



Board of Trustees Meeting Agenda

Friday, November 4, 2016

Zion Room, Holland Centennial Commons

- ~ General Session - 8:00 a.m.*
- ~ Executive Session - 8:01 a.m.*
- ~ General Session - 9:00 a.m.*
- ~ Tour of the Udvar-Hazy Renovation - 11:00 a.m.*
- ~ Luncheon for All Meeting Attendees - 12:00 p.m.*

DIXIE STATE UNIVERSITY
BOARD OF TRUSTEES MEETING

MEETING SCHEDULE

Thursday, November 3, 2016

**BOARD OF TRUSTEES DINNER (TRUSTEES AND INVITED GUESTS)
@ 6:00 PM AT THE WILLIAMS' HOME**

Friday, November 4, 2016

BOARD OF TRUSTEES MEETING

IN THE ZION ROOM, HOLLAND CENTENNIAL COMMONS BUILDING

8:00 AM – GENERAL SESSION

8:01 AM – EXECUTIVE SESSION (TRUSTEES)

9:00 AM – GENERAL SESSION (ALL MEETING ATTENDEES)

11:00 AM – TOUR OF THE UDVAR-HAZY BUILDING RENOVATION (DEAN KYLE WELLS)

12:00 PM – BOARD OF TRUSTEES LUNCHEON (FOR ALL MEETING ATTENDEES) IN THE ZION ROOM, FEATURING A “TIE/DIRT” PRESENTATION (DEAN ERIC PEDERSEN AND DEAN KYLE WELLS)

A G E N D A

[*\[Link to Bookmark\]](#)

- I. GENERAL SESSION (8:00 AM)
- II. EXECUTIVE SESSION [8:01 AM]
- III. GENERAL SESSION [9:00 AM] – WELCOME (Chair David L. Clark)
 - A. Susan Ertel – new DSU Chapter President of the University Women in Higher Education Network (UWHEN)
 - B. Dr. Wayne Provost – Director of Innovation Guidance and Support
 - C. Representative from the Dixie Applied Technology College
 - D. Representatives of the Press and other visitors
- IV. BOARD OF TRUSTEES ITEM (Chair Clark)
 - A. Trustees will sign Public Officer’s Disclosure/Conflict of Interest Statements (A notary will be present to witness the signing)
- V. PRESENTATION
 - A. Campus Master Plan (Vice President Paul Morris)
- VI. PRESIDENT’S REPORT (President Richard B. Williams)

VII. REPORTS

- A. Classified Staff Association (Robyn Whipple)
- B. Exempt Staff Association (Katie Armstrong)
- C. Faculty Senate (Nancy Hauck/Jim Haendiges)

VIII. BOARD OF TRUSTEES COMMITTEE REPORTS

- A. Executive Committee – David Clark/Julie Beck/Gail Smith
- B. Academic Committee – Julie Beck/Larry Bergeson/Sarah Ramaker/Gail Smith
- C. Audit Committee – David Clark/Julie Beck/Hal Hiatt
- D. Finance/Investment Committee – Larry Bergeson/David Clark/Thomas Wright
- E. Government Affairs Committee – Thomas Wright/David Clark/Jon Pike
- F. Honoree Selection Committee – Elisabeth Bingham/Julie Beck/David Clark/Sarah Ramaker/Gail Smith
- G. Policy Committee – Christina Durham/Elisabeth Bingham/Gail Smith
- H. DXATC Representative – Jon Pike
- I. National Advisory Council (NAC) Representatives – Elisabeth Bingham/Christina Durham/Gail Smith

IX. ACTION ITEMS (Chair Clark)

- A. Approval of Minutes (Chair Clark)
 - Monday, July 11, 2016 (Approved by email vote on October 7, 2016: Yes-6, Abstain-1, No reply-2)
 - *Friday, September 23, 2016
- B. Academic Program Proposals (Michael Lacourse/David Wade)
 - *BA/BS Applied Sociology
 - *FCS Department Rename
 - *BS Bioinformatics
 - *Applied Leadership Emphasis in Communication Studies
 - *Discontinue of Certificate in Surgical Technology
 - *Accounting Minor
- C. Administrative Affairs (Paul Morris)
 - Budget Reports: (Paul Morris/Bryant Flake)
 - ✓ *2016-17 Budget Report (General Fund)
 - ✓ *Institutional Discretionary Funds 2015-16
 - ✓ *Auxiliary Operations 2015-16
 - ✓ *Donation Report (Brad Last)
- D. Human Resources (Travis Rosenberg)
 - *Early Retirement Requests:
 - ✓ Steven Bringhurst
 - ✓ Kevin Hancey

E. **Policies**

- **Policy 157 Personal Conduct/Conflict of Interest [New Policy – Incorporates the previous Policy 323 and Policy 157] (Doajo Hicks)*
- **Policy 160 Intellectual Property [New Policy] (Doajo Hicks) – Information only*
- **Policy 301 Personnel Definitions [Revision] (Travis Rosenberg)*
- **Policy 305 Hiring [Revision – Incorporates Policy 309, which will be eliminated] (Travis)*
- **Policy 323 Employment Physical Examinations [Revision – Majority of current policy moved to Conflict of Interest and Termination and Reduction of Workforce] (Travis/Doajo)*
- **Policy 341 Faculty Salaries [Revision] (Michael Lacourse/Travis)*
- **Policy 351 Job Classification [Revision] (Travis)*
- **Policy 373 Termination and Reduction of Workforce [Revision] (Travis)*

X. **CONCLUDING REMARKS (Chair Clark)**

XI. **TOUR OF THE UDVAR-HAZY BUILDING RENOVATION, WITH DEAN KYLE WELLS (11:00 AM)**

XII. **BOARD OF TRUSTEES LUNCHEON IN ZION ROOM, FEATURING A PRESENTATION REGARDING TIE/DIRT BY DEAN ERIC PEDERSEN AND DEAN KYLE WELLS (12:00 PM)**

XIII. **NEXT BOARD OF TRUSTEES DINNER – THURSDAY, JANUARY 26 @ 6PM, WILLIAMS' HOME
NEXT BOARD OF TRUSTEES MEETING – FRIDAY, JANUARY 27 @ 8AM, ZION ROOM**

XIV. **CALENDAR OF UPCOMING MEETINGS AND EVENTS**

- *Annual Induction Ceremony for English Honor Society – Friday, Nov. 4 @ 6PM, Alumni House*
- *Dixie Classic Golf Tournament – Friday and Saturday, Nov. 4 and 5, 2016*
- *AAUW “Night of Inspiration” Scholarship Gala – Saturday, Nov. 5 @ 5:30PM, Abbey Inn*
- *DSU Veteran’s Memorial Ribbon Cutting – Friday, Nov. 11 @ 12PM, Encampment Mall*
- *St. George Interfaith Council CROP Walk – Sat., Nov. 12 @ Larkspur Park/Bloomington Hills*
- *Board of Regents Meeting – Friday, November 18 @ UVU*
- *Northern Utah Alumni Event – Saturday, November 19, 2016*
- *Thanksgiving Break – Thursday and Friday, November 24 and 25, 2016*
- *President’s Holiday Luncheon – Thursday, December 8 @ 11:30 AM-1PM, Gardner Ballroom*
- *Last Day of Classes – Friday, December 9, 2016*
- *Final Exams – Monday through Friday, December 12-16, 2016*
- *St. George Interfaith Council “Prayer Over the City” – Saturday, December 31 @ 12PM, Eccles Concert Hall*
- *New Year’s Day Holiday – Sunday, January 1, 2017*
- *New Year’s Day Holiday (Observed) – Monday, January 2, 2017*
- *Spring Semester Begins – Monday, January 9, 2017*
- *Board of Regents Meeting – Friday, January 20 @ University of Utah*
- *Annual CSA/ESA Staff Breakfast w/President – Wednesday, January 25 @ 8:30AM, Ballroom*
- *Board of Trustees Dinner – Thursday, January 26 @ 6PM, Williams’ Home*
- *Board of Trustees Meeting – Friday, January 27 @ 8AM, Zion Room*

XV. **MEETING ADJOURNED**

**MINUTES OF THE DIXIE STATE UNIVERSITY
BOARD OF TRUSTEES MEETING
Cottam Room, Kenneth N. Gardner Student Center
Friday, September 23, 2016
8:00 a.m. – General Session
8:01 a.m. – Executive Session
9:00 a.m. – General Session
12:00 p.m. – Luncheon for Trustees and All Meeting Attendees
Conference Room B, Gardner Student Center**

BOARD MEMBERS PRESENT:

David Clark (Chair)
Julie Beck (Vice Chair)
Larry Bergeson
Elisabeth Bingham
Christina J. Durham
Hal Hiatt (Alumni Association President)
Jon Pike
Sarah Ramaker (DSUSA President)
Gail Smith
Thomas Wright (participated by phone)

ALSO PRESENT:

President Richard B. Williams
Katie Armstrong – Exempt Staff Association President-elect
Del Beatty – Dean of Students
Jason Boothe – Athletic Director
John Bowler – Development Officer
Andrea Brown – Director of Institutional Research
Lance Brown – Development Officer
Cheri Capps – Director of Accounting
Cindy Cole – Title IX Clery Act Compliance Director
Bryant Flake – Institutional Budget Director
Peter Gitau – Vice President of Student Affairs
Eric Grob – DXATC Vice President of Finance
Jim Haendiges – Faculty Senate President-elect
Joni Hale – Assistant Director of Scholarships
Jyl Hall – Director of Public Relations and Marketing
Nancy Hauck – Faculty Senate President and Associate Provost of Community and Global Engagement
Jeff Jarvis – Dean of the College of the Arts
Kevin Jenkins – Reporter from *The Spectrum*
Scott Jensen – Executive Director of Business Services
Steve Johnson – Associate Athletic Director of Media Relations
Gary Koeven – Chief Information Officer
Michael Lacourse – Provost and Vice President of Academic Affairs
Marilyn Lamoreaux – Assistant to the President
Brad Last – Vice President of Institutional Advancement
Frank Lojko – Vice President of Government Affairs
Jonathan Morrell – Exempt Staff Association President-elect
Eric Pedersen – Dean of the College of Science and Technology
Sandy Petersen – Associate Provost of Academic Quality and Success
J.D. Robertson – Interim Assistant Vice President of Enrollment Management
Travis Rosenberg – Executive Director of Human Resources
Sherry Ruesch – Executive Director of Facilities Management

Brenda Sabey – Dean of the School of Education
Scott Talbot – Assistant Vice President of Business Affairs
Michele Tisdale – Classified Staff Association President-elect
Henrie Walton – Community, State, and Federal Relations Officer
Kyle Wells – Dean of the School of Business and Communication
Robyn Whipple – Classified Staff Association President
Courtney White – Chief of Staff to the President
Patricia Wintch – Interim Dean of the College of Health Sciences

I. WELCOME

At 8:02 a.m., David L. Clark, Chair of the Dixie State University (DSU) Board of Trustees, welcomed everyone to the first Board of Trustees meeting of the 2016-17 school year. He called for a motion to move into Executive Session for the purpose of discussing personnel and/or real estate issues.

