automotive service, heavy equipment operation, or commercial driving benefit from a clear and efficient pathway to degree completion without unnecessary duplication of coursework. The program builds on existing technical training while responding to BLS-reported growth and workforce replacement needs across transportation, equipment maintenance, and logistics occupations nationwide.

The program supports students seeking to strengthen technical competencies, expand career options, and gain applied experience in real-world transportation and mechanical environments. Its industry-aligned curriculum ensures graduates develop current, in-demand skills valued by employers, including vehicle diagnostics and repair, diesel and heavy equipment systems, operational safety, regulatory compliance, and problem-solving in field and shop settings. The degree also serves working professionals returning to education to formalize their experience, pursue supervisory, fleet, or operations roles, or increase long-term earning potential. By aligning stackable educational pathways with documented workforce needs, the program promotes career mobility, strengthens the transportation workforce, and supports regional economic development.

The Associate of Science in Transportation and Mechanics is intentionally designed to expand access and participation among underrepresented populations. Through stackable credentials, flexible scheduling, and clearly defined pathways from technical certificates and CDL or equipment training into degree completion, the program reduces traditional barriers to entry and persistence. Partnerships with technical colleges, transportation employers, and community organizations further support outreach, mentoring, and paid work-based learning opportunities, helping students view transportation and mechanical careers as attainable, sustainable, and inclusive pathways to economic mobility.

Similar Programs

List similar programs offered elsewhere in the USHE, the state, or Intermountain Region. In comments field, describe unique characteristics of proposed program to similar program(s), if any.

Institution	Award Type	Program Award Name	Link to Program	Comments

Transfer Check

For transfer associate degrees, provide information on bachelor degrees that graduates can transfer into; at end of proposal form, attach at least one draft articulation agreements with a 4-year program. For 4-year degrees, list 2-year degrees that may transfer into the degree, if any. Use comments field to unique transfer requirements such as minimum GPA, if any.

Institution	Award Type	Program Award Name	Link to Program	Comments

Collaboration with and Impact on Other Degree-granting or Technical College USHE Institutions

Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that have taken place. Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in Board policy R315 found at https://ushe.edu in the Board of Higher Education section under Policies.

Statewide alignment efforts have been established to support student mobility across Utah's technical colleges. These agreements enable students from other USHE institutions to transfer technical coursework seamlessly into this program, ensuring continuity in education and clear pathways for degree completion.

Accreditation

If the program will seek special professional program-level accreditation, identify the accrediting body, and project timeline and anticipated costs for initial approval, and a date for accreditation review cycle.

N/A

External Review

Describe how external consultants, program advisory committee members, industry experts, or other non-institutional stakeholders were involved in the development of the proposed program. For programs that address specific industry or occupational needs, indicate the extent to which the applicable industry representatives have provided input.

Development of the Associate of Science in Transportation and Mechanics involved meaningful input from external stakeholders to ensure the program aligns with current industry and workforce needs. Industry professionals representing commercial drivers, heavy equipment operations, automotive technicians, and diesel mechanic sectors provided guidance on essential skills, workforce expectations, and emerging trends. Their feedback helped shape program learning outcomes, technical emphasis areas, and the balance between academic foundations and hands-on training.

SECTION IV: PROGRAM DETAILS

Program Curriculum

Provide a list of courses required to complete the program. List all courses, including college-level prerequisites (and pre-major placements or condition) and new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded for the degree. For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the Program Curriculum Narrative text field.

INSERT ROWS IN TABLE BELOW AS NEEDED

College Level Prerequisite Courses (list courses students commonly must take to be able to enroll in the program's courses listed below)

Course Prefix & Number	New Course?	Course Title	Credit Hours

General Education Courses (list specific courses if recommended for program; otherwise, list "any QL" of "any Humanities")

Course Prefix & Number	New Course?	Course Title	Credit Hours
Any CL1	N		3
Any CL2	N		3
Any QL	N		3-5
Any American Institutions	N		3
Any Life Science	N		3
Any Social Science	N		3
Any Humanities	N		3
Any Creative Arts	N		3
Any Physical Science	N		3

Program Required Courses (list "and/or" conditions and reflect such conditions in credit hours)

Course Prefix & Number	New Course?	Course Title	Credit Hours

Program Elective Courses (list "and/or" conditions and reflect such conditions in credit hours)

Course Prefix & Number	New Course?	Course Title	Credit Hours
Any TEDT Course	Y		
Any TECD Course	N		
Any TEAU Course	Y		
Any TEHE Course	N		

Emphasis Courses (duplicate this table if there are multiple emphases)
Name of Emphasis

Course Prefix & Number	New Course?	Course Title	Credit Hours

Degree Map

Provide a program Degree Map, also referred to as a graduation plan (for undergraduate programs ONLY). This map provides a suggested semester-by-semester class schedule for a full-time student that includes prefix, number, title, and semester hours.

Enter the degree map in the table below. If a specific general education course is required, list course and include GE fulfilled. If the program does not require a specific general education, write "Any Fine Art" or "Any QL" and check GE fulfilled.

INSERT ROWS IN TABLE BELOW AS NEEDED

For General Education courses, use the following acronyms or leave blank if not GE:

C Written Communication / QL Quantitative Literacy / AI American Institutions /
FA Fine Art / H Humanities / LS Life Science / PS Physical Science / SS Social Science

First Year Fall			First Year Spring		
Course	Cr Hr	GE	Course	Cr Hr	GE
Any CL1	3	C	Any CL2	3	C
Any QL	3	QL	Any Breadth Creative Arts	3	FA
Any Breadth American Institutions	3	AI	Any Breadth Humanities	3	H
TECD 1100	6		TEHE 1010	2	
			TEHE 1050	2	
			TEHE 1100	2	
Second Year Fall			Second Year Spring		
Course	Cr Hr	GE	Course	Cr Hr	GE
Any Breadth Life Sciences	3	LS	TEHE 1300	2	
Any Breadth Physical Sciences	3	PS	TEHE 1400	1	
Any Breadth Social Science	3	SS	TEHE 1500	1	
TEHE 1150	2		TEAU 1400	4	
TEHE 1200	2		TEAU 1500	4	
TEHE 1250	2		TEAU 1600	4	
TEDT 1010	2				

Program Curriculum Narrative

Describe any variable credits as well as internships, clinicals, or other external learning experiences. Include additional curriculum information that differentiates this program's curriculum such as mandatory summer terms, accelerated schedule options or paths for part-time students.

Students can take any QL math, making it a variable credit of 3-5 depending on which math course they take. Students may also take an internship course as an elective, which is a variable of 1-3 depending on how many hours they wish to intern. Depending on which variation of technical courses students take, their construction electives could vary, but will be a minimum of 33.

Program Admission Requirements

List selective admission requirements specific to the proposed program. Describe cohort-driven admissions, if applicable.

No admission requirements.

Program Graduation Standards and Number of Credits

Provide graduation standards. Include standards specific to the program that are beyond the institution's standard graduation requirements. Provide justification if number of credits exceeds credit limit for this program type described in R402-6 Table 1, which can be found at https://ushe.edu in the Board of Higher Education section under Policies.

Students will need to stick the Utah State University's graduation standards of a 2.0 GPA and a minimum of 60 credit hours.

SECTION V: INSTITUTION, FACULTY, AND STAFF SUPPORT

Institutional Readiness

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

The Associate of Science in Transportation and Mechanics is designed to align closely with existing technical college programs, certificate pathways, and apprenticeship training by incorporating shared foundational and technical coursework in diesel technology, automotive service, heavy equipment operation, and commercial driving. This alignment allows students to complete the degree efficiently while building upon industry-recognized certificates, licensure preparation, and prior technical training. All required general education and elective courses are currently offered within the university, ensuring students develop well-rounded competencies in communication, problem-solving, and applied mathematics while strengthening the technical skills identified by the Bureau of Labor Statistics (BLS) as essential for transportation, mechanical, and equipment-related occupations.

Some challenges may arise related to faculty workload, adjunct availability, or instructional coordination for courses shared with certificate and workforce programs. However, the Transportation and Mechanics AS is intentionally structured as a streamlined and flexible pathway that maximizes existing instructional resources, minimizes duplication of coursework, and supports timely degree completion. By leveraging current facilities, faculty expertise, and industry-aligned curricula, the program effectively responds to documented BLS demand for skilled transportation professionals while supporting student success and regional workforce needs.

Student Advisement for this Program

Describe how prospective and current students in the proposed program will be advised. Does the sponsoring department have advisors or are students referred to campus advising? Are there advisements for part-time student participants?

The Department of Technology, Design, and Technical Education (TDTE) has designated advisors throughout the regional campus system and within the S.J. & Jessie E. Quinney College of Agriculture & Natural Resources. The advisors for this program will be the same individuals who advise students in their diesel, CDL, automotive, and heavy equipment certificate programs.

Professional Licensure

Will graduates of this program need to seek certification or licensure to be employed in the field? If no, type N/A. If yes, describe how the program meets the educational requirements of the license both in Utah and in other states. Reference specialty accreditation and compact or reciprocity agreements, if applicable.

Students may be eligible for licensing in CDL and automotive. With completed coursework, students in CDL will be eligible to test for their Class A license. Students in automotive and take the entry-level ASE exams to be considered a G1 General Service Technician.

Library and Information Resources

Describe library resources students will need to complete this program, if any. Describe the library resources the institution already possesses. Describe new library resources to be acquired. Identify additional costs to support library and information resources needs in the finance table.

No additional library resources will be needed to support this program. Key journals and readings are already available through USU's library system to support the Transportation and Mechanics AS degree.

Facility (Space) / Material Needs

Describe special space or equipment needs for program, if any. Describe the space and technology needs the institution already possesses. Describe new space or technology to be acquired.

No special space or equipment will be needed for the Transportation and Mechanics associate degree. All needed coursework, labs, and materials are already on hand and functioning from the current programs.

Current and New Department Faculty / Staff Information

Identify current # of department faculty / staff (headcount) to be involved with the program and faculty / staff to be hired along with their qualifications and tenure status. Include additional cost for these faculty / staff members in budget narrative and table.

In the Expense Narrative field later in the proposal, please indicate when new faculty and staff hires will occur in year 1 or a subsequent year of the program.

Current Faculty/Staff					Faculty/Staff to be Hired				
For faculty: academic or industry credential held:	# Fulltime	# Parttime	# Tenure or Tenure-Track	# Non-Tenure Track	# Fulltime	# Parttime	Est. % of time committed to new program	# Tenure-Track	# Non-Tenure Track
Doctorate Degrees									
Masters Degrees									
Bachelor Degrees									
Associates Degrees									
Industry Credential	11								
Staff	11								
Teaching/Grad Assistants									
TOTAL	11	0			0	0			

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructions, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. The narrative should be consistent with the budget and faculty tables.

For the elective courses, they will come from the Department of Technology, Design, and Technical Education faculty. Additional courses offered in programs outside the department (e.g., the Schools of Math, English, Science) will be applied to this degree with minimal student impact. By restructuring and reallocating teaching assignments, the faculty can accommodate the student demand of the proposed program. Additional faculty will be considered as the enrollment in the program grows or industry partners sponsor such additions.

Staff

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

Current staff and resources are sufficient for the needs of this new program. As the program grows or industry partners sponsor such additions, additional staff will be considered.

SECTION VI: PROGRAM EVALUATION

Program Assessment

Describe program academic and professional goals. Identify program performance goals. Describe the system of assessment to be used to evaluate program success in meeting performance goals.

The academic and professional goals of the Associate of Science in Transportation and Mechanics program are to provide students with a strong foundation in automotive systems, mechanical principles, and transportation technologies while preparing them for immediate employment and further academic advancement. The program emphasizes technical proficiency, safety standards, diagnostic skills, and problem-solving abilities required in modern transportation and mechanical industries. Professional goals include fostering industry-ready graduates who demonstrate ethical practices, effective communication, and adaptability to evolving technologies.

Program performance goals include maintaining high student completion rates, strong job placement outcomes, and successful transfer opportunities for students pursuing advanced degrees. Additional benchmarks include credential attainment, employer satisfaction, and alignment with current industry standards.

The system of assessment will include multiple measures to evaluate program success. Academic outcomes will be assessed through course-level exam and successful assignment completion. Professional competencies will be evaluated through hands-on skill demonstrations, industry certification exams, and structured feedback from instructors and industry partners. Program-level effectiveness will be monitored through graduate and employer surveys, job placement data, and credentialing success rates. This data will be reviewed annually by faculty and an industry advisory committee to guide continuous improvement and ensure the program remains responsive to workforce needs.

Student Standards of Performance

List *the program learning outcomes including standards, competencies, and marketable skills students will have achieved at the time of graduation. How will student attainment of program learning outcomes be assessed/evaluated? How will student attainment of professional competencies be assessed/evaluated?*

Graduates of the Associate of Science in Transportation and Mechanics program will demonstrate technical competence within their chosen focus area, including operating and maintaining commercial vehicles, diesel engines, automotive systems, and heavy equipment in compliance with industry standards and regulatory requirements. They will possess strong diagnostic and repair skills, enabling them to troubleshoot mechanical and electronic systems, perform repairs, and apply preventive maintenance practices across multiple transportation technologies. Students will apply safety and compliance knowledge, including adherence to Department of Transportation (DOT) and Occupational Safety and Health Administration (OSHA) guidelines. Additionally, graduates will exhibit professional and marketable skills such as effective communication, teamwork, and problem-solving, along with readiness for industry certifications including CDL licensure, ASE certifications, and equipment operator credentials. They will also demonstrate adaptability and the ability to integrate emerging technologies, such as computerized diagnostic tools and advanced vehicle systems, into their work.

Student attainment of these learning outcomes will be assessed through written examinations, laboratory performance evaluations, and capstone projects that showcase mastery of technical skills. Professional competencies will be evaluated through hands-on skill demonstrations, completion of required driving hours for CDL, and performance-based assessments in simulated and real-world environments. Industry-recognized certification exams and structured feedback from internship supervisors will serve as additional measures of competency. Program-level success will be monitored through credential attainment rates, graduate and employer surveys, and job placement data. Continuous review of these metrics will guide program improvements and ensure alignment with workforce needs.

SECTION VII: PROJECTED PROGRAM ENROLLMENTS & FINANCE

Three Year Projection Student Participation

Provide projected enrollment and information on related operating expenses and funding sources. Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty and staff as described in the faculty section of this proposal. Project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

NOTE: Highlighting blue cells in the table below and pressing f9 on your keyboard will auto calculate the cell's value.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# Majors in Department	58	65				

# Majors in Proposed Program		4				
# Graduates from Department	366	400				
# Graduates in New Program		5				
Department Financial Data						
Project additional expenses associated with offering new program. Account for new hires as stated in "Current and New Department Faculty / Staff" table.	**Department Budget**					
	Year Preceding Implementation (base budget)	Year 1	Year 2	Year 3		
		Addition to base budget for new program(s)				
EXPENSES - nature of additional costs required for proposed program(s)						
List salary and benefits for additional faculty and staff each year the positions will be filled. Ex: if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the one year.						
Personnel (1)	$1,283,045.77					
Operating Expense (2)	$70,000					
Space Needs and Utilization						
Other						
TOTAL Program Expenses		$ 0	$ 0	$ 0		
TOTAL EXPENSES	$1,353,045.77	$ 0	$ 0	$ 0		
FUNDING - source of funding to cover additional costs generated by proposed program(s)						
Describe internal reallocation using "Existing Funding Source Narrative" following this table. Describe new sources of dunding using "New Revenue Narrative" on the following page.						
Internal Reallocation						
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition	$13,015.73					
Differential Tuition (3)						
PROPOSED PROG FUNDING		$ 0	$ 0	$ 0		
TOTAL DEPT FUNDING	$13,015.73	$ 0	$ 0	$ 0		
DIFFERENCE						
Funding - Expense	$ 0	$ 0	$ 0	($ 0)		

(1) faculty and staff salary and benefits (2) equipment, travel, resources (3) requires UBHE approval

Expense Narrative

Describe expenses associated specifically with the proposed program. Please indicate in which year(s) new faculty and staff hires for the program will occur

The proposed program will utilize existing institutional resources and current instructional capacity for implementation and ongoing operation. The department currently employs eleven qualified faculty members who will deliver the technical components of the program, and no additional faculty or staff hires are anticipated. Established instructors for general education courses are already in place, and instruction, advising, and administrative support will be managed within existing workloads and facilities.

As a result, there are no new expenses associated with faculty or staff for this program, and no new hires are expected in future years. The program will operate using existing classrooms, laboratories, equipment, and instructional materials, allowing for implementation without additional personnel costs or significant new expenditures.

Existing Funding Sources Narrative

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

The proposed Associate of Science degree in Transportation and Mechanics will be delivered using existing general education courses and established technical programs in automotive technology, diesel mechanics, commercial driver training (CDL), and heavy equipment operation. The program will rely on current instructional resources, facilities, and faculty, requiring no internal reallocation of funds. General education coursework is already offered on a regular schedule, and the technical emphasis areas are supported by existing programs with dedicated labs, equipment, and experienced instructional staff.

Any internal adjustments will be limited to minor administrative coordination and scheduling refinements to support program advising and pathway alignment. These changes are not expected to negatively impact existing programs or services. Instead, the associate degree will strengthen current offerings by improving enrollment efficiency, optimizing course utilization, and creating clearer academic pathways for students seeking careers in transportation and mechanics. Overall, the program can be implemented using existing funding sources without reducing the quality or availability of current programs.

New Revenue Narrative

Describe new funding sources and plans to acquire the funds. Does the institution anticipate assessing students course-fees or program-based fees?

The proposed Associate of Science degree in Transportation and Mechanics does not require new funding sources. The program is designed to utilize existing general education courses and established technical programs in automotive technology, diesel mechanics, commercial driver training (CDL), and heavy equipment operations. This structure allows the degree to be delivered within current institutional resources, facilities, and instructional capacity. As a result, no new revenue streams are necessary to support program implementation or ongoing operation.

The technical programs included in the associate degree do not require additional course fees beyond those already in place. All required coursework will be offered within existing fee structures, ensuring affordability for students while maintaining program quality and sustainability. By leveraging current resources and established programs, the degree can be implemented without additional financial burden to the institution or students.

SECTION VIII: ADDITIONAL DOCUMENTATION

Feedback and discussion

Add a comment in the discussion of this proposal:

Provide draft articulation agreement for transfer associate degrees and/or additional documentation such as letters of support from advisory groups, employers, or published studies as separate documents. Please include institution acronym and name of proposed program in the title of the document.

USU Board of Trustees Retreat Day 1
Thursday, September 17, 2026 at 8:30 AM - 5:00 PM MDT
Veterinary Medical Education Building - 1185 E 1400 N, Logan, UT
(2nd Floor Conference Room #240)

Attendance
Trustees:

Tessa White, Chair	David Huntsman	Jacey Skinner
Gina Gagon, Vice Chair	Luke Johnson	Clark Whitworth (virtual)
Max Alder	Kacie Malouf	Ryan Dent (absent)
Brett Hugie	Dave Petersen	

University Representatives:

Brad Mortensen, President	Amanda DeRito	MaKenzie Stock
Heidi Bouck	Jessica Oyler	Cam Walker
Janalyn Brown	Shannon Pipes	Courtney White
Steve Campbell	Bill Plate	Matt White
Chris Corcoran	Paula Reese	

Other:
Taylor Adams, USHE
Selena Grace, NWCCU (virtual)

Agenda
1. Breakfast **8:30 AM**

2. Higher Education Landscape Discussion **9:01 AM**
Presenter: Dr. Selena Grace, NWCCU

The Board participated in a higher education landscape discussion with Dr. Selena M. Grace, President of the Northwest Commission on Colleges and Universities (NWCCU). Dr. Grace shared national trends and emerging issues affecting colleges and universities, including financial sustainability, enrollment pressures, governance challenges, and a rapidly changing federal regulatory environment. She emphasized that accreditors play a supportive role in helping institutions fulfill their missions while maintaining quality, accountability, and continuous improvement. Dr. Grace also discussed the importance of strong board governance and financial oversight, noting that institutional financial viability and effective governance are among the most significant challenges facing higher education today.

The discussion included an overview of several proposed and recently adopted federal regulations affecting accreditation, student outcomes, transfer policies, and institutional reporting requirements. Dr. Grace reviewed the Accreditation, Innovation, and Modernization

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(AIM) rulemaking process and its potential implications for colleges and universities, including a greater emphasis on outcomes, return on investment measures, and institutional flexibility in accreditation. Trustees engaged in a thoughtful discussion regarding financial sustainability, the impact of earnings-based federal metrics on programs in the arts and public service fields, and the importance of maintaining mission-focused academic offerings that serve communities. Dr. Grace encouraged institutions to remain engaged in policy discussions, continue monitoring evolving regulations, and pursue innovation while upholding quality and accountability. The Board expressed appreciation for Dr. Grace's insights and for NWCCU's ongoing partnership and support of the university.

3. Strategic Reflection **9:32 AM**

Presenter: President Brad Mortensen

The Board participated in a strategic reflection discussion focused on enrollment trends and student success. Trustees reviewed preliminary fall enrollment data, noting growth in overall headcount driven largely by increased concurrent enrollment participation, while traditional student enrollment and tuition revenue experienced modest declines. The Board discussed the opportunities and challenges associated with concurrent enrollment, including its impact on institutional metrics, student outcomes, degree progression, and financial aid eligibility. Trustees emphasized the importance of strategically aligning concurrent enrollment offerings with career and technical education pathways and providing appropriate advising to help students maximize the value of earned credits. The discussion also explored broader enrollment and retention strategies, including strengthening transfer pathways, re-engaging students who have stopped before completing their degrees, and expanding experiential learning opportunities. Trustees discussed the importance of preparing students for an evolving workforce by emphasizing foundational skills such as critical thinking, communication, and teamwork while ensuring that students have meaningful internship, apprenticeship, and work-based learning experiences that support retention, graduation, and career success.

4. Strategic Plan Update **10:15 AM**

Presenters: President Brad Mortensen, VP Jessica Oyler

Trustees reviewed plans for comprehensive program review and expanded use of performance dashboards to provide greater transparency regarding enrollment trends, student success metrics, and workforce alignment. Discussion highlighted efforts to increase industry engagement, expand experiential learning opportunities, and pursue a goal of ensuring all students have access to meaningful internship or apprenticeship experiences. The Board also reviewed progress related to the university's identified areas of distinction, including land and water, food, energy, space and national security, student experience, and strengthening communities, which continue to guide research priorities, legislative initiatives, and strategic investments. Additional discussion focused on statewide partnerships, transfer pathway agreements, strategic staffing and budget management, process improvements through automation, and communication strategies designed to align internal and external stakeholders

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around the university's priorities. Trustees were informed that strategic planning groups are continuing to refine implementation plans and will provide recommendations for future Board consideration.

5. Review Trustee Committees and Timeline **10:30 AM**
Presenter: Chair Tessa White

The Board discussed priorities for trustee meetings during the coming year, emphasizing the importance of meaningful, forward-looking discussions that focus on the university's most significant opportunities and challenges. Trustees reflected on progress made during the previous year in improving meeting effectiveness, engagement with key stakeholders, and follow-through on Board initiatives. The discussion centered on ensuring that Board and committee meetings remain focused on strategic issues, with particular emphasis on identifying and advancing the issues that will have the greatest impact on the institution rather than spreading attention across too many competing priorities. Trustees identified student success, particularly first-year retention, as a critical area for continued Board attention and emphasized the importance of regularly reviewing key institutional metrics to support informed decision-making. The Board also discussed strengthening alignment between committee work and institutional priorities through increased collaboration among committee chairs, trustees, and university leadership, as well as periodically evaluating committee structures and meeting schedules to ensure they effectively support the Board's strategic responsibilities. Trustees expressed appreciation for the collaborative relationships among Board members and reaffirmed their shared commitment to advancing student success and the university's mission.

6. Break and Load Bus **10:45 AM**

7. Take Bus - Vet Med to South Farm **10:55 AM**

8. South Farm Tour **11:20 AM**

Trustees toured the USU South Farm and received an overview of the dairy operation, including a demonstration of the facility's robotic milking system and discussions regarding dairy management, animal care, and the technologies used to support daily operations.

9. Take Bus - South Farm to Herms **12:05 PM**

10. Lunch **12:30 PM**

11. Take Bus - Herms to Water Lab **1:20 PM**

12. Water Lab Tour **1:35 PM**

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Trustees toured the USU Water Research Laboratory and received an overview of the facility's research, outreach, and testing activities

13. Take Bus - Water Lab to Vet Med **2:35 PM**

14. Break **2:50 PM**

15. Blue Moon Training **3:00 PM**

Attendance

Trustees:

Tessa White, Chair	David Huntsman	Ryan Dent (absent)
Gina Gagon, Vice Chair	Dave Petersen	Luke Johnson (absent)
Max Alder	Jacey Skinner	Kacie Malouf (absent)
Brett Hugie	Clark Whitworth (virtual)	

University Representatives:

Brad Mortensen, President	Chris Corcoran	Shannon Pipes
Janalyn Brown	Amanda DeRito	Bill Plate
Steve Campbell	Jessica Oyler	MaKenzie Stock

Other:

Taylor Adams, USHE	Simon Barker, Blue Moon	Jennifer Rettig, Blue Moon

Training materials are provided in the attached PowerPoint presentation.

16. Adjourn **5:00 PM**

Motion

Trustee Petersen moved to adjourn the meeting. Trustee Huntsman seconded the motion. Voting was unanimous in the affirmative. Meeting adjourned.

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Tessa White, Chair Janalyn Brown, Secretary

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Date Approved

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USU Board of Trustees Retreat Day 2
Friday, September 18, 2026, at 8:00 AM - 1:00 PM MDT
Lundstrom Student Living Center - 1373 E 1000 N, Logan, UT 84321

Attendance
Trustees:

Tessa White, Chair	Brett Hugie	Dave Petersen
Gina Gagon, Vice Chair	David Huntsman	Jacey Skinner
Max Alder	Luke Johnson	Clark Whitworth
Ryan Dent	Kacie Malouf	

University Representatives:
Brad Mortensen, President

Heidi Bouck	Deepak Keshwani	MaKenzie Stock
Janalyn Brown	Jen Kirk	Katie Strand
Frank Caliendo	Becki Lawver	Dirk Vanderwall
Richie Call	Derek McLean	Jayme Walters
Jennifer Duncan	Kristian Olsen	Rebecca Walton
Pam Dupin-Bryant	Jessica Oyler	Joe Ward
Chris Fox	Bill Plate	Logan Wilbur
Peter Howe	Al Smith	
Ryan Jackson	Justen Smith	

Agenda

1. Breakfast **8:00 AM**

2. USU Presentations **8:30 AM**

Trustees participated in discussions with representatives from the Jon M. Huntsman School of Business, University Libraries, College of Engineering, College of Agriculture and Natural Resources, College of Education, Health and Human Sciences, College of Veterinary Medicine, College of Arts and Sciences, USU Statewide Campuses and Online, USU Extension, and University Marketing and Communications. The discussions provided trustees with updates on current initiatives, accomplishments, opportunities, and challenges across the university, while also equipping them with information they can share with community members, stakeholders, and policymakers about the work USU is doing. Please see the attached materials provided by each college and department for additional information.

3. Break **10:30 AM**

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4. Drive - Lundstrom Hall to Flight Simulator **10:45 AM**

5. Flight Simulator **11:00 AM**

Trustees visited the USU Jet Simulator, where they learned about the university's aviation program and received a demonstration of the jet simulator. Trustees also had the opportunity to experience the simulator firsthand and gain insight into the hands-on training provided to aviation students.

6. Walk - Flight Simulator to Skyroom **11:45 AM**

7. Lunch with President's Ambassadors **12:00 PM**

8. Walk - Skyroom to Sonne Board Room for Regular Board Meeting **1:00 PM**

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Tessa White, Chair Janalyn Brown, Secretary

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Date Approved

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USU Board of Trustees Regular Meeting
Friday, September 18, 2026, at 1:15 PM - 3:15 PM MDT
Sonne Board Room, University Inn, Logan, UT

Attendance
Trustees:

Tessa White, Chair	Brett Hugie	Dave Petersen
Gina Gagon, Vice Chair	David Huntsman	Jacey Skinner
Max Alder	Luke Johnson	Clark Whitworth
Ryan Dent	Kacie Malouf	

University Representatives:

Brad Mortensen, President	Pam Dupin-Bryant	Brian Steed
Tiffany Allison (virtual)	Jared Gereau	MaKenzie Stock
Lisa Berreau	Crystal Giordano (virtual)	Cam Walker
Janalyn Brown	Mirella Meyer-Ficca	Courtney White
Steve Campbell	Jessica Oyler	Matt White
Chris Corcoran	Shannon Pipes	Kris Winter
Dave Cowley	Bill Plate	
Amanda Derito (virtual)	Justen Smith	

Other:
Travis Lish (virtual)
Jennica Whitworth

Agenda
1. Welcome and Call to Order **1:15 PM**
Presenter: Chair Tessa White

Trustees reflected on their interactions with university leadership throughout the retreat, expressing appreciation for the opportunity to learn more about the work occurring across the institution. Trustees noted the breadth of accomplishments and initiatives taking place within the colleges and departments and discussed the importance of effectively communicating the university's impact and successes to community members, stakeholders, and legislators. The Board also highlighted the value of holding meetings in different campus locations and engaging directly with deans and university leaders through informal discussions, which provided deeper insight into institutional priorities and opportunities. Trustees observed strong alignment between college initiatives and the university's mission and strategic priorities and

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commented on the optimism, innovation, and commitment demonstrated by university leadership.

2. Closed Session **1:20 PM**

Motion for Closed Session
Vice Chair Gagon moved that in accordance with 52-4-205 of the Utah Code that the Trustees go into a closed session for the sole purpose of discussing the character, professional competence, physical or mental health of individuals, pending or reasonably imminent litigation, and the possible sale of real property. Motion seconded by Trustee Dent. Roll call vote was initiated by Chair White and taken by Secretary Janalyn Brown. Voting was unanimous in the affirmative and the meeting moved to a closed session which commenced at 1:20 pm.

Closed Session Attendance
Trustees:

Tessa White, Chair	Brett Hugie	Dave Petersen
Gina Gagon, Vice Chair	David Huntsman	Jacey Skinner
Max Alder	Luke Johnson	Clark Whitworth
Ryan Dent	Kacie Malouf	

University Representatives:

Brad Mortensen, President	Jessica Oyler
Janalyn Brown	Shannon Pipes

Motion to adjourn Closed Session
Motion to adjourn the closed session was made by Vice Chair Gagon and seconded by Trustee Huntsman. Voting was unanimous and the closed session concluded at 2:09 pm.

3. Committee Reports **2:11 PM**

3.1. Executive (see attached report)
Presenter: Chair Tessa White, Vice Chair Gina Gagon
3.2. Audit, Risk & Compliance (see attached report)
Presenter: Trustee Ryan Dent
3.3. Academic Affairs & Statewide Alignment (see attached report)
Presenter: Vice Chair Gina Gagon
3.4. Finance and Budget (see attached report)
Presenter: Trustee Brett Hugie
3.5. Strategic Partners & Research (see attached report)
Presenter: Trustee Luke Johnson
3.6. Student Success (see attached report)
Presenter: Trustee Jacey Skinner

4. President's Report and Legislative Audit Update (see attached report) **2:31 PM**
Presenters: President Brad Mortensen, VP Jessica Oyler

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President Mortensen provided an update on university accomplishments across research, advancement, administrative and financial services, Extension, and statewide programs, highlighting the strong collaboration and momentum across the institution as the academic year begins. He also reported progress related to legislative audit recommendations, including implementation of a new talent management system, enhancements to purchasing controls, and continued development of a comprehensive academic program review process that will be presented to the Board in the future. President Mortensen indicated that the university remains on track in meeting audit expectations and will provide an additional update at the November Board meeting.

5. Action Agenda

5.1. Approve: Utah State University Mission Statement **2:34 PM**

Presenters: President Brad Mortensen, VP Jessica Oyler

The Board reviewed the revised Utah State University mission statement, including updates made since the August meeting to reflect feedback received from campus stakeholders and university leadership. Discussion focused on ensuring the mission statement accurately reflects the university's identity as a research institution while maintaining a strong student-centered focus.

Motion

Trustee Skinner moved that the USU Board of Trustees approve the Utah State University Mission Statement: *"As Utah's student-centered, land-grant research university, we expand opportunity and strengthen communities across the state through learning, discovery, extension, and engagement."*

Motion was seconded by Trustee Alder. Voting was unanimous in the affirmative.

5.2. Approve: Capital Facilities Master Planning and Innovation Campus Update **2:38 PM**

Presenters: President Brad Mortensen, VP Jessica Oyler, VP Dave Cowley

The Board received a review of the university's Capital Facilities Master Plan and Innovation Campus update, which is presented annually in accordance with Utah Board of Higher Education policy. Trustees discussed ongoing master planning efforts across the statewide campuses, including completed district plans, future development opportunities, and major capital projects currently under construction. The Board reviewed the university's five-year capital plan, including priorities for facility renovations and infrastructure improvements, and discussed the importance of aligning future capital investments with institutional strategic priorities, student needs, and opportunities for growth. Trustees also noted that the master plan and capital priorities remain flexible and may be adjusted as funding opportunities, donor support, and institutional needs evolve.

Motion

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Trustee Malouf moved that the USU Board of Trustees approve the Capital Facilities Master Planning and Innovation Campus Update, as presented. Motion was seconded by Vice Chair Gagon. Voting was unanimous in the affirmative.

5.3. Approve: FY27 USU President's Home Operation and Maintenance Budget 2:52 PM
Presenter: VP Jessica Oyler

The Board reviewed the FY27 President's Home Operation and Maintenance Budget, noting that projected expenses have increased from prior years due to the president's occupancy of the residence but remain below the state's annual operation and maintenance allocation. Trustees discussed the budget and the importance of reserving funds for future maintenance and facility improvements necessary to keep the residence functional and well maintained as a university-owned home.

Motion
Trustee Petersen moved that the USU Board of Trustees approve the FY27 USU President's Home Operation and Maintenance Budget, as presented. Motion was seconded by Trustee Hugie. Voting was unanimous in the affirmative.

5.4. Approve: FY27 USU President's Final Budget 2:54 PM
Presenter: President Brad Mortensen

The Board reviewed the President's FY27 final budget, which was updated to reflect actual expenditures from the previous fiscal year. Trustees discussed budget adjustments, including increased funding for Board of Trustees travel and presidential travel to support the university's statewide engagement and outreach efforts.

Motion
Trustee Dent moved that the USU Board of Trustees approve the FY27 USU President's Final Budget, as presented. Motion was seconded by Trustee Johnson. Voting was unanimous in the affirmative.

6. USU Foundation Board Memorandum of Understanding 2:57 PM
Presenters: President Brad Mortensen, VP Matt White

The Board discussed updates to the Memorandum of Understanding and related governance documents designed to strengthen alignment between the Board of Trustees and the Utah State University Foundation Board. Trustees reviewed revisions incorporating previous feedback and discussed efforts to update the documents to reflect current policies, state law, and governance best practices. The Board was informed that the revised documents would be presented to the Foundation Board for consideration before returning to the Board of Trustees for final approval. Trustees were encouraged to provide any remaining feedback to support completion of the process.

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7. Consent Agenda **3:01 PM**

Motion
Trustee Johnson moved that the Board of Trustees approve the Consent Agenda as presented. Trustee Petersen seconded the motion. Voting was unanimous in the affirmative. Motion passed.

- **7.1. Approve: 8.7.26 USU Board of Trustees Regular Meeting Minutes**
- **7.2. Approve: Policy 3110: Holidays with Pay**
- **7.3. Approve: Certificate Discontinuations**
  - **7.3.1. QANR-SPTE-Additive Manufacturing Technical Certificate-Discontinuation**
  - **7.3.2. QANR-SPTE-Drafting and Design Technical Certificate-Discontinuation**
  - **7.3.3. QANR-SPTE-Police Officer Standards Training (POST) Academy Technical Certificate-Discontinuation**
  - **7.3.4. QANR-SPTE-Software Development Technical Certificate-Discontinuation**
- **7.4. Approve: Certificate Restructure**
  - **7.4.1. QANR-SPTE-Digital Design Technical Certificate-Restructure**
- **7.5. Approve: New Certificate**
  - **7.5.1. QANR-SPTE-Electrical Residential Technical Certificate**
- **7.6. Approve: Expedited Tenure – Valentina Salotti**

8. Resolution of Commendation: David Huntsman (see attached resolution) **3:03 PM**

9. Information Agenda
- **9.1. Report of Investments June 2026**
- **9.2. USHE Board of Trustees Summit: Monday, October 19 – 8:00am-5:00pm, Cleone Peterson Eccles Alumni House, Salt Lake City, UT**
- **9.3. USU Board of Trustees Regular Meeting: Friday, November 6**
- **9.4. Online Trustee Trainings due now**

10. Adjourn **3:12 PM**

Motion
Trustee Huntsman moved to adjourn the meeting. Trustee Whitworth seconded the motion. Voting was unanimous in the affirmative. Meeting adjourned.

_____ _____

Tessa White, Chair Janalyn Brown, Secretary

_____

Date Approved

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Utah State University

Board of Trustees

Tessa White, Chair | *Gina Gagon,* Vice Chair
Max Alder | *Ryan Dent* | *Brett Hugie*
David H. Huntsman | *Luke Johnson* | *Kacie Malouf*
David A. Petersen | *Jacey Skinner* | *Clark Whitworth*
Janalyn Brown, Secretary

MEMORANDUM

TO: Utah State University Board of Trustees
FROM: David T. Cowley, Vice President for Finance & Administrative Services
DATE: November 6, 2026
RE: Capital Improvement Priority List

Utah Board of Higher Education Policy R701, Capital Facilities requires the institutional board to approve the annual capital improvement priority list that is submitted to the Utah Division of Facilities Construction and Management and the Board of Higher Education for funding through the state's capital improvement program. The following report outlines the improvement priorities for FY28.

As defined by Utah Code, capital improvement projects may include remodeling, alteration, or repair of a facility with a total cost of less than $3,500,000, improvements to utility infrastructure that have a total cost of less than $7,000,000, or a new facility with a total construction cost of $500,000.

Attachments:
FY28 Capital Improvement Project Requests Need Statement

FY28 Capital Improvement Project Requests Need Statement

Agency/Institution	Risk ID#	Building Name	Project Name and Description	FCA or other Project Justification Info.	Classification	Agency Priority	Will Categorical Delegation or direct Supervision be Requested?	Requested Amount	
UTAH STATE UNIVERSITY		Logan Campus	**Medium Voltage Upgrade** - Install oil switches, circuit breakers and underground cable campuswide.		2-Critical	1	Yes	$600,000	$600,000
UTAH STATE UNIVERSITY		Logan Campus	**Planning and Design Fund** - Funds to be used for general programming, designs and studies for current or future projects. Preliminary design work for estimating future project requests.		3-Necessary	2	Yes	$200,000	$800,000
UTAH STATE UNIVERSITY		Logan Campus	**Campus-Wide Health, Life Safety, Code Compliance & Asbestos Abatement** - To include but not limited to: handrails, hardware, ADA, asbestos abatement, mold abatement, code compliance and miscellaneous safety issues, etc.		1-Life Safety	3	Yes	$200,000	$1,000,000
UTAH STATE UNIVERSITY		Logan Campus	**Campus Concrete Replacement** - Replacement of exterior concrete campus-wide, focusing on areas that pose a safety hazard.		3-Necessary	4	Yes	$250,000	$1,250,000
UTAH STATE UNIVERSITY		Logan Campus	**Campus-Wide Bike Racks & Site Furnishings** - Install and replace bike racks, benches, handrails and other fixed outdoor furnishings and infrastructure.		3-Necessary	5	Yes	$60,000	$1,310,000
UTAH STATE UNIVERSITY		Logan Campus	**Campus Sign System** - Plan, install and/or replace way-finding signage across campus.		3-Necessary	6	Yes	$70,000	$1,380,000
UTAH STATE UNIVERSITY		Logan Campus	**Campus Wide Classroom Upgrades** - Upgrade classrooms across campus. Upgrades include HVAC, teaching consoles, lighting, whiteboards, screens, blinds, paint, floor coverings, electrical infrastructure, and pathways for future classroom IT equipment.		3-Necessary	7	Yes	$300,000	$1,680,000
UTAH STATE UNIVERSITY		Logan Campus	**Public Safety Communication Upgrade** - Upgrade the communication signal in buildings across campus.		1-Life Safety	8	Yes	$400,000	$2,080,000
UTAH STATE UNIVERSITY		Logan Campus	**Restroom Upgrades** - Upgrade existing restrooms including lactation rooms and changing tables.		3-Necessary	9	Yes	$400,000	$2,480,000
UTAH STATE UNIVERSITY		Statewide Campus	**Campus Concrete Replacement** - Replacement of exterior concrete campus-wide focusing on areas that pose a safety hazard.		3-Necessary	10	Yes	$200,000	$2,680,000
UTAH STATE UNIVERSITY		Statewide Campus	**Campuswide Classroom Upgrades** - Upgrade classrooms across campus. Upgrades include HVAC, teaching consoles, lighting, whiteboards, screens, blinds, paint, floor coverings, electrical infrastructure, and pathways for future classroom IT equipment.		3-Necessary	11	Yes	$200,000	$2,880,000
UTAH STATE UNIVERSITY		USUE Central Energy Plant	**Campuswide steam to heating water conversion Phase III** - Install high efficiency condensing boilers at select buildings to convert from steam to hot water systems.		3-Necessary	12	Yes	$2,000,000	$4,880,000

UTAH STATE UNIVERSITY		Logan Campus	**North Core Utilities Upgrade** - Extend steam, condensate and chilled water piping approximately 350 Ft. in new tunnel. Upgrade existing sewer, water and power in North Core District.		3-Necessary	13	Yes	$3,500,000	$8,380,000
UTAH STATE UNIVERSITY		Logan Campus	**800 East Bus Stop Storm Drain Upgrade** - Revise existing storm drain system to prevent drainage from entering Blue Square housing building.		3-Necessary	14	Yes	$200,000	$8,580,000
UTAH STATE UNIVERSITY	06192	Roosevelt Campus	**Roosevelt Reroof Bldg. 132A & 132D** - Replace existing roof with PVC roofing system.	A132A	3-Necessary	15	Yes	$500,000	$9,080,000
UTAH STATE UNIVERSITY		Logan Campus	**800 East Roundabout Improvements** - Upgrade bus roundabout area. **Design**		3-Necessary	16	Yes	$200,000	$9,280,000
UTAH STATE UNIVERSITY	05932	Science Engineering Research	**SER Building Reroof** - Replace existing roof with PVC roofing system. **Design**	A062	3-Necessary	17	Yes	$100,000	$9,380,000
UTAH STATE UNIVERSITY	00098	Fine Arts Center	**Fine Arts Center Building Reroof** - Replace existing roof with PVC roofing system. **Design**	A073	3-Necessary	18	Yes	$150,000	$9,530,000
UTAH STATE UNIVERSITY	00067	Military Science	**Military Science Reroof** - Replace existing roof with PVC and asphalt shingled roofing systems.	A025	3-Necessary	19	Yes	$500,000	$10,030,000
UTAH STATE UNIVERSITY	00086	Eccles Business Building	**Business Building HVAC Floors 1-9** - HVAC upgrade floors 1-9 which will include fire sprinklers, ceilings, and lighting. **Design**	A056	3-Necessary	20	Yes	$300,000	$10,330,000
UTAH STATE UNIVERSITY	00088	Biology and Natural Resources	**BNR South Wing HVAC Upgrade Phase III** - Replace existing multizone air handling systems with variable air volume reheat systems. Extend central variable air volume laboratory exhaust. **Design**	A058	3-Necessary	21	Yes	$200,000	$10,530,000
UTAH STATE UNIVERSITY		Logan Campus	**Irrigation Filtration System & Pump House** - Install new pump house and filter system to serve main campus irrigation system. **Design**		3-Necessary	22	Yes	$300,000	$10,830,000
UTAH STATE UNIVERSITY	09379	Logan Campus Central Energy Plant	**Central Energy Plant Upgrades** - Upgrades to CEP to provide redundancy and help serve the continually growing campus load; 1800 ton chiller, hydronic piping systems, geothermal well field, controls. **Design**	A050	3-Necessary	23	Yes	$500,000	$11,330,000
UTAH STATE UNIVERSITY	00057	Spectrum	**Mechanical, Electrical, Life Safety Capital Improvements** - Replace existing HVAC, plumbing and electrical systems	A014	3-Necessary	24	Yes	$1,000,000	$12,330,000
UTAH STATE UNIVERSITY		Logan Campus North District Utilities	**North District Utility Upgrade** - Repair/replace existing utilities; water, sewer, storm water and site drainage.		3-Necessary	25	Yes	$500,000	$12,830,000
UTAH STATE UNIVERSITY		Logan Campus 650 North Street	**650 North Improvements** - Complete upgrade of 650 North improvements. **Design**		3-Necessary	26	Yes	$150,000	$12,980,000
UTAH STATE UNIVERSITY	00056	Ray B. West	**Mechanical Upgrade** - Upgrade existing air handling units and steam heating systems.	A013	3-Necessary	27	Yes	$1,000,000	$13,980,000
UTAH STATE UNIVERSITY	00058	Health Physical Education & Recreation	**HPER Hand Ball/Racquet Ball Court Upgrade** - Replace existing floors, ceilings lighting and doors in all 6 courts.	A015	3-Necessary	28	Yes	$500,000	$14,480,000
UTAH STATE UNIVERSITY	00058	Health Physical Education & Recreation	**Mechanical Upgrade** - Upgrade existing air handling units.	A015	3-Necessary	29	Yes	$500,000	$14,980,000
UTAH STATE UNIVERSITY	06110	Utah Water Research Lab	**Utah Water Research Lab Elevator Upgrade** - Upgrade existing elevator equipment (valves and piping).	A086	3-Necessary	30	Yes	$400,000	$15,380,000
UTAH STATE UNIVERSITY	06110	Utah Water Research Lab	**Utah Water Research Lab Casework Replacement** - Replace existing failed casework in EQL Lab Wing.	A086	3-Necessary	31	Yes	$300,000	$15,680,000
UTAH STATE UNIVERSITY	00080	Technology	**Technology Window Replacement** - Replace existing windows in Technology.	A045	3-Necessary	32	Yes	$700,000	$16,380,000
UTAH STATE UNIVERSITY	00067	Military Science	**Military Science Window Replacement** - Replace existing windows in Military Science.	A025	3-Necessary	33	Yes	$500,000	$16,880,000

UTAH STATE UNIVERSITY	00061	Geology	**Geology Elevator Upgrade** - Upgrade existing elevator equipment (valves an piping).	A018	3-Necessary	34	Yes	$300,000	$17,180,000
UTAH STATE UNIVERSITY		Nutrition & Food Science/Facilities	**Parking Lot Paving** - Repave parking lot and improve curb. **Design**		3-Necessary	35	Yes	$70,000	$17,250,000
UTAH STATE UNIVERSITY	00058	Health Physical Education & Recreation	**Pool Deck Improvements Phase II** - Reseal deck area and address ADA access.	A015	3-Necessary	36	Yes	$250,000	$17,500,000
UTAH STATE UNIVERSITY		Logan Campus	**Staircase, Flagpole Upgrade** - Replace old concrete stairs, handrails, improve site drainage, lighting, and landscaping - **Design**		3-Necessary	37	Yes	$100,000	$17,600,000
UTAH STATE UNIVERSITY	00084	Nutrition & Food Sciences	**Industrial Water System Upgrade** - Upgrade existing building RO and DI water systems throughout NFS Building.	A052	3-Necessary	38	Yes	$300,000	$17,900,000
UTAH STATE UNIVERSITY	09020	USU Blanding Arts Center	**Arts Center Fire Safety Upgrade** - Fire Sprinkling Upgrade.	A454	1-Life Safety	39	Yes	$500,000	$18,400,000
UTAH STATE UNIVERSITY	00975	Engineering Laboratory	**Engineering Labs Elevator Upgrade** - Upgrade existing elevator equipment (valves an piping).	A068B	3-Necessary	40	Yes	$320,000	$18,720,000
UTAH STATE UNIVERSITY	00084	Nutrition & Food Sciences	**Dairy Lab HVAC System** - The current HVAC system needs to be replaced with a roof top air handling system and controls.	A052	3-Necessary	41	Yes	$500,000	$19,220,000
UTAH STATE UNIVERSITY		USUE Campus	**USUE Site Lighting** - Upgrade next phase of campus site lighting.		3-Necessary	42	Yes	$200,000	$19,420,000
UTAH STATE UNIVERSITY		North and South Substations	**Substation Security** - Install visual/security on the north and south substation walls.		1-Life Safety	43	Yes	$500,000	$19,920,000
UTAH STATE UNIVERSITY	16018	Swaner Barn	**Swaner Barn Reroof** - Replace existing roof with PVC and asphalt shingled roofing systems.	A490E	3-Necessary	44	Yes	$200,000	$20,120,000

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Janalyn Brown, Secretary

MEMORANDUM

TO: Utah State University Board of Trustees
FROM: David T. Cowley, Vice President for Finance & Administrative Services
DATE: November 6, 2026
RE: Report of Institutional Discretionary Funds

Utah System of Higher Education Policy R548, Institutional Discretionary Funds Administration and Accountability requires that institutional Boards of Trustees annually review a three-year report of Institutional Discretionary Funds.

Institutional Discretionary Funds are funds available for expenditure or transfer at the direction of the President of the University, generated from one or both of the following sources:

A. Investment Income – Earnings resulting from the investment of cash balances in the Education and General Current Funds, and earnings resulting from the investment of other funds.

B. Unrestricted Gifts and Grants – Gift and grant funds which are not restricted by the source to specific purposes and are deposited in the Education and General Current Fund for expenditure or transfer.

The following report includes actual expenditures for fiscal year 2026 and preliminary estimates of receipts and uses of funds for fiscal years 2027 and 2028.

The Supplemental Report of Budget Variances compares actual and budgeted sources of funds and expenditures/transfers for the most recently completed fiscal year.

Attachments:
Report of Institutional Discretionary Funds
Supplemental Report of Budget Variance

Date: 10/08/26
Initials: WK/WP

UtahStateUniversity

REPORT OF INSTITUTIONAL DISCRETIONARY FUNDS

	2025-26 Actual (1) $	2026-27 Estimate (2) $	2027-28 Estimate (3) $
I SOURCES OF INSTITUTIONAL DISCRETIONARY FUNDS			
A. Carry forward	$ 10,885,114	$ 2,282,573	1,652,379
B. Current Funds Interest	17,786,194	16,000,000	15,000,000
C. Unrestricted Gifts and Grants	112,653	150,000	150,000
D. Total Amount Available	28,783,961	18,432,573	16,802,379
II. EXPENDITURES & TRANSFERS BY CATEGORY AND PROJECT			
A. Academic Program Enrichment (Student Success Completion)			
B. Cultural Enrichment	17,500		
C. Scholarships, Fellowships and Student Aid	10,855,115	10,000,000	10,000,000
D. Faculty Development and Recognition			
E. Campus Development			
F. Seed Money for Program Grants and Contracts			
G. Fund Raising and Institutional Development			
H. Equipment Acquisitions			
I Supplemental Library Support			
J. Other E&G Current Operating Support	14,620	25,000	20,000
K. Transfers To/From Other Funds			
1. Plant Funds			
2. Support of Athletic Department	9,230,676	6,747,694	4,980,000
2. Support of Athletic Department (MW Exit Fees)	6,376,775		
3. Quasi-Endowment Funds			
4. Other Funds	6,702	7,500	7,500
L. TOTAL EXPENDITURES & TRANSFERS	26,501,388	16,780,194	15,007,500
III. CARRY FORWARD	$ 2,282,573	$ 1,652,379	$ 1,794,879

Utah State University
Institutional Discretionary Funds
Supplemental Report of Budget Variances
For The Fiscal Year Ended June 30, 2026

	2025-26 Actual	2025-26 Budgeted	Variance Fav/(Unfav)
I. Sources of institutional discretionary funds			
A. Carryforward	$ 10,885,114	$ 10,885,114	-
B. Current funds interest	17,786,194	17,500,000	286,194
C. Unrestricted gifts and grants	112,653	150,000	(37,347)
D. Total available	28,783,961	28,535,114	248,847
II. Expenditures by category and project			
A. Academic program enrichment			-
B. Cultural enrichment	17,500		(17,500)
C. Scholarships, fellowships & student aid	10,855,115	10,000,000	(855,115)
D. Faculty development and recognition			-
E. Campus development			-
F. Seed money for program grants and contracts			-
G. Fund raising and institutional development			-
H. Equipment acquisitions			-
I. Supplemental library support			-
J. Other E&G current operating support	14,620	25,000	10,380
K. Transfers to/from other funds			-
(1) Plant Funds			
(2) Support of Athletic department	9,230,676	9,450,000	219,324
(2) Support of Athletic (MW Exit Fees)	6,376,775	6,250,000	(126,775)
(3) Net transfers to quasi-endowment funds			
(4) Other funds	6,702	7,500	798
L. Total expenditures/transfers	26,501,388	25,732,500	(768,888)
III. Carryforward	$ 2,282,573	$ 2,802,614	$ (520,041)

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Janalyn Brown, Secretary

MEMORANDUM

TO: Utah State University Board of Trustees
FROM: Paul Barr, Executive Vice Provost
DATE: November 6, 2026
RE: Restructure: Kinesiology: Exercise Science Specialization Master of Science
Kinesiology and Health Science
Emma Eccles Jones College of Education, Health & Human Sciences

---

In accordance with Utah Board of Higher Education Policy R401, the Department of Kinesiology and Health Science, in the Emma Eccles Jones College of Education, Health & Human Sciences, proposes restructuring the Kinesiology: Exercise Science Specialization Master of Science.

This proposal will remove the Exercise Specialization from the Master of Science in Kinesiology to align the program with the broader field and better serve diverse student needs and career paths.

On October 9, the Academic Affairs & Statewide Alignment Committee reviewed the proposal and recommended it for full board approval.

The President and Provost endorse the proposal and respectfully request approval from the full board.

Attachments:
CEHS-KHS-Kinesiology Exercise Science Specialization MS-Restructure

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

Hints
Yes

Resources
Budget Worksheet

High-Yield CIP Codes or Classification of Instructional Programs

Student Learning Outcomes Assessment Plan

USHE Labor Market Analysis Guide

USHE R401 Policy

Writing Guidelines/Suggestions

COLLEGE AND DEPARTMENT INFORMATION

College
College of Education, Health, & Human Services

Department(s)
Kinesiology and Health Science

Letters of Support (if needed)
-

Current Title (if applicable)*
Kinesiology: Exercise Science Specialization - MS

Proposed Title
Kinesiology: Exercise Science Specialization - MS

CIP Code

CIP Code (6-digits)*
51.0001

Minimum Number of Credits (if applicable)
-

Maximum Number of Credits (if applicable)
-

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

TYPE OF CHANGE BEING REQUESTED (select one)

New Academic Program:
No new program - changes to existing academic program only

Existing Academic Program Changes:
Program Restructure (with or without Consolidation)

Administrative Unit Changes:
-

Other: (explain change)
Removal of the Exercise Science specialization from the MS Kinesiology program. The MS degree will continue to be offered.

Teach Out Information Attached for Discontinuations
-

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval
Yes

Educator Licensing Approval
No

SECTION I: THE REQUEST

R401 Purpose
The department requests the removal of the Exercise Science specialization from the MS in Kinesiology program. The degree itself will continue to be offered.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale
The proposed action is to remove the Exercise Science specialization from the MS in Kinesiology program. The specialization is being removed because it is the program's only specialization and has become too narrowly focused, given the broader direction of the field and the program.

Labor Market Demand (if applicable)
-

Consistency with Institutional Mission & Institutional Impact
Removing the Exercise Science specialization will allow the MS in Kinesiology program to reflect a broader scope of the field, better serve diverse student needs and career paths, and align with the institutional mission.

Describe and List any Anticipated Expenses and Revenue
NA

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative
NA

If this is a new credential does the curriculum require more than 25% newly developed courses?
No

Degree Map
-

Student Learning Outcomes Assessment Plan
-

Budget Worksheet
-

SECTION IV: LOCATIONS OFFERED AND DELIVERY METHODS

Locations Offered
Main Campus

Course Delivery Method
In-Person, Arranged, Online

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Janalyn Brown, Secretary

MEMORANDUM

TO: Utah State University Board of Trustees
FROM: Paul Barr, Executive Vice Provost
DATE: November 6, 2026
RE: Restructure: Ranch Management Economics Bachelor of Science
Agricultural and Resource Economics
S.J. & Jessie E. Quinney College of Agriculture & Natural Resources

---

In accordance with Utah Board of Higher Education Policy R401, the Department of Agricultural and Resource Economics, in the S.J. & Jessie E. Quinney College of Agriculture & Natural Resources, proposes restructuring the Technology Systems Bachelor of Science.

This proposal removes the Small Ranch and Large Ranch emphasis options from the Bachelor of Science in Ranch Economics to streamline curriculum and provide students with a clearer path to degree completion.

On October 9, the Academic Affairs & Statewide Alignment Committee reviewed the proposal and recommended it for full board approval.

The President and Provost endorse the proposal and respectfully request approval from the full board.

Attachments:
QANR-AGRE-Ranch Management Economics-Restructure

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Janalyn Brown, Secretary

MEMORANDUM

TO: Utah State University Board of Trustees
FROM: Paul Barr, Executive Vice Provost
DATE: November 6, 2026
RE: Restructure: Technology and Design Associate of Applied Science
School of Professional and Technical Education
S.J. & Jessie E. Quinney College of Agriculture & Natural Resources

---

In accordance with Utah Board of Higher Education Policy R401, the School of Professional and Technical Education, in the S.J. & Jessie E. Quinney College of Agriculture & Natural Resources, proposes restructuring the Technology and Design Associate of Applied Science.

This proposal restructures the Technology and Design Associate of Applied Science by discontinuing the Health Science, Design and Creative Arts, General Business, and Technology Systems emphasis areas to create a single, coherent curriculum.

On October 9, the Academic Affairs & Statewide Alignment Committee reviewed the proposal and recommended it for full board approval.

The President and Provost endorse the proposal and respectfully request approval from the full board.

Attachments:
QANR-SPTE-Technology and Design AAS-Restructure

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

Hints
Yes

Resources
Budget Worksheet

High-Yield CIP Codes or Classification of Instructional Programs

Student Learning Outcomes Assessment Plan

USHE Labor Market Analysis Guide

USHE R401 Policy

Writing Guidelines/Suggestions

COLLEGE AND DEPARTMENT INFORMATION

College
College of Agriculture & Natural Resources

Department(s)
School of Professional & Technical Education

Letters of Support (if needed)
-

Current Title (if applicable)*
Technology and Design - AAS

Proposed Title
Technology and Design - AAS

CIP Code

CIP Code (6-digits)*
15.0612

Minimum Number of Credits (if applicable)
63

Maximum Number of Credits (if applicable)
63

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

TYPE OF CHANGE BEING REQUESTED (select one)

New Academic Program:
No new program - changes to existing academic program only

Existing Academic Program Changes:
Program Restructure (with or without Consolidation)

Administrative Unit Changes:
-

Other: (explain change)
-

Teach Out Information Attached for Discontinuations
-

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval
No

Educator Licensing Approval
No

SECTION I: THE REQUEST

R401 Purpose
The purpose of this proposal is to restructure the Associate of Applied Science degree in Technology and Design offered by the Department of Technology, Design, and Technical Education. The department seeks approval to discontinue the four existing emphasis areas and to retain a single, unified Associate of Applied Science degree (TEDE_AAS). The emphasis areas and codes proposed for discontinuation are:

- Technology and Design: Health Sciences Emphasis (TEDE_ALHSAAS)
- Technology and Design: Design and Creative Arts Emphasis (TEDE_DCRAAAS)
- Technology and Design: General Business Emphasis (TEDE_GBUSAAS)
- Technology and Design: Technology Systems Emphasis (TEDE_TSYSAAS)

This action simplifies the degree structure for students across Utah State University's statewide system. The unified Associate of Applied Science degree remains a 63-credit program consisting of 15 credits of General Education, 8 credits of core coursework, 30 credits of technical coursework (typically satisfied through an approved Utah Technical College certificate or equivalent Utah State University coursework), and 10 credits of lower-division electives.

The program enrolls approximately 30 to 50 students annually, many of whom enter through articulated technical coursework completed at Utah's technical colleges. Consolidating the degree into a single structure removes unnecessary barriers for these students, clarifies degree requirements, and enhances transfer efficiency.

The proposed change does not alter course offerings, delivery locations, or instructional methods. All required courses are already offered within existing departmental capacity, and there is no anticipated impact on other academic units.

By simplifying the program and eliminating redundant emphasis pathways, this proposal strengthens degree clarity, supports equitable student progression, and ensures continued alignment with Utah State University's mission to provide accessible, high-quality education across the state.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale

The Department of Technology, Design, and Technical Education requests approval to discontinue the four existing emphasis areas within the Associate of Applied Science (AAS) in Technology and Design and to retain a single, unified AAS degree (TEDE_AAS). Moving forward, all students will be admitted directly into the Technology and Design AAS without selecting an emphasis.

The following emphasis areas will be discontinued:

- Technology and Design: Health Sciences Emphasis (TEDE_ALHSAAS)
- Technology and Design: Design & Creative Arts Emphasis (TEDE_DCRAAAS)
- Technology and Design: General Business Emphasis (TEDE_GBUSAAS)
- Technology and Design: Technology Systems Emphasis (TEDE_TSYSAAS)

This change better reflects how the program is currently delivered and simplifies the degree structure for students, advisors, and statewide campuses.

All courses previously associated with the emphases will continue to be offered. As a result, this discontinuation does not negatively impact current students. Any student currently in an emphasis area will be able to complete their program requirements through a standard teach-out.

The Technology and Design AAS is delivered at the Logan campus and at statewide locations, serving approximately 30–50 students annually. Many students enter the program through articulated technical coursework from Utah technical colleges, and this streamlined structure will create a clearer and more accessible pathway into the degree.

Labor Market Demand (if applicable)

-

Consistency with Institutional Mission & Institutional Impact
The proposed discontinuation of the four emphasis areas within the Technology and Design AAS is consistent with Utah State University's mission to provide accessible, high-quality education across its statewide system. Consolidating the degree into a single AAS pathway removes unnecessary structural complexity, improves access for students, and supports equitable progress toward completion.

A unified AAS strengthens academic clarity by simplifying program requirements, improving Degree Works accuracy, and allowing advisors to provide consistent guidance. It also reflects current faculty practice and aligns the curriculum with skills and learning outcomes valued by industry partners.

The streamlined structure improves access and inclusion for transfer students from Utah technical colleges who typically bring 30 articulated technical credits into the program. A single AAS eliminates emphasis-specific barriers and ensures these students can apply their technical preparation directly toward the degree. Students who begin at USU receive comparable flexibility through the option to apply a USU technical certificate or advisor-approved introductory technical coursework toward the same 30-credit block. This creates a clear, uniform pathway for all students—particularly adult learners, rural students, and first-generation students who benefit from straightforward degree routes.

Institutional impact is positive. The change reduces administrative burden for the Registrar's Office, admissions, and advising; simplifies catalog and program coding; and aligns the degree structure with how the program is already being delivered. It also improves alignment with bachelor's-degree options, such as Technology Systems, supporting USU's broader mission to expand workforce-aligned educational opportunities statewide.

Describe and List any Anticipated Expenses and Revenue
No new resources are needed. The program already offers all required courses, and consolidating the AAS into a single structure does not change instructional load, facilities use, or equipment needs.

No negative impact is anticipated. Removing the emphases reduces administrative complexity in the catalog, Degree Works, advising, and admissions. No changes to course enrollments or departmental budgets are expected.

No new funding is required. All updates—catalog revisions, Degree Works adjustments, and inactivation of codes—will be handled as part of standard curriculum maintenance. No changes to tuition revenue or state funding are expected.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative
The Technology and Design AAS (TEDE_AAS) remains a 63-credit degree. Requirements are structured as follows:

- General Education (15 credits)
- Core Courses (8 credits)
- Technical Credits (30 credits)—fulfilled by completing a certificate at a Utah Technical College or through equivalent USU technical coursework
- Lower-Division Electives (10 credits) to complement the technical and general education requirements

This proposal discontinues the following emphasis codes tied to the AAS but does not change the curriculum structure or total credits:

- TEDE_ALHSAAS – Health Sciences Emphasis
- TEDE_DCRAAAS – Design & Creative Arts Emphasis
- TEDE_GBUSAAS – General Business Emphasis
- TEDE_TSYSAAS – Technology Systems Emphasis

Students will be admitted to and complete the unified Technology and Design AAS (TEDE_AAS).

If this is a new credential does the curriculum require more than 25% newly developed courses?
No

Degree Map
Technology & Desgin AAS 2026-2027 Degree Map.xlsx

Student Learning Outcomes Assessment Plan
Technology and Design AAS Student Learning Outcomes 2026-2027.docx

Budget Worksheet
-

SECTION IV: LOCATIONS OFFERED AND DELIVERY METHODS

Locations Offered
ALL

Course Delivery Method
Online

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Janalyn Brown, Secretary

MEMORANDUM

TO: Utah State University Board of Trustees
FROM: Paul Barr, Executive Vice Provost
DATE: November 6, 2026
RE: Restructure: Technology Systems Bachelor of Sciences
School of Professional and Technical Education
S.J. & Jessie E. Quinney College of Agriculture & Natural Resources

---

In accordance with Utah Board of Higher Education Policy R401, the School of Professional and Technical Education, in the S.J. & Jessie E. Quinney College of Agriculture & Natural Resources, proposes restructuring the Technology Systems Bachelor of Science.

This proposal restructures the Bachelor of Science in Technology Systems to improve program relevance, flexibility, and alignment with workforce needs.

On October 9, the Academic Affairs & Statewide Alignment Committee reviewed the proposal and recommended it for full board approval.

The President and Provost endorse the proposal and respectfully request approval from the full board.

Attachments:
QANR-SPTE-Technology Systems BS-Restructure

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

Hints
Yes

Resources
Budget Worksheet

High-Yield CIP Codes or Classification of Instructional Programs

Student Learning Outcomes Assessment Plan

USHE Labor Market Analysis Guide

USHE R401 Policy

Writing Guidelines/Suggestions

COLLEGE AND DEPARTMENT INFORMATION

College
College of Agriculture & Natural Resources

Department(s)
School of Professional & Technical Education

Letters of Support (if needed)
-

Current Title (if applicable)*
Technology Systems - BS

Proposed Title
Technology Systems - BS

CIP Code

CIP Code (6-digits)*
15.1501

Minimum Number of Credits (if applicable)

Maximum Number of Credits (if applicable)

120

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

TYPE OF CHANGE BEING REQUESTED (select one)

New Academic Program:
No new program - changes to existing academic program only

Existing Academic Program Changes:

Administrative Unit Changes:

Other: (explain change)

Teach Out Information Attached for Discontinuations

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval
No

Educator Licensing Approval
No

SECTION I: THE REQUEST

R401 Purpose
The Bachelor of Science degree in Technology Systems at Utah State University is undergoing a continued and strategic revision to further enhance its relevance, flexibility, and alignment with industry workforce needs. Building upon an R401 approved in the previous academic year, which consolidated seven emphasis areas into three—Manufacturing, Computer Technology, and Technical Management—this proposal represents a refinement of that structure based on ongoing assessment and feedback.

The current proposal restructures the three existing emphasis areas into **four emphasis areas**:

- **Cybersecurity Emphasis**

- **Information Technology Emphasis**
- **Quality and Reliability Emphasis**
- **Technical Management Emphasis**

This revision is intended to provide clearer academic pathways, better reflect disciplinary distinctions, and support student career outcomes without changing the degree title or increasing total degree credit requirements.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale
The purpose of this proposal is to revise the emphasis structure within the Bachelor of Science in Technology Systems (TESY) offered by the School of Professional and Technical Education. The school seeks approval to restructure the current three emphasis areas—Computer Technology, Manufacturing, and Technical Management—into **four emphasis areas**:

- **Cybersecurity**
- **Information Technology**
- **Quality and Reliability**
- **Technical Management**

Under this proposal, the Computer Technology emphasis is separated into Cybersecurity and Information Technology, the Manufacturing emphasis is renamed and reframed as Quality and Reliability, and the Technical Management emphasis remains unchanged.

The revised Technology Systems degree maintains a shared core curriculum that all students complete, providing a strong interdisciplinary foundation while allowing students to align coursework with specific career goals through their selected emphasis area. Where applicable, students may further specialize through related certificates or minors, supporting credential stacking and workforce relevance. The proposed changes do not alter total degree credits, course offerings, or delivery methods. The program can be completed 100 percent online using existing instructional resources and serves approximately 250 or more students annually, many of whom are working professionals. This revised structure enhances degree clarity, improves advising and student decision-making, and supports timely degree completion.

Labor Market Demand (if applicable)
-

Consistency with Institutional Mission & Institutional Impact

This degree aligns with the mission of Utah State University by producing graduates who are equipped to meet industry demands both locally and nationally. Our graduates are prepared to excel in various sectors, including cybersecurity, information technology, quality and reliability, and technical management, thereby supporting economic growth and technological advancement.

Describe and List any Anticipated Expenses and Revenue
No new resources are needed. The program already offers all required courses and the proposed changes do not change instructional load, facilities use, or equipment needs.

No negative impact is anticipated. No changes to course enrollments or departmental budgets are expected.

No new funding is required. No changes to tuition revenue or state funding are expected.

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative
The revised Technology Systems program consists of a common core curriculum that all students are required to complete, providing a strong interdisciplinary foundation. Students then select one of four emphasis areas to tailor their degree to specific career interests:

- Cybersecurity
- Information Technology
- Quality and Reliability
- Technical Management

The Cybersecurity emphasis and Information Technology emphasis areas represent a refinement of the former Computer Technology emphasis, allowing for more focused preparation in distinct computing disciplines. The Quality and Reliability emphasis replaces the former Manufacturing emphasis and reflects the program's increased focus on quality systems, reliability, and continuous improvement. The Technical Management emphasis remains unchanged.

Within each emphasis area, students may further specialize through related certificates or minors, where applicable, enhancing credential stacking and workforce relevance. The curriculum continues to support the stacking of technical college certificates, Utah State University certificates, or Associate of Applied Science degrees.

The program includes a combination of theoretical and applied coursework and offers variable credit options for internships and senior projects, enabling students to gain practical experience and align their academic pathway with individual career goals. The degree can be completed 100 percent online, providing flexibility and accessibility for a diverse student population.

If this is a new credential does the curriculum require more than 25% newly developed courses?
No

Degree Map
TESY Degree Map.xlsx

Student Learning Outcomes Assessment Plan
TESY 2026-2027 Student Learning Outcomes.docx

Budget Worksheet
-

SECTION IV: LOCATIONS OFFERED AND DELIVERY METHODS

Locations Offered
Online, Virtual, Arranged

Course Delivery Method
Online

UtahStateUniversity

Board of Trustees

Tessa White, Chair | *Gina Gagon,* Vice Chair
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David A. Petersen | *Jacey Skinner* | *Clark Whitworth*
Janalyn Brown, Secretary

MEMORANDUM

TO: Utah State University Board of Trustees
FROM: Paul Barr, Executive Vice Provost
DATE: November 6, 2026
RE: Discontinue: Physical Education Teaching Post-Bachelor's Certificate
Kinesiology and Health Science
Emma Eccles Jones College of Education, Health & Human Sciences

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In accordance with Utah Board of Higher Education Policy R401, the Department of Kinesiology and Health Science, in the Emma Eccles Jones College of Education, Health & Human Sciences, proposes discontinuing the Physical Education Teaching Post-Bachelor's Certificate.

This proposal discontinues the Physical Education Teaching Post-Bachelor's Certificate because it was never implemented, has no enrolled students, and the unit no longer has the capacity to support the program.

On October 9, the Academic Affairs & Statewide Alignment Committee reviewed the proposal and recommended it for full board approval.

The President and Provost endorse the proposal and respectfully request approval from the full board.

Attachments:
CEHS-KHS-Physical Education Teaching PBC-Discontinue

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

Hints
Yes

Resources
Budget Worksheet

High-Yield CIP Codes or Classification of Instructional Programs

Student Learning Outcomes Assessment Plan

USHE Labor Market Analysis Guide

USHE R401 Policy

Writing Guidelines/Suggestions

COLLEGE AND DEPARTMENT INFORMATION

College
College of Education, Health, & Human Services

Department(s)
Kinesiology and Health Science

Letters of Support (if needed)
-

Current Title (if applicable)*
Physical Education Teaching - Post-Bachelor's Certificate

Proposed Title
Physical Education Teaching - Post-Bachelor's Certificate

CIP Code

CIP Code (6-digits)*
51.0001

Minimum Number of Credits (if applicable)
-

Maximum Number of Credits (if applicable)
-

Type of Degree: (BA, BS, etc.)*
Post-bachelor's Certificate

TYPE OF CHANGE BEING REQUESTED (select one)

New Academic Program:
-

Existing Academic Program Changes:
Program Discontinuation (permanent program removal)

Administrative Unit Changes:
-

Other: (explain change)
-

Teach Out Information Attached for Discontinuations
-

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval
Yes

Educator Licensing Approval
Yes

SECTION I: THE REQUEST

R401 Purpose
The purpose of this proposal is to discontinue the Graduate Certificate in Physical Education Teaching. The certificate was approved but never implemented, enrolled zero students, and the unit no longer has sufficient faculty capacity or disciplinary expertise to deliver the program at an appropriate level of quality.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale
This certificate program was submitted for approval at a time when USU maintained an undergraduate program in physical education and had faculty with specialized expertise in physical education teaching. Shortly after the proposal was submitted, the University initiated an institution-wide restructuring that resulted in the discontinuation of the undergraduate physical education program. Concurrently, the faculty associated with that program retired from USU, and the related faculty lines will not be replaced. As a result, the unit no longer has the necessary content expertise or instructional capacity to deliver the certificate at an appropriate level of quality. Additionally, there are no current plans to hire faculty with physical education teaching expertise to support this credential in the future. Accordingly, discontinuing the certificate is the most responsible course of action to ensure academic quality, align program offerings with available resources, and maintain an accurate and sustainable program at USU.

Labor Market Demand (if applicable)
-

Consistency with Institutional Mission & Institutional Impact
This certificate was developed when the department offered an undergraduate physical education program and had faculty with specialized expertise in the field. With the discontinuation of the undergraduate major and the subsequent departure of faculty with that expertise, the unit no longer has the instructional capacity to deliver the certificate at the expected level of quality.

Discontinuing the program allows the department to focus resources on areas with greater sustainability and student demand, ensuring that program offerings remain aligned with institutional priorities and academic quality.

Describe and List any Anticipated Expenses and Revenue
NA

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative
NA

If this is a new credential does the curriculum require more than 25% newly developed courses?
No

Degree Map
-

Student Learning Outcomes Assessment Plan
-

Budget Worksheet

SECTION IV: LOCATIONS OFFERED AND DELIVERY METHODS

Locations Offered
Online, Virtual, Arranged

Course Delivery Method
Online

UtahStateUniversity

Board of Trustees

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David A. Petersen | *Jacey Skinner* | *Clark Whitworth*
Janalyn Brown, Secretary

MEMORANDUM

TO: Utah State University Board of Trustees
FROM: Paul Barr, Executive Vice Provost
DATE: November 6, 2026
RE: Discontinue: Marine Science Minor
Wildland Resources
S.J. & Jessie E. Quinney College of Agriculture & Natural Resources

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In accordance with Utah Board of Higher Education Policy R401, the Department of Wildland Resources, in the S.J. & Jessie E. Quinney College of Agriculture & Natural Resources, proposes discontinuing the Marine Science Minor.

This proposal discontinues the Marine Science Minor because it has been replaced by the Marine Biology Certificate, which better meets the university's current academic and program needs.

On October 9, the Academic Affairs & Statewide Alignment Committee reviewed the proposal and recommended it for full board approval.

The President and Provost endorse the proposal and respectfully request approval from the full board.

Attachments:
QANR-WILD-Marine Science Minor-Discontinuation

HELPS AND HINTS FOR COMPLETING R401 PROPOSALS

Hints
Yes

Resources
Budget Worksheet

High-Yield CIP Codes or Classification of Instructional Programs

Student Learning Outcomes Assessment Plan

USHE Labor Market Analysis Guide

USHE R401 Policy

Writing Guidelines/Suggestions

COLLEGE AND DEPARTMENT INFORMATION

College
College of Agriculture & Natural Resources

Department(s)
Wildland Resources

Letters of Support (if needed)
-

Current Title (if applicable)*
Marine Science Minor

Proposed Title
Marine Science Minor

CIP Code

CIP Code (6-digits)*
30.3201

Minimum Number of Credits (if applicable)
-

Maximum Number of Credits (if applicable)
-

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

TYPE OF CHANGE BEING REQUESTED (select one)

New Academic Program:
N/A

Existing Academic Program Changes:
Program Discontinuation (permanent program removal)

Administrative Unit Changes:
N/A

Other: (explain change)
-

Teach Out Information Attached for Discontinuations
-

ADDITIONAL APPROVALS (if applicable)

Graduate Council Approval
No

Educator Licensing Approval
No

SECTION I: THE REQUEST

R401 Purpose
The Marine Science Minor is being discontinued and has been replaced by the Marine Biology Certificate, which was approved by Utah State University and the Utah System of Higher Education (USHE) in 2026 and will begin accepting students in Fall 2026.

The certificate is a better fit for the university's current academic structure and goals. The Marine Science Minor was administered through the former Department of Watershed Sciences, which no longer exists following the college's departmental reorganization. The core faculty who developed and taught the minor have transitioned to the Department of Wildland Resources, where the new Marine Biology Certificate will be housed. This change ensures that the program is aligned with the department that now supports the university's marine science curriculum.

Unlike the minor, which was restricted to students in the former Department of Watershed Sciences, the certificate is available to students from any major, substantially expanding access to marine science education across the university. This broader accessibility better serves students interested in incorporating marine science into a wide range of academic disciplines and career pathways.

The new certificate also provides a more focused and cohesive curriculum. It consists of the nine credits that form the core marine science curriculum within the Freshwater and Marine Ecology (FAME) degree, providing students with a strong foundation in marine biology, oceanography, and marine conservation. In contrast, the previous minor included both marine and freshwater coursework, making it less focused for students seeking foundational training specifically in marine science.

Current students enrolled in the Marine Science Minor will be fully supported throughout the sunset process. All courses required to complete the minor will continue to be offered on their regular schedule, ensuring that students can complete the program in a timely manner without disruption to their degree plans. No currently enrolled student will be disadvantaged by the transition to the Marine Biology Certificate.

SECTION II: PROGRAM PROPOSAL

Proposed Action & Rationale
The Marine Science Minor is being discontinued and replaced by the Marine Biology Certificate, which was approved by Utah State University and the Utah System of Higher Education (USHE) in 2026 and will begin accepting students in Fall 2026.

Labor Market Demand (if applicable)
-

Consistency with Institutional Mission & Institutional Impact
N/A

Describe and List any Anticipated Expenses and Revenue
N/A

SECTION III: CURRICULUM (if applicable)

Program Curriculum Narrative
The Marine Science Minor is being discontinued and replaced by the Marine Biology Certificate, which was approved by Utah State University and the Utah System of Higher Education (USHE) in 2026 and will begin accepting students in Fall 2026.

If this is a new credential does the curriculum require more than 25% newly developed courses?
No

Degree Map
-

Student Learning Outcomes Assessment Plan
-

Budget Worksheet
-

SECTION IV: LOCATIONS OFFERED AND DELIVERY METHODS

Locations Offered
Main Campus

Course Delivery Method
In-Person

UtahStateUniversity

Board of Trustees

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David H. Huntsman | *Luke Johnson* | *Kacie Malouf*
David A. Petersen | *Jacey Skinner* | *Clark Whitworth*
Janalyn Brown, Secretary

MEMORANDUM

TO: Utah State University Board of Trustees
FROM: Jessica Oyler, Vice President & Chief of Staff
Doug Bullock, Sr. Associate Vice President of Human Resources
DATE: November 6, 2026
RE: Revisions to Policy 3001: Setting Expectations and Managing Performance.

BACKGROUND: This Policy guides supervisors in managing employee job performance through setting clear expectations, providing performance improvement measures, and applying disciplinary actions when needed.

While revising Policy 3006: Staff Employee Grievance Process, it became necessary to add content about the Escalated Review process in Policy 3001.

KEY PROVISIONS:

- Defines the Escalated Review process and expectations in section 2.5
- Adds language about initiating formal grievance under Policy 3006 for demotions and terminations.

ACTION: USU Policy 3001: Setting Expectations and Managing Performance has been developed by the processes outlined in USU Policy 1001: University Policy System. The University Leadership Council approved this policy during the October 14, 2026, meeting. The President recommends that the Board of Trustees approve the revisions to USU Policy 3001: Setting Expectations and Managing Performance.

ATTACHMENTS: Policy 3001 proposed revisions
Policy 3001 red-lined version
Policy 3001 current version

University Policy 3001: Setting Expectations and Managing Performance

Category: Human Resources

Subcategory: Rights & Responsibilities

Covered Individuals: Benefit-Eligible Staff

Responsible Executive: Vice President and Chief of Staff

Policy Custodian: Office of Human Resources, Sr. Associate Vice President of Human Resources

Last Revised: 2026/MM/DD

Previous USU Policy Number: 311

3001.1 PURPOSE AND SCOPE

This Policy guides supervisors in managing employee job performance through setting clear expectations, providing performance improvement measures, and applying disciplinary actions when needed.

Employees and supervisors should work collaboratively to identify where and why work performance and/or behavior does not meet expectations, and implement viable solutions.

3001.2 POLICY

Utah State University (USU) values a respectful, safe, and productive work environment. All employees are expected to meet performance expectations, including conducting themselves with professionalism in accordance with USU Policy 3002: Respectful Workplace.

Unacceptable work performance—whether due to inability or unwillingness to perform up to standards that are measurable, observable, objective, and specific—should be addressed through progressive performance management.

2.1 Setting Expectations and Identifying Performance Issues

Supervisors should establish clear expectations for acceptable work performance via a clear job description, supervisory guidance, coaching, training, policy, rules, and regulations using tools and methods to measure results to create a work environment which allows employees to perform their best. Employees should seek clarification from their supervisor when they feel expectations are not clear.

Generally, when a performance issue is first identified, it should be handled informally between the employee and their supervisor through feedback, coaching, and/or additional training.

Examples of unacceptable work performance include but are not limited to:

- Non-compliance with supervisory direction, coaching, training, policy, rules, and regulations;
- Behavior not in accordance with USU Policy 3002: Respectful Workplace;
- Tardiness or non-compliance with designated work schedule; and
- Absenteeism.

2.2 Addressing Unacceptable Work Performance

If a performance issue cannot be addressed or corrected through informal methods, the next step may be disciplinary action. Supervisors are encouraged to consult with the Office of Human Resources in cases where it is unclear which method of correction to use when managing an employee performance issue.

2.2.1 Performance Improvement Measures

When informal efforts do not correct unacceptable work performance, documented performance improvement measures should be used, including a Letter of Expectations (LOE) or a Performance Improvement Plan (PIP). Supervisors should maintain documentation of all performance improvement measures, both formal and informal.

2.2.2 Letter of Expectations

The Letter of Expectations (LOE) is a tool to help supervisors clarify expectations in writing for acceptable work performance. This letter should be used in conjunction with a one-on-one meeting to provide guidance, direction, and clear expectations regarding performance in the workplace. The LOE is not considered a formal step in the disciplinary process.

2.2.3 Performance Improvement Plan

A Performance Improvement Plan (PIP) identifies unacceptable work performance and reasons for the performance gap, creates a plan of action with employee input, and provides the opportunity for employees to succeed in their role with USU. A PIP includes a specific completion timeline with each party's responsibilities within the given timeline. Both the employee and the supervisor should sign the PIP. If the employee declines to sign, it should be noted on the PIP. A PIP may be used in conjunction with a written warning when appropriate. A PIP is not considered a formal step in the disciplinary process.

2.3 Disciplinary Action

Disciplinary action is a formal process used to correct unacceptable work performance, misconduct, or failure to comply with departmental or university policy. Disciplinary action is typically imposed on a progressive basis moving from verbal to written to a final action, including termination. Progressive steps (see 2.3.1) may be skipped or repeated depending on the frequency, severity, or nature of the unacceptable work performance.

In circumstances of serious misconduct, suspension without pay or immediate termination without notice may be appropriate.

Supervisors must review formal disciplinary actions with the Office of Human Resources before taking any action.

2.3.1 Progressive Steps

(a) Verbal Warning

Initial disciplinary action should be in the form of verbal, face-to-face discussion with subsequent documentation. This meeting should be held in private, with an opportunity for problem solving, resulting in clear problem identification, correction strategies, and employee commitment to improve. This meeting should be documented with the employee's signature and date. If the employee declines to sign, it should be noted. The document should inform the employee (1) this is the first step of disciplinary action, and (2) of the consequences if performance does not improve. The employee has the right to respond verbally and/or attach written comments to the verbal warning documentation. Verbal warnings do not need to be submitted to the Office of Human Resources or placed in the employee's personnel file.

(b) Written Warning

The purpose of a written warning is to further address failure to meet expectations. The written warning

should be a formal letter presented in a private face-to-face meeting. This private meeting should provide an opportunity for problem solving resulting in clear problem identification, correction strategies, and employee commitment to improve. This meeting should be documented with the employee's signature and the date. If the employee declines to sign, it should be noted. The document should inform the employee (1) this is a disciplinary action, and (2) of consequences if performance does not improve. The employee has the right to respond verbally and/or attach written comments to the written warning. The employee will receive a copy of the written warning letter and a copy must be sent to the department head/director and the Office of Human Resources to be filed in the employee's personnel file.

(c) Termination

Termination is a decision made between the supervisor, the department head/director, and the Office of Human Resources. Termination may be considered when:

- The employee has failed to meet the performance expectations after being given an opportunity to improve.
- The employee has shown evidence of their inability or unwillingness to improve their performance.
- The employee's inappropriate behavior has remained the same or worsened.
- The particular circumstance or serious misconduct warrants immediate termination.

(See USU Policy 3310: Termination of Exempt and Non-Exempt Staff.)

Once a decision to terminate has been made, the department head/director works with the Office of Human Resources to create a letter of termination to be delivered to the employee, in person, whenever possible. A copy will be placed in the employee's personnel file in accordance with USU Policy 3310: Termination of Exempt and Non-Exempt Staff. If the employee is not available, the notice of termination will be sent by certified mail to the employee's last known address or be delivered verbally via phone. If notices or letters are mailed, they are deemed effective for all purposes once deposited at the US Post Office or a designated delivery service equivalent to the United States registered or certified mail.

2.4 Resignation in Lieu of Disciplinary Action or Termination

An employee may resign, foregoing any rights to file a grievance, rather than face corrective action or disciplinary action (see USU Policy 3006: Staff Employee Grievance). Employees cannot be compelled to resign; resignation must be voluntary, made in writing, and cannot be rescinded without mutual agreement by both the employee and the university.

2.5 Introductory Period of Employment

As noted in USU Policy 3307: Introductory Period of Employment, new benefit-eligible staff members are to complete an introductory period. During their introductory period of employment, employees may be terminated without notice or prior warnings.

2.6 Paid Administrative Leave

In some cases, allegations of misconduct may lead to an investigation. During this process, it may be necessary and appropriate to place the employee on paid administrative leave pending completion of the investigation. Administrative leave is not a sanction for any alleged behavior that has been reported. During paid administrative leave, the employee's pay and benefits are not affected. Administrative leave is used as an interim measure to protect the integrity of the investigation and avoid any claim that an employee may have adversely influenced the investigation in any way. Administrative leave also protects the employee from additional allegations or accusations of retaliation when the investigation is completed.

2.7 Employee Response to Disciplinary Action

If an employee questions actions, or if they feel the actions are unwarranted or unjust, the following

options are available to the employee:

- attach written comments to any performance documentation within 30 calendar days of receiving;
- consult with the Office of Human Resources; or
- initiate an Escalated Review.

In cases of demotion or termination, employees may initiate a formal grievance under USU Policy 3006: Staff Employee Grievance, where appropriate.

2.8 Escalated Review

Escalated Review is an internal supervisory review process by leadership within the unit through which an employee may request review of a disciplinary action by submitting a written request to the appropriate level(s) of supervision, as outlined in Section 2.3 of this Policy. The written request for review should identify the disciplinary action being challenged, the basis for the challenge, and any relevant supporting information. The reviewing administrator(s) will consider the written submission, evaluate the circumstances surrounding the disciplinary action, and issue a final determination. The Escalated Review process is intended to provide an opportunity for supervisory review of disciplinary decisions and does not include a formal hearing or investigative process unless otherwise required by University Policy or law.

3001.3 RESPONSIBILITIES

3.1 Department Heads and Supervisors

Department heads and supervisors are responsible for setting clear, consistent, and fair performance and conduct standards in accordance with this policy. They work collaboratively with their employees to help them perform to the best of their ability and to hold employees accountable when standards are not met to include taking appropriate corrective and/or disciplinary action.

Department heads and supervisors must consult with the Office of Human Resources prior to any formal disciplinary actions.

In the event of an Escalated Review, Senior Leadership will consider the written submission, evaluate the circumstances surrounding the disciplinary action, and issue a final determination.

3.2 Office of Human Resources

The Office of Human Resources is responsible for providing guidance and direction to both the employees and the supervisors regarding the setting of expectations and managing employee performance.

3.3 Employees

Employees are responsible for working closely with supervisors to have expectations from supervisors and the university clarified, and work to address performance or conduct issues if or when they occur.

In the event of an Escalated Review, Human Resources will provide guidance and direction to those evaluating the escalated review on this policy and other applicable policies and procedures.

3001.4 REFERENCES

- None

3001.5 RELATED USU POLICIES

- Policy 3002: Respectful Workplace

- Policy 3006: Staff Employee Grievance
- Policy 3307: Introductory Period of Employment
- Policy 3310: Termination of Exempt and Non-Exempt Staff

3001.5 DEFINITIONS

Disciplinary Action. Employment-related action undertaken to correct or modify unacceptable job performance or behavior to acceptable standards. Disciplinary actions include verbal warnings, written warnings, suspension without pay, and termination of employment.