MOTION BY LARRY BERGESON, DULY SECONDED BY JON PIKE, TO MOVE INTO EXECUTIVE SESSION FOR THE PURPOSE OF DISCUSSING PERSONNEL AND/OR REAL ESTATE ISSUES. Action: Approved unanimously, by a show of hands.

II. EXECUTIVE SESSION

At 8:56 a.m., Chair Clark called for a motion to adjourn the Executive Session.

MOTION BY JULIE BECK, DULY SECONDED BY GAIL SMITH, TO ADJOURN THE EXECUTIVE SESSION. Action: Approved unanimously, by a show of hands.

III. GENERAL SESSION – WELCOME/THANK YOUS/INTRODUCTIONS

At 9:03 a.m., Chair Clark again welcomed everyone. He said Trustee Thomas Wright was participating by phone. Chair Clark welcomed and introduced the following individuals:

- **Welcome new Board of Trustees Chair, David L. Clark, and new Board of Trustees Vice Chair, Julie Beck.**
- **Thank you to outgoing Board Chair, Dr. Christina J. Durham.** Chair Clark expressed his appreciation to former Board of Trustees Chair Chris Durham. She has made a huge difference. He thanked her for her great work and effort. Trustee Durham received a standing ovation.
- **Welcome Dr. Peter Gitau** – new Vice President of Student Affairs.
- **Welcome Patricia Wintch** – new Interim Dean of the College of Health Sciences.
- **Welcome Dr. Nancy Hauck** – new Associate Provost of Community and Global Engagement.
- **Welcome Dr. Sandy Petersen** – new Associate Provost of Academic Quality and Success.
- **Welcome Michele Tisdale** – new Classified Staff Association President-elect.
- **Welcome Jonathan Morrell** – new Exempt Staff Association President-elect.
- **Welcome Eric Grob** – Vice President of Finance at DXATC.
- **Welcome Representatives of the Press and other visitors.**

IV. PRESENTATIONS

Presentation by Raging Red

Del Beatty, Dean of Students, and Merrilee Webb, Director of Raging Red, came forward with the Raging Red student performers. Raging Red has been at DSU for 7.5 years. Del wanted everyone to meet the new Raging Red students and Merrilee Webb, their director. Raging Red performed for the Board of Trustees and other meeting attendees. Merrilee said that in 2009, President Nadauld started the group. When she was brought here, President Nadauld gave her three mandates: 1) recruit students for DSU, 2) help people be better, and 3) be a resource for the community. They hold auditions every semester. Sarah Ramaker was with Raging Red for four years as their choreographer, and is now the student body president. They have performed more than 250 times. They have performed on the Great Wall of China. Last spring they had their first national tour to the east coast. Every school they visited invited them to return. They provide a powerful impression for this campus, and they learn leadership skills. They represent themselves, their families and this university very well. Merrilee said the majority of the cast members are over 20 years old, and the majority are not majoring in music or dance. They

are now hiring professional choreographers, have an awesome new sound system, etc. They want to increase the recognition of DSU around the world. They asked Trustee Jon Pike and others in attendance to sing “Are You from Dixie?” with them. Merrilee said that Trustee Vice Chair Julie Beck was in Program Bureau when she was at Dixie. President Williams said he gets hundreds of thank you cards from students who have had Raging Red come to their schools. Thank you, Del, Merrilee and Raging Red!!

Presentation from the College of the Arts

Dr. Jeff Jarvis, Dean of the College of the Arts, said that is a tough act to follow. Since January 2015 they have been building the College of the Arts. They have pulled all the fine arts into one entity to connect the students with the arts. The most important transactions on campus are between teacher and student.

- Thank you for your support of the degree programs in Dance and Digital Film. We hope to bring forward a BFA in Visual Arts this year.
- They built a show – “Sanctuary” – for the OC Tanner Amphitheater in Springdale. Trustee Pike said it is an incredible show. Jeff felt that in order to solve the revenue issues with the Tanner they had to connect the Tanner to Zion National Park. Now we have to attract those park visitors to the Tanner.
- We just wrapped up DOCUTAH Film Festival. We presented 58 films this year. We are getting national and international legs. We also recognized student work this year. One filmmaker said he felt part of a family while he was here, whereas at other festivals he is just a number. Two films – “Switchpoint: A View from the Roundhouse” and “Moonshot through the Double Helix” – were local, St. George films. The students allowed the residents of Switchpoint to tell their own stories. And the Moonshot movie is a powerful connection with our hospital and world class research, and Dr. Lincoln Nadauld. Trustee Elisabeth Bingham said she would love a spot on the DOCUTAH website or on Twitter where people could comment on the DOCUTAH films.
- We are excited about the Celebrity Concert Series this year – the Utah Symphony are coming again, Manhattan Transfer, etc.
- We are about to send our Save-the-Date cards for the Dixie Sears Invitational Art Show.
- Jeff said in his academic career he has been on many campuses as student and faculty, and he doesn’t recall a more committed President and Provost for their support of the arts. He thanked everyone!

President thanked Jeff; Jeff is a great leader with a great vision. Jeff said it is about the students.

V. PRESIDENT’S REPORT

President Williams mentioned the following items in his report:

- We had an exciting summer, with great Alumni events. We had over 200 people attend our Lagoon Day. We appreciate Kalynn Larson, our Alumni Director, for organizing that event.
- Our housing complex, Campus View Suites, was completed. Hundreds of hours were provided by our own people to get everything ready for the fall semester students to take occupancy.
- A few policies have been revised – we are very proud and grateful for our Policy Steering Committee and all who work so hard on the policies.
- Marketing Communications have been very busy this summer: they produced a great new View Book. It captures academics in classrooms and in the community, and encompasses our new motto: *active learning. active life.*; they worked on the production of our fall Dixie State Magazine; they have created a branding guide and videos; and there are bison photos in the Red Rock Café, Campus Store, and the gym floor, and some offices are sporting the logo, etc. They are also winning several national awards for DSU’s rebranding. We were actually featured in a journal for how to rebrand a university. Thank you to Jyl Hall for the press releases going out every day. Facebook is busy, too. The brand has done well.
- Yesterday President met with Learfield – royalties from the sale of our merchandise are up 110%. Learfield gave kudos to our Campus Store, which is laid out and branded very well. We have been working hard at branding our city – with Art in the City, and Trustee Durham and the Town and Gown Committee. We purchased 10 bison and have sold three. They will be strategically placed around the city. He gave a big thank you to the Mayor! We are also giving out Bison logo clings.
- A huge thank you to Dean Pedersen with the remodeled Smith Computer Center, Code Camps, etc. The McDonald Building has also been renovated.
- We welcomed the largest freshmen class and largest enrollment ever on campus.
- We are becoming a Steinway Piano campus.

- Institutional Advancement solidified our donations for the Human Performance Building and the project has been ranked second by the State Building Board.
- We welcomed Brooks the Bison on a Harley at the first home football game. Megan Church, our events and promotions specialist, does a great job and we owe her a lot.
- Christina Duncan has done a great job this year with the Multicultural Inclusion Center. We will ratify that name today (it was previously the Multicultural Diversity Center).
- The Digital Film program was approved this summer. It will be a great program for us. DOCUTAH has brought much interest. It has been a great summer.
- Trustee Durham said one of her favorite things about Brooks the Bison is his tuxedo. President said Brooks came to the Athletic Excellence night in his tux.
- Trustee Jon Pike said that with the President's presentation this morning, as well as the State of the University presentation on Wednesday, there is so much going on! Chair Clark said that presentation on the State of the University was great. He was about to pop he was so proud of the university – great President and great presentation!
- Trustee Larry Bergeson said in the school district he talks with a lot of kids. Way more of them than ever before say they are going to Dixie State University. Many of our local kids are staying here. DSU has hired many great employees from the WCSU. Chair Clark said it is great to be part of the newest and fastest growing university in the state of Utah.

VI. REPORTS

DSU Student Association

Chair Clark mentioned that Trustee and Student Body President, Sarah Ramaker, was sworn in as a Trustee at the July 11th Board of Trustees meeting. She presented her student government report, which included the following:

- She sits on the Utah Student Association, and she was elected the executive vice president of that board.
- Last April she gave us her vision, with more to come today.
- The students are very supportive of the new Institute of Politics.
- The students are happy with the new Brooks the Bison logo and the Stampede logo.
- Almost 1000 students showed up to our first football game.
- This summer she and her team created three key goals: 1) foster a feeling of unity, 2) celebrate Dixie's rich history, and 3) assist and facilitate opportunities for student advancement and progression.
- She has created an intercampus council and has revamped PR to meet needs in student politics, etc.
- They have a goal of increasing event participation by 15%.
- She trained all the student leaders on the Lollipop Project – reaching out to students individually. We want to keep Dixie personal.
- They want to create new traditions around the Trailblazer identity.
- They will increase service involvement by 10% and assist in the strategic plan. They have created a little button on their webpage for students to give feedback.
- To enhance student involvement they have the Dixie Dash.
- They plan to increase the number of student senate bills. They passed the first two goals yesterday by establishing the Institute of Politics and Public Affairs. Over 100 students showed up to the first meeting.
- She wants the students to love Dixie and feel Dixie pride.

Chair Clark thanked Sarah, and he said she wonderfully choreographed her presentation.

Academic Affairs

Dr. Michael Lacourse, Provost and Vice President of Academic Affairs, expressed his appreciation for the opportunity to provide an update on all that is happening in Academic Affairs:

- At the last meeting he told about a plan to reorganize the office. The new organization was implemented on July 1st. They have created two new Associate Provost positions, and David Wade is the new Director of Academic Planning. Dr. Wade has expanded his scope from curriculum into all aspects of academics. Dr. Bruce Harris is the new Executive Director of Academic Leadership and Innovation.
- This semester they launched two provost taskforces – one on General Education for the 21st Century. General Ed is one third of our curriculum, so we need to align ourselves with many other initiatives. It will look more skill oriented. We have great leadership on that committee. It could take two years. The second taskforce is on faculty workload and compensation. We have the college missions: associate, baccalaureate,

and graduate programs. These are three distinct missions of Academic Affairs. There must be a scholarship component, faculty selection, etc. The two taskforces have begun their work. These are faculty-led initiatives; we are practicing shared governance.

- We have hired a new Director of Concurrent Enrollment – Kevin Simmons. He has been here 10 weeks, and his accomplishments are extraordinary. It takes a skilled individual to be a go-between and manage relationships. Enrollment is up 30% this year. Dr. Lacourse thinks it is important to mention that we have the highest yield of students moving from concurrent enrollment into the university in the state.
- The Hurricane Center is university space that was individually designed for operating outreach classes. It is not utilized to the level we would like. Dr. Nancy Hauck has been very busy and we will see some free-standing programs offered there soon. We are putting a lot of effort into this.
- *Dixie Online* is our initiative to move our university more broadly into online classes. They are in the process of searching for a director. There are three outstanding candidates. They are moving forward with hiring some contract designers to identify courses we can offer online next summer.
- He announced that they have their first program partnered with the Center for Legal Studies, and they will offer a paralegal certificate. There will be many third party opportunities.
- They have seven degrees in varying stages of development.
- Graduate education continues to move forward. They don't have a director yet, but they are considering several master's degree programs.
- They are initiating a search for the Dean of Health Sciences. They have already received some applications.
- Our DSU motto is *active learning. active life.*, but it is going to become a big part of academic affairs because they are going to build their curriculum around it. It is a strong educational philosophy they have embraced.
- Lastly, we were selected as one of 44 universities across the county in an initiative called, "Reimagining the First Year." We will create ideas here and also share best practices with other institutions.
- Jon Pike said, "There is still nothing going on!"

Chair Clark expressed his appreciation for all who are actively involved in all that is taking place on campus.

Alumni Association

Trustee Hal Hiatt, Alumni Association President, said we need to remember that Homecoming is in October. The week kicks off on October 17th with a car show. As an Alumni Board, they have circled around Kalynn Larson. She has been diagnosed with cancer. If they ask for help, please help them. It is emotional because Kalynn has done so much. She needs our thoughts to get through this, and so does the Alumni Association. They are trying to carry on. He has a positive outlook and her family does, too. Chair Clark said to let her know of our prayers and appreciation for what she has done. We wish her all the best.

Athletic Affairs

Athletic Director Jason Boothe mentioned the following:

- Please send good thoughts to Kalynn from Athletics. They have athletes who will help in any way.
- Athletic Excellence weekend was a great event. He appreciates all who attended. Last year they made \$4000-5000 and this year they made \$12,000. It is growing and on its way. Thank you.
- The athletic conference affiliation taskforce was formed in the spring. Our team is participating in the RMAC for the first time this fall just for football. Swimming is in its own conference as well. Western New Mexico has left RMAC, so the scheduling options are not ideal. It also leaves only 15 teams. They are looking for one more member and they approached us last fall and again this spring. President put together a taskforce in the spring. Thank you for all who served. The taskforce has recommended that we move all of our sports into RMAC in 2018-19. It will provide stability and create great rivalries, and we'll play in Salt Lake City a lot. Travel is difficult whichever way we go, but RMAC is the best fit for us. There are three private and ten public institutions in RMAC. President said he vetted this proposal and received information from many others. He went through the information and made the decision to apply. It is his intention to file an application. In looking at the university as a whole, this is the best for us, he said. President said the taskforce did a good job. It was about academics, traffic, safety, etc. – many factors were considered. Chair Clark had the privilege of serving on that taskforce. Invitations were granted to three different conferences, but there were not a lot of options involving football. The discussions in the taskforce were very student centered. In the long term, finding a home for all the sports in the conference was the right thing to do. There was a good consensus. It was not an easy decision but it was the right one. He looks forward to a number of positive things taking place. This is a very competitive conference to break into. Trustee Hiatt said many of the

students may want to come to DSU for the good weather. President said PacWest is an excellent conference and Commissioner Hogue is an excellent commissioner. Jason said we will still play in California, but only non-conference games. Next steps in this: in October, RMAC has to vote yes or no; we need a 2/3 vote. We are confident it will go well. People expressed concerns, Jason said, but we will give them our complete attention and consideration. The coaches are looking at their programs and giving us their feedback. Trustee Durham said she is always impressed with Athletics and their conscientious way of making decisions.

Classified and Exempt Staff Associations

Robyn Whipple and Katie Armstrong, CSA and ESA Presidents respectively, mentioned the following items:

- Robyn introduced the new CSA board members since the last board of Trustees meeting – Ginger Alldredge, Jill Davenport, Eldon Gibb, Will Powell, and Jill Tobler.
- CSA and ESA had a combined opening social this week – 150 people attended and it was very collegial and fun. Jonathan Morrell, ESA president-elect, facilitated the social. Prizes were donated from campus entities.
- They have 26 teams competing in a walking challenge, with 5,000 and 10,000 steps-a-day goals. The first week we logged over 8 million steps.
- The two associations have been collaborating on service projects. August 11 they took 30 sleeping bags to Switchpoint. Also in August the CSA and ESA board members helped out with the President's BBQ.
- They are at the beginning stages of combining the two associations. Utah State just recently combined their associations. They are having a combined meeting on October 26th to discuss this.
- Katie mentioned and recognized the ESA board members – Andrea Brown (she is also the UHESA state president), Jonathan Morrell, Deborah Decker, Candi Pierce, Jared Johnson, Josh Thayn, Daneka Souberbelle, and Cari Heizer.
- Katie provided a handout that described the ESA's end-of-the-year accomplishments for 2015-2016. Many of the accomplishments were in collaboration with CSA.
- They have a Mini-Trailblazer Award, which is a collaborative recognition every month. Winners receive a certificate of recognition and a little mini bison. They hope people will acquire a herd. The ESA and CSA websites list the nomination rules. Five nominations have already been received.
- CSA and ESA, in partnership with Human Resources, have started a monthly professional development program for staff. Katie passed out a flyer with the fall schedule. They hold morning and afternoon sessions for each workshop to accommodate staff schedules.
- May 10, 2017 is the date of the second Staff Professional Development Day. They received funding through the strategic plan to fund this conference again.
- One of our exempt staff members was given the Utah Education Network (UEN) American Graduate Award.
- Katie encouraged everyone to participate in the "Bring a Friend to Finish" initiative.

Chair Clark thanked Robyn and Katie, and wished CSA/ESA a prosperous marriage.

Faculty Senate

Dr. Nancy Hauck and Dr. James Haendiges, Faculty Senate President and President-elect, mentioned the following items in their Faculty Senate update.

- Nancy said Faculty Senate doesn't want to be outdone, so they are going to do an academic award or other awards for faculty. Chair Clark said we can coordinate that with the Excellence in Education award.
- She is honored to represent faculty members this year.
- Over the summer they worked hard on populating the academic committees. It is the first year Faculty Senate has done this, and it went perfectly.
- They also planned the Inservice Week before school and it was very productive.
- On Tuesday they had the Fall Faculty Forum – focused on *active learning*. *active life*. They had eight fantastic workshops for faculty and students. She thanked Sarah Ramaker for her assistance. Faculty members loved the socialization and sharing ideas to incorporate into curriculum.
- She introduced Jim Haendiges as the President-elect. They had their first Faculty Senate meeting on August 18. Because Nancy is now an Associate Provost, her term as Faculty Senate President will end at the end of this semester. Jim will take over for the second half of this year and all of next year.
- Jim said he worked over the summer on policies. We have been changing so much as a university, and sometimes it takes policies a while to catch up. He is pleased to have the Faculty Rights and Responsibilities policy up for vote today. There are more policies coming.
- Nancy said yesterday at the Faculty Senate meeting they discussed faculty reviewing policies.

- They also discussed reducing cheating among students, which is a concern at the Testing Center.
- We are looking at *active learning. active life.* in University Council, etc. Faculty really own this tagline.