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

RESOURCES

Contacts

- Sr. Associate Vice President of Human Resources

POLICY HISTORY

Original issue date: 1997/01/24

Last review date: 2026/MM/DD

Next scheduled review date: 2029/08/01

Previous revision dates: 2010/03/26, 2021/05/05, 2022/06/23

University Policy 3001: Setting Expectations and Managing Performance

Category: Human Resources

Subcategory: Rights & Responsibilities

Covered Individuals: Benefit-Eligible Staff

Responsible Executive: ~~Executive~~ Vice President and Chief ~~Operating Officer~~ of Staff

Policy Custodian: Office of Human Resources, Sr. Associate Vice President of Human Resources

Last Revised: ~~2022/06/23~~ 2026/MM/DD

Previous USU Policy Number: 311~~: Setting Expectations and Managing Performance~~

3001.1 PURPOSE AND SCOPE

This P~~p~~olicy guides supervisors in managing employee job performance through setting clear expectations, providing performance improvement measures, and applying disciplinary actions when needed.

Employees and supervisors should work collaboratively to identify where and why work performance and/or behavior ~~is~~ does not meet~~ing~~ expectations, and implement viable solutions.

3001.2 POLICY

Utah State University (USU) values a respectful, safe, and productive work environment. All employees are expected to meet performance expectations, including conducting themselves with professionalism in accordance with USU Policy 3002: Respectful Workplace.

Unacceptable work performance—whether due to inability or unwillingness to perform up to standards that are measurable, observable, objective, and specific—should be addressed through progressive performance management.

2.1 Setting Expectations and Identifying Performance Issues

Supervisors should establish clear expectations for acceptable work performance via a clear job description, supervisory guidance, coaching, training, policy, rules, and regulations using tools and methods to measure results to create a work environment which allows employees to perform their best. Employees should seek clarification from their supervisor when they feel expectations are not clear.

Generally, when a performance issue is first identified, it should be handled informally between the employee and their supervisor through feedback, coaching, and/or additional training.

Examples of unacceptable work performance include but are not limited to:

- Non-compliance with supervisory direction, coaching, training, policy, rules, and regulations;
- Behavior not in accordance with USU Policy 3002: Respectful Workplace;
- Tardiness or non-compliance with designated work schedule; and
- Absenteeism.

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When informal efforts do not correct unacceptable work performance, documented performance improvement measures should be used, including a Letter of Expectations (LOE) or a Performance Improvement Plan (PIP). Supervisors should maintain documentation of all performance improvement measures, both formal and informal.

2.2.2 Letter of Expectations

The Letter of Expectations (LOE) is a tool to help supervisors clarify expectations in writing for acceptable work performance. This letter should be used in conjunction with a one-on-one meeting to provide guidance, direction, and clear expectations regarding performance in the workplace. The LOE is not considered a formal step in the disciplinary process.

2.2.3 Performance Improvement Plan

A Performance Improvement Plan (PIP) identifies unacceptable work performance and reasons for the performance gap, creates a plan of action with employee input, and provides the opportunity for employees to succeed in their role with USU. A PIP includes a specific completion timeline with each party's responsibilities within the given timeline. Both the employee and the supervisor should sign the PIP. If the employee declines to sign, it should be noted on the PIP. A PIP may be used in conjunction with a written warning when appropriate. A PIP is not considered a formal step in the disciplinary process.

2.3 Disciplinary Action

Disciplinary action is a formal process used to correct unacceptable work performance, misconduct, or failure to comply with departmental or university policy. Disciplinary action is typically imposed on a progressive basis moving from verbal to written to a final action, including termination. Progressive steps (see 2.3.1) may be skipped or repeated depending on the frequency, severity, or nature of the unacceptable work performance.

In circumstances of serious misconduct, suspension without pay or immediate termination without notice may be appropriate.

Supervisors must review formal disciplinary actions with the Office of Human Resources before taking any action.

2.3.1 Progressive Steps

(a) Verbal Warning

Initial disciplinary action should be in the form of verbal, face-to-face discussion with subsequent documentation. This meeting should be held in private, with an opportunity for problem solving, resulting in clear problem identification, correction strategies, and employee commitment to improve. This meeting should be documented with the employee's signature and date. If the employee declines to sign, it should be noted. The document should inform the employee (1) this is the first step of disciplinary action, and (2) of the consequences if performance does not improve. The employee has the right to respond verbally and/or attach written comments to the verbal warning documentation. Verbal warnings do not need to be submitted to the Office of Human Resources or placed in the employee's personnel file.

(b) Written Warning

The purpose of a written warning is to further address failure to meet expectations. The written warning should be a formal letter presented in a private face-to-face meeting. This private meeting should provide an opportunity for problem solving resulting in clear problem identification, correction strategies, and employee commitment to improve. This meeting should be documented with the employee's signature and the date. If the employee declines to sign, it should be noted. The document should inform the employee (1) this is a disciplinary action, and (2) of consequences if performance does not improve. The employee has the right to respond verbally and/or attach written comments to the written warning. The employee will receive a copy of the written warning letter and a copy must be sent to the department head/director and the Office of Human Resources to be filed in the employee's personnel file.

(c) Termination

Termination is a decision made between the supervisor, the department head/director, and the Office of Human Resources. Termination may be considered when:

- The employee has failed to meet the performance expectations after being given an opportunity to improve.
- The employee has shown evidence of their inability or unwillingness to improve their performance.
- The employee's inappropriate behavior has remained the same or worsened.
- The particular circumstance or serious misconduct warrants immediate termination.

(See USU Policy 3310: Termination of Exempt and Non-Exempt Staff.)

Once a decision to terminate has been made, the department head/director works with the Office of Human Resources to create a letter of termination to be delivered to the employee, in person, whenever possible. A copy will be placed in the employee's personnel file in accordance with USU Policy 3310: Termination of Exempt and Non-Exempt Staff. If the employee is not available, the notice of termination will be sent by certified mail to the employee's last known address or be delivered verbally via phone. If notices or letters are mailed, they are deemed effective for all purposes once deposited at the US Post Office or a designated delivery service equivalent to the United States registered or certified mail.

2.4 Resignation in Lieu of Disciplinary Action or Termination

An employee may resign, foregoing any rights to file a grievance, rather than face corrective action or disciplinary action (see USU Policy 3006: Staff Employee Grievance). Employees cannot be compelled to resign; resignation must be voluntary, made in writing, and cannot be rescinded without mutual agreement by both the employee and the university.

2.5 Introductory Period of Employment

As noted in USU Policy 3~~3~~07: Introductory Period of Employment, new benefit-eligible staff members are to complete an introductory period. During their introductory period of employment, employees may be terminated without notice or prior warnings.

2.6 Paid Administrative Leave

In some cases, allegations of misconduct may lead to an investigation. During this process, it may be necessary and appropriate to place the employee on paid administrative leave pending completion of the investigation. Administrative leave is not a sanction for any alleged behavior~~(s)~~ that has ~~have~~ been reported. During paid administrative leave, the employee's pay and benefits are not affected. Administrative leave is used as an interim measure to protect the integrity of the investigation and avoid any claim that an employee may have adversely influenced the investigation in any way. Administrative leave also protects the employee from additional allegations or accusations of retaliation when the investigation is completed.

2.7 Employee Response to Disciplinary Action

If an employee questions actions, or if they feel the actions are unwarranted or unjust, the following options are available to the employee:

- aAttach written comments to any performance documentation within 30 calendar days of receiving;
- cConsult with the Office of Human Resources; or
- iInitiate an ~~formal grievance under USU Policy 3006: Staff Employee Grievance, where appropriate.~~ Escalated Review.

In cases of demotion or termination, employees may initiate a formal grievance under USU Policy 3006: Staff Employee Grievance, where appropriate.

2.8 Escalated Review

Escalated Review is an internal supervisory review process by leadership within the unit through which an employee may request review of a disciplinary action by submitting a written request to the appropriate level(s) of supervision, as outlined in Section 2.3 of this policy. The written request for review should identify the disciplinary action being challenged, the basis for the challenge, and any relevant supporting information. The reviewing administrator(s) will consider the written submission, evaluate the circumstances surrounding the disciplinary action, and issue a final determination. The Escalated Review process is intended to provide an opportunity for supervisory review of disciplinary decisions and does not include a formal hearing or investigative process unless otherwise required by University Policy or law.

3001.3 RESPONSIBILITIES

3.1 Department Heads and Supervisors

Department heads and supervisors are responsible for setting clear, consistent, and fair performance and conduct standards in accordance with this policy. They work collaboratively with their employees to help them perform to the best of their ability and to hold employees accountable when standards are not met to include taking appropriate corrective and/or disciplinary action.

Department heads and supervisors must consult with the Office of Human Resources prior to any formal disciplinary actions.

In the event of an Escalated Review, Senior Leadership will consider the written submission, evaluate the circumstances surrounding the disciplinary action, and issue a final determination.

3.2 Office of Human Resources

The Office of Human Resources is responsible for providing guidance and direction to both the employees and the supervisors regarding the setting of expectations and managing employee performance.

3.3 Employees

Employees are responsible for working closely with supervisors to have expectations from supervisors and the university clarified, and work to address performance or conduct issues if or when they occur.

In the event of an Escalated Review, Human Resources will provide guidance and direction to those evaluating the escalated review on this policy and other applicable policies and procedures.

3001.4 REFERENCES

- None

3001.5 RELATED USU POLICIES

- ~~USU~~ Policy 3002: Respectful Workplace
- ~~USU~~ Policy 3006: Staff Employee Grievance
- ~~USU~~ Policy 3307: Introductory Period of Employment
- ~~USU~~ Policy 3310: Termination of Exempt and Non-Exempt Staff

3001.6 DEFINITIONS

~~5.1 Disciplinary Action~~

Disciplinary Action. Employment-related action undertaken to correct or modify unacceptable job performance or behavior to acceptable standards. Disciplinary actions include verbal warnings, written warnings, suspension without pay, and termination of employment.

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

RESOURCES

Contacts

- Sr. Associate Vice President of Human Resources

POLICY HISTORY

Original issue date: 1997/01/24

Last review date: ~~2022/06/23~~ 2026/MM/DD

Next scheduled review date: ~~N/A~~ 2029/08/01

Previous revision dates: 2010/03/26, 2021/05/05, 2022/06/23

University Policy 3001: Setting Expectations and Managing Performance

Category: Human Resources
Sub Category: Rights & Responsibilities
Covered Individuals: Benefit-Eligible Staff
Responsible Executive: Executive Vice President and Chief Operating Officer
Policy Custodian: Office of Human Resources, Sr. Associate Vice President of Human Resources
Last Revised: 2022/06/23
Previous USU Policy Number: 311: Setting Expectations and Managing Performance

3001.1 PURPOSE AND SCOPE

This policy guides supervisors in managing employee job performance through setting clear expectations, providing performance improvement measures, and applying disciplinary actions when needed. Employees and supervisors should work collaboratively to identify where and why work performance and/or behavior is not meeting expectations, and implement viable solutions.

3001.2 POLICY

Utah State University (USU) values a respectful, safe, and productive work environment. All employees are expected to meet performance expectations, including conducting themselves with professionalism in accordance with USU Policy 3002: Respectful Workplace.

Unacceptable work performance—whether due to inability or unwillingness to perform up to standards that are measurable, observable, objective, and specific—should be addressed through progressive performance management.

2.1 Setting Expectations and Identifying Performance Issues

Supervisors should establish clear expectations for acceptable work performance via a clear job description, supervisory guidance, coaching, training, policy, rules, and regulations using tools and methods to measure results to create a work environment which allows employees to perform their best. Employees should seek clarification from their supervisor when they feel expectations are not clear.

Generally, when a performance issue is first identified, it should be handled informally between the employee and their supervisor through feedback, coaching, and/or additional training.

Examples of unacceptable work performance include but are not limited to:

- Non-compliance with supervisory direction, coaching, training, policy, rules, and regulations;
- Behavior not in accordance with USU Policy 3002: Respectful Workplace;
- Tardiness or non-compliance with designated work schedule; and
- Absenteeism.

2.2 Addressing Unacceptable Work Performance

If a performance issue cannot be addressed or corrected through informal methods, the next step may be

disciplinary action. Supervisors are encouraged to consult with the Office of Human Resources in cases where it is unclear which method of correction to use when managing an employee performance issue.

2.2.1 Performance Improvement Measures

When informal efforts do not correct unacceptable work performance, documented performance improvement measures should be used, including a Letter of Expectations (LOE) or a Performance Improvement Plan (PIP). Supervisors should maintain documentation of all performance improvement measures, both formal and informal.

2.2.2 Letter of Expectations

The Letter of Expectations (LOE) is a tool to help supervisors clarify expectations in writing for acceptable work performance. This letter should be used in conjunction with a one-on-one meeting to provide guidance, direction, and clear expectations regarding performance in the workplace. The LOE is not considered a formal step in the disciplinary process.

2.2.3 Performance Improvement Plan

A Performance Improvement Plan (PIP) identifies unacceptable work performance and reasons for the performance gap, creates a plan of action with employee input, and provides the opportunity for employees to succeed in their role with USU. A PIP includes a specific completion timeline with each party's responsibilities within the given timeline. Both the employee and the supervisor should sign the PIP. If the employee declines to sign, it should be noted on the PIP. A PIP may be used in conjunction with a written warning when appropriate. A PIP is not considered a formal step in the disciplinary process.

2.3 Disciplinary Action

Disciplinary action is a formal process used to correct unacceptable work performance, misconduct, or failure to comply with departmental or university policy. Disciplinary action is typically imposed on a progressive basis moving from verbal to written to a final action, including termination. Progressive steps (see 2.3.1) may be skipped or repeated depending on the frequency, severity, or nature of the unacceptable work performance.

In circumstances of serious misconduct, suspension without pay or immediate termination without notice may be appropriate.

Supervisors must review formal disciplinary actions with the Office of Human Resources before taking any action.

2.3.1 Progressive Steps

(a) Verbal Warning

Initial disciplinary action should be in the form of verbal, face-to-face discussion with subsequent documentation. This meeting should be held in private, with an opportunity for problem solving, resulting in clear problem identification, correction strategies, and employee commitment to improve. This meeting should be documented with the employee's signature and date. If the employee declines to sign, it should be noted. The document should inform the employee (1) this is the first step of disciplinary action, and (2) of the consequences if performance does not improve. The employee has the right to respond verbally and/or attach written comments to the verbal warning documentation. Verbal warnings do not need to be submitted to the Office of Human Resources or placed in the employee's personnel file.

(b) Written Warning

The purpose of a written warning is to further address failure to meet expectations. The written warning should be a formal letter presented in a private face-to-face meeting. This private meeting should provide an opportunity for problem solving resulting in clear problem identification, correction strategies, and

employee commitment to improve. This meeting should be documented with the employee's signature and the date. If the employee declines to sign, it should be noted. The document should inform the employee (1) this is a disciplinary action, and (2) of consequences if performance does not improve. The employee has the right to respond verbally and/or attach written comments to the written warning. The employee will receive a copy of the written warning letter and a copy must be sent to the department head/director and the Office of Human Resources to be filed in the employee's personnel file.

(c) Termination

Termination is a decision made between the supervisor, the department head/director, and the Office of Human Resources. Termination may be considered when:

- The employee has failed to meet the performance expectations after being given an opportunity to improve.
- The employee has shown evidence of their inability or unwillingness to improve their performance.
- The employee's inappropriate behavior has remained the same or worsened.
- The particular circumstance or serious misconduct warrants immediate termination.

(See USU Policy 3310: Termination of Exempt and Non-Exempt Staff.)

Once a decision to terminate has been made, the department head/director works with the Office of Human Resources to create a letter of termination to be delivered to the employee, in person, whenever possible. A copy will be placed in the employee's personnel file in accordance with USU Policy 3310: Termination of Exempt and Non-Exempt Staff. If the employee is not available, the notice of termination will be sent by certified mail to the employee's last known address or be delivered verbally via phone. If notices or letters are mailed, they are deemed effective for all purposes once deposited at the US Post Office or a designated delivery service equivalent to the United States registered or certified mail.

2.4 Resignation in Lieu of Disciplinary Action or Termination

An employee may resign, foregoing any rights to file a grievance, rather than face corrective action or disciplinary action (see USU Policy 3006: Staff Employee Grievance). Employees cannot be compelled to resign; resignation must be voluntary, made in writing, and cannot be rescinded without mutual agreement by both the employee and the university.

2.5 Introductory Period of Employment

As noted in USU Policy 3007: Introductory Period of Employment, new benefit-eligible staff members are to complete an introductory period. During their introductory period of employment, employees may be terminated without notice or prior warnings.

2.6 Paid Administrative Leave

In some cases, allegations of misconduct may lead to an investigation. During this process, it may be necessary and appropriate to place the employee on paid administrative leave pending completion of the investigation. Administrative leave is not a sanction for any alleged behavior(s) that have been reported. During paid administrative leave, the employee's pay and benefits are not affected. Administrative leave is used as an interim measure to protect the integrity of the investigation and avoid any claim that an employee may have adversely influenced the investigation in any way. Administrative leave also protects the employee from additional allegations or accusations of retaliation when the investigation is completed.

2.7 Employee Response to Disciplinary Action

If an employee questions actions, or if they feel the actions are unwarranted or unjust, the following options are available to the employee:

(1) Attach written comments to any performance documentation within 30 calendar days of receiving;

(2) Consult with the Office of Human Resources; or

(3) Initiate a formal grievance under USU Policy 3006: Staff Employee Grievance, where appropriate.

3001.3 RESPONSIBILITIES

3.1 Department Heads and Supervisors

Department heads and supervisors are responsible for setting clear, consistent, and fair performance and conduct standards in accordance with this policy. They work collaboratively with their employees to help them perform to the best of their ability and to hold employees accountable when standards are not met to include taking appropriate corrective and/or disciplinary action.

Department heads and supervisors must consult with the Office of Human Resources prior to any formal disciplinary actions.

3.2 Office of Human Resources

The Office of Human Resources is responsible for providing guidance and direction to both the employees and the supervisors regarding the setting of expectations and managing employee performance.

3.3 Employees

Employees are responsible for working closely with supervisors to have expectations from supervisors and the university clarified, and work to address performance or conduct issues if or when they occur.

3001.4 REFERENCES

- None

3001.5 RELATED USU POLICIES

- USU Policy 3002: Respectful Workplace
- USU Policy 3006: Staff Employee Grievance
- USU Policy 3307: Introductory Period of Employment
- USU Policy 3310: Termination of Exempt and Non-Exempt Staff

3001.6 DEFINITIONS

6.1 Disciplinary Action

Employment-related action undertaken to correct or modify unacceptable job performance or behavior to acceptable standards. Disciplinary actions include verbal warnings, written warnings, suspension without pay, and termination of employment.

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

RESOURCES

Procedures

- None

Guidance

- None

Related Forms and Tools

- None

Contacts

- None

POLICY HISTORY

Original issue date: 1997/01/24

Last review date: 2022/06/23

Next scheduled review date: N/A

Previous revision dates: 2010/03/26, 2021/05/05

UtahStateUniversity

Board of Trustees

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Janalyn Brown, Secretary

MEMORANDUM

TO: Utah State University Board of Trustees
FROM: Jessica Oyler, Vice President & Chief of Staff
Doug Bullock, Sr. Associate Vice President of Human Resources
DATE: November 6, 2026
RE: Revisions to Policy 3002: Respectful Workplace

BACKGROUND: USU Policy 3002 outlines expectations and standards for maintaining a work environment that encourages mutual respect and facilitates collegial relationships.

This policy is being updated in conjunction with Policy 3006: Staff Employee Grievance Process and Policy 3001: Setting Expectations and Managing Performance.

KEY PROVISIONS:

- Defines and clarifies what constitutes disrespectful behavior, abusive conduct, and bullying
- Establishes expectations for maintaining professional boundaries
- Clarifies expectations for supervisor to manage performance and maintain a respectful workplace
- Clarifies responsibility to keep investigations private and confidential
- Clarifies who information may be shared with
- References procedures to provide further guidance and updates policy references

ACTION: USU Policy 3002: Respectful Workplace has been developed by the processes outlined in USU Policy 1001: University Policy System. The University Leadership Council approved this policy during the October 14, 2026, meeting. The President recommends that the Board of Trustees approve the revisions to USU Policy 3002: Respectful workplace

ATTACHMENTS:
Policy 3002 proposed revisions
Policy 3002 red-lined version
Policy 3002 current version
Employee Relations Sanctioning Guidelines

University Policy 3002: Respectful Workplace

Category: Human Resources

Subcategory: Rights & Responsibilities

Covered Individuals: Employees

Responsible Executive: Vice President and Chief of Staff

Policy Custodian: Office of Human Resources, Sr. Associate Vice President of Human Resources

Last Revised: 2026/MM/DD

Previous USU Policy Number: 321

3002.1 PURPOSE AND SCOPE

Utah State University (USU) is committed to maintaining a work environment that encourages mutual respect and facilitates collegial relationships. To build and promote trust, all USU Employees are collectively responsible for setting a positive example and avoiding Disrespectful Behavior and Abusive Conduct, including Bullying, and any other behavior that would reasonably offend, intimidate, embarrass, or humiliate others, whether deliberate or unintentional.

Supervisors are responsible for managing their teams in a manner that promotes operational efficiency, maintains a respectful and professional workplace, and ensures compliance with this Policy. Nothing in this Policy limits USU's authority to manage Employees through its Supervisors and leadership. Performance management, work assignments, performance evaluation, and disciplinary measures undertaken for legitimate business purposes do not, by themselves, constitute Disrespectful Behavior, Abusive Conduct, and/or Bullying. Employees in supervisory or leadership roles must carry out these responsibilities in a manner consistent with the principles and expectations of this Policy and Policy 3011, prohibiting retaliation.

3002.2 POLICY

University-Related Interactions should be conducted with courtesy, civility, decency, and a concern for personal dignity. Disrespectful Behavior and/or Abusive Conduct will not be tolerated. Employees are expected to use professional language, obtain consent from all parties before recording any interactions, and prevent the unauthorized access of university and/or Employee information by individuals or groups who do not have the organization's authority to access such information, subject to Policy 3011: Reporting Improper Conduct and Retaliation. (see USU Policy 3004: Employee Privacy and Confidentiality and USU Policy 3016: Information Privacy).

All Employees are expected to complete training at least annually on preventing Abusive Conduct in the workplace. Employees violating this Policy are subject to disciplinary action up to and including termination of employment per USU Policy 3001: Setting Expectations and Managing Performance (benefit-eligible staff employees), USU Policy 4006: Academic Due Process: Sanctions and Hearing Procedures (faculty), or USU Policy 3305: Employment at Will (at-will employees), as applicable.

Issues regarding sexual harassment will be investigated and managed in accordance with USU Policy 2102: Sexual Harassment. Issues regarding discrimination will be investigated and managed in accordance with 2101: Discrimination based on Protected Characteristics.

2.1 Maintaining Professional Boundaries

Employees are expected to maintain Professional Boundaries that support respectful and effective working relationships.

Employees are expected to reasonably respect communicated boundaries regarding physical space, personal privacy, and personal time, consistent with legitimate workplace responsibilities and operational needs.

Employees with authority in supervisory, evaluative, instructional, and advisory, or other authoritative roles have a heightened responsibility to maintain appropriate boundaries and avoid conduct that may compromise professional judgment, objectivity, or another individual's ability to participate comfortably and effectively in the workplace.

Professional Boundaries do not prohibit mutual friendships, collegial relationships, appropriate expressions of support, or reasonable social interactions. Concerns will be evaluated in context, including the nature of the relationship, differences in authority or influence, communicated boundaries, and the impact of the conduct on the workplace.

Supervisors or Employees with questions or concerns about maintaining Professional Boundaries may contact the Office of Human Resources for guidance.

2.2 Reporting and Resolution of Disrespectful Behavior and/or Abusive Conduct

If an Employee is subjected to and/or observes Disrespectful Behavior or Abusive Conduct of another by an individual or group of individuals, the Employee should first attempt to resolve concerns by discussing their concerns or observations with their immediate Supervisor. The immediate Supervisor will evaluate the nature and extent of the issue and take appropriate action to resolve it, including informal and formal measures contemplated in Policy 3001: Setting Expectations and Managing Performance, referral to HR for investigation, etc.

If an Employee does not feel comfortable contacting their immediate Supervisor, the Employee may contact a manager within their Reporting Chain. Alternatively, the Employee may contact the Office of Human Resources to discuss their concerns or observations. The Office of Human Resources will evaluate the nature and extent of the issue and collaborate with the appropriate leadership and Employee(s) to determine appropriate action to resolve it, which may include workplace reviews, facilitated conversations, formal reviews and/or investigations.

Behavior alleged to be in violation of this Policy will be evaluated in context and on a case-by-case basis taking into account any mitigating, aggravating, and compounding factors consistent with the Employee Relations Sanctioning Guidelines.

Abusive Conduct investigations are considered private and/or confidential~~,~~ and must be handled in adherence to USU Policy 3004: Employee Privacy and Confidentiality. Specifically, participants are prohibited from discussing, sharing, or disclosing information obtained through or related to a University investigation with any person who does not have a legitimate need or legally protected basis to receive the information.

Information should be limited to those responsible for investigating or addressing the matter, appropriate University officials or Supervisors, and a participant's legal counsel, healthcare provider, or other person with whom communication is protected by law.

Anyone involved in an investigation must keep related information confidential, except as allowed by their rights and responsibilities. If evidence of criminal conduct is discovered in an investigation, the Office of Human Resources will consult with the Office of General Counsel and may refer the matter to the appropriate law enforcement agency.

A formal investigation conducted by the Office of Human Resources may determine if Abusive Conduct occurred. At the conclusion of an investigation, with findings of Abusive Conduct, the Office of Human Resources will notify the relevant parties and their Supervisors of such findings. Additionally, they will provide the parties with information about how to request an Administrative Review of the findings.

Utah State University prohibits retaliation against any employee who, in good faith, reports a violation, participates in an investigation, or otherwise exercises their rights or responsibilities under this Policy. See USU Policy 3011: Reporting Improper Conduct and Retaliation.

2.3 Administrative Review

An Employee investigated under this Policy may request an Administrative Review of any investigative findings. Once Employees are notified of findings, they must submit a written request to the Office of Human Resources within 10 calendar days. The Office of Human Resources will select personnel who were not involved in the original Abusive Conduct investigation to serve as a review panel. The review panel will determine whether the Abusive Conduct investigative findings are reasonable, rational, and sufficiently supported by the evidence. The review panel must come to a final conclusion within 30 days of receiving the administrative review request. This conclusion is not subject to further review. Additional details are available in 3002-PR1: Respectful Workplace Procedures.

3002.3 RESPONSIBILITIES

3.1 Supervisors

Set expectations in their areas to ensure a safe, collegial, and respectful workplace for all Employees and address issues as they arise. If a Supervisor becomes aware of a situation within their area that may violate this Policy, the Supervisor should take appropriate steps to resolve the problem on an informal basis. If Informal Processes are not adequate to address the situation, then Formal Disciplinary Action should be utilized. (See USU Policy 3001: Setting Expectations and Managing Performance, which applies to benefited non-faculty Employees, and USU Policy 4006: Academic Due Process: Sanctions and Hearing Procedures, which applies to faculty).

Supervisors should ensure that their Employees complete training, at least annually, on the prevention of Abusive Conduct in the workplace.

3.2 Employees

Promote and preserve the reputation of the University by demonstrating respect toward all members of the campus community, including students, faculty, and staff. Employees must should respond to and report perceived Disrespectful Behavior and/or Abusive Conduct in accordance with this policy. All Employees are expected to complete training, at least annually, on the prevention of Abusive Conduct in the workplace.

3.3 Office of Human Resources

May investigate, make determinations, advise, assist, and/or mediate between Employees and departments in resolving violations of this Policy. The Office of Human Resources provides training for all Employees on the prevention of Disrespectful Behavior and/or Abusive Conduct in the workplace.

3003 REFERENCES

- Utah Code 67-26-202

3004 RELATED USU POLICIES

- Interim Policy 2101: Discrimination based on Protected Characteristics
- Interim Policy 2102: Title IX Sexual Misconduct in an Employment or Education Program or Activity
- Policy 3001: Setting Expectations and Managing Performance
- Policy 3004: Employee Privacy and Confidentiality
- Policy 3016: Information Privacy
- Policy 3305: Employment at Will
- Policy 4006: Academic Due Process: Sanctions and Hearing Procedures

3005 DEFINITIONS

- **Abusive Conduct**. Verbal, non-verbal, or physical conduct of one party to another that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine that it: (a) is intended to cause intimidation, humiliation, or unwarranted distress; (b) results in substantial physical harm or substantial psychological harm as a result of intimidation, humiliation, or unwarranted distress; or (c) exploits an Employee's known physical or psychological disability.

- **Bullying**. A form of Abusive Conduct. It is conduct that seeks to harm, intimidate, coerce, persecute, or torment; often repeated or habitual.

- **Disrespectful Behavior or Professional Boundaries Violations.** May include conduct that is rude, dismissive, intrusive, demeaning, discourteous, or inconsistent with another person's reasonable boundaries regarding physical space, privacy, communication, or time. Such conduct may be inappropriate and warrant intervention or disciplinary action even when it occurs only once or does not cause substantial harm. Not every occurrence of Disrespectful Behavior or boundary violation constitutes Abusive Conduct. Repeated disrespectful or boundary-violating behavior, however, may become Abusive Conduct when its nature, severity, frequency, intent, or resulting harm satisfies that higher standard.

- **Employee.** Any individual legally employed by Utah State University in any capacity.

- **Formal Disciplinary Action.** Action as outlined in USU Policy 3001: Setting Expectations and Managing Performance for benefited non-faculty Employees and USU Policy 4006: Academic Due Process: Sanctions and Hearing Procedures for faculty.

- **Informal Processes.** Any process that does not follow Formal Disciplinary Action set forth by USU Policy 3001: Setting Expectations and Managing Performance, or USU Policy 4006: Academic Due Process: Sanctions and Hearing Procedures (e.g., Performance Improvement Plan, Letter of Expectation).

- **Professional Boundaries.** Reasonable limits that preserve appropriate distinctions between an Employee's professional role, authority, responsibilities, and personal relationships or interests, including reasonable respect for communicated boundaries regarding physical space, personal privacy, and personal time.

- **Reporting Chain.** Levels of supervisory roles within a department or unit.

- **Supervisor.** A person employed by Utah State University who has hiring authority and/or holds a position that directly supervises an Employee of Utah State University.

- **University Related Interactions.** Any job function that pertains to Utah State University.

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

RESOURCES

Procedures

- 3002-PR1: Respectful Workplace Procedures

Contacts

- Sr. Associate Vice President of Human Resources

POLICY HISTORY

Original issue date: 1997/01/24

Last revision date: 2026/MM/DD

Next scheduled review date: 2029/05/01

Previous revision dates: 2022/06/23, 2022/12/09, 2021/05/05, 2020/03/13, 2015/03/06, 1997/01/24

University Policy 3002: Respectful Workplace

Category: Human Resources

Subcategory: Rights & Responsibilities

Covered Individuals: ~~All~~ Employees

Responsible Executive: Vice President ~~for Finance and Administrative Services~~ and Chief of Staff

Policy Custodian: Office of Human Resources, Sr. Associate Vice President of Human Resources

Last Revised: ~~2022/06/23~~2026/MM/DD

Previous USU Policy Number: 321

3002.1 PURPOSE AND SCOPE

Utah State University (USU) is committed to maintaining a work environment that encourages mutual respect and facilitates collegial relationships. To build and promote trust, all USU E~~e~~mployees are collectively responsible ~~to~~ for set~~t~~ting a positive example and ~~to~~ avoid~~i~~ng ~~behaving disrespectfully,~~ Disrespectful Behavior and Abusive Conduct, including B~~b~~ullying, and any other behavior that would reasonably offend, intimidate, embarrass, or humiliate others, whether deliberate~~ly~~ or unintentional~~ly~~.

Supervisors are responsible for managing their teams in a manner that promotes operational efficiency, maintains a respectful and professional workplace, and ensures compliance with this Policy. Nothing in this Policy limits USU's authority to manage Employees through its Supervisors and leadership. Performance management, work assignments, performance evaluation, and disciplinary measures undertaken for legitimate business purposes do not, by themselves, constitute Disrespectful Behavior, Abusive Conduct, and/or Bullying. Employees in supervisory or leadership roles must carry out these responsibilities in a manner consistent with the principles and expectations of this Policy and Policy 3011, prohibiting retaliation.

3002.2 POLICY

University-R~~r~~elated I~~i~~nteractions should be conducted with courtesy, civility, decency, and a concern for personal dignity. Disrespectful B~~b~~ehavior and/or A~~a~~busive C~~c~~onduct will not be tolerated. ~~Expectations include but are not limited to~~Employees are expected to us~~ing~~e professional language, obtain consent from all parties before ~~not~~ recording any interactions ~~without all parties' consent~~, and ~~not providing unrelated third parties~~ prevent the unauthorized access ~~to~~ of university and/or E~~e~~mployee information by individuals or groups who do not have the organization's authority to access such information subject to Policy 3011: Reporting Improper Conduct and Retaliation~~.~~ (see USU Policy 3004: Employee Privacy and Confidentiality and USU Policy 3016: Information Privacy ~~for more information~~).

All E~~e~~mployees are expected to complete training at least annually, on preventing A~~a~~busive C~~c~~onduct in the workplace. ~~at least annually.~~ Employees violating this P~~p~~olicy are subject to disciplinary action up to and including termination of employment per USU Policy 3001: Setting Expectations and Managing Performance (benefit-eligible staff employees), USU Policy 4006: Academic Due Process: Sanctions and Hearing Procedures (faculty), or USU Policy 3305: Employment at Will (at-will employees), as applicable.

~~For i~~Issues regarding sexual harassment~~, please refer to~~ will be investigated and managed in accordance with USU Policy 2102: Sexual Harassment. ~~For i~~Issues regarding discrimination~~, please refer to~~ will be investigated and managed in accordance with ~~USU Policy 2100: Affirmative Action/Equal Opportunity~~

2101: Discrimination based on Protected Characteristics.
~~This policy does not limit USU leadership's right to manage. Performance management, work assignment and evaluation, and disciplinary measures taken by USU for any valid reason do not constitute disrespectful behavior, abusive conduct, and/or bullying. Such management actions should be done in ways that are consistent with the intent and expectations of this respectful workplace policy.~~

2.1 ~~Reporting and Resolution of Disrespectful Behavior and/or Abusive Conduct~~ Maintaining Professional Boundaries

Employees are expected to maintain Professional Boundaries that support respectful and effective working relationships.

Employees are expected to reasonably respect communicated boundaries regarding physical space, personal privacy, and personal time, consistent with legitimate workplace responsibilities and operational needs.

Employees with authority in supervisory, evaluative, instructional, and advisory, or other authoritative roles have a heightened responsibility to maintain appropriate boundaries and avoid conduct that may compromise professional judgment, objectivity, or another individual's ability to participate comfortably and effectively in the workplace.

Professional Boundaries do not prohibit mutual friendships, collegial relationships, appropriate expressions of support, or reasonable social interactions. Concerns will be evaluated in context, including the nature of the relationship, differences in authority or influence, communicated boundaries, and the impact of the conduct on the workplace.

Supervisors or Employees with questions or concerns about maintaining Professional Boundaries may contact the Office of Human Resources for guidance.

2.2 Reporting and Resolution of Disrespectful Behavior and/or Abusive Conduct

If an E~~e~~mployee is subjected to and/or observes D~~d~~isrespectful B~~b~~ehavior or A~~a~~busive C~~c~~onduct of another by an individual or group of individuals, the E~~e~~mployee should first attempt to resolve concerns ~~within their own area per USU Policy 3006: Staff Employee Grievance~~ by discussing their concerns or observations with their immediate Supervisor. The immediate S~~s~~upervisor will ~~then initiate a process to determine~~ evaluate the nature and extent of the issue and ~~initiate an effective resolution~~ take appropriate action to resolve it, including informal and formal measures contemplated in Policy 3001: Setting Expectations and Managing Performance, referral to HR for investigation, etc.~~.~~

If an E~~e~~mployee does not feel comfortable contacting their immediate S~~s~~upervisor, the E~~e~~mployee may contact ~~another level of management~~ a manager within their Reporting Chain. ~~or the Office of Human Resources,~~ Alternatively, the Employee may contact the Office of Human Resources ~~who will meet with the employee~~ to discuss their concerns or observations. The Office of Human Resources will ~~then initiate a review and~~ evaluate the nature and extent of the issue and collaborate with the appropriate leadership and E~~e~~mployee(s) to ~~initiate an effective resolution~~ determine appropriate action to resolve it, which may include workplace reviews, facilitated conversations, formal reviews and/or investigations. ~~Additionally, the Office of Human Resources may formally investigate allegations of abusive conduct to determine whether such conduct occurred.~~

Behavior alleged to be in violation of the Policy will be evaluated in context and on a case-by-case basis taking into account any mitigating, aggravating, and compounding factors consistent with the Employee Relations Sanctioning Guidelines.

~~Parties and participants in such investigations shall treat information pertaining to the matter as~~ Abusive Conduct investigations are considered private and/or confidential, ~~subject to the rights and obligations of the party or participant~~ and must be handled in adherence to USU Policy 3004: Employee Privacy and Confidentiality. Specifically, participants are prohibited from discussing, sharing, or disclosing information obtained through or related to a University investigation with any person who does not have a legitimate

need or legally protected basis to receive the information.

Information should be limited to those responsible for investigating or addressing the matter, appropriate University officials or Supervisors, and a participant's legal counsel, healthcare provider, or other person with whom communication is protected by law.

Anyone involved in an investigation must keep related information confidential, except as allowed by their rights and responsibilities. If ~~the investigation reveals~~ evidence of criminal conduct is discovered in an investigation, the Office of Human Resources, ~~in consultation~~ will consult with the Office of ~~Legal Affairs~~ General Counsel and may refer the matter to the appropriate law enforcement agency.

A formal investigation conducted by the Office of Human Resources may determine if Abusive Conduct occurred. At the conclusion of an ~~abusive conduct~~ investigation, with findings of Abusive Conduct, the Office of Human Resources will notify the relevant parties ~~will be notified~~ and their Supervisors of ~~any investigative~~ such findings ~~and of the procedure~~. Additionally, they will provide the parties with information about how to request an Administrative Review of the findings.

Utah State University prohibits retaliation against any employee who, in good faith, reports a violation, participates in an investigation, or otherwise exercises their rights or responsibilities under this Policy. See USU Policy 3011: Reporting Improper Conduct and Retaliation.

2.3 Administrative Review

An E~~e~~mployee ~~that has been subject to an~~ investigati~~on~~ed under this P~~p~~olicy may ~~seek~~ request an A~~a~~dministrative R~~r~~eview of any investigative findings. ~~by~~ Once Employees are notified of findings, they must submit a written request to the Office of Human Resources within 10 calendar days ~~of receiving notification of the investigative findings.~~ The Office of Human Resources will ~~designate appropriate administrative review~~ select personnel, who ~~shall not be the same individuals as those who personally conducted the~~ were not involved in the original Abusive Conduct investigation. ~~to serve as a review panel.~~ The review panel will determine whether the Abusive Conduct investigative findings are reasonable, rational, and sufficiently supported by the evidence. The review panel must come to a final conclusion within 30 days of receiving the administrative review request ~~whether the investigative findings are reasonable, rational, and sufficiently supported by the evidence~~. This ~~determination~~ conclusion is not subject to further review. Additional details are available in 3002-PR1: Respectful Workplace Procedures.

3002.3 RESPONSIBILITIES

3.1 Supervisors

~~Supervisors have an obligation to~~ S~~s~~et expectations in their areas to ensure a safe, collegial, and respectful workplace for all Employees and address issues as they arise. If a Supervisor becomes aware of a situation within their area that may violate this Policy, the Supervisor should take appropriate steps to resolve the problem on an informal basis. If Informal Processes are not adequate to address the situation, then Formal Disciplinary Action should be utilized. (See USU Policy 3001: Setting Expectations and Managing Performance, which applies to benefited non-faculty Employees, and USU Policy 4006: Academic Due Process: Sanctions and Hearing Procedures, which applies to faculty).

Supervisors should ensure that their Employees complete training, at least annually, on the prevention of Abusive Conduct in the workplace ~~at least annually~~.

3.2 Employees

~~All Employees must p~~Promote and preserve the reputation of the University by demonstrating respect toward all members of the campus community, including students, faculty, and staff. Employees must respond to and report perceived Disrespectful Behavior and/or Abusive Conduct in accordance with this policy. All Employees are expected to complete training, at least annually, on the prevention of Abusive Conduct in the workplace ~~at least annually~~.

3.3 Office of Human Resources

~~The Office of Human Resources m~~May investigate, make determinations, advise, assist, and/or mediate between Employees and departments in resolving violations of this Policy. The Office of Human Resources provides training for all Employees on the prevention of Disrespectful Behavior and/or Abusive Conduct in the workplace.

3003 REFERENCES

- Utah Code 67-26-202

3004 RELATED USU POLICIES

- Interim Policy 2101: Discrimination based on Protected Characteristics
- Interim Policy 2102: Title IX Sexual Misconduct in an Employment or Education Program or Activity
- Policy 3001: Setting Expectations and Managing Performance
- Policy 3004: Employee Privacy and Confidentiality
- Policy 3016: Information Privacy
- Policy 3305: Employment at Will
- Policy 4006: Academic Due Process: Sanctions and Hearing Procedures

3005 DEFINITIONS

- **Abusive Conduct**. Verbal, non-verbal, or physical conduct of one party to another that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine that it: (a) is intended to cause intimidation, humiliation, or unwarranted distress; (b) results in substantial physical harm or substantial psychological harm as a result of intimidation, humiliation, or unwarranted distress; or (c) exploits an Employee's known physical or psychological disability.

- **Bullying**. A form of Abusive Conduct. It is conduct that seeks to harm, intimidate, coerce, persecute, or torment; often repeated or habitual.

- **Disrespectful Behavior or Professional Boundaries Violations.** May include conduct that is rude, dismissive, intrusive, demeaning, discourteous, or inconsistent with another person's reasonable boundaries regarding physical space, privacy, communication, or time. Such conduct may be inappropriate and warrant intervention or disciplinary action even when it occurs only once or does not cause substantial harm. Not every occurrence of Disrespectful Behavior or boundary violation constitutes Abusive Conduct. Repeated disrespectful or boundary-violating behavior, however, may become Abusive Conduct when its nature, severity, frequency, intent, or resulting harm satisfies that higher standard.

- **Employee.** Any individual legally employed by Utah State University in any capacity.

- **Formal Disciplinary Action.** Action as outlined in USU Policy 3001: Setting Expectations and Managing Performance for benefited non-faculty Employees and USU Policy 4006: Academic Due Process: Sanctions and Hearing Procedures for faculty.

- **Informal Processes.** Any process that does not follow Formal Disciplinary Action set forth by USU Policy 3001: Setting Expectations and Managing Performance, or USU Policy 4006: Academic Due Process: Sanctions and Hearing Procedures (e.g. Performance Improvement Plan, Letter of Expectation).

- **Professional Boundaries.** Reasonable limits that preserve appropriate distinctions between an Employee's professional role, authority, responsibilities, and personal relationships or interests, including reasonable respect for communicated boundaries regarding physical space, personal

privacy, and personal time.

- **Reporting Chain.** Levels of supervisory roles within a department or unit.
- **Supervisor.** A person employed by Utah State University who has hiring authority and/or holds a position that directly supervises an Employee of Utah State University.
- **University Related Interactions.** Any job function that pertains to Utah State University.

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

RESOURCES

Procedures

- 3002-PR1: Respectful Workplace Procedures

Contacts

- Sr. Associate Vice President of Human Resources

POLICY HISTORY

Original issue date: 1997/01/24

Last revision date: 2026/MM/DD

Next scheduled review date: 2029/05/01

Previous revision dates: 2022/06/23, 2022/12/09, 2021/05/05, 2020/03/13, 2015/03/06, 1997/01/24

University Policy 3002: Respectful Workplace

Category: Human Resources
Sub Category: Rights & Responsibilities
Covered Individuals: All Employees
Responsible Executive: Vice President for Finance and Administrative Services
Policy Custodian: Office of Human Resources, Associate Vice President of Human Resources
Last Revised: 2022/06/23
Previous USU Policy Number: Not applicable
Download the PDF File for Policy 3002

3002.1 PURPOSE AND SCOPE

Utah State University (USU) is committed to maintaining a work environment that encourages mutual respect and facilitates collegial relationships. To build and promote trust, all USU employees are collectively responsible to set a positive example and to avoid behaving disrespectfully, including bullying, or any other behavior that would reasonably offend, intimidate, embarrass, or humiliate others, whether deliberately or unintentionally.