Chair Clark said thank you. He said it would be helpful to get the policies earlier. Trustee Durham said the policies are posted on the web page and there are links to all them. They are up for comment, up for review, then go to University Council, and then to the Board of Trustees. The policy website is under HR. Chair Clark said most of the trustees' responsibilities are at the conclusion of the process. He would like to look at the ones ready to go to the Board. Trustee Durham said she will send information and links to the Trustees. President said we could send them after University Council votes. Trustee Vice Chair Beck said Trustee Durham established a Board Review process when she was Board Chair. We have a process and policies are flowing through. She concurs with Chair Clark that it is a lot to review, with legal implications, etc. She would like to speak to legal counsel about some of them. Trustee Durham said she will send policies out to the Board after they are approved by the Policy Steering Committee. Trustees and others can make comments during that time. Vice Chair Beck said that would be very helpful to facilitate the process. She said some are rewrites, but some are complete overhauls. It would be nice to know that, too. She said the process is getting better and better. Thank you very much, she said. Chair Clark said another thing that would be helpful to him is for the language being changed to be shown in track changes.

Government Affairs

Frank Lojko, Vice President of Government Affairs, mentioned the following:

- **Legislative Update.** Frank said this is his 17th year working with legislators. He is thrilled. Making significant connections is the key part for us, so we are doing early preparation on projects. Yesterday he and Brad met with Kristen Cox from the Governor's office. They get the advice of Trustee Thomas Wright, Chair Clark and Trustee Pike from the Trustee Government Committee. We are helping staff and faculty connect with state and federal agencies for resources.
- **Institute of Politics and Public Affairs – "Pizza & Politics" Schedule.** Henrie Walton, Community, State, and Federal Relations Officer, said on October 26th we will be dedicating the new student Institute of Politics and Public Affairs. Senator Hatch and Congressman Stewart will be here for that event. Chair Clark complimented the group on Wednesday evening at the Debate/Forum. Thank you to Thomas Wright, as well, for helping to make this happen. Trustee Wright co-chairs that commission. Trustee Wright said it was unfortunate that one candidate dropped out, but DSU made lemonade out of lemons and it was a great event!

Student Affairs

Dr. Peter Gitau, Vice President of Student Affairs, presented the following information:

- He thanked his predecessor, Frank Lojko, who helped him and answered many questions on August 1st when Peter started.
- One of the charges for this position was to study the strategic plan and mandates for the institution. Goal 1 is support student success, and as he looked at that challenge he consulted inside and outside of the division. He started a process to make several departmental changes and realignments. They reorganized Student Affairs into four clusters – Enrollment Management, Student Success and Co-Curricular Assessment, Student Engagement, and Student Inclusiveness. We are well positioned.
- Dr. Gitau's second focus is to do some staffing realignments. He said they created a new student success and assessment cluster. Dr. David Roos has transitioned to do this. We appointed the current director of Financial Aid as the Interim Assistant Director of Enrollment Management.
- In 2014, the Student Success Center was initiated and it has blossomed. In looking at the structure and staffing, changes needed to be made.
- They are creating a new position (with efficiencies, not funding) in the Health and Wellness area.
- Supporting and enhancing student support – President said we have the largest freshmen class in DSU history and we hope to continue that trend. Orientation is a huge undertaking.
- They launched a freshmen mentoring program, which will go beyond peer mentoring to faculty and staff.
- They will have a supplemental program for tutoring.
- These are high-impact practices that are designed to bring about focused outcomes. Student success cannot be achieved by just one division. We must work together across the university.
- A vibrant campus is critical to student success. In working with student government, he promotes a student engagement program.

Vice Chair Beck said one of our universities in the state is on high alert for mental health. Are we feeling the pressure on this campus? Dr. Gitau said they have a program right now that will address many concerns, but it is in need of further development. They want to look at some of the best ways to address this. As we become more residential there will be more concerns than we have right now. Chair Clark said thank you to Peter.

University Advancement

Brad Last, Vice President of University Advancement, said it is campaign season; every last vote counts.

- Brad said they are very sensitive to Kalynn's situation and very sad about her cancer. He has visited with her and Carl, and they have a strategy for treatments. She will continue to work between chemo treatments. John Bowler has been trying to fill in for Kalynn. He is working closely with student alumni. We also recognize Megan Church, who is very involved in Homecoming – she is great at these events.
- They have a unique situation this year. They are doing the Hall of Fame Induction Ceremony with the Alumni Banquet on Friday night because the Tabernacle is closed. Don Ipson and Hyrum Smith will be inducted into the Hall of Fame. Alice Allred and Donna Stafford are to receive Distinguished Alumni Awards (Alice's award will be posthumous), and Marion Bentley is receiving the Distinguished Faculty Award.
- Brad said Dorothy Orton and Marcia Wade have been doing Fire & Ice since its beginning in 2006. Each year they raise well over \$100,000. They have worked so hard and are getting tired; yet they have such an interest in the event. About 15 women have stepped in to help this year. Dorothy and Marcia are really pleased and will still provide guidance.
- The Development Office folks are working on consistency of programs, endowments, the Scholarship Luncheon, Planned Giving, etc. Lance Brown and Ken Beazer have also been working with athletics.
- Development Officers have also been strengthening important relationships. Doug Allred was DSU coach and athletic director for a long time, and he persuaded Nolan Archibald to meet with us. Nolan committed to get involved with DSU again, and he's going to attend a reunion for those who played with Doug Allred.
- **Donation Report.** Brad referred to this report, and said there should have been another donation listed but it came in late. It was a \$250,000 property that we will sell for science scholarships. We have about \$30,000 into the Business Department for entrepreneur space (Dean Kyle Wells appreciates it). Markay Johnson, son-in-law to one of the Legend Solar owners, is promoting DSU and developed the Trailblazer Nation. He bought a T-shirt gun. They have given us \$30,000 so far, and they are very committed. Chair Clark thanked Brad.

VII. BOARD OF TRUSTEES ITEMS

The following Board of Trustees agenda items were presented:

- **DSUSA President Sarah Ramaker was sworn in as a member of the DSU Board of Trustees at the Board of Trustees Meeting held on Monday, July 11, 2016.**
- **Trustees to Sign Public Officer's Disclosure Statements.** These statements are to prevent conflict of interest between a Trustee's service on the Board and other enterprises in which they may be involved. This item was tabled because we were unable to locate a Notary Public to witness and sign the statements. This item will be brought forward again at the November 4, 2016 Board meeting.
- **Trustee Larry Bergeson talked about East Elementary.** He said Washington County School District is responsible for educating 31,600 students. They have a hard time keeping contractors, because Las Vegas is paying contractors more so they go there. Consequently, we are a little behind. East Elementary probably won't be ready to turn over to DSU by Christmas break, but may be ready as early as the end of January or as late as spring break. Chair Clark said thank you, and we understand the challenges. Trustee Pike said the Dixie Roundup Rodeo seemed to go fine. Next year we will hopefully be able to use the school's parking. Trustee Bergeson said he thinks they are already planning on it.

VIII. COMMITTEE REPORTS

Chair Clark requested reports from the following Board of Trustees Committees:

- **Executive Committee. Committee Chair David Clark, with Committee Members Julie Beck, and Gail Smith.** Chair Clark said the last month has been a bit challenging for his family.
- **Academic Committee. Committee Chair Julie Beck, with Committee Members Larry Bergeson, Sarah Ramaker, and Gail Smith.** Trustee Beck said they are a newly reorganized committee and haven't had any pressing matters yet.

- **Audit Committee. *Committee Chair David Clark, with Committee Members Julie Beck, and Hal Hiatt.*** Chair Clark said our auditor, Mike Pinegar, found himself in the hospital yesterday, so yesterday's meeting was postponed. The university is in great shape and heading in the right direction.
- **Finance/Investment Committee. *Chair Larry Bergeson, with Committee Members David Clark, and Thomas Wright.*** Trustee Bergeson said the reports look good to those on this committee.
- **Government Affairs Committee. *Chair Thomas Wright, with Committee Members David Clark, and Jon Pike.*** Trustee Thomas Wright said three things: 1) DSU is ranked second on the Building Board list; 2) We are dedicating the new Institute of Politics and Public Affairs on October 26; and 3) We had a great opportunity with the attorney general debate. The Utah Debate Commission is so pleased that ours was so easy and well done. Henrie did a great job. We are looking forward to the legislative session. We are lucky to have Frank and Henrie working at the session; they are effective and efficient.
- **Policy Committee. *Chair Christina Durham, with Committee Members Elisabeth Bingham, and Gail Smith.*** Trustee Durham said she will send out the policy links. There are 10 policies in the agenda packet. Their committee met with Doajo Hicks and Courtney White, and the policies were well vetted. Many eyes look at policies. They are also looking at the Student Rights and Responsibilities policy, as well as Faculty Rights and Responsibilities policy. Also, at the bottom of each policy there is a date of when the policy was created and when it was last reviewed. The campus policy committee is working on a review cycle – it is a three to five year process with trigger points to review them. Some of the Title IX and legislative-related policies will be reviewed when necessary.
- **DXATC Board Liaison. *Jon Pike*** said Eric Grob, Finance VP of DXATC, is here. Eric said because he was an employee at DSU for 11 years he feels like he is coming home. UCAT has a new commissioner – David Wolfenstein. The DXATC appreciates the partnership we have together on short-term training. Thank you for the agreement for their IT students to articulate to DSU. Lastly, if you look west upon the hill by the Cliffside Restaurant you will see the steel rising. Trustee Pike said there is a lot going on up on the hill!
- **National Advisory Council (NAC) Representatives. *Elisabeth Bingham, with Committee Member Christina Durham.*** Trustee Bingham said we are excited for the NAC meeting on October 20th.
- **Honoree Selection Committee.** This is a DSU committee, chaired by *Trustee Elisabeth Bingham*, to receive suggestions for and select commencement speakers, honorary doctorates, distinguished citizens, etc. There is a website for submitting nominations. They asked for input.

Chair Clark thanked Board members for their good work on the Board committees.