3002.2 POLICY

University-related interactions should be conducted with courtesy, civility, decency, and a concern for personal dignity. Disrespectful behavior and/or abusive conduct will not be tolerated. Expectations include but are not limited to, using professional language, not recording interactions without all parties' consent, and not providing unrelated third parties unauthorized access to university and/or employee information (see USU Policy 3004: Employee Privacy and Confidentiality and Policy 3016: Information Privacy for more information).

All employees are expected to complete training on preventing abusive conduct in the workplace at least annually. Employees violating this policy are subject to disciplinary action up to and including termination of employment per USU Policy 3001: Setting Expectations and Managing Performance, USU Policy 4006: Academic Due Process: Sanctions and Hearing Procedures, or USU Policy 3305: Employment at Will, as applicable.

For issues regarding sexual harassment, please refer to USU Policy 2102: Sexual Harassment. For issues regarding discrimination, please refer to USU Policy 2100: Affirmative Action/Equal Opportunity.

This policy does not limit USU leadership's right to manage. Performance management, work assignment and evaluation, and disciplinary measures taken by USU for any valid reason do not constitute disrespectful behavior, abusive conduct, and/or bullying. Such management actions should be done in ways that are consistent with the intent and expectations of this respectful workplace policy.

2.1 Reporting and Resolution of Disrespectful Behavior and/or Abusive Conduct

If an employee is subjected to and/or observes disrespectful or abusive conduct of another by an individual or group of individuals, the employee should first attempt to resolve concerns within their own area per USU Policy 3006: Staff Employee Grievance. This should be done by discussing their concerns or observations with their immediate supervisor. Their immediate supervisor will then initiate a process to determine the nature and extent of the issue and initiate an effective resolution.

If an employee does not feel comfortable contacting their immediate supervisor, the employee may contact another level of management within their reporting chain or the Office of Human Resources, who will meet with the employee to discuss their concerns or observations. The Office of Human Resources will then initiate a review and collaborate with the appropriate leadership and employee(s) to initiate an effective resolution. Additionally, the Office of Human Resources may formally investigate allegations of abusive conduct to determine whether such conduct occurred. Parties and participants in such investigations shall treat information pertaining to the matter as confidential, subject to the rights and obligations of the party or participant. If the investigation reveals evidence of criminal conduct, the Office of Human Resources, in consultation with the Office of Legal Affairs, may refer the matter to the appropriate law enforcement agency.

At the conclusion of an abusive conduct investigation, the parties will be notified of any investigative findings and of the procedure to request an administrative review of the findings.

2.2 Administrative Review

An employee that has been subject to an investigation under this policy may seek an administrative review of any investigative findings by written request to the Office of Human Resources within 10 calendar days of receiving notification of the investigative

findings. The Office of Human Resources will designate appropriate administrative review personnel, who shall not be the same individuals as those who personally conducted the investigation. The review personnel will determine within 30 days of receiving the administrative review request whether the investigative findings are reasonable, rational, and sufficiently supported by the evidence. This determination is not subject to further review.

3002.3 RESPONSIBILITIES

3.1 Supervisors

Supervisors have an obligation to set expectations in their areas to ensure a safe, collegial, and respectful workplace for all employees and address issues as they arise. If a supervisor becomes aware of a situation within their area that may violate this policy, the supervisor should take appropriate steps to resolve the problem on an informal basis. If informal processes are not adequate to address the situation, then formal disciplinary action should be utilized per USU Policy 3001: Setting Expectations and Managing Performance, which applies to benefited employees (non-faculty) and USU Policy 4006: Academic Due Process: Sanctions and Hearing Procedures (faculty). Supervisors should ensure that their employees complete training on the prevention of abusive conduct in the workplace at least annually.

3.2 Employees

All employees have an obligation to promote and preserve the reputation of the university by demonstrating respect toward all members of the campus community, including students, faculty, and staff. Employees are responsible for responding to and reporting perceived disrespectful and/or abusive conduct in accordance with this policy. All employees are expected to complete training on the prevention of abusive conduct in the workplace at least annually.

3.3 Office of Human Resources

The Office of Human Resources may investigate, make determinations, advise, assist, and/or mediate between employees and departments in resolving possible violations of the policy. The Office of Human Resources will offer all employees training on the prevention of abusive conduct in the workplace.

3002.4 REFERENCES

- H.B. 12 Abusive Conduct Reporting Amendments (2020)

3002.5 RELATED USU POLICIES

- Policy 2100: Affirmative Action/Equal Opportunity
- Policy 3001: Setting Expectations and Managing Performance
- Policy 3004: Employee Privacy and Confidentiality
- Policy 3006: Staff Employee Grievance
- Policy 2102: Title IX Sexual Misconduct in an Employment or Education Program or Activity
- Policy 4006: Academic Due Process: Sanctions and Hearing Procedures
- Policy 3016: Information Privacy

3002.6 DEFINITIONS

6.1 Abusive Conduct

Verbal, non-verbal, or physical conduct of one party to another that, based on its severity, nature, and frequency of occurrence, a reasonable person would determine that it: (A) is intended to cause intimidation, humiliation, or unwarranted distress; (B) results in substantial physical harm or substantial psychological harm as a result of intimidation, humiliation, or unwarranted distress; or (C) exploits an employee's known physical or psychological disability.

Bullying is one form of abusive conduct. It is conduct that seeks to harm, intimidate, coerce, persecute, or torment; often repeated or habitual.

6.2 Employee

Any individual legally employed by Utah State University in any capacity.

6.3 Formal Disciplinary Action

Action as set forth by USU Policy 3001: Setting Expectations and Managing Performance which applies to benefited employees (non-faculty) and Policy 4006: Academic Due Process: Sanctions and Hearing Procedures (faculty).

6.4 Informal Processes

Any process that does not follow the formal disciplinary action(s) set forth by USU Policy 3001: Setting Expectations and Managing Performance, or USU Policy 4006: Academic Due

Process: Sanctions and Hearing Procedures (e.g. Performance Improvement Plan, Letter of Expectation).

6.5 Reporting Chain

Levels of supervisory roles within a department or unit.

6.6 Supervisor

A person employed by Utah State University who has hiring authority and/or holds a position that directly supervises an employee of Utah State University.

6.7 University Related Interactions

Any job function that pertains to Utah State University.

Information below is not included as part of the contents of the official Policy. It is provided only as a convenience for readers/users and may be changed at any time by persons authorized by the President, subject to review by the USU Policy Committee.

RESOURCES

Procedures

- Please see 2.2 Administrative Review above.

Guidance

- N/A

Related Forms and Tools

- N/A

Contacts

- Office of Human Resources Solution Center, hr@usu.edu, (435) 797-0122

POLICY HISTORY

Original issue date: 1997/01/24
Last review date: 2022/06/23
Next scheduled review date: N/A
Previous revision dates: 2021/05/05, 2022/12/09, 2020/03/13, 2015/03/06, 1997/01/24.

Employee Sanctioning/Disciplinary Guidelines

This document offers guidance on the Office of Human Resource's processes for employee sanctions/discipline for the range of performance deficiencies/violations covered by USU Policies. While sanctioning/discipline is ultimately implemented by the supervisors in each department, guidelines like these can help supervisors better understand university standards for sanctions/discipline and ensure that consistency and proportionality guide the decision making for such sanctions

Sanctions/discipline must be proportional to the severity of the violation, and, if applicable, the cumulative conduct record of the responding party. Similarly, sanctions/discipline must carry a rational relationship to the nature of the misconduct; they can be neither arbitrary nor capricious. They should be designed to stop the misconduct, prevent its recurrence, reset expectations, and remedy any unwanted impact. If sanctions/discipline don't serve some or all of these purposes, the action will decrease the effectiveness and the value of the sanction/disciplinary action.

USU will be as consistent as possible across or within cases.

These Sanctioning/Disciplinary Guidelines are designed to help improve consistency but need to be flexible enough to allow supervisors to depart from the guidelines, in consultation with the Office of Human Resources, where there is a compelling reason to do so.

Sanctioning/Disciplinary Guide
There must be sufficient evidence to support a finding that an employee has violated one or more provisions of a university policy or failed to meet the expectations of performance and conduct in their role. The institution must implement sanctions/discipline that are proportionate to the severity of the misconduct or performance concerns and that are designed to stop the conduct, prevent its recurrence, reset expectations, and remedy any unwanted impact on the individual(s), the university, and when applicable, the community. Cases of violations sometimes include various aggravating and/or mitigating factors. These factors may make a particular violation more or less egregious or suggest that a responding party is more or less of a continuing concern to the university community. Accordingly, decision-makers must carefully consider these circumstances in order to identify and implement the most appropriate, equitable, and effective sanction/disciplinary action.

It is important to note that the consideration of aggravating and/or mitigating factors may impact a decision of sanction/discipline with regards to determining the egregiousness through patterns of behavior and other factors, but it is not used to determine whether or not someone is found in violation of policy or expectations.

The following is a guide to determine the implementation of appropriate sanctions/discipline for violations by employees, in accordance with USU Policy 311: Setting Expectations and Managing Performance, and Policy 407: Academic Due Process: Sanctions and Hearing Procedures.

Sanction/Discipline Considerations

Action for violations requires careful review of different factors and circumstances. Some factors are specific to the responding party, such as a prior history of misconduct, evidence of a pattern of behavior, and/or multiple violations within the same occurrence. Other factors relate to the circumstances surrounding or contributing to the offense at issue, such as the inherent severity of the incident, the intentionality or premeditation of the behavior. USU must also assess these considerations in light of the obligation to stop, prevent, and remedy incidents of harm to the USU community. Careful consideration of all of these factors is important to the determination of appropriate, equitable, and effective sanctions/discipline.

Mitigating, Aggravating, and Compounding Factors

Violations often include "mitigating" and/or "aggravating" factors, which tend to render a violation either more or less egregious than other violations of the same policy, rule or expectation. As a result, a one-size-fits-all approach, such as terminating all employees who violate a particular policy, can be disproportionately harsh (or lenient), and is often ineffective at discouraging misconduct, and fails to consider the circumstantial differences that contribute to behavior that violates policy. Instead, each violation should allow for a range of actions, where a violation that is more egregious receives more severe actions within the allotted range and a less egregious violation results in less severe actions within the same range. Consideration of these factors provides consistency in the sanctioning/discipline process, thus avoiding "arbitrary and capricious" sanctioning decisions.

Even with an established sanctioning range for each violation, certain aggravating factors can have a "compounding" effect, in that they render the action range for a particular violation insufficient to properly address the entirety of the circumstances. These factors are often responding party specific, such as a prior conduct history or cumulative violations, and can increase the action range higher to include more severe actions, enhanced actions, and/or longer actions. The various mitigating and aggravating circumstances involved in or contributing to a policy violation will either impact where a decision maker lands within the range or will have a compounding effect and increase the overall range. Looking at the overall range and factors ultimately provides the decision maker with the ability to articulate a sound, evidence-based, and situation-specific rationale in support of the action they impose for a particular violation.

Severity and Egregiousness

One of the first considerations for a decision maker in the process is evaluating the severity and egregiousness of the misconduct relative to other instances of the same violation. The goal here is to action a responding party in proportion to the severity of the conduct.

Prior History of Misconduct

Another common consideration is a responding party's prior conduct history. While an employee's conduct history is usually not considered during the investigation itself or in the decision-making process unless it shows a pattern of behavior, prior conduct history is highly relevant to the sanction/disciplinary process. This history serves as both an aggravating and compounding factor that may increase the action range. The extent of the increase will depend on the extent and composition of the conduct history.

A minor conduct history should receive a lesser disciplinary action, if any at all in some cases, while a /more serious conduct history may result in an increase to the action.

Patterns of Behavior

The university identifies and responds to reported concerns and maintains a record of employees who are found in violation of policies, rules or expectations. A pattern of behavior is an aggravating factor, and while the determination of whether such a pattern exists may impact the university's initial response obligations. The existence of a behavior pattern must be carefully considered in the sanction/disciplinary decision making.

Violation Response

Below, you will find USU's ranges for sanctions/discipline for violation examples, as well as common aggravating and mitigating circumstances specific to each violation. As noted in the Prior History of Misconduct section, certain factors, such as a prior conduct history, evidence of a pattern of behavior, cumulative violations, etc. are included below as factors.

Common Mitigating Factors

- Genuine remorse and a clear effort to practice self-reflection and implement improvements.
- A lack of resources and opportunity.
- The harm caused was minimal and temporary.
- The conduct was committed in error, by mistake, or was clearly unintentional.

Common Aggravating Factors

- The harm caused was extensive or irreparable.
- The totality of the violation was extremely severe, persistent, or pervasive.
- The violation was threatening, intimidating, or aggressive.
- The responding party was in a position of power or authority over the reporting party.
- The responding party used manipulation or misrepresentation.
- The responding party had a large scope of impact.
- The responding party acted in a retaliatory way.

Compounding Factors (can increase the range)

- Prior history of misconduct (i.e., found in violation of policy through formal process).
- The employee's prior history of misconduct involved the same or similar types of behavior.
- Cumulative violations.

Example: A finding of policy violation has been communicated and now decision makers consult with the Office of Human Resources or the Provost Office to discuss sanctions/disciplinary options.

1. What to consider regarding the violation?
    a. Frequency, severity, significance of impact.
2. What to consider regarding the respondent?
    a. Level of influence, power or authority, history, attitude, access to resources, intent.
3. What to consider regarding the institution?
    a. Institutional consistency, operational impact, educational and/or punitive options available.

The following four categories help further define the significance and impact of the violation to help guide its sanctioning/disciplinary action and remediation steps:

Category 1: Accidental or inadvertent violation.
This is an unintentional violation that may be caused by carelessness, lack of knowledge, lack of training, or other human error.

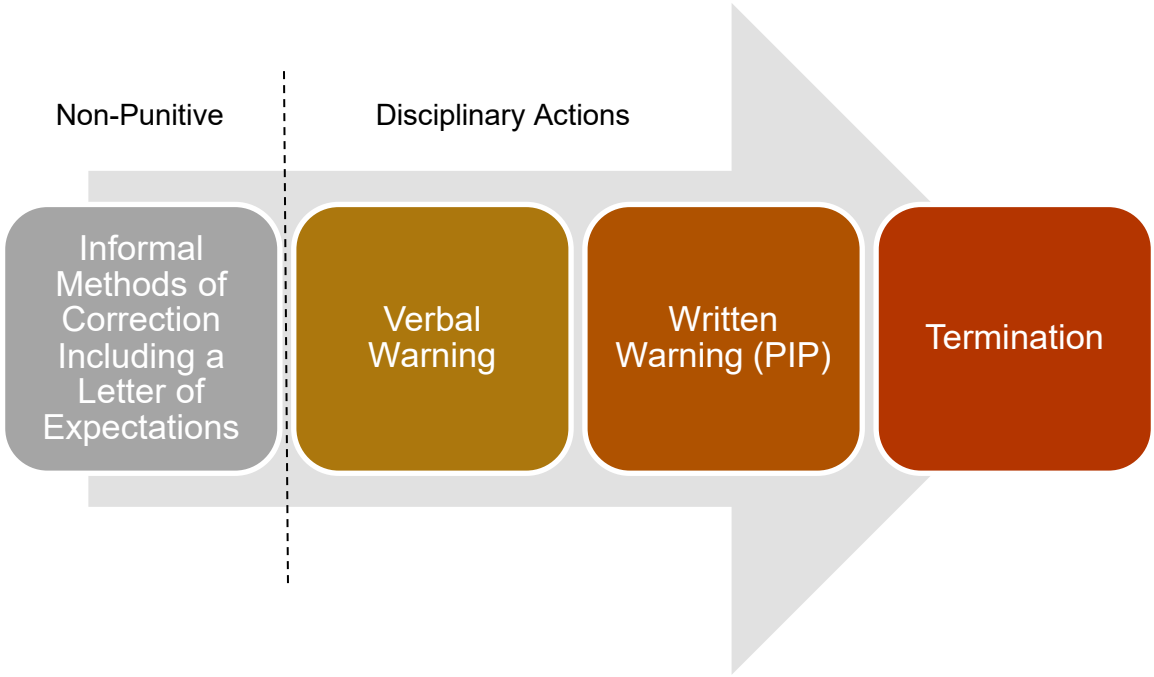
Category 2: Failure to follow established policies and procedures.
This is a violation due to poor job performance or lack of performance improvement.

Category 3: Deliberate or purposeful violation without harmful intent.
This is an intentional violation due to the desire for personal gain.

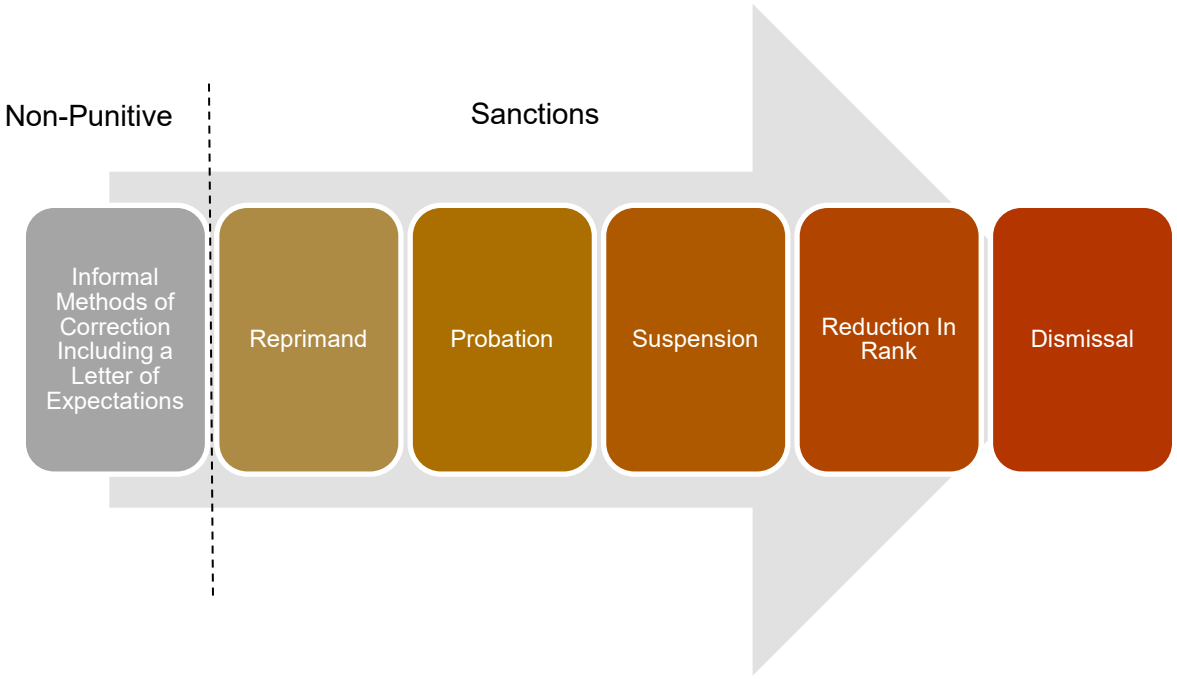
Category 4: Willful and malicious violation with harmful intent.
This is an intentional violation causing personal or organizational harm.

Sanctions may be modified based on mitigating factors. These factors may reflect greater damage caused by the violation and thus work against the violator, ultimately increasing the penalty.

Violation ranges under USU Policy 3001: Setting Expectations and Managing Performance (University Staff)



Violation ranges under USU Policy 4006: Academic Due Process: Sanctions and Hearing Procedures (University Faculty)


Non-Punitive
Sanctions
Informal Methods of Correction Including a Letter of Expectations
Reprimand
Probation
Suspension
Reduction In Rank
Dismissal

UtahStateUniversity

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Janalyn Brown, Secretary

MEMORANDUM

TO: Utah State University Board of Trustees
FROM: Jessica Oyler, Vice President & Chief of Staff
Doug Bullock, Sr. Associate Vice President of Human Resources
DATE: November 6, 2026
RE: Revisions to Policy 3006: Staff Employee Grievance Process

BACKGROUND: USU Policy 3006 outlines the formal review process for benefit-eligible staff employees to contest certain employment actions.

This policy is being updated in accordance with changes made to UBHE Rule 831: Non-Faculty Employee Grievance Process. Rule 831 sets minimum grievance process requirements for non-faculty employees who are demoted or terminated from their employment. The revised policy also requires all testimony at a grievance hearing be given under oath. Other disciplinary actions will be handled in accordance with USU Policy 3001: Setting Expectations and managing performance.

KEY PROVISIONS:

- Removes procedural information from the policy and establishes 3006-PR1: Staff Grievance Hearing Procedures
- Differentiates between the type of employment actions eligible for a hearing
- Clarifies the referral process for other university processes
- Clearly states expectations for employees participating in a hearing
- Defines the standard of review for hearings (arbitrary and capricious)
- Clarifies the available outcomes of a hearing
- Organizes content in bullet list structure
- Simplifies language to increase overall readability

Leadership training will be updated to reflect this change in policy and process. The Office of General Counsel and the Office of Human Resources will continue to educate grievance hearing panels and support them during the process.

ACTION: USU Policy 3006: Staff Employee Grievance Process has been developed by the processes outlined in USU Policy 1001: University Policy System. The University Leadership Council approved this policy during the October 14, 2026, meeting. The President recommends that the Board of Trustees approve the revisions to USU Policy 3006: Staff Employee Grievance Process.

ATTACHMENTS: Policy 3006 proposed revisions
Policy 3006 red-lined version
Policy 3006 current version

University Policy 3006: Staff Employee Grievance Process

Category: Human Resources

Subcategory: Rights & Responsibilities

Covered Individuals: Benefit-Eligible Staff Employees

Responsible Executive: Vice President and Chief of Staff

Policy Custodian: Office of Human Resources, Sr. Associate Vice President of Human Resources

Last Revised: 2026/MM/DD

Previous USU Policy Number: 325

3006.1 PURPOSE AND SCOPE

This Policy outlines the formal review process for benefit-eligible staff employees to contest certain employment actions. Utah State University (USU) strives to resolve concerns at the lowest appropriate level, address issues promptly, and apply policies fairly and consistently. All USU employees should be treated respectfully and equitably (See USU Policy 3002: Respectful Workplace).

The grievance process described and defined in this Policy covers contested Demotions and Terminations. The process for contesting other disciplinary actions is handled through the escalated review process outlined in USU Policy 3001: Setting Expectations and Managing Performance.

Employment concerns not expressly covered under this Policy and related to discrimination or sexual misconduct will be referred to the Civil Rights & Title IX Office for processing. Findings from their processes that result in Demotion or Termination may be grieved under this Policy.

Likewise, if a Grievance raises issues related to safety concerns, respectful workplace, Environmental Health and Safety (EHS), or other compliance areas, the Office of Human Resources (HR) will refer those issues to the appropriate University office for review and handling. HR may pause or close a Grievance if the contested action falls outside the scope of this Policy or is more appropriately addressed through another University office, policy, or process.

3006.2 POLICY

2.1 General Principles Governing Grievance Process

a) Employees are expected to raise general employment concerns promptly. Employees should first attempt to resolve concerns informally with their immediate supervisor or the next higher level of supervision.

b) Employees are expected to participate in the grievance process in good faith through honest and timely process engagement, providing accurate information, and cooperation. Employees must not misuse the grievance process by filing false claims or intentionally delaying the grievance process.

c) The grievance process is not intended to replace day-to-day management, performance management, or supervisory decision making and does not limit or restrict a supervisor's authority to address performance, misconduct, or other workplace-related concerns.

d) USU may make operational and personnel decisions if such decisions are not Arbitrary or Capricious and follow applicable policies and laws.

e) USU prohibits retaliation against any member of the USU community who, in good faith, files a grievance, raises concerns, seeks advice or assistance, participates in a workplace review or investigation, or otherwise engages in protected activity under University Policy. (See USU Policy 3011: Reporting Improper Conduct and Retaliation).

2.2 Eligibility and Filing Requirements

2.2.1 Eligibility

Benefit-eligible staff employees can file Grievances under this Policy. This Policy does not apply to at-will personnel or benefit-eligible staff employees who are still in their introductory period of employment (USU Policy 3305: Employment-at-Will and USU Policy 3307: Introductory Period of Employment). Faculty may file grievances in accordance with USU Policy 4006: Academic Due Process: Sanctions and Hearing Procedures.

2.2.2 Filing Requirements

To file a Grievance under this Policy, the staff employee must submit written documentation to the Senior Associate Vice President of Human Resources within 10 (ten) business days of the contested action. The Grievance documentation should include all the following:

- a description of the action(s) and date of the action(s) being challenged;
- a description of any informal efforts attempted to resolve the action, including supervisory responses;
- the specific policy or procedure allegedly violated; and
- the requested outcome.

2.3 Initial Review

2.3.1 Review by the Senior Associate Vice President of Human Resources

The Senior Associate Vice President of Human Resources or designee will determine if the Grievance:

- falls within the scope of this Policy;
- meets filing requirements;
- needs to be referred to another office as stated in Section 3006.1;
- is dismissed; or
- proceeds under the grievance process.

2.4 The Grievance Process

2.4.1 Grievance Hearing

Grievances contesting Demotion or Termination will be addressed through a Grievance Hearing, wherein a Grievance Hearing Committee will determine whether the contested action was Arbitrary or Capricious.

2.4.2 General Grievance Hearing Procedures

This section outlines the general principles that govern a Grievance Hearing. For detailed grievance hearing procedures, see 3006-PR1: Staff Grievance Hearing Procedures.

Grievance Hearings will include the following:

- Be conducted by a Grievance Hearing Committee.
- Allow each party to present relevant information and evidence.

- Require all testimony at a Grievance Hearing to be given under oath.
- Be conducted in a manner that promotes fairness, impartiality, and efficiency.
- Require all parties to comply with the deadlines set forth in 3006-PR1: Staff Grievance Hearing Procedures.
- Not be delayed or postponed due to unreasonable scheduling conflicts. Participants are expected to make reasonable efforts to be available as scheduled. Extensions may only be approved by the Office of Human Resources in consultation with the Office of General Counsel and will only be permitted when supported by documented Extenuating Circumstances.

2.4.3 Important Limitations

Grievance Hearings are not delayed due to the grievant's involvement, initiation, or participation in other pending University processes.

If allegations related to discrimination, sexual misconduct, or other issues not covered by this Policy arise at any point during the grievance process, those allegations will not be addressed with the Grievance Hearing Committee and instead will be referred to the appropriate University office for review and handling as stated in Section 3006.1.

2.5 Filing Deadline

A benefit-eligible staff employee must file the Grievance within 10 (ten) business days of the contested employment action (see 3006-PR1: Staff Grievance Hearing Procedures).

2.6 Standard of Review

All Grievance decisions referenced in this Policy use the following Arbitrary and Capricious Standard:

> *Arbitrary and Capricious means doing something according to one's will or whim (as in a sudden unpredictable change). An action or decision is arbitrary if it is not supported by logic or the necessary facts, or if it is made in the absence of decision-making criteria consistent with USU policy and procedures. An action or decision is capricious if it is adopted without thought or reason or is irrational.*

Disagreement with a decision does not mean the action was Arbitrary or Capricious. A contested action will only be reversed if it is found to be Arbitrary and Capricious. Otherwise, the contested action or decision will stand.

The staff employee grieving the contested action bears the burden of proof.

2.7 Outcomes

The only available outcome under this grievance process is the reversal of the action, resulting in reinstatement to the same level and conditions of employment. Alternative outcomes (e.g., monetary damages, punitive measures, or policy changes) are not available through this grievance process.

2.8 Final Decision

Following the Grievance Hearing, the Grievance Hearing Committee will prepare and submit its recommendation to the University President. The President will provide a decision within 10 business days. The President's decision will be final and binding. See 3006-PR1: Staff Grievance Hearing Procedures.

3006.3 RESPONSIBILITIES

3.1 Supervisors

- Set expectations with employees in accordance with USU Policy 3001.
- Resolve employee performance issues or concerns at the lowest level in a fair and equitable manner.
- Provide relevant information during the grievance process when all informal efforts have not resolved the issue(s).

3.2 Office of Human Resources

- Support supervisors and employees during performance management efforts.
- Receive grievances from eligible employees, review for applicability, and administer and process grievances in accordance with established policy and procedures.

3.3 Grievance Hearing Committee

- Review applicable grievances.
- Conduct fair and impartial hearings ensuring respect and equity in the process.
- Consult with the Office of General Counsel and Office of Human Resources as needed to clarify policy or procedural questions.
- Issue a determination to the University President for final review.

3.4 University President

- Make a final decision after reviewing the written summary and determination from the Committee.

3.5 Employees

- Coordinate with supervisors as part of performance expectations setting processes.
- Resolve concerns, questions, or issues quickly and informally with supervisors where possible.
- File the Grievance in a timely matter and participate fully in the process with HR and the Grievance Hearing Committee in accordance with established policy and procedures.

3006.4 REFERENCES

- Utah Code Ann. § 53H-3-902, *et seq.*
- Utah Code Ann. § 67-21-3, *et seq.*
- UBHE R831, Non-Faculty Employee Grievance Process

3006.5 RELATED USU POLICIES

- Policy 3001: Setting Expectations and Managing Performance
- Policy 3002: Respectful Workplace
- Policy 3011: Reporting Improper Conduct and Retaliation
- Policy 3305: Employment-at-Will
- Policy 3307: Introductory Period of Employment
- Policy 3309: Reduction in Force
- Policy 4006: Academic Due Process: Sanctions and Hearing Procedures

3006.6 DEFINITIONS

- **Arbitrary and Capricious Standard.** Doing something according to one's will or whim (as in sudden, unpredictable change). An action or decision is arbitrary if it is not supported by logic or the necessary facts, or it is made in the absence of decision-making criteria consistent with USU policy and procedures. An action or decision is capricious if it is adopted without thought or reason or is irrational.

- **Demotion.** A disciplinary action resulting in a reduction of a staff employee's current actual wage.

- **Extenuating Circumstances.** Documented and compelling reasons outside a party's control that justify deviation from established timelines.
- **Grievance.** A written request for review of a contested employment action limited to Demotion or Termination as defined under this Policy.
- **Grievance Hearing.** A review conducted by a Grievance Hearing Committee. Available for Grievances challenging a Demotion or Termination.
- **Termination.** For this Policy, a dismissal or a reduction in force (USU Policy 3309: Reduction in Force) of a USHE (Utah Systems of Higher Education) institution benefit-eligible staff employee.

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

3006.1 Procedures

- 3006-PR1: Staff Grievance Hearing Procedures
- Title IX Procedures
- ADA Accommodations Processes

Contacts

- Doug Bullock
  Sr. Associate Vice President of Human Resources

POLICY HISTORY

Original issue date: 1997/01/24

Last review date: 2026/MM/DD

Next scheduled review date: 2029/06/01

Previous revision dates: 1997/01/24, 2010/03/26, 2022/10/14

University Policy 3006: Staff Employee Grievance Process

Category: Human Resources
Subcategory: General
Covered Individuals: Benefit-Eligible~~,~~ Staff Employees
Responsible Executive: Vice President ~~for Finance and Administrative Services~~and Chief of Staff
Policy Custodian: Office of Human Resources, Sr. Associate Vice President of Human Resources
Last Revised: ~~2022/10/14~~2026
Previous USU Policy Number: ~~N/A~~325

3006.1 PURPOSE AND SCOPE

~~Utah State University (USU) embraces the philosophy of fair, respectful, and equitable treatment for all university employees (USU Policy 321: Respectful Workplace). This grievance policy provides benefit-eligible, staff employees a~~This Policy outlines the formal review process for ~~adverse~~ benefit-eligible staff employees to contest certain employment actions ~~taken against them when informal attempts to resolve complaints have not achieved a satisfactory result~~. Utah State University (USU) strives to resolve concerns at the lowest appropriate level, address issues promptly, and apply policies fairly and consistently. All USU employees should be treated respectfully and equitably (USU policy 3002: Respectful Workplace).

The grievance process described and defined in this Policy covers contested Demotions and Terminations. The process for contesting other disciplinary actions is handled through the escalated review process outlined in USU Policy 3001: Setting Expectations and Managing Performance.

Employment concerns not expressly covered under this Policy and related to discrimination or sexual misconduct will be referred to the Civil Rights & Title IX Office for processing. Findings from their processes that result in Demotion or Termination may be grieved under this policy.

Likewise, if a Grievance raises issues related to safety concerns, respectful workplace, Environmental Health and Safety (EHS), or other compliance areas, the Office of Human Resources (HR) will refer those issues to the appropriate university office for review and handling. HR may pause or close a Grievance if the contested action falls outside the scope of this Policy or is more appropriately addressed through another university office, policy, or process.

3006.2 POLICY

2.1 ~~Eligibility and Filing~~General Principles Governing Grievance Process

~~Benefit-eligible staff employees may file grievances under this policy. Faculty and at-will personnel (USU Policy 390: Employment-at-Will) are not eligible to file grievances under this policy.~~

a) ~~However, before filing a grievance, staff employees are required to make the best efforts and~~ Employees are expected to raise general employment concerns promptly. Employees should first attempt to resolve concerns ~~problems or complaints~~ informally with their immediate supervisor or the next higher level of supervision. ~~Only when the staff employee has not received satisfactory resolution of his/her problem through informal methods should this formal review process be used~~

~~as outlined in section 2.3.4. Only adverse actions, as defined in this policy, are eligible for review. The Office of Human Resources is available to consult with supervisors and/or staff employee regarding employment issues or concerns where needed.~~

b) Employees are expected to participate in the grievance process in good faith through honest and timely process engagement, providing accurate information, and cooperation. Employees must not misuse the grievance process by filing false claims or intentionally delaying the grievance process.
c) The grievance process is not intended to replace day-to-day management, performance management, or supervisory decision making; and does not limit or restrict a supervisor's authority to address performance, misconduct, or other workplace-related concerns.
d) USU may make operational and personnel decisions, if such decisions are not Arbitrary or Capricious and follow applicable policies and laws.
e) USU prohibits retaliation against any member of the USU community who, in good faith, files a grievance, raises concerns, seeks advice or assistance, participates in a workplace review or investigation, or otherwise engages in protected activity under University Policy (see USU Policy 3011: Reporting Improper Conduct and Retaliation).

~~Allegations of discrimination in violation of USU Policy 303: Affirmative Action/Equal Opportunity or Policy 305: Discrimination Complaints, and allegations related to Sexual Misconduct in violation of Policies 339 or 339A must be processed under their respective policies, and such allegations are ineligible for this formal review process. The Office of Human Resources and/or the Grievance committee shall refer the party who is presenting such allegations to the Office of Equity. Allegations of abusive conduct in violation of USU Policy 321: Respectful Workplace shall be referred to and administered by the Office of Human Resources. Furthermore, a grievance hearing committee will not consider such allegations if presented during the formal review process.~~

~~Grievances must be filed within the timelines set forth below in section 2.3.4. Grievances filed outside the applicable timeframe are ineligible for review by a grievance hearing committee.~~

2.2 ~~Prohibited Acts~~Eligibility and Filing Requirements

~~Any action where the primary purpose is to discourage an individual from filing a grievance or from participating in the formal review process, is prohibited. Likewise, taking adverse action towards an employee or participant who has filed or participated in the formal review process is prohibited.~~

2.2.1 Eligibility

Benefit-eligible staff employees can file Grievances under this Policy. This Policy does not apply to at-will personnel or benefit-eligible staff who are still in their introductory period of employment (USU Policy 3305: Employment-at-Will and USU Policy 3307: Introductory Period of Employment). Faculty may file grievances in accordance with USU Policy 4006: Academic Due Process: Sanctions and Hearing Procedures.

2.2.2 Filing Requirements

To file a Grievance under this Policy, the staff employee must submit written documentation to the Senior Associate Vice President of Human Resources within 10 business days of the contested action. The Grievance documentation should include all the following:

- A description of the action(s) and date of the action(s) being challenged.
- A description of any informal efforts attempted to resolve the action, including supervisory responses.
- The date(s) of the action.
- The specific policy or procedure allegedly violated.
- The requested outcome.

2.3 ~~Grievance Process~~Initial Review

2.3.1 ~~Administrator and Coordinator~~Review by the Senior Associate Vice President of Human Resources

~~The Office of Human Resources serves as the administrator and coordinator for the grievance process. If any steps in this policy are impractical for any reason, a representative of the Office of Human Resources will suggest an alternative process which, to the extent possible, will assure the grieving staff employee fair and adequate consideration of the problem or complaint.~~The Senior Associate Vice President of Human Resources or designee will determine if the Grievance:

- Falls within the scope of this Policy.
- Meets filing requirements.
- Needs to be referred to another office as stated in Section 3006.1.
- Is dismissed; or
- Proceeds under the grievance process.

2.4 The Grievance Process

2.4.1 Grievance Hearing

Grievances contesting Demotion or Termination will be addressed through a Grievance Hearing, wherein a Grievance Hearing Committee will determine whether the contested action was Arbitrary or Capricious.

2.4.2 General Grievance Hearing Procedures

This section outlines the general principles that govern a Grievance Hearing. For detailed grievance hearing procedures, see 3006-PR1: Staff Grievance Hearing Procedures.

Grievance hearings will include the following:

- Be conducted by a Grievance Hearing Committee.
- Allow each party to present relevant information and evidence.
- Require all testimony at a grievance hearing to be given under oath.
- Be conducted in a manner that promotes fairness, impartiality, and efficiency.
- Require all parties to comply with the deadlines set forth in 3006-PR1: Staff Grievance Hearing Procedures.
- Not be delayed or postponed due to unreasonable scheduling conflicts. Participants are expected to make reasonable efforts to be available as scheduled. Extensions may only be approved by the Office of Human Resources in consultation with the Office of General Counsel and will only be permitted when supported by documented Extenuating Circumstances.

2.4.3 Important Limitations

Grievance Hearings are not delayed due to the grievant's involvement, initiation, or participation in other pending university processes.

If allegations related to discrimination, sexual misconduct, or other issues not covered by this Policy arise at any point during the grievance process, those allegations will not be addressed with the Grievance Hearing Committee and instead will be referred to the appropriate university office for review and handling as stated in Section 3006.1.

2.5 Filing Deadline

A benefit-eligible staff employee must file the Grievance within 10 business days of the contested employment action (see 3006-PR1: Staff Grievance Hearing Procedures).

2.6 Standard of Review

All Grievance decisions referenced in this Policy use the following Arbitrary and Capricious Standard.

> *Arbitrary and Capricious means doing something according to one's will or whim (as in a sudden unpredictable change). An action or decision is arbitrary if it is not supported by logic or the necessary facts, or if it is made in the absence of decision-making criteria consistent with USU policy and procedures. An action or decision is capricious if it is adopted without thought or reason or is irrational.*

Disagreement with a decision does not mean the action was Arbitrary or Capricious. A contested action will only be reversed if it is found to be Arbitrary and Capricious. Otherwise, the contested action or decision will stand.

The staff employee grieving the contested action bears the burden of proof.

2.7 Outcomes

The only available outcome under this grievance process is the reversal of the action, resulting in reinstatement to the same level and conditions of employment. Alternative outcomes (e.g., monetary damages, punitive measures, or policy changes) are not available through this grievance process.

2.8 Final Decision

Following the Grievance Hearing, the Grievance Hearing Committee will prepare and submit its recommendation to the university president. The president will provide a decision within 10 business days. The president's decision will be final and binding. See 3006-PR1: Staff Grievance Hearing Procedures.

~~**2.3.2 Advisor**~~

~~The Office of General Counsel, or its designee, serves as the legal advisor to grievance hearing committees.~~

~~**2.3.3 Reasonable Time Off**~~

~~Employees will be given reasonable time off, with pay, during scheduled working hours to participate in the grievance process.~~

~~**2.3.4 Process Steps and Timelines**~~

~~(1) To initiate a formal grievance, the staff employee must submit a written explanation of his/her complaint(s) and a description of the informal efforts attempted to resolve the complaint(s), including supervisory/management responses, to the Associate Vice President of Human Resources within 60 calendar days of the incident or issue. Grievances regarding involuntary termination will be handled under USU Policy 399: Termination of Exempt and Non-exempt Staff, and must be filed within 30 days from the date of the incident or issue which led to the dismissal.~~

~~(2) The complainant must specify the adverse action taken against them and what university policy was violated through the adverse action.~~

~~(3) Within five (5) working days of receiving the written grievance, the Associate Vice President of Human Resources, or his/her representative, will coordinate the formation of a Grievance Hearing Committee, hereafter referred to as 'the Committee', comprised of three (3) staff employees appointed by the USU Staff Employee Association (SEA) president.~~

~~The chair of the Committee will be one of the representatives on the Committee from the employee group to which the complainant belongs (exempt or non-exempt) and will be named by the USU SEA president.~~

~~No member of the Committee may be in the same department or have a conflict of interest to any~~

party of the grievance.

(4) The Associate Vice President of Human Resources—or their representative—will provide a formal notice of the hearing (with the date, time, and procedures) to involved parties; they will distribute grievance related documents to the Committee and any other relevant parties.

(5) Within 15 working days of distributing the grievance documents, the Committee will hold a hearing with the grieving staff employee, the employee against whom the complaint is made, and any other witnesses or relevant parties. All parties have the right to be present during any oral statements considered by the Committee and have access to relevant information presented.

(6) Each side will be provided time to present opening and closing statements, and submit any information that supports their claim. Parties are responsible for providing and explaining relevant evidence to the Committee. The Committee may elect to not review evidence that is unexplained or appears irrelevant.

(7) Each party shall have the right to question witnesses. Committee members have the right to ask questions during the hearing. The Committee chair will determine if a particular line of questioning is relevant.

(8) Each party is responsible for providing their own witnesses. It is within the discretion of the Committee to deny hearing from a witness who has duplicate or non-relevant information.

(9) Each party has the right to have present any one person as an advisor of their choice throughout the hearing. Advisors are permitted to advise and counsel their respective parties but are not permitted to argue the case or question witnesses.

(10) Within 10 working days after the meeting, the Committee will prepare and submit to the university president a written summary of the hearing. This summary will include their determination of whether adverse action occurred against the complainant, and if so, which university policy was violated. A courtesy copy of the Committee's decision will be provided to each party.

(11) Within 10 working days of receiving the written summary, the university president will complete **one** of the following:

(a) Ratify the Committee's determination.

(b) Return the written summary to the Committee for reconsideration or clarification. The Committee will reconvene and review the case within 15 working days, and resubmit a recommendation to the president, who will then render a final decision within 10 working days.

(c) Reject the determination of the Committee, with stated reasons.

The president's decision will be final and binding. The president's office will then submit a copy of the written final decision to: the Office of Human Resources, the staff employee with the grievance, the employee against whom the complaint was made, the immediate supervisor(s) involved, the chair of the Committee, and any other relevant department heads.

3006.3 RESPONSIBILITIES

3.1 Supervisors, Department Heads, Deans, or Vice Presidents

Communicate the university's philosophy of fair and equitable treatment for all employees. Use the process outlined in this policy to address informal grievance issues with employees. Comply with the outlined grievance process and cooperate with the Committee to resolve the issue.

- Set expectations with employees in accordance with USU Policy 3001.

- Resolve employee performance issues or concerns at the lowest level in a fair and equitable manner.
- Provide relevant information during the grievance process when all informal efforts have not resolved the issue(s).

3.2 Office of Human Resources

~~Communicate the university's philosophy of fair and equitable treatment for all employees. Assist supervisors and employees in implementing this policy and act as the administrator of the formal process.~~

- Support supervisors and employees during performance management efforts.
- Receive grievances from eligible employees, review for applicability, and administer and process grievances in accordance with established policy and procedures.

3.3 Grievance Hearing Committee

~~Evaluate all formal grievances and meet with the staff employee and other relevant parties to review the issue(s). Coordinate with the assigned legal advisor and provide a written summary and determination to the university president.~~

- Review applicable grievances.
- Conduct fair and impartial hearings ensuring respect and equity in the process.
- Consult with the Office of General Counsel and the Office of Human Resources, as needed to clarify policy or procedural questions.
- Issue a determination to the president for final review.

3.4 University President

Make a final decision after reviewing the written summary and determination from the Committee.

3.5 Employees

~~Work closely with supervisor(s) to resolve grievances informally, where possible. Follow up all outlined grievance processes and cooperate with supervisor(s) and the Committee to resolve the issue.~~

- Coordinate with supervisors as part of performance expectations setting processes.
- Resolve concerns, questions, or issues quickly and informally with supervisors, where possible.
- File the Grievance in a timely matter and participate fully in the process with HR and the Grievance Hearing Committee in accordance with established policy and procedures.

3006.4 REFERENCES

- Utah Code Ann. § 67-21-3, *et seq.*
- Utah Code Ann. § 53H-3-902, et seq.
- USHE R831, Non-Faculty Employee Grievance Process

3006.5 RELATED USU POLICIES

- ~~Policy 2100: Affirmative Action/Equal Opportunity~~
- ~~Policy 2101: Discrimination based on Protected Characteristics~~
- USU Policy 3001: Setting Expectations and Managing Performance
- USU Policy 3002: Respectful Workplace
- USU Policy 3011: Reporting Improper Conduct and Retaliation
- ~~Policy 2102: Title IX Sexual Misconduct in an Employment or Education Program or Activity~~
- ~~Policy 2103: Non-Title IX Sexual Misconduct~~
- ~~Policy 3012: Required Reporting of Sexual Misconduct~~

- USU Policy 3305: Employment-at-Will
- USU Policy 3307: Introductory Period of Employment
- USU Policy 3309: Reduction in Force
- USU Policy 4006: Academic Due Process: Sanctions and Hearing Procedures
- ~~Policy 3310: Termination of Exempt and Non-exempt Staff~~

3006.6 DEFINITIONS

~~6.1 Adverse Action~~

~~An adverse action generally includes employment-related conduct that negatively affects an individual or group of individuals which results in being deprived of employment opportunities or would dissuade a reasonable person from engaging in protected activity. Examples of an adverse action, include but are not limited to the decrease or limitation of compensation, terms, conditions, promotions, or privileges of employment or discharge.~~

Arbitrary and Capricious Standard

Doing something according to one's will or whim (as in sudden, unpredictable change). An action or decision is arbitrary if it is not supported by logic or the necessary facts, or it is made in the absence of decision-making criteria consistent with USU policy and procedures. An action or decision is capricious if it is adopted without thought or reason or is irrational.