IX. ACTION ITEMS

Approval of Minutes

Chair Clark called for a motion to approve the minutes of the following Board of Trustees meetings:

- **Friday, April 29, 2016.** This was last year's closing meeting. **MOTION BY JON PIKE, DULY SECONDED BY LARRY BERGESON, TO APPROVE THE MINUTES OF THE BOARD OF TRUSTEES MEETING HELD ON APRIL 29, 2016, AS PRESENTED. Action: Approved unanimously.**
- **Monday, July 11, 2016.** Chair Clark said Trustee Durham would like to modify these minutes. Chair Clark said we will bring these minutes forward at the next Board meeting, so we can check that the information is correct. Trustee Durham said there were two small corrections consistent with the record. Elisabeth said she read these in Europe, and she didn't hear what was going on at the meeting. Chair Clark asked for a show of hands for those who would agree to wait until the next meeting. Trustee Durham said the issue is about content; she is trying to clarify a statement made during the meeting. **MOTION BY JON PIKE, SECONDED BY LARRY BERGESON, TO TABLE THIS ITEM. Action: 5 Approved; 2 Opposed. The Item was tabled.**

ADMINISTRATIVE AFFAIRS

Investment Report

Scott Talbot, Assistant Vice President of Business Affairs, and Cheri Capps, Accounting Manager, presented the investment report. Scott said the graph on the main report shows investment earnings quarter by quarter; there is a big jump in the fourth quarter. Last December the University of Utah (UofU) made some changes and we started to see the results of these changes in March. We were concerned, but the UofU came through with a huge increase (almost \$.5 million in June), which brought us to 90% of the amount we would earn in a year. We will have scholarship money. We also saw a big increase in short-term investments; we invested with some banks

to get a higher return. Cheri said we made much more by making that change. We hope that will continue going forward. Scott said we anticipate \$70,000 on the short-term investments. The pages behind the summary report are the monthly reports. Trustee Hiatt asked about risk on investments; Scott said they are all invested according to the guidelines. Vice Chair Beck asked if, as we continue to grow in university status, we will continue to be closely tied to the UofU. Scott said it has been very good for us to be involved with the UofU. We are not big enough in our investment pool to get the attention of big investment houses, but with the UofU we get that attention. They make the needed changes based on the market.

MOTION BY JON PIKE, DULY SECONDED BY GAIL SMITH, TO APPROVE THE INVESTMENT REPORT, AS PRESENTED. Action: Approved unanimously.

Scott Talbot said our Internal Auditor, Mike Pinegar, has a blood clot close to his heart. Scott has been involved with auditors forever, and Mike is the best one he has ever worked with. Scott asked for everyone's thoughts and prayers for Mike.

Human Performance Building Project and Bond Approval

Vice President Paul Morris was unable to attend today's meeting. Sherry Ruesch, Executive Director of Facilities Management, and Bryant Flake, Budget Director, presented this item for the Board's approval. This presentation will be given to the State Building Board on October 5th. The Board of Regents ranked us second. Sherry showed the concept drawing of the building. Some of the issues are the size and what is in it. There are a lot of student items in it. Bryant said we estimate this to be a \$50 million project. We have already set aside \$20 million from student fees. Another \$5 million will come from community donations, and we are requesting \$25 million from the state for the academic portion. The funding is in place and we are ready to move forward. Sherry said Sasaki and VCBO were hired to do the Master Plan and they suggested we move the building to the parking lot in front of the SAC building, as opposed to where the tennis courts are located. We will move the tennis courts back behind East Elementary, and the parking will be placed in the current tennis courts location. Trustee Hiatt asked if there is a possibility that the building will resemble the rendering. Sherry said yes, it will be similar. **MOTION BY LARRY BERGESON, DULY SECONDED BY ELISABETH BINGHAM, TO APPROVE THE HUMAN PERFORMANCE BUILDING PROJECT AND BOND APPROVAL. Action: Approved unanimously.**

Legend Solar Stadium East Side Improvement [Visitor Grandstand/Locker Rooms] & Bond Approval

Sherry again presented for Paul Morris. She showed the existing stadium. We have been missing bleachers on the east side for almost 10 years. We need to put this as our number one priority in improving that complex. Our top priority is to get more seating (5000) plus guest locker rooms, etc. This is part of Legend Solar's donation and they want it to look nice. President, Paul and Sherry will also be presenting this to the Building Board on October 5th. Bryant said our preliminary cost estimate is \$8.6 million (that may be a little bit high). Our official stance is that we are going to bond based on the proceeds of Legend Solar. Washington County has donated \$1.5 million, and we will also identify institutional reserves to complete this project. Behind the scenes we are exploring the possibility of identifying enough institutional reserves that we won't have to bond. If we could avoid the transaction cost of bonding, we could start the project sooner. We are trying to find the funding, but we do still need the bonding approval in case we need to bond. Sherry said what we will ask for is the \$8.6 million; it includes locker rooms, public restrooms, etc. If we have to bond we'll have to wait for that approval. The actual construction time will be less than six months from when it starts. The solar panels will be placed on the top. **MOTION BY ELISABETH BINGHAM, DULY SECONDED BY LARRY BERGESON, TO APPROVE THE LEGEND SOLAR STADIUM EAST SIDE IMPROVEMENT AND BOND APPROVAL. Action: Approved unanimously.**

MULTICULTURAL DIVERSITY CENTER NAME CHANGE

Request for Name Change from Multicultural/Diversity Center to Multicultural Inclusion Center

Del said this is more of a ratification. Earlier in the summer an LGBTQA center was added, so the Multicultural/Diversity Center wanted to change their name. Del said they work with very diverse student nationalities, and have two outstanding transgender students. To address these things appropriately and to make sure all felt represented, and in keeping with what is being seen on other campuses, they proposed this change. Regarding LGBTQA+, I=Intersexual and A=Asexual. **MOTION BY JON PIKE, DULY SECONDED BY HAL HIATT, TO APPROVE THE NAME CHANGE FROM MULTICULTURAL/DIVERSITY CENTER TO MULTICULTURAL INCLUSION CENTER, AS REQUESTED. Action: Approved unanimously.**

HUMAN RESOURCES

Ratification of Fall 2016 New Faculty Appointments

Travis Rosenberg, Executive Director of Human Resources, said we have a policy regarding ratifying faculty appointments, but it hasn't been occurring. We are rectifying that. We will bring the list of new faculty appointments to the Board of Trustees each semester for ratification.

MOTION BY HAL HIATT, DULY SECONDED BY JULIE BECK, TO RATIFY THE LIST OF FALL 2016 NEW FACULTY APPOINTMENTS, AS PRESENTED. Action: Approved unanimously.

Early Retirement Request – Sharon Lee

Travis said Sharon Lee has applied for early retirement. She is celebrating 40 years of service to DSU. She has served in 14 different offices, and has had a wonderful DSU career. Chair Clark said he appreciates the inclusion of the financial commitment involved. **MOTION BY GAIL SMITH, DULY SECONDED BY HAL HIATT, TO APPROVE THE EARLY RETIREMENT REQUEST OF SHARON LEE. Action: Approved unanimously.** Trustee Hiatt said there should be a plaque to recognize employees who have served for 40 years. Travis will check on it. President said there are several with more than 40 years.

Phased Retirement Request – Don Warner

Travis said phased retirements are rare. The phased retirement process can only last as long as two years. The individual goes from full to part time, and then fully retires. Don Warner is a senior faculty member in biology. He will still teach micro biology. His salary will go down by a quarter. His retirement contributions remain the same. **MOTION BY HAL HIATT, DULY SECONDED BY JON PIKE, TO APPROVE THE PHASED RETIREMENT REQUEST OF DON WARNER. Action: Approved unanimously.**

POLICIES

The following policies were presented to the Board of Trustees for approval. The spokesperson for each policy was the policy owner and/or steward.

- **101 Policy Process.** Travis Rosenberg said this policy was amended to add General Counsel (Doajo Hicks) as a Policy Owner (refer to Section III. Definitions, 3.3). **MOTION BY JULIE BECK, DULY SECONDED BY JON PIKE, TO APPROVE POLICY 101, AS PRESENTED. Action: Approved unanimously.**
- **154 Harassment and Nondiscrimination.** Cindy Cole, DSU's Title IX Clery Act Director, said this is a new policy which eliminates policies 308 and 157 to create this new 154. It entitles her to do her job; it gives her the authority to investigate and determine there have been violations of sexual harassment, sexual assault, stalking, etc. This policy combines all into one. It is taken from the Title IX administrators. Vice Chair Beck wanted to make sure legal counsel was okay with this as written. The policy is in place now, Doajo said, and it is time to vote on it. Chair Clark said there is a lot of detailed description. It would be very helpful in the long run to have those explanative definitions. He is wondering about the training for faculty and staff. How do you track it? Cindy said we currently do training on line through SafeCollege. It tracks every full-time and part-time employee; Cindy and Rae Matalolo follow up. Trustee Hiatt asked what the punishment is. Cindy said a letter of non-compliance goes into their employment files. Del said everyone has been very supportive. **MOTION BY LARRY BERGESON, DULY SECONDED BY JON PIKE, TO APPROVE POLICY 154 HARASSMENT AND NONDISCRIMINATION, AS PRESENTED. Action: Approved unanimously.**
- **206 Trademarks and Collegiate Licensing.** Steve Johnson, Associate Athletic Director of Media Relations, said when he started in 2006 there were no formal branding guidelines. In 2009 we contracted with SMA for our collegiate licensing program. Soon after that we put together branding procedures and best practices for Red Storm. In 2013 and now with the athletic branding in place, we needed a branding policy to put us in line with others in the state and region. This is based on similar policies in the state. Chair Clark said he applauds this policy. He asked who oversees and guarantees these licenses. Steve said SMA was bought by Learfield and they help and enforce our trademarks, etc. Steve also mentioned that we had a site visit with Learfield and the DSU Marketing and Communication office yesterday, to discuss getting the brand into local retailers. Now that we have an athletic identity, we are going to be very aggressive with that branding, and then expand to the Wasatch Front and have an ecommerce element across the country. This quarter alone we have a 17% increase in our royalty revenue with the Trailblazers. The brand is strong and we will have

strong royalty returns. **MOTION BY JULIE BECK, DULY SECONDED BY JON PIKE, TO APPROVE POLICY 206 TRADEMARKS AND COLLEGIATE LICENSING, AS PRESENTED. Action: Approved unanimously.**

- **303 Employment of Relatives/Nepotism.** Travis Rosenberg said this policy was drafted and approved in 1999 and never revised. He looked at best practices and the Regents policy and he aligned ours with the Utah Code and best practices. This expands opportunities for relatives to work on campus (the previous policy was very strict). **MOTION BY LARRY BERGESON, DULY SECONDED BY GAIL SMITH, TO APPROVE POLICY 303 EMPLOYMENT OF RELATIVES/NEPOTISM, AS PRESENTED. Action: Approved unanimously.**
- **344 Tuition Waivers for Employees, Retirees, and Dependents.** Travis said this is our tuition waiver policy. We did an editorial change to elaborate on coursework that qualifies. We just had one policy governing waivers, so we needed to split. This is specific to waivers. **MOTION BY JULIE BECK, DULY SECONDED BY JON PIKE, TO APPROVE POLICY 344 TUITION WAIVERS FOR EMPLOYEES, RETIREES, AND DEPENDENTS, AS PRESENTED. Action: Approved unanimously.**
- **352 Staff Compensation.** Travis said this policy was revised four years ago, but it has been updated now because of regulations from the Department of Labor (DOL). We have gone to best practices on this, and the policy now has a lot more substance to it. Chair Clark asked if this will put us in compliance with the DOL. Yes. Some employees will be exempted from overtime, but most will be eligible for overtime. **MOTION BY LARRY BERGESON, DULY SECONDED BY ELISABETH BINGHAM, TO APPROVE POLICY 352 STAFF COMPENSATION, AS PRESENTED. Action: Approved unanimously.**
- **358 Staff Professional Development.** Travis said this policy hadn't been updated for fourteen years. There was to be a central pool of funds for this, but it never materialized so this policy has never been in use. In light of that, Travis worked with Katie Armstrong and Robyn Whipple on this revision so we have the best practices on how this is governed. **MOTION BY SARAH RAMAKER, DULY SECONDED BY HAL HIATT, TO APPROVE POLICY 358 STAFF DEVELOPMENT, AS PRESENTED. Action: Approved unanimously.**
- **505 Financial Aid, Scholarships, and Waivers.** Joni Hale is the Assistant Director of Financial Aid. She said this policy was created in reaction to separate scholarships from waivers. Definitions were added for better understanding. We added other student organizations. Student waivers were the meat of the change. Chair Clark asked if they could come back and report about this later in the year. He would like to know the number of waivers and the impact they make, etc. Joni said she would come back to report. **MOTION BY ELISABETH BINGHAM, DULY SECONDED BY GAIL SMITH, TO APPROVE POLICY 505 FINANCIAL AID, SCHOLARSHIPS, AND WAIVERS, AS PRESENTED. Action: Approved unanimously.**
- **607 Institutional Review Board.** Provost Michael Lacourse said this is an entity most universities have. It is referred to as IRB. The charge of the IRB is to assure the protection of faculty and staff in research. We had best practices, etc. This is a new policy that we needed as soon as possible so we are in compliance with various regulations. We had a good framework to go by from other institutions. Trustee Durham said she appreciates this very much and it will advance our great research going on. Chair Clark said this is an area he is not very comfortable with at the university. **JON PIKE MOVED TO APPROVE POLICY 607 INSTITUTIONAL REVIEW BOARD.** Trustee Pike said he thinks it is so encouraging to see all these policies – status to stature – to get us to this point. This has taken a lot of work. Provost Lacourse said this policy is faculty driven. **LARRY BERGESON SECONDED THE MOTION TO APPROVE. Action: Approved unanimously.**
- **533 Faculty Rights and Responsibilities.** Dr. Nancy Hauck, Faculty Senate President, said this policy has been in the works for three years. She and Jim Haendiges, Faculty Senate President-elect, inherited it. Jim said this is a robust policy but it establishes an expectation for what faculty look like at this institution. It has been vetted heavily. He feels confident about it. Chair Clark said faculty freedom and rights involve much discussion. **MOTION BY LARRY BERGESON, DULY SECONDED BY SARAH RAMAKER, TO APPROVE 533 FACULTY RIGHTS AND RESPONSIBILITIES, AS PRESENTED. Action: Approved unanimously.**

Chair Clark thanked everyone. He said tens of thousands of hours accumulatively have been put into bringing these policies forward. Thank you very much!

X. CONCLUDING REMARKS

Chair Clark thanked everyone for coming to the meeting. He thanked Trustee Thomas Wright for participating in the meeting by phone. Trustee Wright said he will see everyone next time. Chair Clark invited everyone to the Board of Trustee luncheon, being held in Conference Room B of the Gardner Center.

XI. MEETING ADJOURNED

MOTION TO ADJOURN BY SARAH RAMAKER, DULY SECONDED BY ELISABETH BINGHAM. Action: Approved unanimously.

The General Session of the meeting was adjourned at 12:35 p.m.

XII. BOARD OF TRUSTEES LUNCHEON IN CONFERENCE ROOM B OF THE GARDNER CENTER FOR ALL MEETING ATTENDEES

**XIII. NEXT BOARD OF TRUSTEES DINNER – THURS., NOV. 3 @ 6PM, WILLIAMS' HOME
NEXT BOARD OF TRUSTEES MEETING – FRI., NOV. 4, 2016 @ 8AM, ZION ROOM**

XIV. CALENDAR OF UPCOMING MEETINGS AND EVENTS

- *President Dinner w/Student Ambassadors* – Monday, Sept. 26 @ 5:30PM, President's Home
- *Inclusive Excellence Conference* – Thursday and Friday, September 29 and 30, 2016
- *St. George Marathon* – Saturday, October 1, 2016
- *Huntsman World Senior Games* – Sunday, October 3 through Saturday, October 15, 2016
- *Fall Break* – Thursday and Friday, October 13 and 14
- *Homecoming Week* – Monday through Saturday, October 17-22, 2016
- *Council of Presidents Meeting* – Tuesday, November 1 @ 12PM, The Gateway/SLC
- *Board of Trustees Dinner* – Thursday, November 3 @ 6PM, President's Home
- *Board of Trustees Meeting* – Friday, November 4 @ 8AM, Zion Room
- *Annual Induction Ceremony for English Honor Society* – Friday, Nov. 4 @ 6PM, Alumni House
- *Dixie Classic Golf Tournament* – Friday and Saturday, November 4 and 5, 2016
- *St. George Interfaith Council CROP Walk* – Sat., Nov. 12 @ Larkspur Park/Bloomington Hills
- *Board of Regents Meeting* – Friday, November 18 @ UVU
- *Northern Utah Alumni Event* – Saturday, November 19, 2016
- *Thanksgiving Break* – Thursday and Friday, November 24 and 25, 2016
- *President's Holiday Luncheon* – Thursday, December 8 @ 11:30 AM-1PM, Gardner Ballroom
- *Last Day of Classes* – Friday, December 9, 2016
- *Final Exams* – Monday through Friday, December 12-17, 2016
- *Semester Break* – December 19, 2016 through January 6, 2017
- *St. George Interfaith Council "Prayer Over the City"* – Sat., Dec. 31 @ 12PM, Eccles Concert Hall
- *New Year's Day Holiday* – Sunday, January 1, 2017
- *Spring Semester Begins* – Monday, January 9
- *Board of Regents Meeting* – Friday, January 20 @ University of Utah
- *Annual CSA/ESA Staff Breakfast w/President* – Wednesday, January 25 @ 8:30AM, Ballroom
- *Board of Trustees Dinner* – Thursday, January 26 @ 6PM, President's Home
- *Board of Trustees Meeting* – Friday, January 27 @ 8AM, Zion Room

11Cover/Signature Page – Full Template

Institution Submitting Request: Dixie State University
Proposed Title: Bachelors of Arts and Bachelors of Science in Applied Sociology
School or Division or Location: School of Humanities
Department(s) or Area(s) Location: Department of Social and Behavioral Sciences
Recommended Classification of Instructional Programs (CIP) Code¹ : 45.1101
Proposed Beginning Date: 08/24/2017
Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

Regents' Agenda Items		
<i>R401-4 and R401-5 Approval by Committee of the Whole</i>		
SECTION NO.		ITEM
4.1.1	<input type="checkbox"/>	Associate of Applied Science Degree
4.1.2	<input type="checkbox"/>	Associate of Arts Degree
	<input type="checkbox"/>	Associate of Science Degree
4.1.3	<input type="checkbox"/>	Specialized Associate Degree
4.1.4	<input checked="" type="checkbox"/>	Baccalaureate Degree
4.1.5	<input type="checkbox"/>	K-12 School Personnel Programs
4.1.6	<input type="checkbox"/>	Master's Degree
4.1.7	<input type="checkbox"/>	Doctoral Degree
5.2.2	<input type="checkbox"/>	Certificate of Completion
5.2.4	<input type="checkbox"/>	Fast Tracked Certificate

Chief Academic Officer (or Designee) Signature:

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

Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Executive Summary
Dixie State University
Bachelor of Arts and Bachelor of Science in Sociology
06/01/2015

Program Description

The baccalaureate degree in Applied Sociology will expand upon the successful Sociology Minor and Sociology Integrated Studies Emphasis already offered at Dixie State University. It is designed to provide students with a broad understanding of the field as well as provide them with a thorough understanding of research methods used by sociologists in the academic and business worlds within our community. To this end, students majoring in Sociology will be required to complete courses in Introduction to Statistics (MATH 1040), Introduction to Sociology (SOC 1010), Research Methods (SOC 3111), Social Statistics (SOC 3112), Sociological Theory (SOC 3140), and a Capstone in Sociological Research (SOC 4910). An additional 24 elective credits in Sociology will bring the total number of credits required for the major to 42. Graduates of this program will be well-prepared to continue their studies at the graduate level or to enter any number of occupations in the for and nonprofit sectors that require a knowledge of social research instrument creation, implementation, interpretation, and presentation.