Demotion

A disciplinary action resulting in a reduction of a staff employee's current actual wage.

Extenuating Circumstances

Documented and compelling reasons outside a party's control that justify deviation from established timelines.

Grievance

A written request for review of a contested employment action limited to Demotion or Termination as defined under this policy.

Grievance Hearing

A review conducted by a Grievance Hearing Committee. Available for Grievances challenging a Demotion or Termination.

Termination

For this Policy, a dismissal or a reduction in force (USU Policy 3309: Reduction in Force) of a USHE (Utah System of Higher Education) institution benefit-eligible staff employee.

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

RESOURCES

Procedures

- ~~N/A~~3006-PR1: Staff Grievance Hearing Procedures
- Title IX Procedures
- ADA Accommodations Processes

Guidance

- ~~N/A~~None

Related Forms and Tools

- ~~N/A~~None

Contacts

- ~~N/A~~Sr. Associate Vice President of Human Resources

POLICY HISTORY

Original issue date: 1997/01/24

Last review date:~~-~~ ~~2022/10/14~~2026/

Next scheduled review date:~~-~~ 2029/06/01

Previous revision dates: 1997/01/24, 2010/03/26, 2022/10/14

University Policy 3006: Staff Employee Grievance

Category: Human Resources
Subcategory: Rights & Responsibilities
Covered Individuals: Benefit-Eligible, Staff Employees
Responsible Executive: Executive Vice President and Chief Operating Officer
Policy Custodian: Office of Human Resources, Sr. Associate Vice President of Human Resources
Last Revised: 2022/10/14
Previous USU Policy Number: 325: Staff Employee Grievance

3006.1 PURPOSE AND SCOPE

Utah State University (USU) embraces the philosophy of fair, respectful, and equitable treatment for all university employees (USU Policy 3002: Respectful Workplace). This grievance policy provides benefit-eligible, staff employees a formal review process for adverse actions taken against them when informal attempts to resolve complaints have not achieved a satisfactory result.

3006.2 POLICY

2.1 Eligibility and Filing

Benefit-eligible staff employees may file grievances under this policy. Faculty and at-will personnel (USU Policy 3305: Employment-at-Will) are not eligible to file grievances under this policy.

However, before filing a grievance, staff employees are required to make the best efforts and attempt to resolve problems or complaints informally with their immediate supervisor or the next higher level of supervision. Only when the staff employee has not received satisfactory resolution of his/her problem through informal methods should this formal review process be used as outlined in section 2.3.4. Only adverse actions, as defined in this policy, are eligible for review. The Office of Human Resources is available to consult with supervisors and/or staff employee regarding employment issues or concerns where needed.

Allegations of discrimination in violation of USU Policy 2100: Affirmative Action/Equal Opportunity or Policy 2101: Discrimination based on Protected Characteristics, and allegations related to Sexual Misconduct in violation of
Policies 2102 or 2103 must be processed under their respective policies, and such allegations are ineligible for this formal review process. The Office of Human Resources and/or the Grievance committee shall refer the party who is presenting such allegations to the Civil Rights and Title IX Office. Allegations of abusive conduct in violation of USU Policy 3002: Respectful Workplace shall be referred to and administered by the Office of Human Resources. Furthermore, a grievance hearing committee will not consider such allegations if presented during the formal review process.

Grievances must be filed within the timelines set forth below in section 2.3.4. Grievances filed outside the applicable timeframe are ineligible for review by a grievance hearing committee.

2.2 Prohibited Acts

Any action where the primary purpose is to discourage an individual from filing a grievance or from participating in the formal review process, is prohibited. Likewise, taking adverse action towards an employee or participant who has filed or participated in the formal review process is prohibited.

2.3 Grievance Process

2.3.1 Administrator and Coordinator

The Office of Human Resources serves as the administrator and coordinator for the grievance process. If any steps in this policy are impractical for any reason, a representative of the Office of Human Resources will suggest an alternative process which, to the extent possible, will assure the grieving staff employee fair and adequate consideration of the problem or complaint.

2.3.2 Advisor

The Office of General Counsel, or its designee, serves as the legal advisor to grievance hearing committees.

2.3.3 Reasonable Time Off

Employees will be given reasonable time off, with pay, during scheduled working hours to participate in the grievance process.

2.3.4 Process Steps and Timelines

(1) To initiate a formal grievance, the staff employee must submit a written explanation of his/her complaint(s) and a description of the informal efforts attempted to resolve the complaint(s), including supervisory/management responses, to the Associate Vice President of Human Resources within 60 calendar days of the incident or issue. Grievances regarding involuntary termination will be handled under USU Policy 3310: Termination of Exempt and Non-exempt Staff, and must be filed within 30 days from the date of the incident or issue which led to the dismissal.

(2) The complainant must specify the adverse action taken against them and what university policy was violated through the adverse action.

(3) Within five (5) working days of receiving the written grievance, the Associate Vice President of Human Resources, or his/her representative, will coordinate the formation of a Grievance Hearing Committee, hereafter referred to as 'the Committee', comprised of three (3) staff employees appointed by the USU Staff Employee Association (SEA) president.
The chair of the Committee will be one of the representatives on the Committee from the employee group to which the complainant belongs (exempt or non-exempt) and will be named by the USU SEA president.
No member of the Committee may be in the same department or have a conflict of interest to any party of the grievance.

(4) The Associate Vice President of Human Resources—or their representative—will provide a formal notice of the hearing (with the date, time, and procedures) to involved parties; they will distribute grievance related documents to the Committee and any other relevant parties.

(5) Within 15 working days of distributing the grievance documents, the Committee will hold a hearing with the grieving staff employee, the employee against whom the complaint is made, and any other witnesses or relevant parties. All parties have the right to be present during any oral statements considered by the Committee and have access to relevant information presented.

(6) Each side will be provided time to present opening and closing statements, and submit any information that supports their claim. Parties are responsible for providing and explaining relevant evidence to the Committee. The Committee may elect to not review evidence that is unexplained or appears irrelevant.

(7) Each party shall have the right to question witnesses. Committee members have the right to ask questions during the hearing. The Committee chair will determine if a particular line of questioning is relevant.

(8) Each party is responsible for providing their own witnesses. It is within the discretion of the Committee to deny hearing from a witness who has duplicate or non-relevant information.

(9) Each party has the right to have present any one person as an advisor of their choice throughout the hearing. Advisors are permitted to advise and counsel their respective parties but are not permitted to argue the case or question witnesses.

(10) Within 10 working days after the meeting, the Committee will prepare and submit to the university president a written summary of the hearing. This summary will include their determination of whether adverse action occurred against the complainant, and if so, which university policy was violated. A courtesy copy of the Committee's decision will be provided to each party.

(11) Within 10 working days of receiving the written summary, the university president will complete **one** of the following:

(a) Ratify the Committee's determination.

(b) Return the written summary to the Committee for reconsideration or clarification. The Committee will reconvene and review the case within 15 working days, and resubmit a recommendation to the president, who will then render a final decision within 10 working days.

(c) Reject the determination of the Committee, with stated reasons.

The president's decision will be final and binding. The president's office will then submit a copy of the written final decision to: the Office of Human Resources, the staff employee with the grievance, the employee against whom the complaint was made, the immediate supervisor(s) involved, the chair of the Committee, and any other relevant department heads.

3006.3 RESPONSIBILITIES

3.1 Supervisors, Department Heads, Deans, or Vice Presidents

Communicate the university's philosophy of fair and equitable treatment for all employees. Use the process outlined in this policy to address informal grievance issues with employees. Comply with the outlined grievance process and cooperate with the Committee to resolve the issue.

3.2 Office of Human Resources

Communicate the university's philosophy of fair and equitable treatment for all employees. Assist supervisors and employees in implementing this policy and act as the administrator of the formal process.

3.3 Grievance Hearing Committee

Evaluate all formal grievances and meet with the staff employee and other relevant parties to review the issue(s). Coordinate with the assigned legal advisor and provide a written summary and determination to the university president.

3.4 University President

Make a final decision after reviewing the written summary and determination from the Committee.

3.5 Employees

Work closely with supervisor(s) to resolve grievances informally, where possible. Follow up all outlined grievance processes and cooperate with supervisor(s) and the Committee to resolve the issue.

3006.4 REFERENCES

- Utah Code Ann. § 67-21-3, *et seq*.

3006.5 RELATED USU POLICIES

- Policy 2100: Affirmative Action/Equal Opportunity
- Policy 2101: Discrimination based on Protected Characteristics
- Policy 3002: Respectful Workplace
- Policy 2102: Title IX Sexual Misconduct in an Employment or Education Program or Activity
- Policy 2103: Non-Title IX Sexual Misconduct
- Policy 3012: Required Reporting of Sexual Misconduct
- Policy 3305: Employment-at-Will
- Policy 3310: Termination of Exempt and Non-exempt Staff

3006.6 DEFINITIONS

6.1 Adverse Action

An adverse action generally includes employment-related conduct that negatively affects an individual or group of individuals which results in being deprived of employment opportunities or would dissuade a reasonable person from engaging in protected activity. Examples of an adverse action, include but are not limited to the decrease or limitation of compensation, terms, conditions, promotions, or privileges of employment or discharge.

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

RESOURCES

Procedures

- N/A

Guidance

- N/A

Related Forms and Tools

- N/A

Contacts

- N/A

POLICY HISTORY

Original issue date: 1997/01/24

Last review date: 2022/10/14

Next scheduled review date:

Previous revision dates: 1997/01/24, 2010/03/26, 2022/10/14

UtahStateUniversity

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MEMORANDUM

TO: Utah State University Board of Trustees
FROM: Jessica Oyler, Vice President & Chief of Staff
Doug Bullock, Sr. Associate Vice President of Human Resources
DATE: November 6, 2026
RE: Revisions to Policy 3115: Phased Retirement Program

BACKGROUND: The Phased Retirement Program outlined in USU Policy 3115 supports staffing flexibility consistent with overall university and individual department needs, provides benefit-eligible employees with an opportunity to partially retire or retire in planned stages while continuing to provide service to the university in their area of expertise.

This policy was revised in March 2025. During that revision, a key sentence was inadvertently deleted. This sentence supports a core principle of this policy and ensures no phased retirement exceeds 3 years. This information existed in the previous version prior to March 2025.

KEY PROVISIONS: In Section 2.1, a sentence was added to the end of the first paragraph: "The term of the phased retirement period will be clearly defined in the Phased Retirement Agreement but will in no case extend beyond three (3) years."

The Office of Human Resources will continue to educate employees through the retirement process and utilize current channels of communication (e.g., the Memo, training, website, etc.).

ACTION: USU Policy 3115: Phased Retirement Program has been developed by the processes outlined in USU Policy 1001: University Policy System. The University Leadership Council approved this policy during the October 14, 2026, meeting. The President recommends that the Board of Trustees approve the revisions to USU Policy 3115: Phased Retirement Program.

ATTACHMENTS:
Policy 3115 proposed revisions
Policy 3115 red-lined version
Policy 3115 current version

University Policy 3115: Phased Retirement Program

Category: Human Resources

Subcategory: Benefits

Covered Individuals: Benefit-Eligible Employees

Responsible Executive: Vice President and Chief of Staff

Policy Custodian: Office of Human Resources, Sr. Associate Vice President of Human Resources

Last Revised: 2026/MM/DD

Previous USU Policy Number: 368

3115.1 PURPOSE AND SCOPE

Utah State University's (USU's) Phased Retirement Program supports staffing flexibility consistent with overall University and individual department needs, provides benefit-eligible employees with an opportunity to partially retire or retire in planned stages while continuing to provide service to the University in their area of expertise.

3115.2 POLICY

2.1 Eligibility

The Phased Retirement Program is available to USU benefit-eligible employees who are at least 55 years of age and have completed at least five (5) years of continuous service for USU immediately before participation in the Phased Retirement Program. The term of the phased retirement period will be clearly defined in the Phased Retirement Agreement but will in no case extend beyond three (3) years.

Employees who enter the Phased Retirement Program agree to a reduced full-time equivalent (FTE) of at least one-fifth but not lower than 0.5 FTE. The employee's FTE cannot be increased during the Phased Retirement Program, although it may be decreased.

2.2 Initiation of the Phased Retirement Agreement

Participation in the Phased Retirement Program is not an entitlement, or a right, but is subject to administrative approval of the terms and conditions within the written Phased Retirement Agreement that is placed in the employee's personnel file. Eligible employees desiring to participate in this program must advise their immediate supervisor and appropriate department head or director as soon as possible before the proposed date of phased retirement. Academic-year appointments may only begin Phased Retirement on January 1 or July 1 of any year unless a different date is mutually agreed upon in writing by the department head, dean, and provost in consultation with the Office of Human Resources.

While University administrators consider all requests to participate in the Phased Retirement Program, the nature of the employee's working assignment may not lend itself to a reduced schedule or a reduction in responsibilities. In addition, other practical considerations (e.g., the impact of existing phased retirement participants on the unit or department, lack of office space or laboratory facilities, funding considerations, etc.) may preclude approval of Phased Retirement requests.

When a Phased Retirement request is approved, the department sends a request to the Office of Human Resources to prepare the Phased Retirement Agreement ("Agreement"). The request should include the reduced schedule and any adjustments to the employee's responsibilities.

2.3 Phased Retirement Incentives

2.3.1 Salary Payments

Salary payments during the phased retirement period will be the salary base just before phased retirement multiplied by the FTE percentage defined in the Phased Retirement Agreement. This portion of the salary may be increased during the phased retirement period based on University guidelines for annual salary increases.

2.3.2 Benefits

While participating in the Phased Retirement Program, participants are entitled to the same status and employment-related benefits at the same level attained before the effective date of the Agreement. However, any applicable vacation and sick leave will be earned on a pro-rata basis according to FTE.

2.3.3. Restrictions

Pay for summer months for academic-year appointments is calculated at the same reduced FTE. Employees on phased retirement are not eligible for Extra Service Compensation (ESC). Phased retirement cannot be used in conjunction with the Early Retirement Incentive Program. Employees cannot transition from Phased Retirement to the Early Retirement Incentive Program (see USU Policy 3113: Early Retirement Incentive Program).

3115.3 RESPONSIBILITIES

3.1 Immediate Supervisors, Department Heads and Directors

Notify and coordinate with the Office of Human Resources on approved requests for phased retirement to facilitate the necessary documentation to complete the process.

3.2 Employees

Request participation in the Phased Retirement Program by notifying their immediate supervisor and appropriate department head or director. Coordinate with the Office of Human Resources to complete the Phased Retirement Agreement.

3.3 Office of Human Resources

Advise, draft, and implement the Phased Retirement Agreement to support the department and employee.

3115.4 REFERENCES

- Utah Code Ann. § 49-11-1201, *et seq.*, Post Retirement Employment Restrictions Act
- Utah Code Ann. § 49-11-1301, *et seq.,* Phased Retirement

3115.5 RELATED USU POLICIES

- Policy 3113: Early Retirement Incentive Program

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

RESOURCES

Contacts

- Senior Associate Vice President of Human Resources, Doug Bullock

POLICY HISTORY

Original issue date: 2002/09/01

Last review date: 2026/MM/DD

Next scheduled review date: 2028/03/01

Previous revision dates: 2018/01/12, 2002/09/01, 2025/03/17

University Policy 3115: Phased Retirement Program

Category: Human Resources

Subcategory: Benefits

Covered Individuals: Benefit-Eligible Employees

Responsible Executive: Vice President ~~for Finance and Administrative Services~~and Chief of Staff

Policy Custodian: Office of Human Resources, ~~Senior~~ Sr. Associate Vice President of Human Resources

Last Revised: ~~2025/03/17~~2026/MM/DD

Previous USU Policy Number: 368~~: Phased Retirement Program~~

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Next scheduled review date: 2028/03/01

Previous revision dates: 2018/01/12, 2002/09/01, 2025/03/17

University Policy 3115: Phased Retirement Program

Category: Human Resources
Subcategory: Benefits
Covered Individuals: Benefit-Eligible Employees
Responsible Executive: Vice President for Finance and Administrative Services
Policy Custodian: Office of Human Resources, Senior Associate Vice President of Human Resources
Last Revised: 2025/03/17
Previous USU Policy Number: 368: Phased Retirement Program

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Utah State University's (USU's) Phased Retirement Program supports staffing flexibility consistent with overall university and individual department needs, provides benefit-eligible employees with an opportunity to partially retire or retire in planned stages while continuing to provide service to the university in their area of expertise.

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POLICY HISTORY

Original issue date: 2002/09/01

Last review date: 2025/03/17

Next scheduled review date: 2027/01/01

Previous revision dates: 2018/01/12, 2002/09/01

UtahStateUniversity

Board of Trustees

Tessa White, Chair | *Gina Gagon,* Vice Chair
Max Alder | *Ryan Dent* | *Brett Hugie*
David H. Huntsman | *Luke Johnson* | *Kacie Malouf*
David A. Petersen | *Jacey Skinner* | *Clark Whitworth*
Janalyn Brown, Secretary

EXECUTIVE MEMORANDUM

TO: Utah State University Board of Trustees
FROM: David T. Cowley, Vice President for Finance and Administrative Services
DATE: November 6, 2026
RE: Annual Vehicle Fleet and Motor Pool Report

FOR INFORMATION PURPOSES ONLY. NO ACTION REQUIRED.

In accordance with Utah System of Higher Education Policy R557, Motor Vehicles, the annual vehicle fleet and motor pool report is presented below for review by the Board of Trustees.

Vehicle Fleet

- As of the close of Fiscal Year 2026, Utah State University maintains a statewide fleet of 783 vehicles. Each vehicle is recorded in the State Division of Fleet Operations database. The database includes detailed information for every vehicle, including its description, license plate number, year, make, model, and assigned operator or department.

Motor Pool - Logan

- The Logan Campus Motor Pool currently operates with 60 vehicles for short-term rentals, including 43 hybrid vehicles and one electric vehicle, reflecting a continued emphasis on fuel efficiency.
- Fiscal Year 2026, Motor Pool revenues totaled $1,992,235 and expenditures totaled $2,027,103.
- Motor Pool rates are set to be as low as possible while ensuring the operation maintains a break-even status. The current rates are as follows:

Vehicle Type	Daily Rate (up to 100 miles)	Per Mile Rate (in excess of 100 miles per day)
Sedan	$70.00	$0.70
Minivan	$72.00	$0.72
Accessible Van W/ Lift	$57.00	$0.57
SUV	$83.00	$0.83
Pickup	$86.00	$0.86
Minibus	$94.00	$0.94

- The average FY26 vehicle utilization for USU Motor Pool vehicles is 9,265 miles per car.

Tessa White, Chair | *Gina Gagon,* Vice Chair
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Janalyn Brown, Secretary

MEMORANDUM

TO: Utah State University Board of Trustees
FROM: David T. Cowley, Vice President for Finance and Administrative Services
DATE: November 6, 2026
RE: Report of Investments for July 2026

FOR INFORMATION PURPOSES ONLY. NO ACTION REQUIRED.

In accordance with Utah Board of Higher Education Policy R541, Management and Reporting of Institutional Investments, institutional boards are required to receive monthly investment reports.

The following is a report of Utah State University's investment holdings for the month ended July 2026. Investments are executed in accordance with the State Money Management Act, Rules of the State Money Management Council, and Uniform Prudent Management of Institutions Funds Act.

Attachments:
Signature Page
Investment Pool Holding Totals
Funds Separately Invested
Bonded Debt Investments

Finance & Administrative Services
UtahStateUniversity

Office of the Vice President

UTAH STATE UNIVERSITY
REPORT OF INVESTMENTS
July 2026

The following report is a list of Utah State University's investment holdings for the month ended July 2026. To the best of my knowledge, Utah State University is in compliance with the Utah State Money Management Act, Rules of the Utah State Money Management Council, Utah State Uniform Prudent Management of Institutional Funds Act, and Utah Board of Higher Education and University policies.

Wendy Keller

Wendy Keller
Controller

10/15/2026

Date

David T. Cowley
Vice President
for Finance and Administrative Services

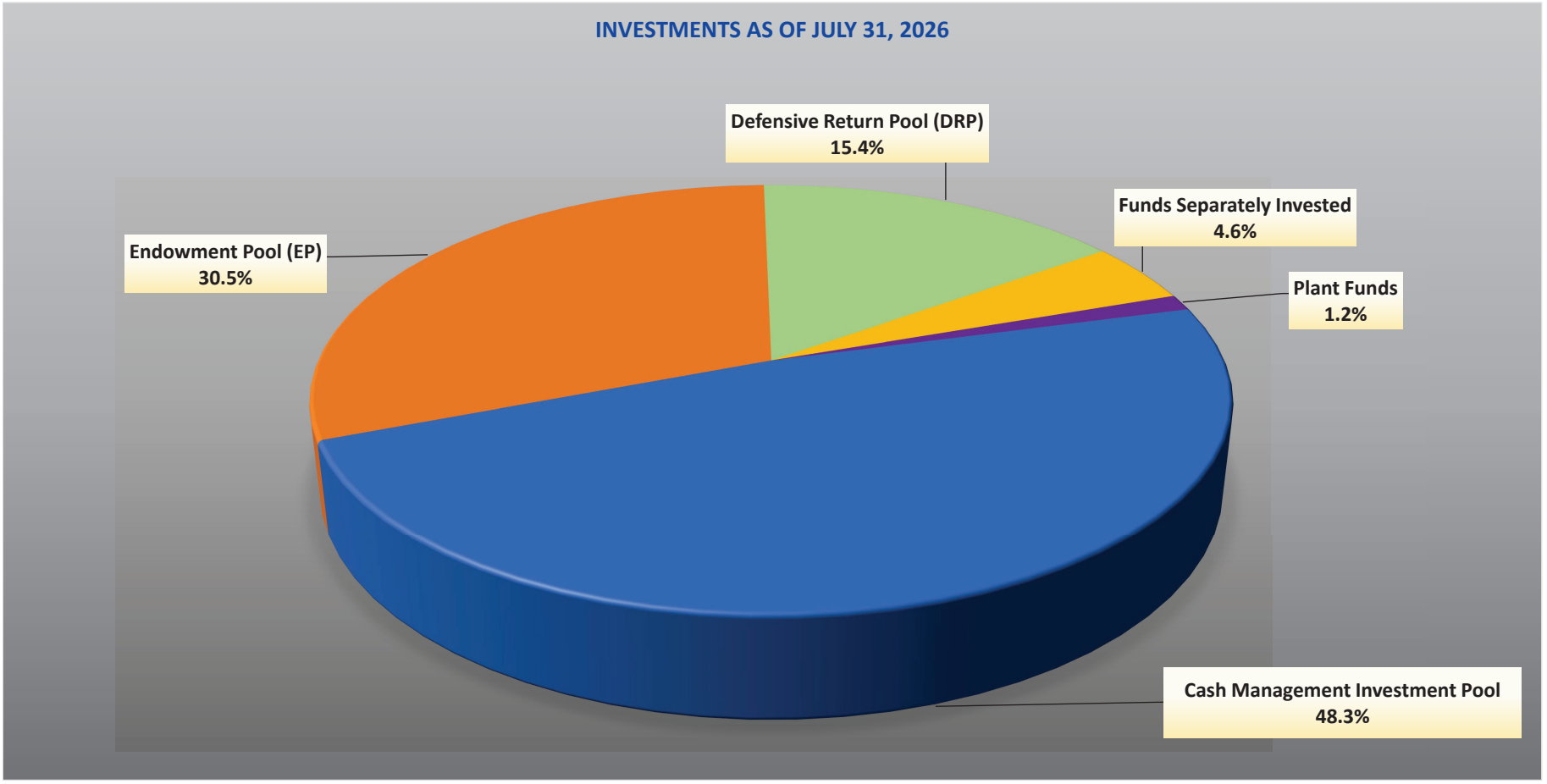
10/15/2026

Date

Finance & Administrative Services
UtahStateUniversity

USU Investment Pools
July 31, 2026

Investment Pool Holding Totals		July 2026 Fair Value
Cash Management Investment Pool		$588,636,989
Endowment Pool (EP)	*(Does not include $1.8 M invested in CMIP)*	372,374,722
Defensive Return Pool (DRP)	*(Does not include $60.9 M invested in CMIP)*	187,610,535
Funds Separately Invested	*(Donor Restricted Individual Securities, Donor Required External Management)*	55,573,098
Plant Funds	*(Bond Proceeds during Construction and Debt Service Reserves)*	14,474,347
Total		**$1,218,669,691**

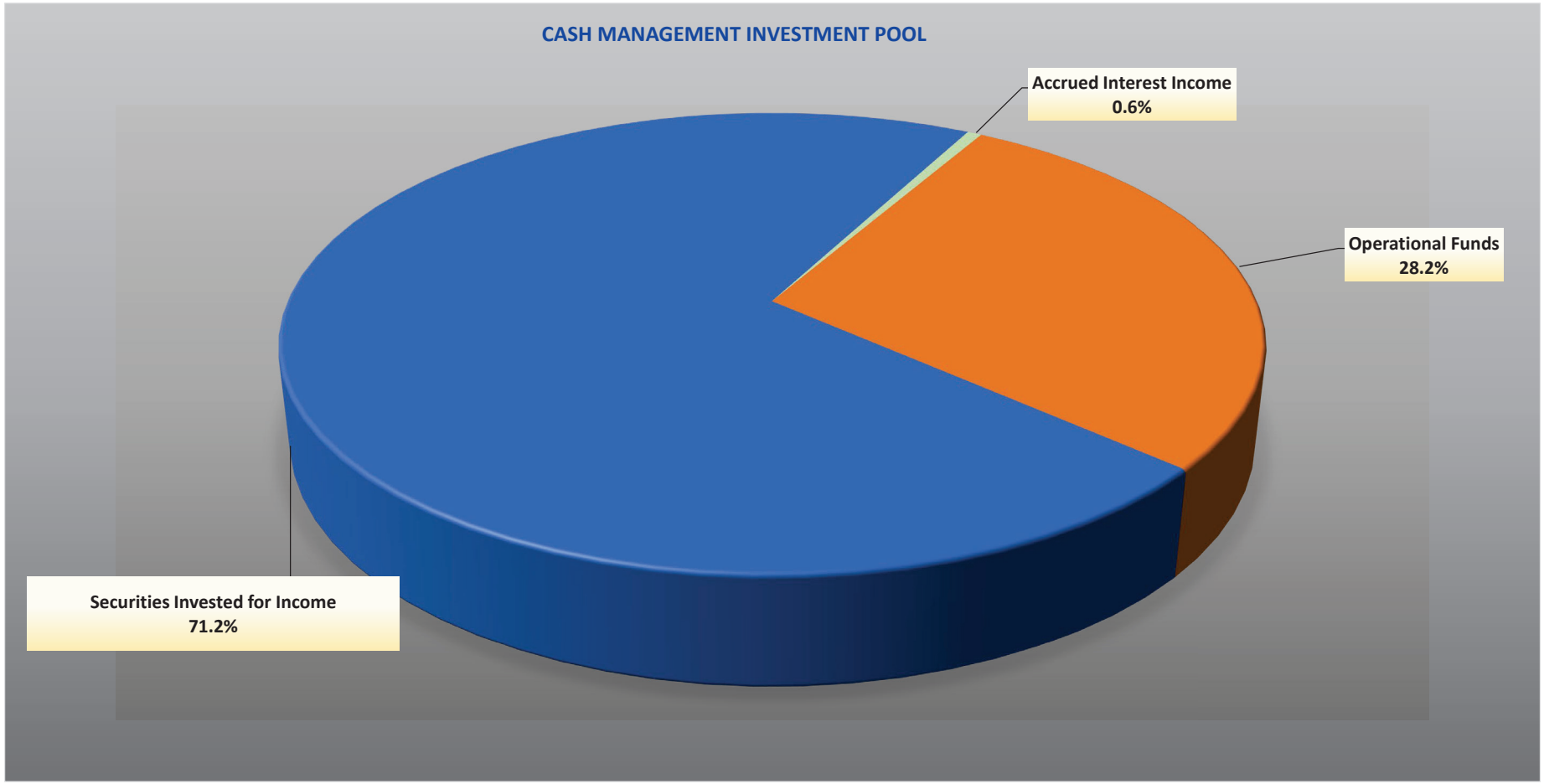


Finance & Administrative Services
UtahStateUniversity

Cash Management Investment Pool
July 31, 2026

Investment Pool Holding Totals		Annualized Yield	July 2026 Par Value	July 2026 Cost Basis	July 2026 Fair Value	Unrealized (G/L)*
Operational Funds	*(Cash and Cash equivalents & investments where maturities are one year or less)*		$166,253,000	$166,374,364	$166,127,084	($247,280)
Securities Invested for Income	*(Investments intended to generate a consistent stream of income year over year with maturities between one and ten years)*		442,495,000	442,587,810	419,239,148	(23,348,662)
Accrued Interest Income					3,270,757	
Total		***3.24%***	**$608,748,000**	**$608,962,174**	**$588,636,989**	**($23,595,942)**

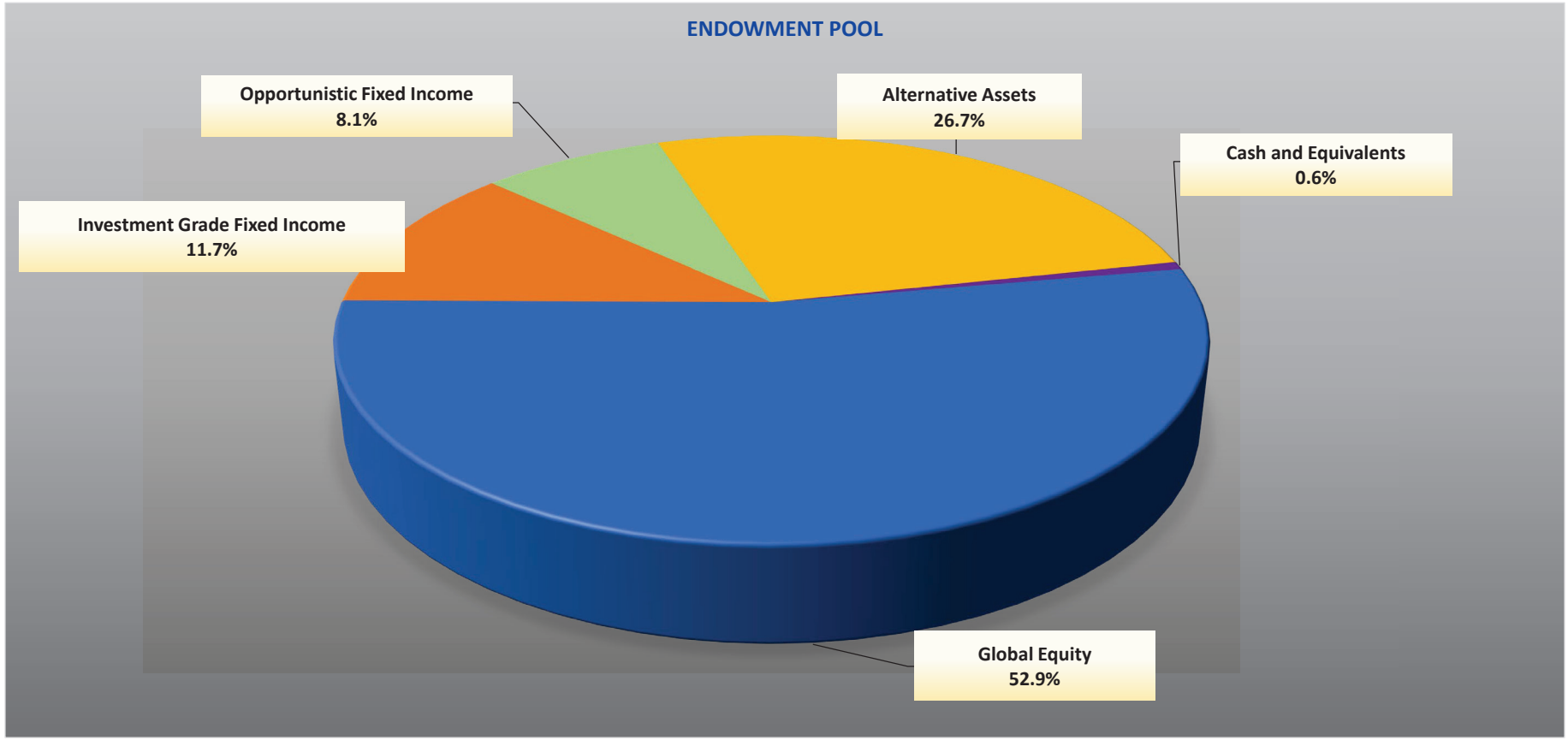
** Changes in unrealized gains or losses are based on the difference between the cost and current fair value. Like other public institutions, Utah State University practices a buy and hold to maturity strategy, therefore at maturity, principal balances will be returned at full par value. All investments are in compliance with the State of Utah Money Management Act.*



Finance & Administrative Services
UtahStateUniversity

Endowment Pool
July 31, 2026

Investment Pool Holding Totals	Change From Prior Year: July 2025 Fair Value	Change From Prior Year: July 2026 Fair Value	Change From Prior Year: Net Change from Prior Year	Change From Prior Month: June 2026 Fair Value	Change From Prior Month: July 2026 Fair Value	Change From Prior Month: Net Change from Prior Month
Global Equity	$163,541,021	$198,049,764		$194,935,260	$198,049,764	
Investment Grade Fixed Income	36,363,843	43,912,672		58,070,055	43,912,672	
Opportunistic Fixed Income	29,759,697	30,198,259		30,568,027	30,198,259	
Alternative Assets	88,317,334	99,691,481		100,508,042	99,691,481	
Cash and Equivalents	2,730,871	2,315,075		1,520,627	2,315,075	
Total	**$320,712,766**	**$374,167,251**	**$53,454,485**	**$385,602,011**	**$374,167,251**	**($11,434,760)**

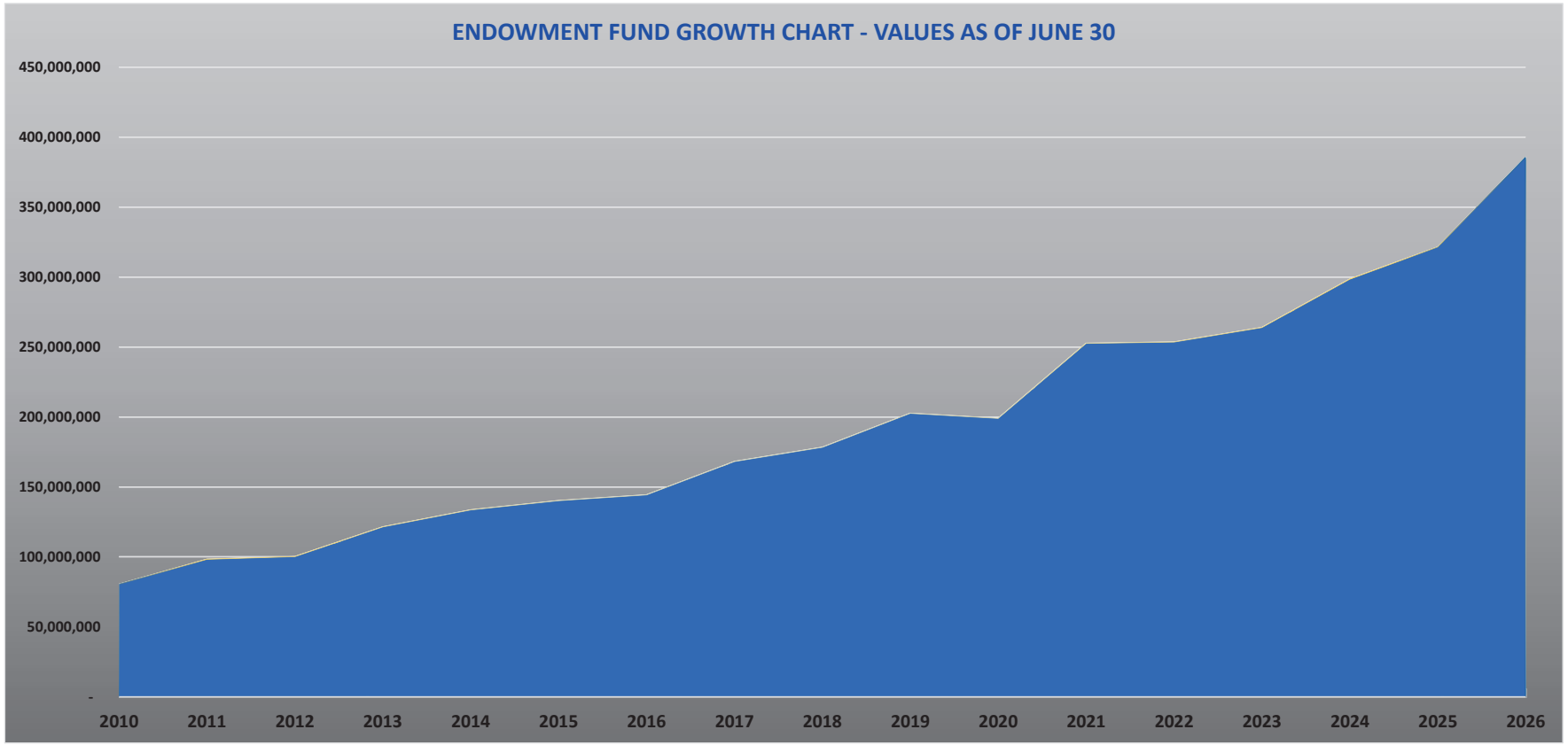


Finance & Administrative Services
UtahStateUniversity

Endowment Pool

July 31, 2026

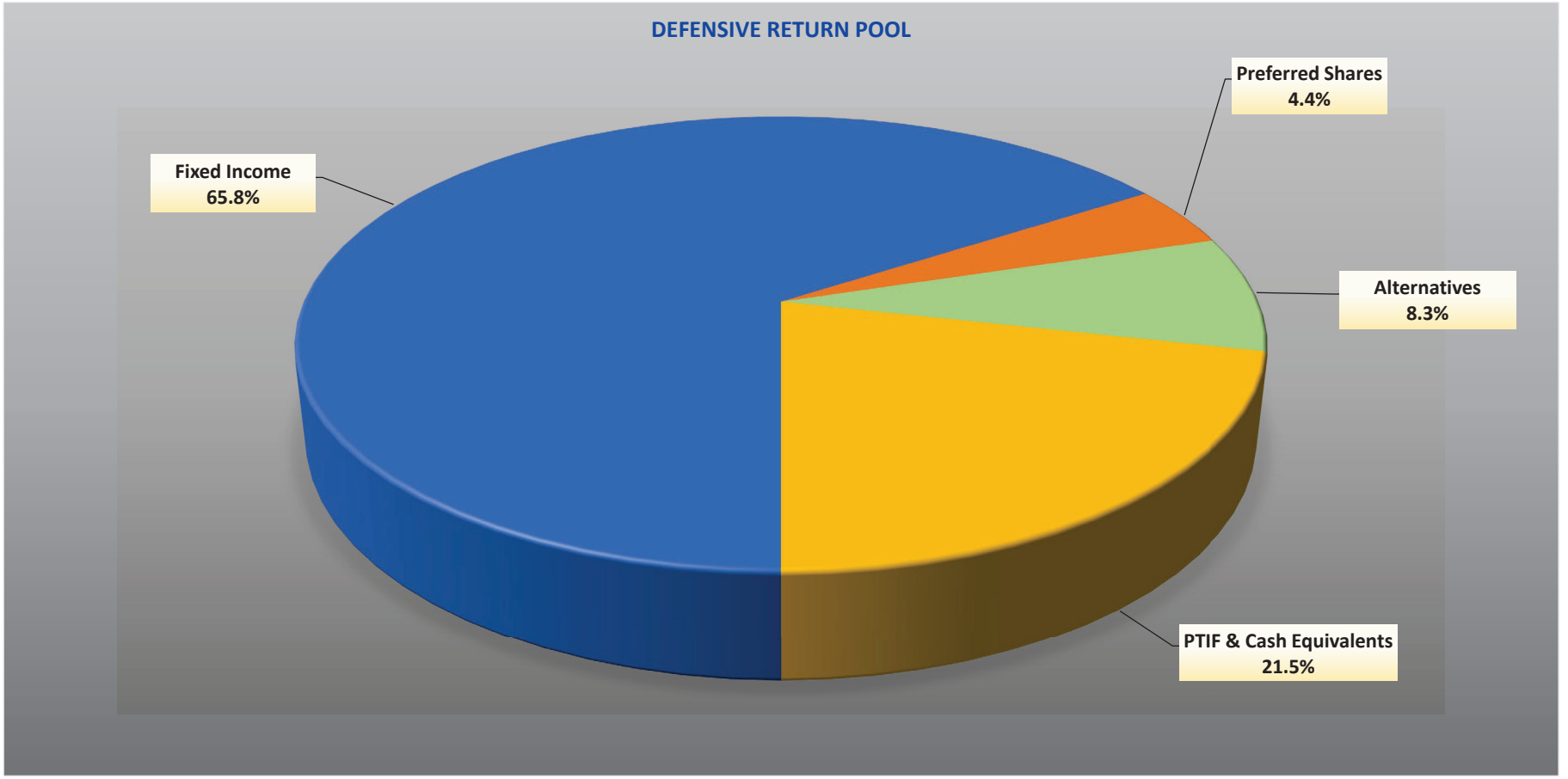
	Asset Allocation		Performance as of July 31, 2026			
Investment Pool Holding Totals	**Current Allocation**	**Target**	**1 Year %**	**3 Years %**	**5 Years %**	**10 Years %**
Global Equity	52.9%	48.0%				
Investment Grade Fixed Income	11.7%	11.5%				
Opportunistic Fixed Income	8.1%	7.5%				
Alternative Assets	26.7%	33.0%				
Cash and Equivalents	0.6%	0.0%				
Total Fund Aggregate	100%	100%	**13.0%**	**9.8%**	**7.1%**	**8.4%**
Benchmark			**17.0%**	**12.7%**	**8.0%**	**9.0%**



Finance & Administrative Services
UtahStateUniversity

Defensive Return Pool
July 31, 2026

Investment Pool Holding Totals		June 2026 Fair Value	July 2026 Fair Value	Net Change in Fair Value
Fixed Income	*(Includes $60.9 M invested in CMIP)*	$182,734,786	$163,700,607	
Preferred Shares		10,887,520	10,817,555	
Alternatives		20,961,858	20,540,148	
PTIF & Cash Equivalents		52,312,060	53,427,502	
Total		**$266,896,224**	**$248,485,812**	**($18,410,412)**