Role and Mission Fit

The Applied Sociology degree is in harmony with Regents' Policy R312's definition of Dixie State University's role as a "Baccalaureate College and University" as it will add to the university's dynamic continuum of opportunities offered to students and is responsive to the rapidly growing and divergent economy that exists in our region. In accordance with Dixie State University's emphasis on active learning and active life, this degree will have an applied focus. As such, we will actively involve our students in the creation, implementation, interpretation, and presentation of research in our community and beyond. There are a few salient ways we will do this:

- DSU will require students to take two methodological courses (Research Methods and Statistics) and will offer two others (Qualitative Research Methods, and Survey and Data Analysis);
- Additionally, one of the options available to students in the Senior Capstone course is to engage in a sociologically relevant internship with an approved business or organization;
- DSU will create a Social and Behavioral Sciences Undergraduate Research Center overseen by faculty where students will create, implement, interpret, and present real research projects commissioned by local and national entities;
- DSU will work with the Nonprofit Leadership Alliance in training students who will "strengthen the social sector with a talented and prepared workforce";
- DSU will actively pursue internship opportunities (within and outside of the above mentioned Senior Capstone course) for students to apply the skills they obtain in the program;
- DSU expects these internship opportunities to lead students into active employment and the application of sociological skills;
- The program will focus on hiring new faculty with expertise in Applied Sociology.

Applied Sociology is the application of sociological theory into practice. Our program will do just this. We will have students who actively practice Sociology in the community as part of their degree and, importantly, graduate from our program with the skills to be productive members of our community.

Furthermore, a recent National Science Foundation Longitudinal Study suggests that the effect of gaining a baccalaureate degree in Sociology is positive as measured across multiple variables, not all of which are economic. For instance, Sociology majors "appear to be positively situated for career growth and for a well-lived life." The study suggests that sociology graduates "are better positioned for long-term careers, are happy that they majored in sociology, and are well positioned to assist their communities in creating a better world." The DSU Applied Sociology program will provide students and the community with skills to live happier, more fulfilling lives.

Faculty

The Sociology Program at Dixie State University currently employs/utilizes two full-time tenure or tenure-track professors with PhDs, one ¾ time instructor with a PhD, one part-time adjunct instructor with a PhD, and three part-time adjunct instructors with Masters Degrees. Another full-time tenure-track PhD with expertise in Applied Sociology will need to be hired in order to add depth and breadth to the substantive areas offered to students. New hires should be made as the program grows.

Market Demand

There is an educational and economic demand for Sociology majors. First, from an educational perspective, Sociology is consistently ranked as one of the more popular majors across the nation. One source ranks "Social Sciences and History" as the second most popular major in the nation (Sociology fitting within this category) (National Center for Education Statistics). Two others rank Sociology as the 13th (myplan.com) and 24th (matchcollege.com) most popular majors. Considering the number of bachelor's degrees DSU currently offers it seems appropriate that we also offer Applied Sociology. Second, the population of Washington County is expected to grow to 220,000 by 2020 (an increase of 40,000 people). Along with this growth comes a demand for educated and skilled employees. Thirty-five percent of Washington County's workforce is in retail, education and health services, leisure and hospitality, and government. Since 67% of Sociology Bachelor's degree recipients work in social services, administrative support, management, and marketing, Applied Sociology majors will fill an important occupational niche in the local economy. Additionally, economic prospects for Sociology majors on a national level look good with the U.S. Bureau of Labor Statistics predicting 15% growth through 2020 as opposed to an average of only 11% average growth for all other occupational categories. Finally, not only can Sociology majors find jobs, they can expect decent pay. Entry level jobs for people with bachelor's degrees in Sociology pay about \$37,000 per year, or \$16.00 per hour (payscale.com). And for those going on to graduate school, the median pay for a full-time employed Sociologist with a PhD is \$75,000 per year, or \$36.00 per hour (Bureau of Labor Statistics). Again, there are good job prospects for Applied Sociology majors and Dixie State University is positioned to help provide the market with degreed Sociologists.

This said, there are employment opportunities for Applied Sociology students and graduates in Washington County. One such opportunity is as a Prevention Specialist with the Southwest Behavioral Health Center. As evidence in Appendix 'D,' prevention science has developed rapidly in the past decade, with the theories and methods of Sociology at the core of its understanding. Those at the Southwest Behavioral Health Center are in need of a Sociologically trained workforce. Another local organization, the National Alliance on Mental Illness (NAMI), have also voiced their support for an Applied Sociology degree at DSU. Wayne Conners, NAMI Utah Southwest President, states that "a possible integration with DSU Sociology/Psychology program could be a valuable experience to those involved and for the mentally ill and the families that support them."

Student Demand

There are currently 48 students with a Sociology emphasis in the Integrated Studies major and an additional 30 declared Sociology minors. This number has grown at a regular pace over the past few years. One indicator of the Sociology program's growth is the number of students enrolled in upper-division courses. In the Fall semester of 2013 there were 24 students enrolled in upper-division Sociology courses, 16 of these in courses required for either the minor or the Integrated Studies emphasis. By Spring of 2016 there were 66 students enrolled in upper-division Sociology courses, 33 enrolled in required courses. The trend is clear, the Sociology program at Dixie State University is an ever more popular one.

Statement of Financial Support

- Appropriated Fund..... X
- Special Legislative Appropriation.....
- Grants and Contracts.....
- Special Fees
- Differential Tuition (must be approved by the Regents).....
- Other (please describe).....

Similar Programs Already Offered in the USHE

Southern Utah University, University of Utah, Utah State University, and Weber State University offer bachelor’s degrees in Sociology. Utah Valley University offers a Behavioral Science Bachelor’s with a Sociology Emphasis. There are no Applied Sociology programs in the Utah System of Higher Education.

**Program Description – Full Template
 Dixie State University
 Bachelor of Science in Applied Sociology
 06/01/2015**

Section I: The Request

Dixie State University requests approval to offer BA and BS degrees in Applied Sociology effective Fall Semester 2017. This program has been approved by the institutional Board of Trustees on *[insert date]*.

Section II: Program Description

Complete Program Description

The Applied Sociology program at Dixie State University outlined in this proposal is designed to: (A) actively engage students in community work while enrolled in the program , (B) inculcate students with the skills to find work directly out of college in organizations that desire people with applied sociological talents, and (C) prepare students for graduate work in Sociology and other Behavioral Science fields. To this end, the program requires students to take 39 Sociology credits, 6 of which are methodological in nature. (See “Section IV: Program Curriculum” for a detailed description of courses offered (required and elective) in the Applied Sociology program. See Appendix A for detailed course descriptions.)

Purpose of Degree

A n Applied Sociology baccalaureate degree will enhance Dixie State University’s ability to enrich the personal and professional lives of its students and community as well as meet the educational goals of its students and fulfill the obligation mandated in the DSU mission to offer baccalaureate programs in core or foundation areas consistent with four-year colleges. Graduates from the Applied Sociology program will be prepared to enter directly into any number of organizations and businesses that create, impliment, interpret, and present social research on a regular basis. Graduates will also be prepared to further their educations in graduate programs in Sociology or related fields. Finally, a Applied Sociology degree will supplement existing DSU programs in Psychology, Criminal Justice, Business Recreation Management, and History.

Institutional Readiness

The infastructure for supporting a Applied Sociology baccalaureate degree already exists at Dixie State University. As a member of the College of Humanities and Social Sciences, Department of Social and Behavioral Sciences, Sociology already offers an emphasis in Integrated Studies and a minor. Most of the required courses for the degree already exist. Appropriate resources are in place at the staff, student services, policy, and library services levels. A Applied Sociology BA/BS program can be implemented with little impact upon the delivery of undergraduate or lower-

division education at DSU. Indeed, the only impact will be positive in that this degree will add to the variety of program alternatives available to our student body.

Departmental Faculty

The Applied Sociology program at Dixie State University currently consists of two full-time, tenure/tenure-track, PhD instructors, one .74 non-tenured PhD instructor, and five non-tenured adjunct instructors (one with a PhD, three with MA degrees). At this point this is enough to cover the course load for both the Integrated Studies emphasis and the Sociology minor. However, a third full-time, tenure-track instructor with expertise in Applied Sociology will need to be added for the program to take flight.

Department Faculty Category	Department Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Department Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	2	1	3
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	2		2
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	4		4
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty in the Department			
Full-time Tenured	2	1	3
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	6		6
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	4.47	X	5.50

Staff

The new degree will need a lecturer/advisor to provide academic advisement and counseling to students. No other new staff are required for this degree.

Library and Information Resources

Dixie State University is aware of the importance of building library resources as part of program development. As such they are actively involved in the creation of adequate resources for the anticipated Applied Sociology baccalaureate degree. Please see Appendix B for a summary of library holdings and recommendations for the degree.

Admission Requirements

Any matriculated Dixie State University student in good academic standing is eligible for admission to the major. Students are admitted to the degree program immediately upon declaring the major.

Student Advisement

Dixie State University Sociology instructors and College of Humanities and Social Science advisors will provide the bulk of advisement for the Applied Sociology degree. A program lecturer/advisor will be necessary as the program grows to ensure a more customized program of study tailored to student's personal interests and career goals.