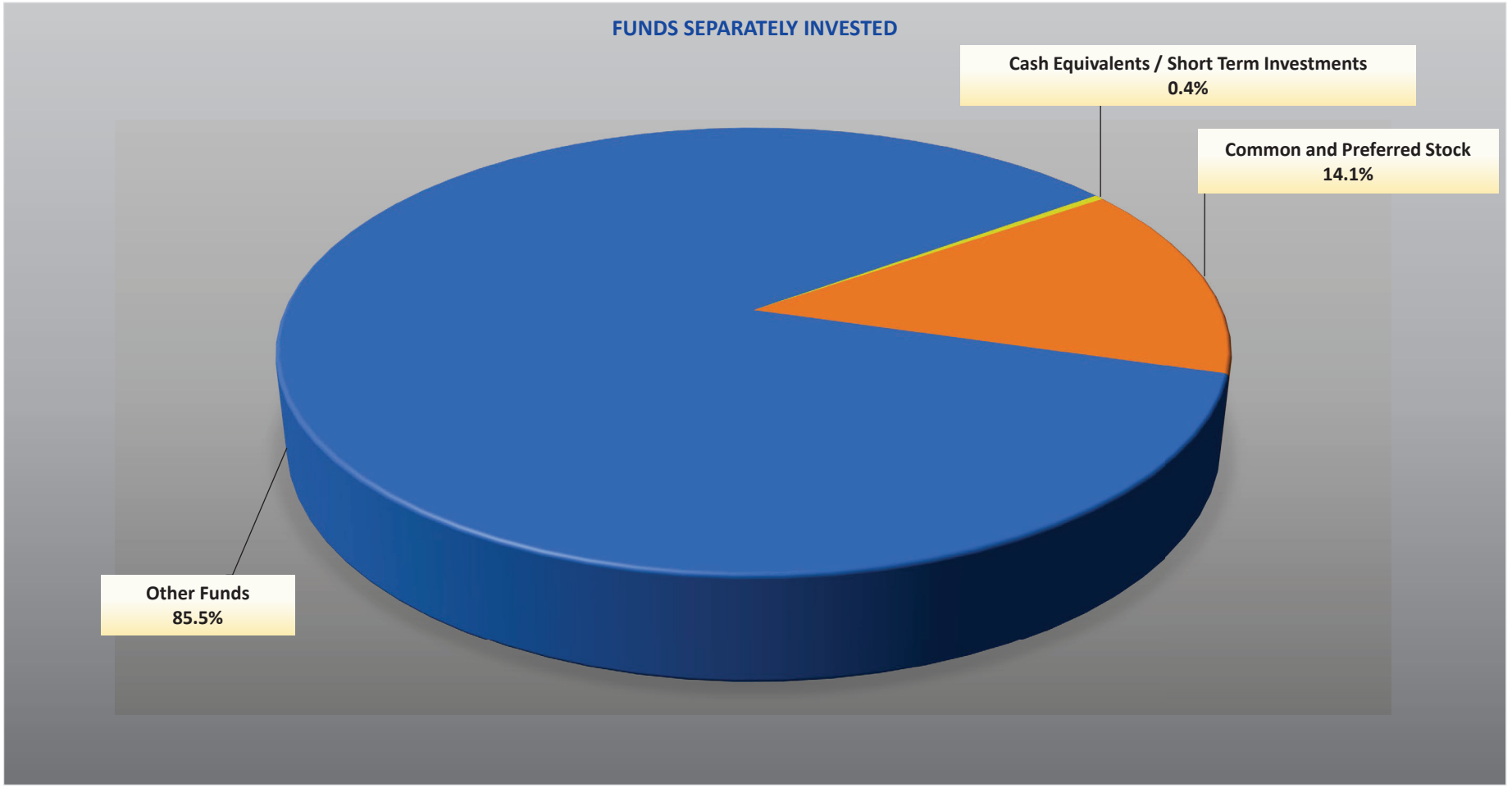


Finance & Administrative Services
UtahStateUniversity

Funds Separately Invested
July 31, 2026

Funds Separately Invested*	July 2026 Cost Basis	July 2026 Fair Value	Change in Unrealized (G/L)
Cash Equivalents / Short Term Investments	$200,149	$200,149	
Common and Preferred Stock	7,169,026	7,882,142	
Other Funds	10,533,719	47,490,807	
Total	**$17,902,894**	**$55,573,098**	**$37,670,204**

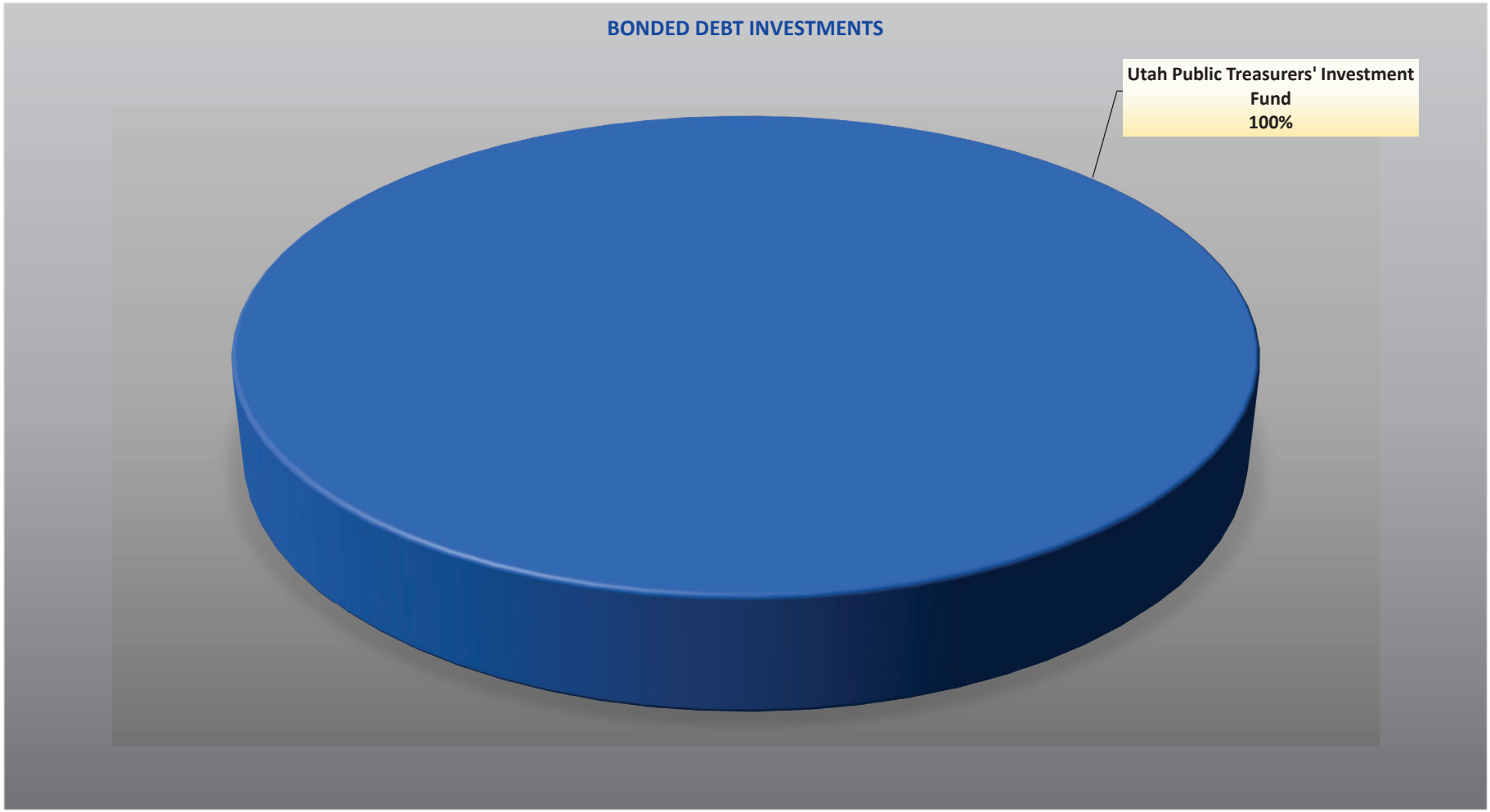
** Funds Separately Invested primarily consists of donor restricted individual securities donated to the University and managed by outside investment managers.*



Finance & Administrative Services
UtahStateUniversity

Bonded Debt Investments
July 31, 2026

Bonded Debt Investments		June 2026 Fair Value	July 2026 Fair Value	Net Change in Fair Value
Utah Public Treasurers' Investment Fund	*(Bond Proceeds during Construction and Debt Service Reserves)*	$14,426,291	$14,474,347	
Total		**$14,426,291**	**$14,474,347**	**$48,056**



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MEMORANDUM

TO: Utah State University Board of Trustees
FROM: David T. Cowley, Vice President for Finance and Administrative Services
DATE: November 6, 2026
RE: Report of Investments for August 2026

FOR INFORMATION PURPOSES ONLY. NO ACTION REQUIRED.

In accordance with Utah Board of Higher Education Policy R541, Management and Reporting of Institutional Investments, institutional boards are required to receive monthly investment reports.

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UTAH STATE UNIVERSITY
REPORT OF INVESTMENTS
August 2026

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Wendy Keller

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10/15/2026

Date

David T. Cowley
Vice President
for Finance and Administrative Services

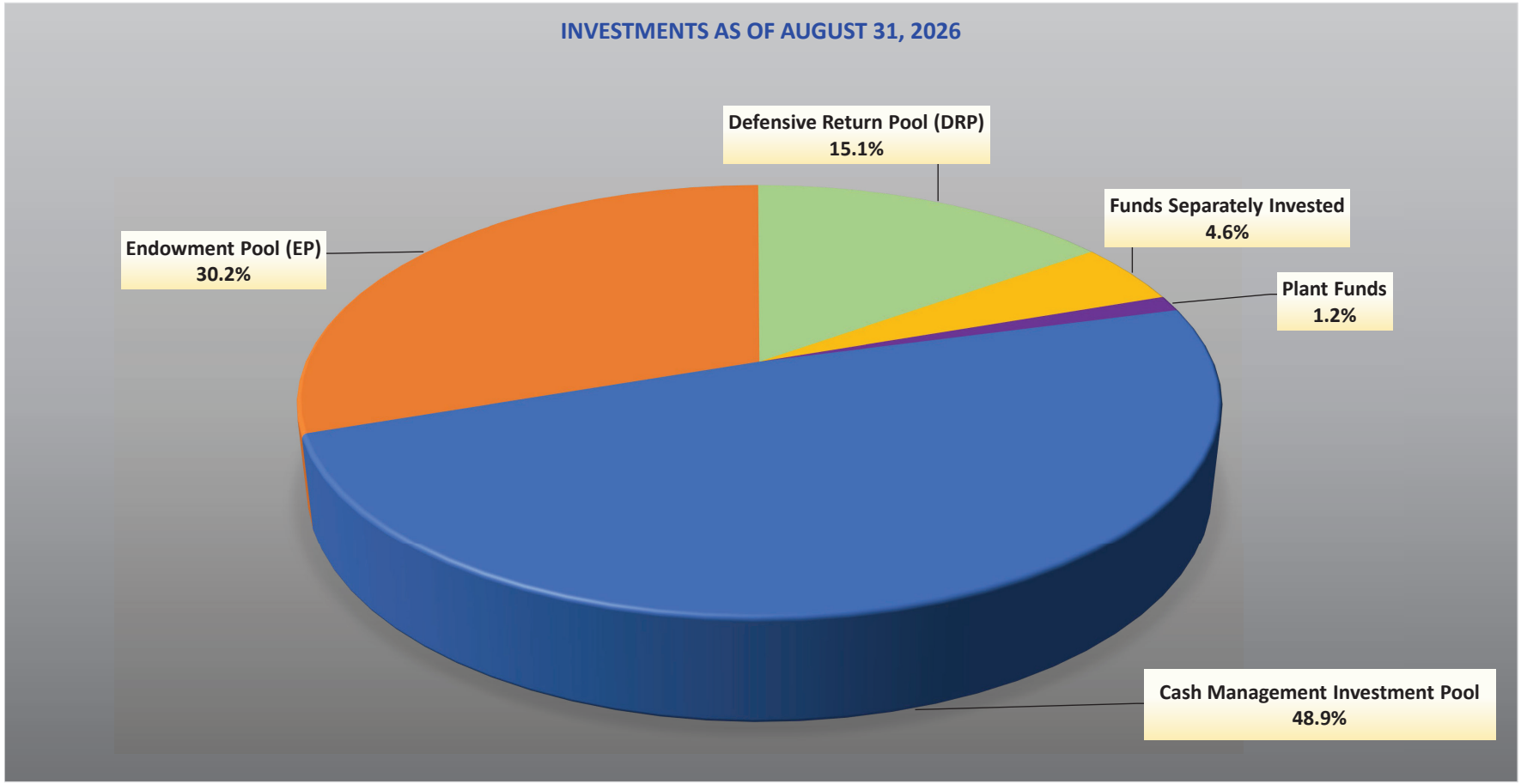
10/15/2026

Date

Finance & Administrative Services
UtahStateUniversity

USU Investment Pools
August 31, 2026

Investment Pool Holding Totals		August 2026 Fair Value
Cash Management Investment Pool		$607,321,944
Endowment Pool (EP)	*(Does not include $2.4 M invested in CMIP)*	375,114,933
Defensive Return Pool (DRP)	*(Does not include $67.6 M invested in CMIP)*	188,091,237
Funds Separately Invested	*(Donor Restricted Individual Securities, Donor Required External Management)*	56,775,087
Plant Funds	*(Bond Proceeds during Construction and Debt Service Reserves)*	14,456,972
Total		**$1,241,760,173**

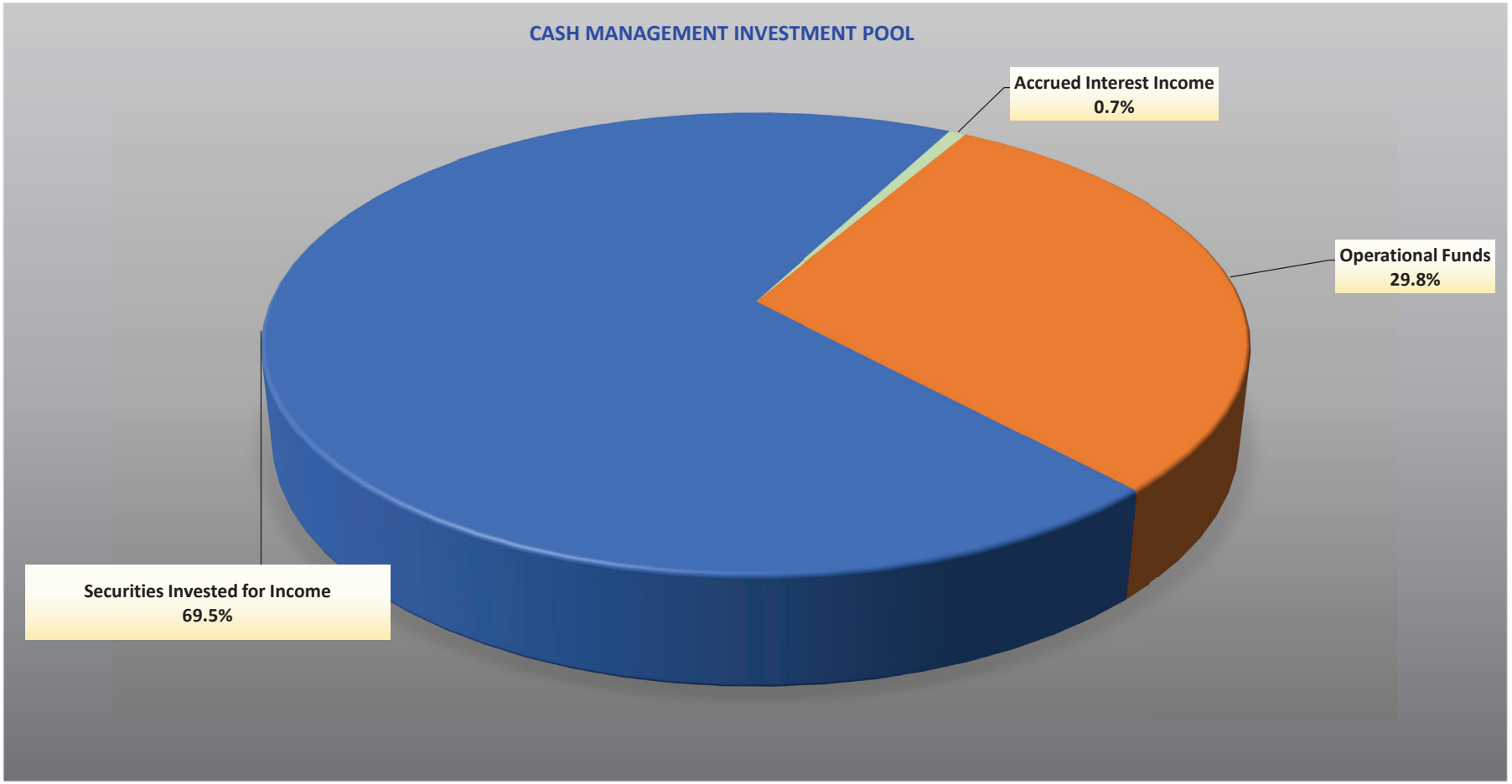


Finance & Administrative Services
UtahStateUniversity

Cash Management Investment Pool
August 31, 2026

Investment Pool Holding Totals		Annualized Yield	August 2026 Par Value	August 2026 Cost Basis	August 2026 Fair Value	Unrealized (G/L)*
Operational Funds	*(Cash and Cash equivalents & investments where maturities are one year or less)*		$181,253,000	$181,366,798	$181,170,063	($196,735)
Securities Invested for Income	*(Investments intended to generate a consistent stream of income year over year with maturities between one and ten years)*		445,625,000	445,595,262	422,142,095	(23,453,167)
Accrued Interest Income					4,009,786	
Total		***3.32%***	**$626,878,000**	**$626,962,060**	**$607,321,944**	**($23,649,902)**

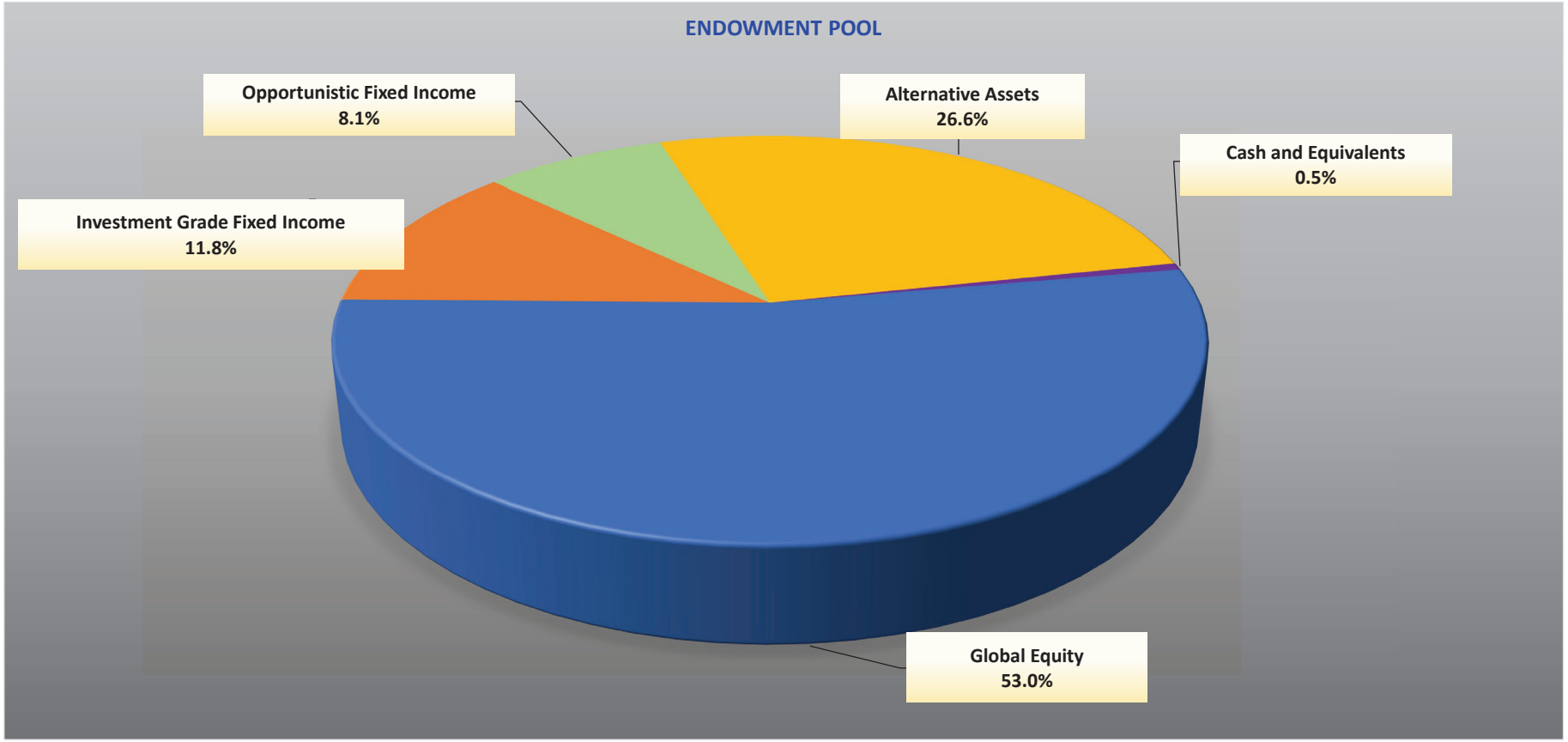
** Changes in unrealized gains or losses are based on the difference between the cost and current fair value. Like other public institutions, Utah State University practices a buy and hold to maturity strategy, therefore at maturity, principal balances will be returned at full par value. All investments are in compliance with the State of Utah Money Management Act.*



Finance & Administrative Services
UtahStateUniversity

Endowment Pool
August 31, 2026

Investment Pool Holding Totals	Change From Prior Year: August 2025 Fair Value	Change From Prior Year: August 2026 Fair Value	Change From Prior Year: Net Change from Prior Year	Change From Prior Month: July 2026 Fair Value	Change From Prior Month: August 2026 Fair Value	Change From Prior Month: Net Change from Prior Month
Global Equity	$168,402,544	$200,242,208		$198,049,764	$200,242,208	
Investment Grade Fixed Income	36,724,647	44,651,507		43,912,672	44,651,507	
Opportunistic Fixed Income	29,757,141	30,482,130		30,198,259	30,482,130	
Alternative Assets	88,475,850	100,094,743		99,691,481	100,094,743	
Cash and Equivalents	2,961,428	2,029,336		2,315,075	2,029,336	
Total	**$326,321,610**	**$377,499,924**	**$51,178,314**	**$374,167,251**	**$377,499,924**	**$3,332,673**

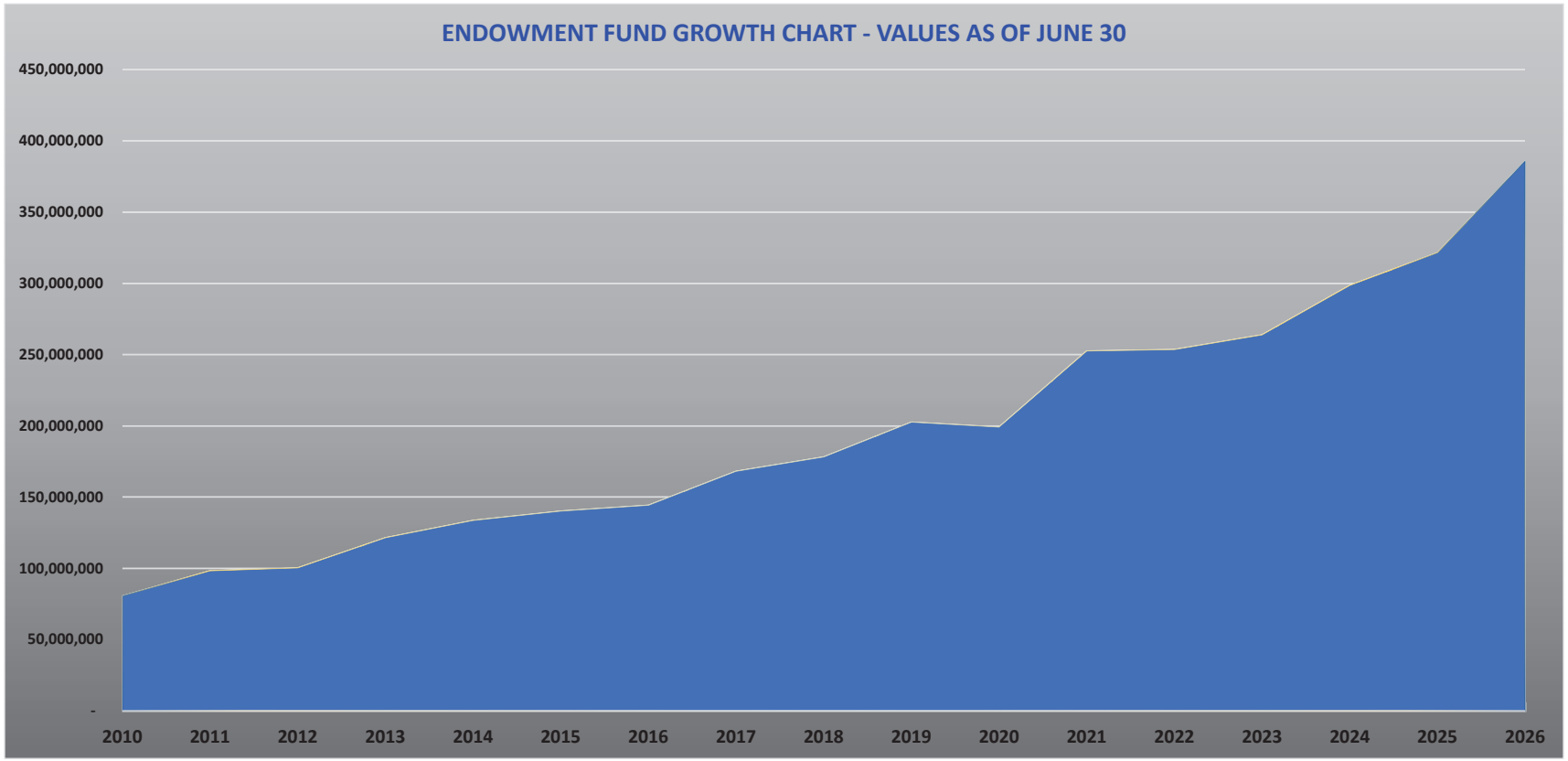


Finance & Administrative Services
UtahStateUniversity

Endowment Pool

August 31, 2026

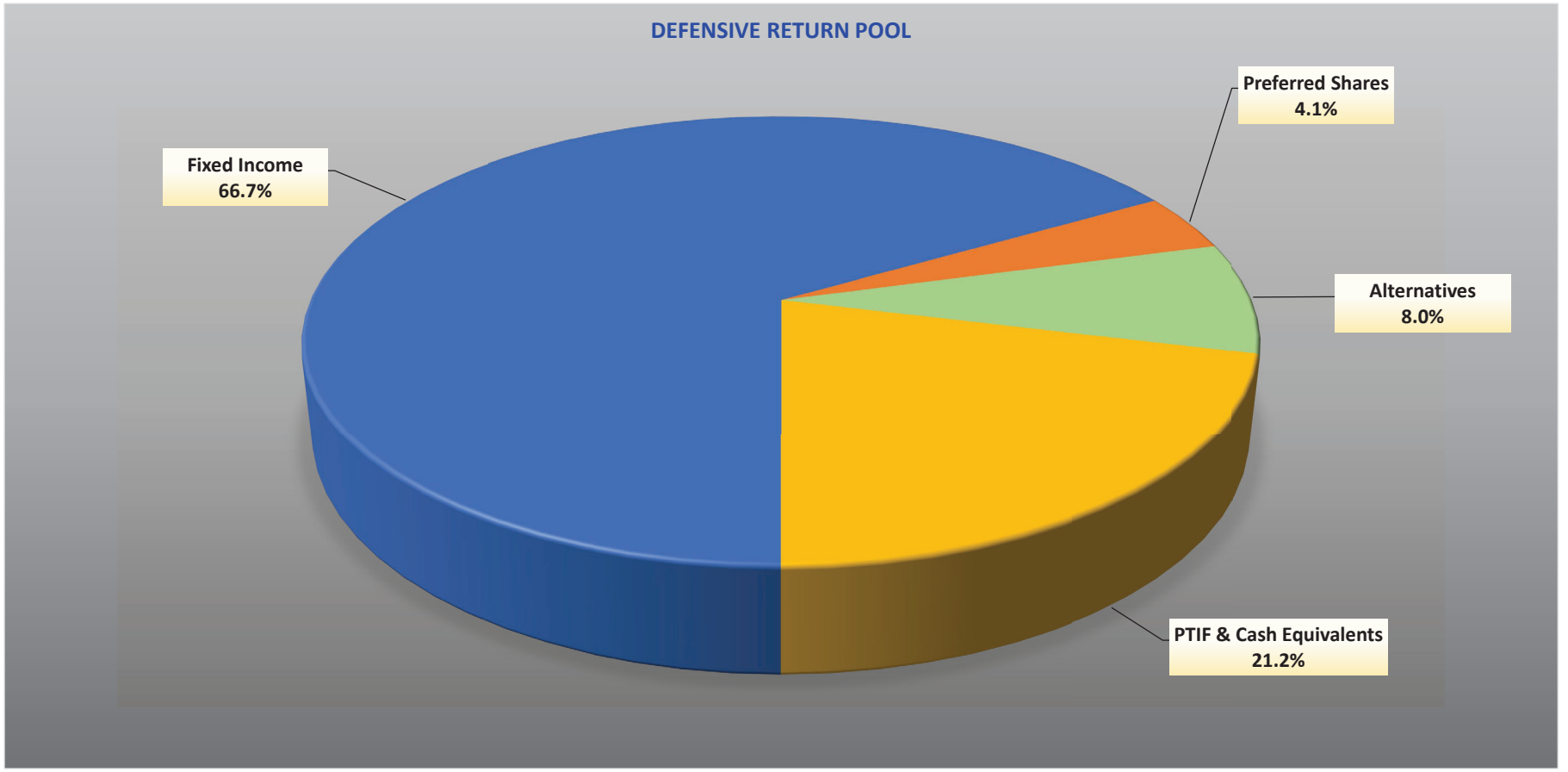
	Asset Allocation		Performance as of August 31, 2026			
Investment Pool Holding Totals	**Current Allocation**	**Target**	**1 Year %**	**3 Years %**	**5 Years %**	**10 Years %**
Global Equity	53.0%	48.0%				
Investment Grade Fixed Income	11.8%	11.5%				
Opportunistic Fixed Income	8.1%	7.5%				
Alternative Assets	26.6%	33.0%				
Cash and Equivalents	0.5%	0.0%				
Total Fund Aggregate	100%	100%	**12.3%**	**10.7%**	**7.1%**	**8.4%**
Benchmark			**16.8%**	**13.9%**	**8.0%**	**9.1%**



Finance & Administrative Services
UtahStateUniversity

Defensive Return Pool
August 31, 2026

Investment Pool Holding Totals		July 2026 Fair Value	August 2026 Fair Value	Net Change in Fair Value
Fixed Income	*(Includes $67.6 M invested in CMIP)*	$163,700,607	$170,482,536	
Preferred Shares		10,817,555	10,566,958	
Alternatives		20,540,148	20,531,076	
PTIF & Cash Equivalents		53,427,502	54,113,519	
Total		**$248,485,812**	**$255,694,089**	**$7,208,277**

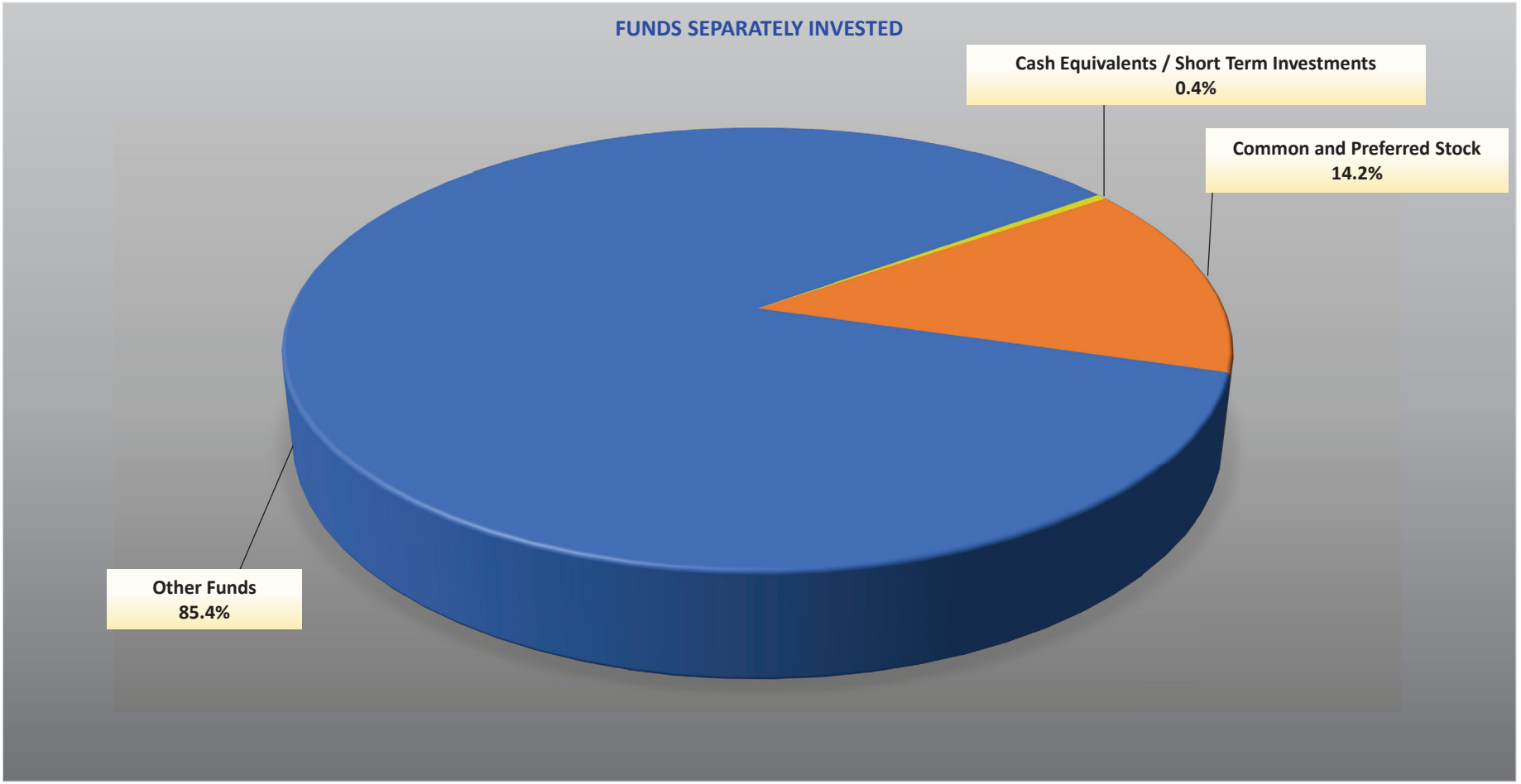


Funds Separately Invested

August 31, 2026

Funds Separately Invested*	August 2026 Cost Basis	August 2026 Fair Value	Change in Unrealized (G/L)
Cash Equivalents / Short Term Investments	$225,671	$225,671	
Common and Preferred Stock	7,294,952	8,064,426	
Other Funds	10,532,278	48,484,990	
Total	**$18,052,901**	**$56,775,087**	**$38,722,186**

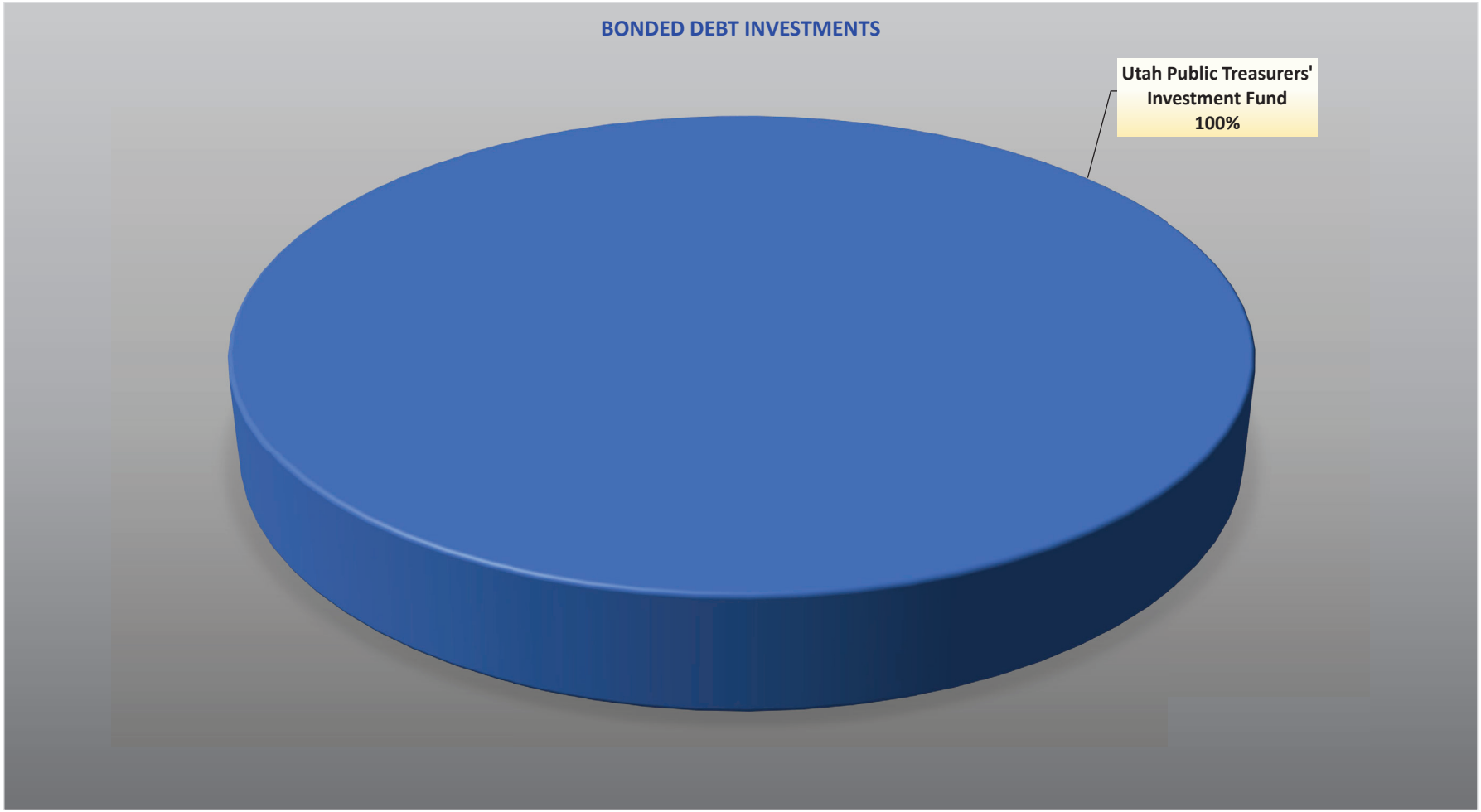
** Funds Separately Invested primarily consists of donor restricted individual securities donated to the University and managed by outside investment managers.*



Finance & Administrative Services
UtahStateUniversity

Bonded Debt Investments
August 31, 2026

Bonded Debt Investments		July 2026 Fair Value	August 2026 Fair Value	Net Change in Fair Value
Utah Public Treasurers' Investment Fund	*(Bond Proceeds during Construction and Debt Service Reserves)*	$14,474,347	$14,456,972	
Total		**$14,474,347**	**$14,456,972**	**($17,375)**



UtahStateUniversity

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EXECUTIVE MEMORANDUM

TO: Utah State University Board of Trustees
FROM: David T. Cowley, Vice President for Finance & Administrative Services
DATE: November 6, 2026
RE: Year-End Reports of Auxiliaries and Service Enterprises

FOR INFORMATION PURPOSES ONLY. NO ACTION REQUIRED.

Utah Board of Higher Education Policy R550, Auxiliary Enterprises Operation and Accountability requires institutional boards to review auxiliary enterprises annual reports. Reports that follow are complete year-end reports of Auxiliaries and Service Enterprises for FY26.



Report of Auxiliary Enterprises Operations
FY26

Revenue/Expenses Category	Campus Store	Dining Services	Parking Operations	Student Housing	Taggart Student Center	University Inn	TOTAL
Operating Revenue	$13,018,841	$12,846,253	$3,066,563	$24,630,805	$2,699,651	$1,176,487	$57,438,600
Expenses (including COGS)	$11,818,307	$13,602,356	$1,218,969	$11,620,468	$2,093,844	$1,177,438	$41,531,382
Net Income/(loss) from operations	$1,200,534	($756,103)	$1,847,594	$13,010,337	$605,807	($951)	$15,907,218
Debt Service		$110,370	$1,561,248	$8,445,089			$10,116,707
Total Net Income/(loss)	$1,200,534	($866,473)	$286,346	$4,565,248	$605,807	($951)	$5,790,511

Report of Service Enterprises Operations
FY26

Revenue/Expenses Category	Distribution Center/Mailing Bureau	Information Technology	Motor Pool	Aggie Print	Surplus Sales	TOTAL
Operating Revenue	$873,900	$18,089,386	$1,992,235	$2,782,246	$208,768	$23,946,535
Expenses (including COGS)	$873,468	$16,972,427	$2,027,103	$2,631,974	$276,238	$22,781,210
Net Income/(loss) from operations	$432	$1,116,959	($34,868)	$150,272	($67,470)	$1,165,325

USU Eastern
Report of Auxiliary Enterprises Operations
FY26

Revenue/Expenses Category	Dining Services	Student Housing	Student Center	TOTAL
Operating Revenue	$1,215,392	$1,087,943	$31,275	$2,334,610
Expenses (including COGS)	$1,357,615	$1,162,008	$100,017	$2,619,640
Net Income/(loss) from operations	($142,223)	($74,065)	($68,742)	($285,030)

USU Blanding
Report of Auxiliary Enterprises Operations
FY26

Revenue/Expenses Category	Dining Services	Student Housing	Student Center	TOTAL
Operating Revenue	$593,194	$386,315	$20,072	$999,581
Expenses (including COGS)	$696,657	$322,391	$33,374	$1,052,422
Net Income/(loss) from operations	($103,463)	$63,924	($13,302)	($52,841)
Debt Service		$204,943		$204,943
Net Income/(loss) from operations	($103,463)	($141,019)	($13,302)	($257,784)

Emma Eccles Jones College of
Education, Health, & Human Sciences
Center for the School of the Future
UtahStateUniversity.

USU Charter School Authorizing and Support Update

Center for the School of the Future | October 28, 2026

This report updates CSF's work with Utah charter schools, including professional learning, literacy implementation planning, support for charter authorizers, and related school improvement efforts. It follows the September 1, 2025 report and distinguishes proposed initiatives and scheduled activities from completed work.

I Recommendations and Follow Ups

School choice and enrollment

Utah's public K–12 enrollment fell 4.1% from October 2024 to October 2026, while charter enrollment increased by 5,351 students, or 6.5%. Charter schools' share of public enrollment rose from 12.25% to 13.61%, a gain of 1.36 percentage points. Both charter headcount and charter share increased in each of the previous two years. These figures describe enrollment changes, not the reasons individual families changed schools. [1]

Fall count	District	Charter	State total	Charter share
October 2024	585,979	81,810	667,789	12.25%
October 2025	571,106	85,204	656,310	12.98%
October 2026	553,310	87,161	640,471	13.61%

Source: USBE annual fall enrollment workbooks, State totals. Shares use charter enrollment divided by the corresponding state total. The 2025 figure uses its own annual workbook for consistency with the sector counts.

School-choice policy also continues to evolve. Utah's FY2027 budget appropriates approximately $122.7 million to the Utah Fits All program, compared with approximately $102.7 million in FY2026. The program administrator reported 14,522 scholarship students in approved status at the end of 2025–26, rather than an application count. Annual scholarship award caps now vary: $8,000 for private-school students, $4,000 for home-based students ages 5–11, and $6,000 for home-based students ages 12–18. These measures should not be treated as a count of students leaving public schools. [2]

Recommendation: Continue monitoring charter enrollment and other school-choice options as CSF considers their implications for USU's student recruitment efforts, educator preparation, and university partnerships. CSF is also investigating additional ways to support existing and new charter school authorizers in Utah.

Strategic alignment with USU

Charter school partnerships remain an avenue for exploring how USU can connect school improvement, educator preparation, and students' transition to higher education. CSF should continue examining opportunities that fit USU's mission, including the preparation of incoming students and their persistence to degree completion.

II CSF Charter School Support Updates

CSF offers professional learning, consultative support, and services to Utah's charter schools and their stakeholders. The following is a non-exhaustive summary.

a. Policy and legislative consultation. CSF is called upon to provide expertise and input on policy and legislative issues affecting charter schools. This includes requested advice on charter school authorizing policies, codes, and laws.

b. Teacher Merit Award program. CSF was identified in SB173 (2024) to design and manage Utah's Teacher Merit Award program. During 2024–25, we offered program orientations to more than 100 of Utah's 145 charter schools. We continue to provide extensive support to charter schools and district schools participating in TMA, helping them implement the program.

c. UAPCS conference presentations. Building on earlier presentations on AI applications and instructional excellence, we delivered two sessions at the 2026 Utah Association of Public Charter Schools summer conference. A Place Called Charter School used John I. Goodlad's work to examine school routines and design better learning experiences. From Innovation to Impact introduced Go See Coach for translating evidence-based practices into implementation and progress-monitoring plans.

d. National authorizing engagement. Participation in the National Association of Charter School Authorizers conference has supported awareness of national developments and maintained long-standing professional relationships. CSF is scheduled to attend NACSACon in Nashville, October 27–29, 2026, to engage State Charter School Board members, examine national school-choice and authorizing developments, and sustain relationships with national authorizing leaders. [3]

e. Higher education authorizing network. Participation in the Institutes of Higher Education Charter Authorizing focus group continued quarterly in 2024–25, supporting connections with other university-based authorizers.

f. Teacher Academy Schools. Planning has focused on implementing CSF Teacher Academy Schools, an embedded teacher preparation approach, within a charter school network consisting of three schools.

g. Literacy collaboration. CSF continues to collaborate with Utah charter schools on the science of reading and strategies for improving student literacy learning. The proposal, research brief, panel preparation, and planned evaluation described below extend this work.

h. Collaboration with Utah authorizers. CSF maintains collaboration with other Utah authorizers, including Utah Tech University and the Utah State Charter School Board's leadership and staff.

i. Charter school inquiries. CSF continues to field inquiries from parties interested in launching charter schools in Utah. Our prior guidance has been that USU is evaluating its position regarding the nature and type of future charter school supports.

j. Proposed SORI coach training and support. We developed and submitted a Science of Reading Instruction Coach Training and Support System proposal to the State Charter School Board. It combines coach readiness assessment, intensive professional learning, practice in coaching routines, and applied support in partner charter schools. The proposal emphasizes content knowledge, practical skills, and the judgment needed to help teachers implement effective reading instruction. The proposal remains under deliberation, with strong encouragement for CSF's participation.

k. Research support for board deliberations. We prepared and provided a research brief to help State Charter School Board leadership present a tiered literacy coaching approach to its board. The brief synthesizes reading, coaching, and implementation research; outlines universal, targeted, and intensive support; and proposes safeguards and evaluation measures. It distinguishes evidence supporting individual components from evidence still needed to evaluate the proposed system as a whole.

l. American Preparatory Academy reading panel. We worked with American Preparatory Academy leadership to prepare the structure, questions, and scripted responses for the October 20 early reading panel associated with U.S. Secretary of Education Linda McMahon's visit. The materials connected charter school, district, and university perspectives on literacy instruction, implementation, educator preparation, and community support. David Forbush moderated the panel, and Parker Fawson participated as a panelist.

m. SORI tool evaluation. CSF's evaluation plan for its curated K–3 SORI tool includes charter and traditional-public-school participants and perspectives from teachers, literacy coaches, principals, board members, and families. The tool draws on a repository of more than 9,000 research documents to support teacher judgment. Evaluation questions address usability, SORI alignment and accuracy, user challenges, value for educators' time and instructional work, and sustained use. Planned methods include structured tasks, surveys, and focus groups. Pilot safeguards prohibit student data and call for private access and confidentiality agreements. This tool evaluation is separate from the SORI coach training proposal.

n. Research and public resources. CSF disseminates its policy and practice briefs to charter schools and all other local education agencies in Utah, and makes research briefs and reading-implementation resources publicly available. Relevant resources address Go See Coach, assessment of student growth for Teacher Merit Awards, teacher preparation pathways, and the science of reading. The collection serves the wider K–12 education community rather than charter schools exclusively. [4]

o. Monitoring State Charter School Board discussions. CSF regularly follows State Charter School Board meetings, discussions, and emerging issues to better understand how to support charter school development in Utah.

p. Success Academy contact and possible learning visit. CSF remains in contact with Success Academy in New York City and is considering organizing a visit for school and legislative leaders. Planning for a possible visit remains exploratory.

III Other Center for the School of the Future Activities

- **Early Reading, Logan School District:** Implementation of the early reading work in Logan School District is underway, and we are monitoring progress against the district's achievement goal. A new data point will be available in the near future and will show us where students currently stand. We will use those results to adjust implementation and keep the work moving toward the goal.
- **Teacher Academy Schools:** The Teacher Academy Schools project, our embedded pathway in which teacher candidates spend three semesters in schools before student teaching, continues to grow. Utah Valley University now has a cohort working with Timpanogos School District, making three Utah universities involved, and Weber State is running several secondary content areas through a teacher academy at Sunset Junior High. At USU, we nearly tripled the number of participating students this fall and added secondary math education candidates for the first time. Legislators have told us the model is highly attractive because it directly prepares the workforce and has the potential to shorten students' time to graduation. Consistent with CSF's statewide mission, we are engaged side by side with each partner university, helping them launch the model, implement it well, and grow it over time.

- **Teacher Merit Award (TMA):** We are excited that you will join us on January 22 in the Capitol Rotunda to celebrate roughly 570 teachers who have earned recognition through the merit program. The evening is designed to be celebratory and to connect legislators with their awarded teachers. It is led by Senator Fillmore, and we are acting under his direction. Awarded teachers will be identified in December and recognized on the Hill and at the Rotunda celebration, and by March they will receive their first checks. First-year awards come in increments of $2,000, $5,000, or $10,000, and those amounts double for teachers in high-poverty schools, with payouts spread over a three-year period. We are also working with Senator Fillmore, his drafting attorney, and his policy analyst on a cleanup bill that introduces a team-based award alongside the individual teacher award, an idea that superintendents have reportedly received warmly. If the bill passes this session, which we hope will happen in March, it will also extend the pilot's implementation and evaluation timeline for TMA systems to 2032.
- **Science of Reading Repository:** The Center for the School of the Future is building a science of reading resource repository in partnership with three school districts and one charter school system. The repository is a curated database with AI support that lets school leaders, classroom teachers, board members, and parents ask questions about how best to help children learn to read. Each answer explains why key concepts matter and includes sample lessons that can be worked through with children. We expect to finish the user interface study this fall and run another beta test in the spring to see how the repository affects student learning. The evaluation is currently moving through the IRB process, and we hope to conclude the first phase this fall.

Sources for Updated Context

[1] Utah State Board of Education. October 2024 enrollment; October 2025 enrollment; October 2026 enrollment

[2] Utah Fits All. FY2027 state budget; Administrator's September 2026 report; Current scholarship amounts. Budget p. 7-28; participation report pp. 1 and 8.

[3] National Association of Charter School Authorizers. NACSACon 2026 event listing

[4] Center for the School of the Future. Research trainings and publications

UtahStateUniversity

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Janalyn Brown, Secretary

MEMORANDUM

TO: Utah State University Board of Trustees
FROM: Brad L. Mortensen, President
Jessica Oyler, Vice President & Chief of Staff
DATE: November 6, 2026
RE: Revisions to Policy 1000B: The University's Mission, Purpose, and Function

FOR INFORMATION PURPOSES ONLY. NO ACTION REQUIRED.

BACKGROUND: President Mortensen and Vice President Oyler have led campus-wide conversations to inform the development of USU's strategic plan, including its strategic pillars, and mission statement. The revised mission statement was developed in collaboration with senior leadership and shared with the campus community for feedback.

Since this policy is currently under review, the only revision proposed at this time is updating Section 1 to remove the outdated mission statement and replace it with the new one.

KEY PROVISIONS: Section 1 was updated with the new mission statement: *As Utah's student-centered, land-grant research university, we expand opportunity and strengthen communities across the state through learning, discovery, extension, and engagement.*

This mission statement was approved by the Board of Trustees on September 18, 2026, and the Utah Board of Higher Education on October 2, 2026.

ATTACHMENTS:
Policy 1000B proposed revisions
Policy 1000B red-lined version
Policy 1000B current version

POLICY MANUAL

GENERAL

Number 1000B
Subject: The University's Mission, Purpose and Functions
Original Effective Date: January 24, 1997
Effective Date of Last Revision: October 5, 2026

1000B.1 UTAH STATE UNIVERSITY MISSION STATEMENT

As Utah's student-centered, land-grant research university, we expand opportunity and strengthen communities across the state through learning, discovery, extension, and engagement.

1000B.2 PURPOSE OF THE UNIVERSITY

The paramount objective of the University is the continued reappraisal, enlargement, and dissemination of knowledge to improve humankind. The specific goals of the University are to:

* Maintain a strong undergraduate program which encourages the intellectual and personal development of students.

* Conduct major research programs which broaden the horizons of knowledge and seek answers to problems of importance.

* Make available to the public the benefits of modern discovery, of creative achievement, and of cultural developments.

* Maintain a strong graduate program which encourages the intellectual, research, and personal development of graduate students.

* Expand the services and educational resources offered by the University through the development of cooperative educational programs with other institutions and other local, state, federal, and international agencies.

* Provide for each student the opportunity to understand her or his relation to the human family and the natural world; the opportunity to learn and understand basic political and economic principles of democracy and the American system; and the opportunity to develop

the skills of civic, social, and political participation and leadership in local, national, and international affairs.

1000B.3 PRIORITIES AND MISSIONS OF THE UNIVERSITY

Effective planning requires projections of expected University growth in numbers of people and revenues, faculty, physical plant, academic programs to be offered, and academic priorities and their characteristics. There are three factors to recognize in setting priorities: (1) the obligation of the University to seek for all programs the level of support needed to achieve acceptable quality and to accommodate projected enrollments, (2) the obligation of the University to facilitate the attainment of national and international leadership of programs which are at or near this level of quality and those that are distinctive to the University, and (3) the need to fulfill existing legal and administrative mandates and to meet the needs of the University's primary constituents.

3.1 Programmatic Priorities

The three programmatic priorities reflect the primary functions of the University as an academic community (see USU Policy 4002: Academic Freedom and Professional Responsibility). All other ancillary programs that are not academic in nature are considered to be of lower priority, except where they are clearly and demonstrably critical to the fulfillment of the University's academic mission, as specified in the priorities below.

The priority listing is not intended to be structured so that institutional priorities that are innovative cannot be accommodated. The goals and priorities are meant to be considerations for planning. For example, there must be a critical mass of faculty and student scholars and of physical plant to support priority programs; there must be mechanisms for measuring, supporting, and encouraging extraordinary faculty achievements; and there must be recognition and continuing analysis of the University's legal and administrative mandates and the needs of the public elements served by it, including students and prospective employers.

(1) First priority.

Programs with first priority are those that:

(a) fulfill legal and legislative mandates;

(b) have existing role assignments from the Regents;

(c) make a substantial contribution to the general and liberal education of students;

(d) meet the needs of a wide spectrum of students;

(e) meet local and regional needs that cannot otherwise be provided by other institutions on an economical basis;

(f) meet national needs of special significance to the University because of their particular capabilities; or

(g) meet international needs through programs and projects which require specialized support and are mutually beneficial to the University and the host country.

(2) Second priority.

Programs with second priority are those that:

(a) show strength but are not part of mandated or assigned roles, do not directly address local or regional needs, and are not existing or near-potential centers of excellence;

(b) support programs that contribute only minimally to general education and to a liberal education but have no special distinction within their national disciplines; or

(c) programs that are neither mandated nor assigned and are not unique to the University within the state.

(3) Third priority.

Programs with third priority are those:

(a) where other state institutions have primary role assignments;

(b) where others in the region have superior programs and/or are more cost-effective;

(c) not in the first priority which have an insufficient number of students, resulting in excessive costs; or

(d) waning because technology, science, or public needs are making them obsolete.

3.2 College Mission Statements

Each college should consider these factors in the development of a mission statement against which its priorities can be assessed. As college mission statements are formulated and revised, more specific, short-range goals can be developed by appropriate administrative units. These plans can then be used to assess each unit's activities within a given year to refine the goals and mission statements and to determine how suitable the unit is for the performance of its role.

3.3 Support of the Academic Mission of the University

The administrative and noninstructional staff of the University facilitate and support the work of faculty and students and, in certain cases, contribute directly to student development. Support units should also develop mission and goal statements.

1000B.4 RESIDENT INSTRUCTION

4.1 Statement on Teaching

The Lund Act, by which the Utah Territorial Legislature established what is now Utah State University, specifies that the University shall offer instruction in such "branches of learning as

are related to Agriculture and Mechanics Arts and such other scientific and classical studies as shall promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." At the University, students pursue different combinations of technical, scientific, liberal, and professional education.

However, for all students, a liberal education, with emphasis on the sciences, humanities, and communication, is considered essential. Successful teaching at the University depends largely upon: (1) employing and maintaining a superior faculty; (2) providing adequate classroom, laboratory, library, and other educational facilities;(3) giving careful attention to the curriculum; and (4) providing an atmosphere which encourages the fullest intellectual and moral development of students.

4.2 Goals for Student Development

Student development is one outcome of resident instruction. The goals for student development are to:

(1) Develop skills of critical thinking and reasoning and to foster the process of intellectual discovery.

The University seeks to develop students' abilities to acquire both general and specialized knowledge, to integrate knowledge from a variety of perspectives, to apply alternative modes of reasoning and methods of problem solution, to distinguish the relevant from the irrelevant, and to derive and formulate general principles for clarification and explanation. By focusing on the creative elements of learning and the importance of fostering intellectual curiosity, the University encourages an awareness of the imaginative and creative elements of intellectual endeavor, helps students develop a familiarity with the philosophies and methods of research in a variety of academic disciplines, and promotes an attitude of individuality which results in intellectual self- awareness and personal initiative.

(2) Develop an awareness of and interest in the breadth of human intellectual achievement and cultural experience.

A broad understanding of world cultures and of the diversity of forms in which intellectual and artistic achievements have been expressed is an important characteristic of an educated person. Students are encouraged to gain a historical and integrated perspective of the cultural, political, legal, scientific, and social components of various societies and to understand the processes, complexities, and consequences of change. The University also strives to foster a lifelong interest in intellectual and artistic endeavors as a matter of continuing personal development.

(3) Prepare students for personally satisfying careers.

The University has an obligation to develop in students the knowledge and skills required for employment and advancement in professional fields of endeavor. In those fields of study which have traditionally led to clearly defined careers, the curricula should equip students with the knowledge and skills necessary for at least entry-level employment. In those fields which have not traditionally led to clearly defined careers, students should be encouraged to develop supplementary skills which qualify them for career entry of some useful and remunerative nature. In seeking to advance these results, the University should also provide a variety of

opportunities for students to gain work experiences in appropriate fields, encourage an orientation to careers that recognizes a variety of employment patterns and considerations of lifestyle, provide appropriate career counseling to students, and provide direct assistance in obtaining employment.

(4) Facilitate emotional development, health, and clarification of personal values.

The University seeks to foster in students a positive self-concept and a feeling of personal worth and psychological well-being; an awareness of how emotions, attitudes, and values influence thought and behavior; clarification of personal values; and a sense of personal responsibility for one's view and actions.

(5) Facilitate physical development, health, and well-being.

The University is committed to providing a healthy, safe, and secure environment; providing physical activity, recreation, and other leisure activities necessary to the well- rounded development of students; and creating and maintaining a psychologically and

physically supportive campus environment that includes appropriate medical, housing, recreational, and educational programs.

(6) Maintain a campus environment that will foster a sense of community and social responsibility, and will facilitate social development and effectiveness in interpersonal relationships.

A sense of community is critical to the achievement of all the objectives of an institution of higher learning. The University must demonstrate in its pursuit of learning a commitment to the ideals and values of social responsibility and equality of opportunity. These values must be communicated to students to effectively participate in University decision-making processes, in community activities and governmental processes, and in a broad spectrum of cultural events.

A wide range of communication and leadership skills and the ability to interact effectively with others are essential attributes of an educated person, and the University must provide for development of these skills. Exposure to a variety of cultural and ethnic backgrounds is also a hallmark of an educated person. The University shall endeavor to facilitate interaction and enhance understanding among heterogeneous elements of the University community.

4.3 The Colleges' Role in Resident Instruction

The resident teaching program operates through the Colleges of Agriculture; Business; Education; Engineering; Family Life; Humanities, Arts and Social Sciences; Natural Resources; and Science.

4.4 Commitment to the Teaching of Students

The principal value of the University is its commitment to the teaching of students; to their growth and knowledge; and to their physical, emotional, and social development as they grow intellectually. The University is obligated to stimulate in students a genuine excitement for learning and to equip them with a variety of intellectual perspectives, in short, to provide a

liberal education which aims at larger self-fulfillment for every student. This holds true regardless of the chosen field of study because specialized study without exposure of ideas, principles, and theories central to all learning can only result in parochialism. The University also provides the specialized studies that lead to careers, particularly those of a professional nature, which are based upon advanced knowledge. The entire intellectual, recreational, and social environment of the campus is involved in giving life to such a learning experience.

1000B.5 RESEARCH AND RESEARCH PROGRAMS

Research, which is of fundamental significance for the state and the nation, is a major function of the University. It includes scholarly and creative endeavors in the humanities, as well as in the sciences. The research function of the University is overseen by the Vice President for Research.

5.1 Goals for Research and Creative Programs

The goals for all University research programs are to:

(1) Contribute to the advancement of scientific theory and the base of empirical knowledge.

The province of a university is knowledge, both the dissemination of existing information and the development of new knowledge through research. A major long-range goal of research is to develop theories which represent the natural and social laws by which the universe and society operate, and which provide science with its predictive power. The worth of such theories is principally based on the body of empirical knowledge that is conscientiously derived from observations in the laboratory and the field.

(2) Solve societal problems.

While knowledge is considered to have intrinsic worth apart from its application in problem solving, and research in universities is appropriately conducted as an end in itself, the land-grant universities have the added tradition and responsibility of conducting mission-oriented research. The University's applied research goals have continued to emphasize agriculture and have expanded to address numerous industrial, educational, business, engineering, family, social, and natural resources problems, to mention a few. Research in these areas to solve societal problems remains a major function of the institution.

The goal for creative arts and humanities is to contribute to artistic and humanistic endeavor. This contribution includes creation in various media of works of art, architecture, dance, film, music, literature, and theater. The faculty who are involved in such creative works or processes should involve students in active problem-solving. This contributes to the development of the student's professional skills and understanding of the human condition.

5.2 Commitment to the Discovery and Advancement of Knowledge

A second fundamental obligation of the University is its commitment to the discovery and advancement of knowledge, for its own sake and for its practical benefits to society. The quest for knowledge, which runs deep in the human spirit, is an end in itself.

Knowledge is also a source of solutions to societal problems and a force in the advancement of civilization. The world's great discoveries often occur in universities.

The commitment to research, evaluation, and scholarly inquiry is the foundation of the University's unique role in society and the wellspring of its functions.

1000B.6 COOPERATIVE EXTENSION

6.1 Statement on Cooperative Extension

The Extension Division was created and began to serve the people of Utah in 1907 as part of the Agriculture Experiment Station. A few years later, it became the Cooperative Extension Service and part of a nationwide program authorized by passage of the Smith- Lever Act by Congress on May 8, 1914. Cooperative Extension is the arm of the University responsible for formalized outreach and engagement, and it thereby distinguishes the University and its land-grant mission from all other institutions of higher learning in Utah. The activities and programs of Cooperative Extension are developed and implemented through the collaboration and combined efforts of the University and of public and private organizations, agencies, and groups of people in all parts of the state, and with funding support provided by federal, state, and county government. All the activities and programs of Cooperative Extension are conducted on a voluntary basis and are designed to help people help themselves.

6.2 Mission and Goals of Cooperative Extension

Cooperative Extension has a dual mission to the public: to extend the resources of the University to the people and to receive suggestions and ideas from the people on concerns the University should address. Its overall goal is to benefit the state and its citizens by fostering positive outcomes that:

(1) Enhance the quality of life for individuals, families, and communities;
(2) Improve the economic well being of individuals, families, businesses, communities and the state;
(3) Promote sustainability of agriculture, the environment, and communities;
(4) Develop leadership and citizenship through community, youth, and volunteer programs.

6.3 Structure and Function of Cooperative Extension

Cooperative Extension is structured to deliver useful information that improves the lives of people, and to implement applied research and discovery that provides solutions to the immediate and emerging problems of people. In cooperation with local county government, Extension faculty members are located in counties throughout the state, thereby providing an extensive local presence that expands the University’s reach beyond the confines of campus classrooms and research laboratories. The placement of Extension faculty across the state facilitates active engagement with citizens in the local communities and fosters partnerships that are key to successful extension programs.

Extension faculty members located in the counties deliver useful information that improves the lives of citizens, and they bring problems back to the University for solution. These faculty use a variety of formal and informal teaching methods to design learning experiences appropriate

for their audience. They organize programs, leadership training schools, short courses, tours, and other educational activities in partnership with community, county, state, and federal entities. Extension faculty members develop programming to meet the specific needs of the people in the counties, and they often initiate and implement applied research that addresses the problems faced by people in the county, state and region. At the same time, Extension county faculty members provide a useful response mechanism to convey the informational needs and problems requiring further study to their colleagues on campus.

Cooperative Extension also supports faculty members located in many departments across campus. These departmental faculty members develop curricula and major programs for delivery through Cooperative Extension. They also provide valuable discipline-specific expertise augmenting the ability of Cooperative Extension to respond to critical and emerging issues with research-based, unbiased information.

6.4 Commitment to Utilize Extension Programs for the Benefit of the State

The University is committed to utilizing Extension programs for the benefit of the state. This function is peculiarly evident in land-grant institutions. Extension faculty reach beyond the confines of University classrooms and research laboratories to provide informal educational experiences to individuals and groups or to provide formal classes for residents throughout the State. These experiences are designed specifically to meet local needs. Extension programs are facilitated by the fact that Extension faculty (agents) live among and work with the people in every county of the state. They use a variety of formal and informal teaching methods to design learning experiences appropriate for their audience (students). Extension faculty also provide a useful response mechanism to convey problems needing further study to their research colleagues. University resident faculty are a valuable resource for Extension programs.

1000B.7 OTHER COMMITMENTS OF THE UNIVERSITY

7.1 Commitment to Extend University Resources through Public and Professional Service

The University is committed to society through public and professional services. These public and professional services are in addition to the Extension programs described above. Research and teaching contribute to the public good, but faculty, staff, and students often reach beyond the confines of their classrooms and laboratories to engage directly in community, national, and world affairs. A keener understanding of the public condition is one approach to public betterment, and the University makes an appreciable contribution.

Teaching, research, extension, and public service are compatible functions which draw strength from each other. Faculty members publish the results of their scholarship for the enlightenment of their peers throughout the world. Thus, they participate in a process by which knowledge is kept alive and expanded. An active research faculty excites students with learning, opens their minds to the imaginative and creative elements of inquiry, equips them with analytical methods for making decisions, and leads them in their own inquiries and fresh understandings. One hallmark of a university is the belief that research and teaching stimulate each other and should always proceed companionably. Research is in much the same way the wellspring of the extension and public service function, the source from which come the

analytic models which enable a better understanding of societal problems.

Activities within the professional expertise of a faculty/staff member, performed without remuneration, are also among the valued public services of University personnel.
Students become alumni who apply their education to improve their own lives and to benefit their families and communities. The whole University responds to requests from such groups/individuals as legislatures, governors, agencies, public groups, alumni, students, and parents.

The University maintains contact with its former students, takes pride in their individual success, and seeks ways to provide for their continuing needs. The Alumni Association provides these services through chapter organizations in locations throughout the country.

The need for assistance to developing nations is forecast to increase dramatically. Land- grant universities have traditionally taken the lead in staffing overseas assignments, and the University has made significant contributions in international projects in the past. The University has the knowledge, abilities, and proven performance record to help developing countries.

7.2 Commitment to Freedom of Inquiry and Expression

The University is committed to freedom of inquiry and expression. The rights and obligations of faculty and students to pursue knowledge wherever it may lead are fundamental to the advancement of knowledge. To deny this right would be to imply that the results of scholarly inquiry and the benefits to society are entirely predictable. The right to pursue inquiries and to publish the results freely is essential.

Freedom of inquiry and expression is as necessary to teaching as it is to research. The University is committed to preserving these rights of free inquiry and discussion and to maintaining the high standards of scholarship which are intended for such rights.

Faculty members and administrators have special responsibilities to students, colleagues, their field of specialization, the University, and to society. These responsibilities are further detailed in policy 403.

7.3 Commitment to Standards of Quality

The University is committed to standards of quality which earn it respect in all of its communities of interest, including the national and international community of universities.

Excellence in teaching, high standards of scholarship, and fruitful public service comprise the currency by which the University earns an honored place in society.

The University is committed to all of the fundamental attributes associated with outstanding universities. A shared commitment to such values among students, faculty, and staff promotes an environment of cooperation wherein they can work together, both formally and informally, to shape the policies and perform the roles of the institution.

7.4 Commitment to Educational and Program Assessment

The University is committed to timely internal and external assessment of its programs to assist in productive academic planning and the fulfillment of its mission and goals. To meet this commitment, the University and all of its units shall gather, analyze, and publish data annually that relate to the planning for and evaluation of the accomplishment of the missions, goals, and objectives of the University and its units. Such assessments are intended to determine the extent to which University programs meet their goals and objectives and further the mission of the University; to establish a culture of evidence for assessment; and to meet the standards of the Regents, the Trustees, the Commission on Colleges of the Northwest Association of Schools and Colleges, and the University. The assessment process shall be a continuous process which shall involve faculty and other concerned stakeholders in central roles. Furthermore, assessment results will directly inform planning and other decision-making activities.

1000B.8 OFFERING OF DEGREES

The University is committed to offering undergraduate and graduate degrees, including the most advanced graduate degrees, in a wide range of professional and liberal fields of study. Knowledge has become so vast in the twentieth century that no single institution can be expected to flourish in every field, and financial constraints must be considered to avoid programmatic overcommitment. Without a reasonably broad range of undergraduate and graduate offerings in the humanities, fine arts, sciences, social sciences, and selected professional fields, however, the University cannot lay claim to being a university.

The fields of knowledge are interrelated, and no discipline or field of study is an intellectual island. In many instances, the mutually reinforcing nature of disciplines and fields is readily apparent. For example, the humanities, natural sciences, and social sciences provide much of the theoretical underpinnings for advanced study in a variety of professional fields. In turn, the construction and testing of theories in the professional schools reinforce and add to the store of knowledge in the underlying disciplines.

Different departments and colleges of the University offer the following degrees: The Associate of Arts (AA), the Associate of Science (AS), the Bachelor of Arts (BA), the Bachelor of Fine Arts (BFA), the Bachelor of Science (BS); the Master of Arts (MA), the Master of Education (MEd), the Master of Science (MS), several other specific master's or other professional degrees in one or more of the colleges; the Doctor of Education EdD), and the Doctor of Philosophy (PhD).

1000B.9 NON-DEGREE RECOGNITION

9.1 Special Certificates

Special certificates are awarded in specific areas for completion of non-degree curricula.

9.2 Military Commissions

Military ROTC units are located at the University. Successful completion of the courses

outlined and the summer camp requirements lead to a commission as a second lieutenant in the Army or Air Force Reserve. Outstanding students in both programs are designated Distinguished Military Students and are eligible to apply for commissions in the regular military services.

1000B.10 ADMINISTRATIVE FUNCTIONS AND PRIORITIES

The administrative and noninstructional staff of the University facilitates and supports the work of faculty and students and, in certain cases, contributes directly to the development of students. Consistent with these purposes, major functions of administration are to:

* Initiate development of institutional plans, policies, and procedures necessary to preserve and enhance the vitality of the intellectual enterprise as a whole.

* Acquire the resources necessary to support teaching, research, and service, both directly through its own efforts and indirectly through provision of information on funding sources and other matters to faculty, staff, and students.

* Develop and maintain programs and services which contribute directly to the intellectual, social, emotional, and physical development of students within the context of a total learning environment.

* Provide those administrative services to faculty, staff, and students which either directly support the learning process or are necessary to its existence.

* Maintain appropriate relationships with various external publics to facilitate the work of faculty and students and to satisfy accountability requirements in both education and economic terms.

* Develop and maintain appropriate means of coordination and oversight to ensure the goals and priorities of the institution are accomplished as effectively and efficiently as possible.

* Support the academic freedom necessary to the overall fulfillment of University goals.

These major functions provide the framework within which all administrative units must articulate their goals and objectives to support the educational mission of the University. The process of priority setting among administrative units of the University follows essentially the same logic as for academic units.

POLICY MANUAL

GENERAL

Number 1000B
Subject: The University's Mission, Purpose and Functions Original
Effective Date: January 24, 1997
Effective Date of Last Revision: October 5, 2026

1000B.1 UTAH STATE UNIVERSITY MISSION STATEMENT

~~Utah State University integrates teaching, research, extension, and service to meet its unique role as Utah's land-grant university. Students are the focus of the University as they seek intellectual, personal, and cultural development.~~

~~The mission of Utah State University is to provide high quality undergraduate and graduate instruction, excellent general education, and specialized academic and professional degree programs. USU is committed to preparing students to serve the people of Utah, the nation, and the world.~~

~~USU provides nationally and internationally acclaimed programs of basic and applied research. USU engages in research to further the quest for knowledge and to help society meet its scientific, technological, environmental, economic, and social challenges.~~

~~Outreach to Utah's citizens through extension and service programs is central to the University's mission. The University's outreach programs provide to individuals, communities, institutions, and industries throughout the state, services that help improve technology, the environment, and quality of life.~~

~~In all its endeavors, the University is committed to developing responsible citizens through freedom of inquiry and expression, and through its best efforts in teaching, research, creative arts, extension and service, and encouraging cultural diversity.~~

As Utah's student-centered, land-grant research university, we expand opportunity and strengthen communities across the state through learning, discovery, extension, and engagement.

1000B.2 PURPOSE OF THE UNIVERSITY

The paramount objective of the University is the continued reappraisal, enlargement, and dissemination of knowledge to improve humankind. The specific goals of the University

are to:

* Maintain a strong undergraduate program which encourages the intellectual and personal development of students.

* Conduct major research programs which broaden the horizons of knowledge and seek answers to problems of importance.

* Make available to the public the benefits of modern discovery, of creative achievement, and of cultural developments.

* Maintain a strong graduate program which encourages the intellectual, research, and personal development of graduate students.

* Expand the services and educational resources offered by the University through the development of cooperative educational programs with other institutions and other local, state, federal, and international agencies.

* Provide for each student the opportunity to understand her or his relation to the human family and the natural world; the opportunity to learn and understand basic political and economic principles of democracy and the American system; and the opportunity to develop the skills of civic, social, and political participation and leadership in local, national, and international affairs.

1000B.3 PRIORITIES AND MISSIONS OF THE UNIVERSITY

Effective planning requires projections of expected University growth in numbers of people and revenues, faculty, physical plant, academic programs to be offered, and academic priorities and their characteristics. There are three factors to recognize in setting priorities: (1) the obligation of the University to seek for all programs the level of support needed to achieve acceptable quality and to accommodate projected enrollments, (2) the obligation of the University to facilitate the attainment of national and international leadership of programs which are at or near this level of quality and those that are distinctive to the University, and (3) the need to fulfill existing legal and administrative mandates and to meet the needs of the University's primary constituents.

3.1 Programmatic Priorities

The three programmatic priorities reflect the primary functions of the University as an academic community (see policy 403.1). All other ancillary programs that are not academic in nature are considered to be of lower priority, except where they are clearly and demonstrably critical to the fulfillment of the University's academic mission, as specified in the priorities below.

The priority listing is not intended to be structured so that institutional priorities that are innovative cannot be accommodated. The goals and priorities are meant to be considerations for planning. For example, there must be a critical mass of faculty and student scholars and of physical plant to support priority programs; there must be mechanisms for measuring, supporting, and encouraging extraordinary faculty achievements; and there must be recognition and continuing analysis of the University's legal and administrative mandates and the needs of the public elements served by it,

including students and prospective employers.
(1) First priority.

Programs with first priority are those that:

(a) fulfill legal and legislative mandates;

(b) have existing role assignments from the Regents;

(c) make a substantial contribution to the general and liberal education of students;

(d) meet the needs of a wide spectrum of students;

(e) meet local and regional needs that cannot otherwise be provided by other institutions on an economical basis;

(f) meet national needs of special significance to the University because of their particular capabilities; or

(g) meet international needs through programs and projects which require specialized support and are mutually beneficial to the University and the host country.

(2) Second priority.

Programs with second priority are those that:

(a) show strength but are not part of mandated or assigned roles, do not directly address local or regional needs, and are not existing or near-potential centers of excellence;

(b) support programs that contribute only minimally to general education and to a liberal education but have no special distinction within their national disciplines; or

(c) programs that are neither mandated nor assigned and are not unique to the University within the state.

(3) Third priority.

Programs with third priority are those:

(a) where other state institutions have primary role assignments;

(b) where others in the region have superior programs and/or are more cost effective;

(c) not in the first priority which have an insufficient number of students resulting in excessive costs; or

(d) waning because technology, science, or public needs are making them obsolete.

3.2 College Mission Statements

Each college should consider these factors in the development of a mission statement against which its priorities can be assessed. As college mission statements are formulated and revised, more specific, short-range goals can be developed by appropriate administrative units. These plans can then be used to assess each unit's activities within a given year to refine the goals and mission statements and to determine how suitable the unit is to the performance of its role.

3.3 Support of the Academic Mission of the University

The administrative and noninstructional staffs of the University facilitate and support the work of faculty and students and, in certain cases, contribute directly to student development. Support units should also develop mission and goal statements.

1000B.4 RESIDENT INSTRUCTION

4.1 Statement on Teaching

The Lund Act, by which the Utah Territorial Legislature established what is now Utah State University, specifies that the University shall offer instruction in such "branches of learning as are related to Agriculture and Mechanics Arts and such other scientific and classical studies as shall promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." At the University, students pursue different combinations of technical, scientific, liberal, and professional education. However, for all students a liberal education, with emphasis on the sciences, humanities, and communication, is considered essential. Successful teaching at the University depends largely upon: (1) employing and maintaining a superior faculty; (2) providing adequate classroom, laboratory, library, and other educational facilities;(3) giving careful attention to the curriculum; and (4) providing an atmosphere which encourages the fullest intellectual and moral development of students.

4.2 Goals for Student Development

Student development is one outcome of resident instruction. The goals for student development are to:

(1) Develop skills of critical thinking and reasoning and to foster the process of intellectual discovery.

The University seeks to develop students' abilities to acquire both general and specialized knowledge, to integrate knowledge from a variety of perspectives, to apply alternative modes of reasoning and methods of problem solution, to distinguish the relevant from the irrelevant, and to derive and formulate general principles for clarification and explanation. By focusing on the creative elements of learning and the importance of fostering intellectual curiosity, the University encourages an awareness of the imaginative and creative elements of intellectual endeavor, helps students develop a familiarity with the philosophies and methods of research in a variety of academic disciplines, and promotes an attitude of individuality which results in intellectual self- awareness and personal initiative.

(2) Develop an awareness of and interest in the breadth of human intellectual achievement and cultural experience.

A broad understanding of world cultures and of the diversity of forms in which intellectual and artistic achievements have been expressed is an important characteristic of an educated person. Students are encouraged to gain a historical and integrated perspective of the cultural, political, legal, scientific, and social components of various societies and to understand the processes, complexities, and consequences of change. The University also strives to foster a lifelong interest in intellectual and artistic endeavors as a matter of continuing personal development.

(3) Prepare students for personally satisfying careers.

The University has an obligation to develop in students the knowledge and skills required for employment and advancement in professional fields of endeavor. In those fields of study which have traditionally led to clearly defined careers, the curricula should equip students with the knowledge and skills necessary for at least entry-level employment. In those fields which have not traditionally led to clearly defined careers, students should be encouraged to develop supplementary skills which qualify them for career entry of some useful and remunerative nature. In seeking to advance these results, the University should also provide a variety of opportunities for students to gain work experiences in appropriate fields, encourage an orientation to careers that recognizes a variety of employment patterns and considerations of lifestyle, provide appropriate career counseling to students, and provide direct assistance in obtaining employment.

(4) Facilitate emotional development, health, and clarification of personal values.

The University seeks to foster in students a positive self-concept and a feeling of personal worth and psychological well-being; an awareness of how emotions, attitudes, and values influence thought and behavior; clarification of personal values; and a sense of personal responsibility for one's view and actions.

(5) Facilitate physical development, health, and well-being.

The University is committed to providing a healthy, safe, and secure environment; providing physical activity, recreation, and other leisure activities necessary to the well-rounded development of students; and creating and maintaining a psychologically and

physically supportive campus environment that includes appropriate medical, housing, recreational, and educational programs.

(6) Maintain a campus environment that will foster a sense of community and social responsibility, and will facilitate social development and effectiveness in interpersonal relationships.

A sense of community is critical to the achievement of all the objectives of an institution of higher learning. The University must demonstrate in its pursuit of learning a commitment to the ideals and values of social responsibility and equality of opportunity. These values must be communicated to students to effectively participate in University decision-making processes, in community activities and governmental processes, and in a broad spectrum of cultural events.

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The need for assistance to developing nations is forecast to increase dramatically. Land-grant universities have traditionally taken the lead in staffing overseas assignments, and the University has made significant contributions in international projects in the past. The University has the knowledge, abilities, and proven performance record to help developing countries.

7.2 Commitment to Freedom of Inquiry and Expression

The University is committed to freedom of inquiry and expression. The rights and obligations of faculty and students to pursue knowledge wherever it may lead are fundamental to the advancement of knowledge. To deny this right would be to imply that the results of scholarly inquiry and the benefits to society are entirely predictable. The right to pursue inquiries and to publish the results freely is essential.

Freedom of inquiry and expression is as necessary to teaching as it is to research. The University is committed to preserving these rights of free inquiry and discussion and to maintaining the high standards of scholarship which are intended for such rights.

Faculty members and administrators have special responsibilities to students, colleagues, their field of specialization, the University, and to society. These responsibilities are further detailed in policy 403.

7.3 Commitment to Standards of Quality

The University is committed to standards of quality which earn it respect in all of its communities of interest, including the national and international community of universities.

Excellence in teaching, high standards of scholarship, and fruitful public service comprise the currency by which the University earns an honored place in society.

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7.4 Commitment to Educational and Program Assessment

The University is committed to timely internal and external assessment of its programs to assist in productive academic planning and the fulfillment of its mission and goals. To meet this commitment, the University and all of its units shall gather, analyze, and publish data annually that relate to the planning for and evaluation of the accomplishment of the missions, goals, and objectives of the University and its units. Such assessments are intended to determine the extent to which University programs meet their goals and objectives and further the mission of the University; to establish a culture of evidence for assessment; and to meet the standards of the Regents, the Trustees, the Commission on Colleges of the Northwest Association of Schools and Colleges, and the University. The assessment process shall be a continuous process which shall involve faculty and other concerned stakeholders in central roles. Furthermore, assessment results will directly inform planning and other decision-making activities.

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The fields of knowledge are interrelated and no discipline or field of study is an intellectual island. In many instances, the mutually reinforcing nature of disciplines and fields is readily apparent. For example, the humanities, natural sciences, and social sciences provide much of the theoretical underpinnings for advanced study in a variety of professional fields. In turn, the construction and testing of theories in the professional schools reinforce and add to the store of knowledge in the underlying disciplines.

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Bachelor of Fine Arts (BFA), the Bachelor of Science (BS); the Master of Arts (MA), the Master of Education (MEd), the Master of Science (MS), several other specific master's or other professional degrees in one or more the colleges; the Doctor of Education EdD), and the Doctor of Philosophy (PhD).

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9.1 Special Certificates

Special certificates are awarded in specific areas for completion of non-degree curricula.

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Military ROTC units are located at the University. Successful completion of the courses outlined and the summer camp requirements lead to a commission as a second lieutenant in the Army or Air Force Reserve. Outstanding students in both programs are designated Distinguished Military Students and are eligible to apply for commissions in the regular military services.

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* Initiate development of institutional plans, policies, and procedures necessary to preserve and enhance the vitality of the intellectual enterprise as a whole.

* Acquire the resources necessary to support teaching, research, and service, both directly through its own efforts and indirectly through provision of information on funding sources and other matters to faculty, staff, and students.

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These major functions provide the framework within which all administrative units must articulate their goals and objectives to support the educational mission of the University.

The process of priority setting among administrative units of the University follows essentially the same logic as for academic units.

POLICY MANUAL

GENERAL

Number 1000B
Subject: The University's Mission, Purpose and Functions
Original Effective Date: January 24, 1997
Effective Date of Last Revision: January 6, 2012
Previous USU Policy #: 103

1000B.1 UTAH STATE UNIVERSITY MISSION STATEMENT

Utah State University integrates teaching, research, extension, and service to meet its unique role as Utah's land-grant university. Students are the focus of the University as they seek intellectual, personal, and cultural development.

The mission of Utah State University is to provide high quality undergraduate and graduate instruction, excellent general education, and specialized academic and professional degree programs. USU is committed to preparing students to serve the people of Utah, the nation, and the world.

USU provides nationally and internationally acclaimed programs of basic and applied research. USU engages in research to further the quest for knowledge and to help society meet its scientific, technological, environmental, economic, and social challenges.

Outreach to Utah's citizens through extension and service programs is central to the University's mission. The University's outreach programs provide to individuals, communities, institutions, and industries throughout the state, services that help improve technology, the environment, and quality of life.

In all its endeavors, the University is committed to developing responsible citizens through freedom of inquiry and expression, and through its best efforts in teaching, research, creative arts, extension and service, and encouraging cultural diversity.

1000B.2 PURPOSE OF THE UNIVERSITY

The paramount objective of the University is the continued reappraisal, enlargement, and dissemination of knowledge to improve humankind. The specific goals of the University are to:

* Maintain a strong undergraduate program which encourages the intellectual and personal development of students.

* Conduct major research programs which broaden the horizons of knowledge and seek answers to problems of importance.

* Make available to the public the benefits of modern discovery, of creative achievement, and of cultural developments.

* Maintain a strong graduate program which encourages the intellectual, research, and personal development of graduate students.

* Expand the services and educational resources offered by the University through the development of cooperative educational programs with other institutions and other local, state, federal, and international agencies.

* Provide for each student the opportunity to understand her or his relation to the human family and the natural world; the opportunity to learn and understand basic political and economic principles of democracy and the American system; and the opportunity to develop the skills of civic, social, and political participation and leadership in local, national, and international affairs.

1000B.3 PRIORITIES AND MISSIONS OF THE UNIVERSITY

Effective planning requires projections of expected University growth in numbers of people and revenues, faculty, physical plant, academic programs to be offered, and academic priorities and their characteristics. There are three factors to recognize in setting priorities: (1) the obligation of the University to seek for all programs the level of support needed to achieve acceptable quality and to accommodate projected enrollments, (2) the obligation of the University to facilitate the attainment of national and international leadership of programs which are at or near this level of quality and those that are distinctive to the University, and (3) the need to fulfill existing legal and administrative mandates and to meet the needs of the University's primary constituents.

3.1 Programmatic Priorities

The three programmatic priorities reflect the primary functions of the University as an academic community (see policy 403.1). All other ancillary programs that are not academic in nature are considered to be of lower priority, except where they are clearly and demonstrably critical to the fulfillment of the University's academic mission, as specified in the priorities below.

The priority listing is not intended to be structured so that institutional priorities that are innovative cannot be accommodated. The goals and priorities are meant to be considerations for planning. For example, there must be a critical mass of faculty and student scholars and of physical plant to support priority programs; there must be mechanisms for measuring, supporting, and encouraging extraordinary faculty achievements; and there must be recognition and continuing analysis of the University's legal and administrative mandates and the needs of the public elements served by it, including students and prospective employers.

(1) First priority.

Programs with first priority are those that:

(a) fulfill legal and legislative mandates;

(b) have existing role assignments from the Regents;

(c) make a substantial contribution to the general and liberal education of students;

(d) meet the needs of a wide spectrum of students;

(e) meet local and regional needs that cannot otherwise be provided by other institutions on an economical basis;

(f) meet national needs of special significance to the University because of their particular capabilities; or

(g) meet international needs through programs and projects which require specialized support and are mutually beneficial to the University and the host country.

(2) Second priority.

Programs with second priority are those that:

(a) show strength but are not part of mandated or assigned roles, do not directly address local or regional needs, and are not existing or near-potential centers of excellence;

(b) support programs that contribute only minimally to general education and to a liberal education but have no special distinction within their national disciplines; or

(c) programs that are neither mandated nor assigned and are not unique to the University within the state.

(3) Third priority.

Programs with third priority are those:

(a) where other state institutions have primary role assignments;

(b) where others in the region have superior programs and/or are more cost effective;

(c) not in the first priority which have an insufficient number of students resulting in excessive costs; or

(d) waning because technology, science, or public needs are making them obsolete.

3.2 College Mission Statements

Each college should consider these factors in the development of a mission statement against which its priorities can be assessed. As college mission statements are formulated and revised, more specific, short-range goals can be developed by appropriate administrative units. These plans can then be used to assess each unit's activities within a given year to refine the goals and mission statements and to determine how suitable the unit is to the performance of its role.

3.3 Support of the Academic Mission of the University

The administrative and noninstructional staffs of the University facilitate and support the work of faculty and students and, in certain cases, contribute directly to student development. Support units should also develop mission and goal statements.

1000B.4 RESIDENT INSTRUCTION

4.1 Statement on Teaching

The Lund Act, by which the Utah Territorial Legislature established what is now Utah State University, specifies that the University shall offer instruction in such "branches of learning as are related to Agriculture and Mechanics Arts and such other scientific and classical studies as shall promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." At the University, students pursue different combinations of technical, scientific, liberal, and professional education. However, for all students a liberal education, with emphasis on the sciences, humanities, and communication, is considered essential. Successful teaching at the University depends largely upon: (1) employing and maintaining a superior faculty; (2) providing adequate classroom, laboratory, library, and other educational facilities;(3) giving careful attention to the curriculum; and (4) providing an atmosphere which encourages the fullest intellectual and moral development of students.

4.2 Goals for Student Development

Student development is one outcome of resident instruction. The goals for student development are to:

(1) Develop skills of critical thinking and reasoning and to foster the process of intellectual discovery.

The University seeks to develop students' abilities to acquire both general and specialized knowledge, to integrate knowledge from a variety of perspectives, to apply alternative modes of reasoning and methods of problem solution, to distinguish the relevant from the irrelevant, and to derive and formulate general principles for clarification and explanation. By focusing on the creative elements of learning and the importance of fostering intellectual curiosity, the University encourages an awareness of the imaginative and creative elements of intellectual endeavor, helps students develop a familiarity with the philosophies and methods of research in a variety of academic disciplines, and promotes an attitude of individuality which results in intellectual self-awareness and personal initiative.

(2) Develop an awareness of and interest in the breadth of human intellectual achievement and cultural experience.

A broad understanding of world cultures and of the diversity of forms in which intellectual and artistic achievements have been expressed is an important characteristic of an educated person. Students are encouraged to gain a historical and integrated perspective of the cultural, political, legal, scientific, and social components of various societies and to understand the processes, complexities, and consequences of change. The University also strives to foster a lifelong interest in intellectual and artistic endeavors as a matter of continuing personal development.

(3) Prepare students for personally satisfying careers.

The University has an obligation to develop in students the knowledge and skills required for employment and advancement in professional fields of endeavor. In those fields of study which have traditionally led to clearly defined careers, the curricula should equip students with the knowledge and skills necessary for at least entry-level employment. In those fields which have not traditionally led to clearly defined careers, students should be encouraged to develop supplementary skills which qualify them for career entry of some useful and remunerative nature. In seeking to advance these results, the University should also provide a variety of opportunities for students to gain work experiences in appropriate fields, encourage an orientation to careers that recognizes a variety of employment patterns and considerations of lifestyle, provide appropriate career counseling to students, and provide direct assistance in obtaining employment.

(4) Facilitate emotional development, health, and clarification of personal values.

The University seeks to foster in students a positive self-concept and a feeling of personal worth and psychological well-being; an awareness of how emotions, attitudes, and values influence thought and behavior; clarification of personal values; and a sense of personal responsibility for one's view and actions.

(5) Facilitate physical development, health, and well-being.

The University is committed to providing a healthy, safe, and secure environment; providing physical activity, recreation, and other leisure activities necessary to the well-rounded development of students; and creating and maintaining a psychologically and

physically supportive campus environment that includes appropriate medical, housing, recreational, and educational programs.

(6) Maintain a campus environment that will foster a sense of community and social responsibility, and will facilitate social development and effectiveness in interpersonal relationships.

A sense of community is critical to the achievement of all the objectives of an institution of higher learning. The University must demonstrate in its pursuit of learning a commitment to the ideals and values of social responsibility and equality of opportunity. These values must be communicated to students to effectively participate in University decision-making processes, in community activities and governmental processes, and in a broad spectrum of cultural events.

A wide range of communication and leadership skills and the ability to interact effectively with others are essential attributes of an educated person, and the University must provide for development of these skills. Exposure to a variety of cultural and ethnic backgrounds is also a hallmark of an educated person. The University shall endeavor to facilitate interaction and enhance understanding among heterogeneous elements of the University community.

4.3 The Colleges' Role in Resident Instruction

The resident teaching program operates through the Colleges of Agriculture; Business; Education; Engineering; Family Life; Humanities, Arts and Social Sciences; Natural Resources; and Science.

4.4 Commitment to the Teaching of Students

The principal value of the University is its commitment to the teaching of students; to their growth and knowledge; and to their physical, emotional, and social development as they grow intellectually. The University is obligated to stimulate in students a genuine excitement for learning and to equip them with a variety of intellectual perspectives, in short, to provide a liberal education which aims at larger self-fulfillment for every student. This holds true regardless of the chosen field of study because specialized study without exposure of ideas, principles, and theories central to all learning can only result in parochialism. The University also provides the specialized studies that lead to careers, particularly those of a professional nature, which are based upon advanced knowledge. The entire intellectual, recreational, and social environment of the campus is involved in giving life to such a learning experience.

1000B.5 RESEARCH AND RESEARCH PROGRAMS

Research, which is of fundamental significance for the state and the nation, is a major function of the University. It includes scholarly and creative endeavors in the humanities, as well as in the sciences. The research function of the University is overseen by the Vice President for Research.

5.1 Goals for Research and Creative Programs

The goals for all University research programs are to:

(1) Contribute to the advancement of scientific theory and the base of empirical knowledge.

The province of a university is knowledge, both the dissemination of existing information and the development of new knowledge through research. A major long-range goal of research is to develop theories which represent the natural and social laws by which the universe and society operate, and which provide science with its predictive power. The worth of such theories is principally based in the body of empirical knowledge that is conscientiously derived from observations in the laboratory and the field.

(2) Solve societal problems.

While knowledge is considered to have intrinsic worth apart from its application in problem solving, and research in universities is appropriately conducted as an end in itself, the land-grant universities have the added tradition and responsibility of conducting mission-oriented research. The University's applied research goals have continued to emphasize agriculture and have expanded to address numerous industrial, educational, business, engineering, family, social, and natural resources problems, to mention a few. Research in these areas to solve societal problems remains a major function of the institution.

The goal for creative arts and humanities is to contribute to artistic and humanistic endeavor. This contribution includes creation in various media of works of art, architecture, dance, film, music, literature, and theater. The faculty who are involved in such creative works or processes should involve students in active problem solving. This contributes to the development of the student's professional skills and understanding of the human condition.

5.2 Commitment to the Discovery and Advancement of Knowledge

A second fundamental obligation of the University is its commitment to the discovery and advancement of knowledge, for its own sake and for its practical benefits to society. The quest for knowledge, which runs deep in the human spirit, is an end in itself. Knowledge is also a source of solutions to societal problems and a force in the advancement of civilization, The world's great discoveries often occur in universities.

The commitment to research, evaluation, and scholarly inquiry is the foundation of the University's unique role in society and the wellspring of its functions.

1000B.6 COOPERATIVE EXTENSION

6.1 Statement on Cooperative Extension

The Extension Division was created and began to serve the people of Utah in 1907 as part of the Agriculture Experiment Station. A few years later it became the Cooperative Extension Service and part of a nationwide program authorized by passage of the Smith-Lever Act by Congress on May 8, 1914. Cooperative Extension is the arm of the University responsible for formalized outreach and engagement, and it thereby distinguishes the University and its land-grant mission from all other institutions of higher learning in Utah. The activities and programs of Cooperative Extension are developed and implemented through the collaboration and combined efforts of the University and of public and private organizations, agencies, and groups of people in all parts of the state, and with funding support provided by federal, state, and county government. All the activities and programs of Cooperative Extension are conducted on a voluntary basis and are designed to help people help themselves.

6.2 Mission and Goals of Cooperative Extension

Cooperative Extension has a dual mission to the public: to extend the resources of the University to the people and to receive suggestions and ideas from the people on concerns the University should address. Its overall goal is to benefit the state and its citizens by fostering positive outcomes that:

(1) Enhance the quality of life for individuals, families, and communities;
(2) Improve the economic well being of individuals, families, businesses, communities and the state;
(3) Promote sustainability of agriculture, the environment and communities;
(4) Develop leadership and citizenship through community, youth, and volunteer programs.

6.3 Structure and Function of Cooperative Extension

Cooperative Extension is structured to deliver useful information that improves the lives of people, and to implement applied research and discovery that provides solutions to the immediate and emerging problems of people. In cooperation with local county government, Extension faculty members are located in counties throughout the state thereby providing an extensive local presence that expands the University's reach beyond the confines of campus classrooms and research laboratories. The placement of Extension faculty across the state facilitates active engagement with citizens in the local communities and fosters partnerships that are key to successful extension programs.

Extension faculty members located in the counties deliver useful information that improves the lives of citizens, and they bring problems back to the University for

solution. These faculty use a variety of formal and informal teaching methods to design learning experiences appropriate for their audience. They organize programs, leadership training schools, short courses, tours, and other educational activities in partnership with community, county, state, and federal entities. Extension faculty members develop programming to meet the specific needs of the people in the counties, and they often initiate and implement applied research that addresses the problems faced by people in the county, state and region. At the same time, Extension county faculty members provide a useful response mechanism to convey the informational needs and problems requiring further study to their colleagues on campus.

Cooperative Extension also supports faculty members located in many departments across campus. These departmental faculty members develop curricula and major programs for delivery through Cooperative Extension. They also provide valuable discipline-specific expertise augmenting the ability of Cooperative Extension to respond to critical and emerging issues with research-based, unbiased information.

6.4 Commitment to Utilize Extension Programs for the Benefit of the State

The University is committed to utilize Extension programs for the benefit of the state. This function is peculiarly evident in land-grant institutions. Extension faculty reach beyond the confines of University classrooms and research laboratories to provide informal educational experiences to individuals and groups or to provide formal classes for residents throughout the State. These experiences are designed specifically to meet local needs. Extension programs are facilitated by the fact that Extension faculty (agents) live among and work with the people in every county of the state. They use a variety of formal and informal teaching methods to design learning experiences appropriate for their audience (students). Extension faculty also provide a useful response mechanism, to convey problems needing further study to their research colleagues. University resident faculty are valuable resource for Extension programs.

1000B.7 OTHER COMMITMENTS OF THE UNIVERSITY

7.1 Commitment to Extend University Resources through Public and Professional Service

The University is committed to society through public and professional services. These public and professional services are in addition to the Extension programs described above. Research and teaching contribute to the public good, but faculty, staff, and students often reach beyond the confines of their classrooms and laboratories to engage directly in community, national, and world affairs. A keener understanding of the public condition is one approach to public betterment, and the University makes an appreciable contribution.

Teaching, research, extension, and public service are compatible functions which draw strength from each other. Faculty members publish the results of their scholarship for the enlightenment of their peers throughout the world. Thus they participate in a process by which knowledge is kept alive and expanded. An active research faculty excites students with learning, opens their minds to the imaginative and creative elements of inquiry, equips them with analytical methods for making decisions, and leads them in their own inquiries and fresh understandings. One hallmark of a university is the belief that research and teaching stimulate each other and should always proceed companionably. Research is in much the same way the wellspring of the extension and public service function, the source from which come the analytic models which enable a better understanding of societal problems.

Activities within the professional expertise of a faculty/staff member, performed without remuneration, are also among the valued public services of University personnel. Students become alumni who apply their education to improve their own lives and to benefit their families and communities. The whole University responds to requests from such groups/individuals as legislatures, governors, agencies, public groups, alumni, students, and parents.

The University maintains contact with its former students, takes pride in their individual success, and seeks ways to provide for their continuing needs. The Alumni Association provides these services through chapter organizations in locations throughout the country.

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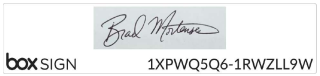
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FROM: Brad L. Mortensen, President
DATE: October 27, 2026
SUBJECT: Policy Directive: Interim Policy 4113: Research Security



The Office of Research has identified the need to publish an interim policy addressing foreign governments' efforts to use employees and students at U.S. universities to misappropriate research data and intellectual property. In addition to complying with the National Security Presidential Memorandum 33 (2021) and the CHIPS & Science Act (2022), USU must respond to additional mandates such as:

- the Department of War's 2026 Component Decision Matrix to Inform Fundamental Research Proposal Mitigation Decisions (March 9, 2026);
- the National Science Foundation's Prohibition on Collaborations with Restricted Entities (July 8, 2026);
- adoption by the major federal funding agencies of the Common Forms for more detailed disclosure of international collaborations;
- the National Institutes of Health's May 27, 2026 reminder notice on increased oversight of researchers' foreign collaborations;
- growing use of co-authorship and publication ties in research security reviews by the Department of War and the Department of Energy; and
- the prohibition on restricted foreign entity funds under Utah Code 53H-8-503.

Key provisions of the new policy include:

- defining risk factors associated with University activities, especially research, involving high-risk entities;
- establishing prohibitions on certain activities involving high-risk entities;
- reiterating a prohibition on USU personnel participating in Malign Foreign Talent Recruitment Programs;
- clarifying expectations for international travel, training, and certifications; and
- outlining the triggers for research security reviews by USU's research security staff.

As authorized by USU Policy 1001, I am issuing this executive memorandum directing the immediate issuance of Interim Policy 4113: Research Security. A final copy of USU Policy 4113 is attached.

To ensure all members of the campus community are informed of the interim policy, the Policy Office will post the new policy on its website. The Office of Research will also utilize its current channels of communication (e.g., regularly scheduled meetings, website, etc.).

This interim policy will remain in place until a permanent policy is reviewed and approved through the standard policy development process, which will begin in the coming months. This interim policy is recommended by the Vice President for Research.

Interim University Policy 4113: Research Security

Category: Academic Affairs

Subcategory: Research

Covered Individuals: Employees and Students

Responsible Executive: Vice President for Research

Policy Custodian: Office of Research; Chief Research Compliance Officer

Last Revised: 2026/10/27

Previous USU Policy Number: N/A

4113.1 PURPOSE AND SCOPE

This Policy addresses the efforts of foreign governments to use employees and students at U.S. universities to misappropriate, for economic and/or national security purposes, Research Data, as defined in USU Policy 4107: Research Data, and intellectual property (IP). The concept of research security is designed to address such malign efforts.

This Policy integrates federal research security mandates, including but not limited to National Security Policy Memorandum 33 (2021), the CHIPS and Science Act (2022), and other federal agency-specific research security requirements for sponsored activities, into Utah State University ("USU" or "the University") Policy.

This Policy establishes certain requirements and prohibitions for University employees and students in order to systematically and comprehensively mitigate foreign government-sponsored risks to University research efforts, which include, but are not limited to:

- An International Activity and Collaboration with a High-Risk Entity or one of its employees for research;
- An undisclosed International Activity and Collaboration in research with an entity based in or funded by a Foreign Country of Concern (FCOC);
- Participation in a Malign Foreign Talent Recruitment Program (MFTRP); and
- Transfer of University Research Data or IP to a High-Risk Entity or one of its employees.

Non-research activities involving High-Risk Entities, such as the contracts, agreements, or memoranda of understanding referenced in Section 2.3 of this Policy, have the potential to trigger adverse external action affecting University research, such as loss of federal funding and post-audit reporting requirements. Upon the future publication of additional University policy to address non-research activities involving High-Risk Entities, Section 2.3 of this Policy will be revised to apply exclusively to University Researchers and will no longer feature prohibited activity d, which addresses University contracts, agreements, or memoranda of understanding.

4113.2 POLICY

2.1 International Activities and Collaborations

Requirement to Disclose

All University employees and students who meet the definition of Researcher as defined in USU Policy 4100: Research ("University Researcher") and who are required to submit a conflict of interest disclosure under USU Policy 2301: Individual Conflicts of Interest must disclose to the University any International Activity and Collaboration as defined in Section 4113.6 of this Policy. University employees and students engaged in research must also disclose any International Activity and Collaboration on the appropriate disclosures to research sponsors.

Academic Affiliation

University Researchers who have a declared role, position, or appointment with a foreign entity may not exclusively affiliate themselves with that entity and must name Utah State University as an affiliation in their research activities, such as on publications or conference activities.

2.2 Malign Foreign Talent Recruitment Programs

University Researchers required to submit a conflict of interest disclosure as outlined in USU Policy 2301: Individual Conflicts of Interest must disclose participation in a foreign-sponsored transfer of knowledge or expertise to a foreign government, entity, or person—a Foreign Talent Recruitment Program as defined in Section 4113.6 of this Policy.

A Foreign Talent Recruitment Program becomes malign in nature—a Malign Foreign Talent Recruitment Program (MFTRP)—when it engages in problematic activity, such as the unauthorized transfer of intellectual property owned by the University or developed under a federal award. USU employees and students may not participate in any program that would meet the definition of a MFTRP under Section 4113.6 of this Policy during any period of their employment or student status with the University.

2.3 Prohibited Activities

University employees and students may not:

a. Engage in any International Activity and Collaboration that involves a High-Risk Entity or employee of a High-Risk Entity, regardless of time and effort required for the activity and whether or not the University employee or student receives any form of compensation or benefit, financial or otherwise;
b. Accept any form of compensation or benefit, financial or otherwise, from a High-Risk Entity or employee of a High-Risk Entity;
c. Transfer University Research Data or intellectual property to a High-Risk Entity or employee of a High-Risk Entity; or
d. Enter into any contract, agreement, or memorandum of understanding with a High-Risk Entity on behalf of the University.

Exception to Prohibited Activity A

Because the principal aim of research security is to prevent the misappropriation of USU Research Data and IP, especially when produced with federal funding, the Vice President for Research or one of their delegates may consider exceptions to prohibited activity a when:

- The proposed activity is limited to co-authorship and excludes all other activities defined under an International Activity and Collaboration; and
- The proposed activity (co-authorship) in no way involves research funded by a U.S. federal agency.

2.4 Activities Requiring Approval

University employees and students may not, without prior approval by the Vice President for Research or one of their delegates:

a. Make University-Related Travel (URT), as defined under USU Policy 5303: International Travel, to a FCOC; or

b. Transfer University Research Data or intellectual property to an entity based in or funded by a FCOC.

2.5 International Travel

To allow the Office of Research to review international University-Related Travel for research security risk, University employees and students must adhere to USU Policy 5303: International Travel, including by submitting a travel authorization and registering their travel for insurability.

As an approver in the travel authorization process, the Office of Research will not approve international URT involving any of the prohibited activities outlined in Section 4113.2.3 of this Policy.

For international URT presenting research security risk, the Office of Research will issue guidance to the traveling University employee or student.

University employees and students must follow any Office of Research-issued guidelines related to their international URT for research purposes.

2.6 Training and Certifications

When required by sponsors or the Office of Research, University employees and students will complete the University's designated version of Research Security Training, whether as a condition for submitting a proposal, for maintaining ongoing eligibility under an existing award, or both.

Learners will be automatically re-enrolled in Research Security Training on an annual basis until they indicate on a test-out question within the training that they are no longer on a federal award that requires the training and do not intend to seek additional federal funding in the foreseeable future.

When required by sponsors or the Office of Research, University Researchers will complete additional trainings and certifications, such as certification of non-participation in any Malign Foreign Talent Recruitment Program. When required by sponsors, the University will also complete institutional certifications and take the necessary steps, such as by initiating a Research Security Review, to confirm that its institutional certifications are accurate.

2.7 Research Security Reviews

To ensure compliance with this Policy, USU's Office of Research Integrity and Compliance (RIC), operating as a delegate of the Vice President for Research, will respond to any of the review triggers outlined in the Research Security Review Manual by initiating a Research Security Review of current and prospective USU employees, students, or external partners, collaborators, and visitors. The Office of Research may utilize both institutional data and third-party due diligence services to conduct its reviews.

Different risk factors identified in the Research Security Review will trigger different forms of mitigation. Each mitigation measure, as well as the general responsibilities of the relevant USU employees and students, is outlined in the Research Security Review Manual.

2.8 Non-Compliance

If the University finds non-compliance with any element of this Policy, USU employees and students may be subject to the ordinary disciplinary process of the University, such as the process outlined under the Faculty Code and the Student Code.

A University employee or student's failure to comply with any element of this Policy may also result in one or more actions consistent with applicable research agreements, sponsor requirements, and USU policies and procedures, including, but not limited to, modification, suspension, or termination of awards; required disclosures to awarding entities; exclusion from participation in specific research activities; imposition of additional oversight or management requirements; and/or other appropriate actions warranted under an associated research contract, law, regulation, or policy.

Federal Action

Federal entities, such as a research sponsor or law enforcement agency, may also penalize individuals and/or the University for non-compliance with this Policy through a number of means that include:

- Termination of federal awards and contracts;
- Suspension or debarment from eligibility for federal funding;
- Civil action, such as under the False Claims Act; and
- Arrest and/or criminal prosecution.

4113.3 RESPONSIBILITIES

3.1 University Employees and Students

Compliance with this Policy

To protect University Research Data and intellectual property, and to avoid outside scrutiny and legal consequences to themselves and the University, University employees and students must show a commitment to research security compliance by adhering to the aforementioned policies regarding training and certifications, disclosure of International Activities and Collaborations, non-participation in Malign Foreign Talent Recruitment Programs, non-participation in prohibited activities, travel to international destinations, and submitting certain research-related activities for approval.

Mitigation

University employees and students are responsible for complying with any sponsor- or University-issued mitigation measures for managing research security risk. The sponsor or the University may find a University employee or student ineligible for research activity, regardless of funding, for non-compliance with mitigation measures.

Duty to Report

University employees and students must report to the University (through the Office of Research) any suspected compromise of research security, such as, but not limited to, an undisclosed International Activity and Collaboration, participation in a Malign Foreign Talent Recruitment Program, and the unauthorized transfer of Research Data or IP to a foreign entity.

Duty to Cooperate

University employees and students must cooperate with the University's efforts to gather information, such as by conducting a Research Security Review, of a research security matter involving USU employees or students.

3.2 Principal Investigator

Principal Investigators, in addition to the responsibilities assigned to University employees and students under this Policy, face a heightened responsibility for research security compliance and must ensure that all people participating in any federal award are in compliance with the research security requirements of that award and/or governing agency, such as those relating to restricted entities, disclosure of research activities and sources of support, Research Security Training, and Malign Foreign Talent Recruitment Program certifications.

3.3 The University

To maintain the administrative functions necessary for University employees and students to follow every element of this Policy, the University will, where appropriate:

- Maintain this Policy in accordance with changes in research security best practices and federal requirements;
- Conduct fair and methodical risk reviews, such as through Research Security Reviews, of current and prospective USU employees, students, or external partners, visitors, or collaborators;
- Notify, when the University becomes aware and when appropriate, the University employees and students involved in activities involving research security risk and provide actionable guidance on mitigating such risk;
- Provision the appropriate University employees access to the internal and third-party tools necessary to conduct thorough, in-depth Research Security Reviews;
- Provision University employees and students with guidance and, when necessary, equipment to ensure that University Research Data and intellectual property are protected in the course of international travel;
- Make required trainings, such as Research Security Training, available to University employees and students;
- Notify employees and students of the research security requirements applicable to their research, such as those imposed by a specific funding agency;
- Notify external research partners of the research security requirements applicable to the research partnership in which the University is involved;
- Maintain a record of covered individuals' completion of required trainings, certifications, and disclosures that relate to research security;
- Certify to funding agencies institutional compliance with applicable research security requirements; and
- Work with funding agencies to implement project- or person-specific risk mitigation measures as required by those agencies.

Administrative Compliance

No University unit may administer or facilitate any activity that violates any element of this Policy. For example, the Sponsored Programs Office may not submit a proposal for funding on behalf of a University employee or student who has not taken a required Research Security Training, or the Controller's Office may not allocate funds to an activity that constitutes an activity requiring approval under Section 4113.2.4 of this Policy without prior approval by the Office of Research.

Duty to Report

The University will report, where deemed appropriate through coordination among the Office of Research, the Office of General Counsel, and any additional stakeholding University entities, research security violations or risk to the relevant research sponsors and law enforcement agencies.

4113.4 REFERENCES

- National Security Policy Memorandum 33 (NSPM-33), Presidential Memorandum on United States Government-Supported Research and Development National Security Policy, Presidential Memorandum, 14 January 2021.
- Guidance for Implementing National Security Policy Memorandum 33 (NSPM-33) on National Security Strategy for United States Government-Supported Research and Development, National Science and Technology Council, January 2022.
- Creating Helpful Incentives to Produce Semiconductors and Science (CHIPS) Act of 2022, Pub. L. No. 117-167, 136 Stat. 1366 (2022).

4113.5 RELATED USU POLICIES

- Policy 2301: Individual Conflicts of Interest
- Policy 4100: Research
- Policy 4107: Research Data
- Policy 4109: Export Controls
- Policy 5303: International Travel

Of the policies listed above, Policy 4109: Export Controls is the most closely intertwined with research security. Activities reviewed under this policy may also trigger U.S. export control requirements under Policy 4109, including a deemed export review, which apply in addition to, and independently of, the requirements of this policy.

4113.6 DEFINITIONS

Denied Person. A person who appears on the BIS Denied Persons List. For purposes of this policy, any person who appears on the BIS Denied Persons List is also considered a High-Risk Entity.

Foreign Country of Concern (FCOC). A country designated as a "foreign country of concern" under section 10638 of the CHIPS and Science Act of 2022, codified at 42 USC Sec. 19237(2), as amended. As of this Policy's last revision, the FCOCs so designated are the People's Republic of China (China), the Democratic People's Republic of Korea (North Korea), the Russian Federation (Russia), and the Islamic Republic of Iran (Iran).

Foreign Talent Recruitment Program. Any entity, program, or arrangement that facilitates compensation provided by a foreign state to a person in exchange for that person transferring knowledge and expertise to a foreign country, an institution based in that foreign country, or citizens of that foreign country.

High-Risk Entity. Any entity appearing on a U.S. government restricted or prohibited party or entity list used for national security, export controls, or sanctions compliance, or a list published for the same purpose by a non-governmental entity generally credible on academic and/or national security matters, such as the National Academies of Sciences, namely:

- Sec. 1260H of the *National Defense Authorization Act* (NDAA) for FY2021 (U.S. Department of Defense);
- Sec. 1286 of the NDAA for FY2019 (U.S. Department of Defense);
- Sec. 889 of the NDAA for FY2019 (U.S. Department of Defense, U.S. General Services Administration, National Aeronautics and Space Administration);
- Sec. 5949 of the NDAA for FY2023 (U.S. Department of Defense, U.S. General Services Administration, National Aeronautics and Space Administration);
- Entity List (U.S. Department of Commerce, Bureau of Industry and Security);
- Military End-User Entities (U.S. Department of Commerce, Bureau of Industry and Security);
- Denied Persons (U.S. Department of Commerce, Bureau of Industry and Security);
- Specially Designated Nationals List (U.S. Department of Treasury, Office of Foreign Assets Control);
- Annex of Executive Order 14032 (U.S. Department of Treasury, Office of Foreign Assets Control);
- Non-SDN Chinese Military-Industrial Complex Companies (U.S. Department of Treasury, Office of Foreign Assets Control);
- Debarred Parties (U.S. Department of State);
- Nonproliferation Sanctions (U.S. Department of State);
- Equipment and Services Covered by Section 2 of The Secure Networks Act (U.S. Federal Communications Commission);
- UFLPA Entity List (U.S. Department of Homeland Security);
- Withhold Release Orders & Findings (U.S. Department of Homeland Security, Customs and Border Protection);
- Foreign Talent Programs That May Pose a Threat to the National Security Interests of the United States (National Academies of Sciences); and
- China’s Defense S&T Key Lab System (U.S. Department of Defense, U.S. Air Force, China Aerospace Studies Institute).

International Activity and Collaboration. Any:

- role, position, or appointment with a foreign entity, whether full-time, part-time, or voluntary and whether or not the activity results in a form of compensation or benefit, financial or otherwise;
- collaboration in the form of co-investigator status on a project, an advisor/advisee role, co-authorship,

or any other direct relationship within a professional scholarly setting designed to produce a research outcome; or
- use of facilities, instrumentation, laboratories, field sites, or other research infrastructure located at a foreign site.

Malign Foreign Talent Recruitment Program (MFTRP). A program labeled a malign foreign talent recruitment program or a foreign talent recruitment program that may pose a risk to the national security interests of the United States by a third-party, non-governmental entity generally credible on academic and/or national security matters, such as, but not limited to, the National Academies of Sciences; or, as defined in 42 USC Sec 19237(4):

(A) any program, position, or activity that includes compensation in the form of cash, in-kind compensation, including research funding, promised future compensation, complimentary foreign travel, things of non de minimis value, honorific titles, career advancement opportunities, or other types of remuneration or consideration directly provided by a foreign country at any level (national, provincial, or local) or their designee, or an entity based in, funded by, or affiliated with a foreign country, whether or not directly sponsored by the foreign country, to the targeted individual, whether directly or indirectly stated in the arrangement, contract, or other documentation at issue, in exchange for the individual—

(i) engaging in the unauthorized transfer of intellectual property, materials, data products, or other nonpublic information owned by a United States entity or developed with a Federal research and development award to the government of a foreign country or an entity based in, funded by, or affiliated with a foreign country regardless of whether that government or entity provided support for the development of the intellectual property, materials, or data products;
(ii) being required to recruit trainees or researchers to enroll in such program, position, or activity;
(iii) establishing a laboratory or company, accepting a faculty position, or undertaking any other employment or appointment in a foreign country or with an entity based in, funded by, or affiliated with a foreign country if such activities are in violation of the standard terms and conditions of a Federal research and development award;
(iv) being unable to terminate the foreign talent recruitment program contract or agreement except in extraordinary circumstances;
(v) through funding or effort related to the foreign talent recruitment program, being limited in the capacity to carry out a research and development award or required to engage in work that would result in substantial overlap or duplication with a Federal research and development award;
(vi) being required to apply for and successfully receive funding from the sponsoring foreign government's funding agencies with the sponsoring foreign organization as the recipient;
(vii) being required to omit acknowledgment of the recipient institution with which the individual is affiliated, or the Federal research agency sponsoring the research and development award, contrary to the institutional policies or standard terms and conditions of the Federal research and development award;
(viii) being required to not disclose to the Federal research agency or employing institution the participation of such individual in such program, position, or activity; or
(ix) having a conflict of interest or conflict of commitment contrary to the standard terms and conditions of the Federal research and development award; and

(B) a program that is sponsored by—

(i) a foreign country of concern or an entity based in a foreign country of concern, whether or not directly sponsored by the foreign country of concern;
(ii) an academic institution on the most recent list developed under section 1286(c)(8) of the John S. McCain National Defense Authorization Act for Fiscal Year 2019 (10 U.S.C. 2358 note; Public Law 115–232) or such other list developed by the Federal Government to replace this list; or a foreign talent recruitment program on the most recent list developed under section 1286(c)(9) of the John S. McCain National Defense Authorization Act for Fiscal Year 2019 (10 U.S.C. 2358 note; Public Law 115–232) or such other list as may be developed by the Federal Government to replace this list.

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

Guidance

- Research Security Review Manual
- Research Security Training, USU Office of Research
- Foreign Talent Recruitment Programs, USU Office of Research
- Federal Research Security Reporting and Certification Requirements, USU Office of Research

Related Forms and Tools

- Research Security Self-Check Tool

Contacts

- Compliance Officer
  Research Integrity & Compliance
  research.usu.edu/compliance
  compliance@usu.edu

POLICY HISTORY

Original issue date: 2026/10/27
Last revision date: 2026/10/27
Next scheduled review date: 2027/10/01
Previous revision dates: N/A

UtahStateUniversity

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MEMORANDUM

TO: Utah State University Board of Trustees
FROM: David T. Cowley, Vice President for Finance and Administrative Services
DATE: November 6, 2026
RE: Retiring Policy 5301: Leased Vehicle Damage Recovery Fund

FOR INFORMATION PURPOSES ONLY. NO ACTION REQUIRED.

At the June University Leadership Council meeting, the Council approved revisions to Policy 5312: Vehicle Use. This policy establishes requirements and procedures for the procurement, maintenance, and operation of motor vehicles in a safe and efficient manner. All vehicles used for University Business, whether owned or non-owned, are subject to this policy.

With these approved revisions, Policy 5301: Leased Vehicle Damage Recovery Fund is no longer needed. This fund was discontinued. The Executive Summary for Policy 5312: Vehicle Use, included information about retiring Policy 5301 once Policy 5312 was approved.

ATTACHMENTS:

Executive Summary
Policy 5301 (to be retired)
Policy 5312 (current)

EXECUTIVE SUMMARY

USU Policy 5312: Vehicle Use
Category: Facilities, Operations, IT
Subcategory: Operations
Covered Individuals: Faculty, Staff, Volunteers, and Students
Responsible Executive: Vice President for Finance and Administrative Services
Policy Custodian: Risk Management, Risk Manager

BACKGROUND:

This policy revision updates USU Policy 5312 to align with current requirements and expectations established by the Utah Division of Fleet Management and the Utah Division of Risk Management, as well as applicable state statutes, administrative rules, and federal regulations. The revision also reflects evolved University practices related to vehicle oversight, insurance administration, and driver authorization.

The prior policy framework lacked clarity and specific responsibility for vehicle maintenance, safety oversight, and compliance in ways that increased operational risk and limited accountability. This revision clarifies governance, modernizes terminology, and aligns the policy with how vehicles are currently managed, insured, and audited across the University. Given the extent of structural reorganization and modernization of the policy, a traditional redlined comparison would not meaningfully convey the changes.

KEY PROVISIONS OF THE REVISED POLICY:

This revision reorganizes and clarifies the policy while making several substantive changes, including:

- Clarifies that the policy applies to all motor vehicles used for University Business, regardless of ownership (University-owned, leased, rented, or privately owned).
- Formally designates USU Motor Pool as the primary authority for annual preventative maintenance, safety inspections, emissions testing, and vehicle slot management for University-owned or leased vehicles.
- Aligns driver authorization, training, and suspension criteria with Utah Administrative Rules governing state fleet operations.
- Clarifies that automobile insurance follows the vehicle, and that personal automobile insurance is primary when privately owned vehicles are used for University Business.
- Establishes clear standards for departmental vehicles, including seating capacity limits, maintenance requirements, insurance premiums and deductibles, and accident repair protocols.
- Updates governance for vehicle purchasing, right-sizing, and slot retention, including limits on vacant vehicle slot retention.
- Clarifies requirements related to commute use, including annual approval and tax treatment as a fringe benefit.
- Clarifies accident reporting, insurance claims handling, and required remedial training for at-fault or preventable accidents.
- Allows for the deletion of USU Policy 5301: Leased Vehicle Damage Recovery Fund because insurance, including deductibles, is covered in this revision.
- Adds the responsibilities section per the new policy format.

IMPLEMENTATION PLAN:

The revised policy will be implemented through coordinated communication and existing operational processes. Changes will be communicated to the campus community via the Risk Management and Motor Pool websites, targeted email communications to vehicle operators and departments, and incorporation into required defensive driving and compliance training.

Existing procedures and training programs will be updated as needed to align with the revised policy. Implementation of this policy is not expected to require additional financial resources beyond those already associated with vehicle ownership, insurance, and fleet management.

POLICY MANUAL

OPERATING POLICIES AND PROCEDURES

Number 5301
Subject: Leased Vehicle Dammage Recovery Fund
Effective Date: July 25, 2000

5301.1 POLICY

USU Motor Pool will offer departments an optional daily rate charge to cover damage to a short-term leased Motor Pool vehicle (vehicles leased less than a year).

5301.2 Procedure

USU Motor Pool will ser up a damage recovery fund by offering departments a $2 per day optional charge on cars and vans when leasing a vehicle. If a department chooses to pay this charge, Motor Pool will be responsible for any repair bill if the vehicle is damaged. This charge will cover the insurance policy $500 deductible for damage. If the department chooses not to pay the additional daily charge, then the department will be responsible for the $500 deductible charge or anything less.

University Policy 5312: Vehicle Use

Category: Facilities, Operations, IT
Subcategory: General Operations
Covered Individuals: Faculty, Staff, Volunteers, and Students
Responsible Executive: Vice President for Finance and Administrative Services
Policy Custodian: Risk Management, Risk Manager
Last Revised: 2026/08/07
Previous USU Policy Number: 514

5312.1 PURPOSE AND SCOPE

This Policy establishes requirements and procedures for the procurement, maintenance, and operation of Motor Vehicles in a safe and efficient manner. All vehicles used for University Business, whether owned or non-owned, are subject to this Policy. This Policy applies to all USU faculty, staff, students, and volunteers who are authorized to operate Motor Vehicles for University Business.

5312.2 POLICY

2.1 General Motor Vehicle Use

The use of Motor Vehicles for University Business, whether owned, leased, rented, or otherwise made available, must be authorized by a Department Head, Director, Dean, or Vice President.

2.1.1 Requirements to Operate a Motor Vehicle

Drivers operating Motor Vehicles for University Business must possess a valid driver's license and complete the required defensive driving training. Training records will be maintained by the University and the Utah Division of Fleet Management to document Authorized Drivers as defined in Utah Administrative Rule R27-1-2(d).

If a driver meets any of the criteria defined in Utah Administrative Rule R27-7-3, the driver's authorization to operate any Motor Vehicle for University Business may be suspended, withdrawn, or revoked for up to three years.

All Authorized Drivers operating Motor Vehicles for University Business must comply with all applicable state and local laws, including Utah Code Title 41, Chapter 6a, Traffic Code.

Authorized Drivers and all vehicle occupants are required to wear seatbelts at all times. Authorized Drivers must comply with all posted speed limits, including reduced-speed construction zones and road hazard warnings, and are responsible for ensuring all seatbelts are fastened before the vehicle is placed in motion.

2.1.2 Privately-Owned Motor Vehicles

Use of privately owned Motor Vehicles for University Business is discouraged. USU faculty, staff, students, or volunteers who choose to use a privately owned motor vehicle for University Business are responsible for maintaining automobile physical damage and liability insurance in accordance with state law. When a privately owned Motor Vehicle is used for University Business, the individual's personal

automobile insurance provides primary coverage. The University will not reimburse the individual, vehicle owner, or insurer for deductibles, liability claims, or damage to the privately owned Motor Vehicle.

2.2 University-Owned/Leased Motor Vehicles

University-owned or leased Motor Vehicles may only be used for authorized University Business by Authorized Drivers.

2.2.1 Requirements for University Departments

USU Motor Pool is responsible for assigning and removing Motor Vehicle slots to University Departments.

Except for USU Motor Pool, Departments may only own or lease Motor Vehicles with a seating capacity of eight occupants or fewer and may not own or lease more vehicles than the number of Motor Vehicle slots assigned to the department.

2.2.1.1 Maintenance Requirements

All University-owned or leased Motor Vehicles must receive annual preventive maintenance, safety inspections, and emissions testing through the USU Motor Pool as the primary service provider. If Motor Pool services are unavailable or impractical, an alternative vendor may be used with prior approval from USU Motor Pool. If an alternative vendor is approved, documentation of all completed services must be submitted to USU Motor Pool. Departments that fail to maintain vehicles or comply with these requirements properly may forfeit their assigned Motor Vehicle slot(s).

USU Motor Pool may immediately remove from service any University-owned or leased Motor Vehicle deemed unsafe until repairs are completed or the vehicle is replaced.

2.2.1.2 Purchase and Disposal of Motor Vehicles

When purchasing Motor Vehicles, departments should select a Right-Sized Vehicle as recommended by Utah Code 63A-9-401.5, Vehicle Fleet Cost Efficiency Plan. Exceptions must be approved in writing by the responsible Dean or Vice President, and a copy of the approval must be submitted to USU Motor Pool prior to purchase.

If a Department disposes of a Motor Vehicle and does not immediately replace it, the associated Motor Vehicle slot may only be retained for up to two years. After that period, the vacant slot will revert to USU Motor Pool for reassignment.

2.2.1.3 Insurance Premiums

Automobile physical damage and liability insurance premiums for University-owned or leased Motor Vehicles are assessed based on the number of Motor Vehicle slots assigned to the Department, regardless of whether those slots are currently occupied.

2.2.2 Responsibilities in a Motor Vehicle Accident

In accordance with Utah Administrative Rule R27-7-2, any accident involving a University-owned or leased Motor Vehicle must be reported by the Authorized Driver to USU Risk Management within twenty-four hours.

When an accident results in an insurance claim, the Authorized Driver's Department is responsible for payment of the applicable insurance deductible.

All auto body repairs resulting from an accident must be completed by an auto body shop authorized by the Utah Division of Risk Management and coordinated through USU Risk Management.

2.2.2.1 Additional Training and/or Loss of Driving Privileges

Authorized Drivers involved in at-fault or preventable accidents while operating a University-owned or leased Motor Vehicle must complete additional driver safety training provided through USU Risk Management prior to resuming operation of such vehicles.

Authorized Drivers involved in three or more at-fault or preventable accidents involving University-owned or leased Motor Vehicles within a three-year period will lose their authorization to operate those vehicles. The USU Driver Safety Committee will recommend the duration of the revocation.

2.2.3 Commute Use

Authorized Drivers approved to commute in University-owned or leased Motor Vehicles must receive annual approval from the Office of the Vice President for Finance and Administrative Services prior to the start of each calendar year. Commute Use constitutes a taxable fringe benefit as outlined in 26 CFR 1.61-21 (Commute Application). Approved drivers will be assessed the IRS-imputed daily fringe benefit rate. Unauthorized Commute Use may result in loss of driving privileges and disciplinary action.

2.3 University-Owned/Leased Vehicles with Seating Capacities Greater than Eight

Motor Vehicles with seating capacities greater than eight occupants may only be owned, leased, and managed by USU Motor Pool and made available to Departments with properly trained drivers in accordance with 5312-PR1: University Vehicle Use Procedures.

5312.3 RESPONSIBILITIES

3.1 USU Employees, Students, and Volunteers

- Operate University-owned, leased, or other Motor Vehicles for University Business only if approved as Authorized Drivers
- Comply with all applicable state and local traffic laws
- Ensure the safe operation and proper condition of Motor Vehicles used for University Business

3.2 Department Heads/Directors

- Ensure that all employees, students, and volunteers within their Departments or units who operate Motor Vehicles comply with this Policy, including enforcement of any driving suspensions, withdrawals, or revocations imposed by the Driver Safety Committee
- Ensure the safe operation and proper condition of University-owned or leased Motor Vehicles assigned to their departments or units
- Review the State of Utah Vehicle Fleet Cost Efficiency Plan prior to purchasing a Motor Vehicle

3.3 Deans/Vice Presidents

- Review Motor Vehicle purchases within their units to ensure compliance with the Vehicle Fleet Cost Efficiency Plan and confirm that vehicles are Right-Sized
- Approve or deny written requests for exceptions to the purchase of Right-Sized Vehicles

3.4 USU Motor Pool

- Maintain records of annual preventative maintenance, safety inspections, and emissions testing for all University-owned or leased Motor Vehicles
- Remove from service any University-owned or leased Motor Vehicle that fails the required safety inspection or is otherwise deemed unsafe until necessary repairs are completed
- Manage and coordinate all Motor Vehicle slots assigned to the University
- Provide required training to University employees, students, and volunteers
- Approve Authorized Drivers operating University-owned or leased Motor Vehicles with seating capacities greater than eight.

3.5 USU Risk Management

- Oversee the Driver Safety Committee in accordance with Utah Administrative Rule R27-7-4
- Verify that drivers meet all requirements and are approved as Authorized Drivers
- Develop, assign, and administer driver training programs
- Oversee automobile physical damage and liability insurance policies and related claims

5312.4 REFERENCES

- Utah Administrative Rule 27 - Government Operations, Fleet Operations
- Utah Code Title 41, Chapter 6a – Traffic Code
- Utah Code Title 63 A, Chapter 9, Section 401.5 – Vehicle Fleet Cost Efficiency Plan
- 44 U.S.C § 1506, 26 C.F.R. Parts 1.61 through 21 – Taxation of Fringe Benefits

5312.5 RELATED USU POLICIES

- Policy 1222: Travel
- Policy 2002: Campus Walkway Safety
- Policy 3014: Safety and Health
- Policy 3017: Volunteer Services
- Policy 5315: Use of University Property

5312.6 DEFINITIONS

- **Authorized Driver**. A USU employee, student, or authorized volunteer with a valid driver's license, who meets the necessary age restrictions, is current with the required defensive driving training, and has been entered into the Utah Division of Fleet Management's driver database by USU Risk Management.
- **Commute Use**. Use of a University Motor Vehicle by an employee driving between the employee's residence and the employee's assigned work location more than one calendar day per month. Commute use is subject to taxation rules outlined in 26 CFR 1.61-21.
- **Motor Vehicle**. A self-propelled vehicle intended primarily for use and operation on highways, including vehicles used for construction and other non-transportation purposes, roadable aircraft, and street-legal all-terrain vehicles. Motor Vehicle does not include motor-assisted scooters or vehicles covered by USU Policy 4112: Off-Highway Vehicle (OHV) Usage or special use and research vehicles not licensed for highway use.
- **Right-Size Vehicle**. The most economically appropriate size and type of Motor Vehicle for the purposes for which the Motor Vehicle will be used.
- **University Business**. Any activity undertaken by a USU employee, student, and/or volunteer in the course and scope of their employment and/or volunteerism with USU.
- **Vehicle Fleet Cost Efficiency Plan.** The State of Utah has established State Fleet Efficiency Requirements to reduce fleet costs, increase energy efficiency, improve air quality in Utah, and decrease the US's dependence on foreign oil. USU's goal is to comply with the State of Utah's Vehicle Fleet Cost Efficiency Plan requirements in these ways:
    - (1) Decrease the overall cost per mile average of University-owned or leased Motor Vehicles
    - (2) Decrease the number of University-owned or leased Motor Vehicles
    - (3) Decrease the total gallons of fuel consumed by University-owned or leased motor vehicles
    - (4) Increase the overall miles per gallon of University-owned or leased Motor Vehicles
    - (5) Decrease the total miles driven annually by University-owned or leased Motor Vehicles
    - (6) Right-Size University-owned or leased Vehicles to the lowest level needed to perform the University Business requirement
    - (7) Decrease the overall pollution output by University-owned or leased vehicles

Information below is included as part of the contents of the official Policy. It is provided only as a convenience for readers/users and may be changed at any time by persons authorized by the president.

RESOURCES

Procedures

- University Procedure 5312: Vehicle Use

Related Forms and Tools

- Vehicle Accident Report
- Driving for USU – Risk Management
- Approved Maintenance Vendor Map
- Vehicle Fleet Cost Efficiency Plan
- Commute Application

Contacts

- Jarrod Larsen
  Risk Manager

POLICY HISTORY

Original issue date: 2006/02/01
Last review date: 2026/08/07
Next scheduled review date: 2029/06/01
Previous revision dates: 2022/06/24, 2017/06/14, 2013/01/14