Justification for Graduation Standards and Number of Credits

The proposed Applied Sociology degrees (BS and BA) require graduates to earn a total of 120 credits, an amount which falls within the Utah System of Higher Education guidelines. Thirty-three of the credits are Dixie State University mandated General Education courses, 3 are an Introduction to Statistics math course, 39 are Sociology program related credits, and 48 are other DSU elective credits. Students seeking a BA are required to take 16 credits of a foreign language, dropping their other DSU elective credits to 32. All graduation requirements specified by Regents and DSU policies are met, including fulfillment of DSU GE requirements, 40 credits of upper-division coursework, 30 credits upper-division coursework at DSU, and a minimum 2.0 GPA.

External Review and Accreditation

There is no formal accreditation or certification available for a major in Applied Sociology, except for the accreditation and certification applicable to the University as a whole. DSU has conducted discussions with colleagues both regionally and nationally on the major in Applied Sociology at DSU and researched existing programs in the state and nation (see Appendix C for a comparison of our requirements with those of other USHE institutions). The proposed program is consistent with national standards for the academic content and pedagogical delivery of an Applied Sociology major.

Rough drafts of this proposal were sent to numerous USHE Sociology faculty, they all support the implementation of a Sociology baccalaureate at Dixie State University. One concern, which is highlighted elsewhere in this proposal, is the lack of full-time faculty in the program; at least one more faculty with expertise in Applied Sociology is required for the full implementation of the degree.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Data for Proposed Program						
Number of Graduates in Proposed Program	X	x	x	30	40	50
Total # of Declared Majors in Proposed Program	X	37	50	60	70	80
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	5.50	5.50	6.50	6.50	7.50	7.50
Total Department Student FTE (Based on Fall Third Week)	126	130	136	142	150	160
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	22.9	23.6	20.9	21.8	20.0	21.3
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____)						

Expansion of Existing Program

The number of graduating students with a Sociology Emphasis in the Integrated Studies major over the past three years since the emphasis was created are:

Academic Year	Number of Students with Sociology Emphasis in Integrated Studies major
2013-2014	30
2014-2015	37
2015-2016	42
2016-2017	48

Seven graduates declared Sociology as a minor in 2014-2015, the first year Dixie State University had in place a way for students to officially declare a minor. However, as stated in the “Student Demand” section above, there are currently 30 students overall who have declared Sociology as a minor.

Section III: Need

Program Need

The proposed Applied Sociology BA/BS degree will help Dixie State University as it “strives to enrich its community and the lives of its students by promoting a culture of learning, values, and community.” The social sciences are one area that needs to be developed at DSU. Currently, there are no baccalaureate degrees in this area (Anthropology, Economics, Political Science, and Sociology). A Applied Sociology baccalaureate would be the first. Additionally, as shown above, there is a portion of our student body that desires to study Sociology, but they are limited in their choices at this point; a baccalaureate degree will allow these students to further their studies in Sociology. Finally, again as shown above, there is an increasing demand for Sociology majors in the job market, especially those with the methodological skills that our program will provide. The Applied Sociology major will supply the local, state, and national economy with people skilled in the social sciences.

Labor Market Demand

As mentioned, the population of Washington County is expected to grow to 220,000 by 2020 (an increase of 40,000 people). Along with this growth comes a demand for educated and skilled employees. Thirty-five percent of Washington County's workforce is in retail, education and health services, leisure and hospitality, and government. Since 67% of Sociology Bachelor's degree recipients work in social services, administrative support, management, and marketing, Applied Sociology majors will fill an important occupational niche in the local economy. Additionally, economic prospects for Sociology majors on a national level look good with the U.S. Bureau of Labor Statistics predicting 15% growth through 2020 as opposed to an average of only 11% average growth for all other occupational categories. Not only can Sociology majors find jobs, they can expect decent pay. People with a BA in Sociology make an average salary from \$27,000-\$46,000 per year and an average hourly wage of between \$13.00 and \$25.00 (payscale.com). Those students wishing to continue their education beyond a bachelor's degree can, of course, expect more. The median pay for a full-time employed Sociologist with a PhD is \$75,000 per year, or \$36.00 per hour (Bureau of Labor Statistics). Finally, as mentioned earlier, there are employers and organizations here in Washington County excited about having a pool of Applied Sociologists to fill their job vacancies (see Appendix D).

Student Demand

As mentioned, there are currently 48 students with a Sociology emphasis in the Integrated Studies major and an additional 30 declared Sociology minors. This number has grown at a regular pace over the past two years. One indicator of the Sociology program's growth is the number of students enrolled in upper-division courses. In the Fall semester of 2013 there were 24 students enrolled in upper-division Sociology courses. In the Spring of 2015 there were 62 students enrolled in upper-division Sociology courses. In the Fall of 2015 46 students were enrolled in upper-division Sociology courses. In Spring 2016 sixty-six students were enrolled and currently, in Fall 2016, 48 students are enrolled in upper-division Sociology courses. (Note: there are more students in the Spring because there are more upper-division courses offered than in the Fall.) Again, the trend is clear, the Sociology program at Dixie State University is an ever more popular one.

Similar Programs

With the exceptions of Weber State University (BS only) and Utah Valley State University (a BA/BS in Behavioral Sciences with a Sociology emphasis) all other Utah System of Higher Education Universities offer BA and BS degrees in Sociology. Uniquely, however, DSU will be the only USHE program to offer an Applied Sociology baccalaureate degree.

Collaboration with and Impact on Other USHE Institutions

Dr. Smith-Lahrman has brought up the possibility of Dixie State University offering a Bachelors Degree in Sociology at the numerous USHE Majors Meetings he has attended in the past decade or more. He has received no negative feedback regarding this proposal. Indeed, the most common response is one of surprise that DSU does not already offer the degree, again reflecting the perception that any well-rounded university should be offering this degree.

At this time, students at Dixie State University pursuing a bachelors degree in Sociology must go elsewhere, and this is not always to other USHE schools. Anecdotal evidence suggests that UNLV and Northern Arizona University have received a fair share of DSU students. Another option is for prospective Sociology major students to pursue a major at DSU that is not their first choice, possibly decreasing retention rates. Consensus is that offering a bachelors degree in Sociology will not diminish enrollment numbers at other USHE programs. Rather, it will help DSU hold on to students they might otherwise lose. Students graduating in Sociology at DSU may also bolster graduate student rates at other USHE institutions.

Benefits

A baccalaureate degree in Sociology will benefit Dixie State University, as a whole, by helping it become a well-rounded school with degree programs in a wide range of fields. The degree will benefit current and prospective students of DSU by giving them another degree option rather than forcing them to pursue a degree in an alternative

field, or leave DSU. A Sociology degree will also benefit DSU in its attempts to diversify our student population. American Sociological Association data show that 82% of bachelors degree graduates are women and 20% are racial/ethnic minorities. The high percentage of women graduates will also benefit Utah, as it is known that the state has a deficit of women with college degrees (Utah Women and Education Initiative). The city, county, and state will benefit by having a more educated and skilled population and workforce. Furthermore, the involvement of DSU students in internships and research through the Undergraduate Research Center will provide Washington County with a sociologically skilled workforce they have lacked in the past.

Consistency with Institutional Mission

Dixie State University's Mission Statement suggests that, "Dixie State University is a teaching institution that strives to enrich its community and the lives of its students by promoting a culture of learning, values, and community." A Sociology bachelor's degree at DSU will meet all three parts of this statement. First, the degree proposal is consistent with a "culture of learning" in that it will prepare knowledgeable and competent students through a curriculum fraught with excellent teachers providing a rigorous program of learning. Second, the degree proposal is consistent with a "culture of values" in that, as a discipline, Sociology strongly emphasizes the understanding and practice of service, citizenship, diversity, ethics, and collaboration. Finally, the degree proposal is consistent with a "culture of community" in that our faculty, students, and staff will work closely with community entities to foster the economic, educational, cultural, and recreational enrichment of Washington County, the State of Utah, and beyond.

Section IV: Program and Student Assessment

Program Assessment

The Sociology program at Dixie State University is committed to enriching student's lives by providing them with a general knowledge of social life and encouraging proactive civic sociology that is responsive to the interests of the wider society. Practically, the program provides students with the skills necessary for participation in the growing market for social scientific researchers in many areas, including nonprofits. It will also prepare students to further their sociological training in graduate schools in Utah and around the nation if they so desire.

The Sociology faculty at Dixie State University is working diligently on creating and mapping the program curriculum. This effort is happening in stages and includes identifying Program Learning Outcomes (PLO), the corresponding courses from which student artifacts are gathered, and the tools and means of assessing the artifacts. They will continue to collect a body of student work that will represent baseline scores as well as target scores for each PLO. The introduction, development, and mastery of each PLO will be mapped across courses.

Expected Standards of Performance

Faculty of the Sociology program have developed four Program Learning Outcomes that focus upon basic standards and competencies that students graduating with a degree should possess. What follows are the PLOs, how students are expected to achieve them, and how faculty will assess them. These competencies were chosen based on standards that exist at Sociology programs across the nation.

1. Sociological Knowledge: Students will exhibit a basic knowledge of key theories, ideas, institutions, and processes related to the study of sociology.
 - Students will demonstrate this competency with papers and presentations based on sociological coursework. Faculty will gather and analyze these artifacts as our measure of student and program competency.
2. Sociological Research: Students will demonstrate an ability to collect and compare appropriate forms of sociological evidence.
 - Students will demonstrate this competency by engaging in sociological research of their own, including the construction, administration, interpretation, and presentation of surveys, interviews, and ethnographic field techniques. Faculty will gather and analyze student's finished research artifacts as our measure of student and program competency.
3. Sociological Communication: Students will produce written and oral presentation, using accepted sociological professional methodologies.
 - Students will demonstrate this competency with written (i.e. papers and articles) and presentational (i.e. conference-style presentations and poster boards) techniques. Faculty will gather, observe, and analyze student's finished presentational artifacts as our measure of student and program competency.
4. Critical Thinking/Analysis: Students will demonstrate an ability to analyze and differentiate between causal and correlative data.
 - Students will demonstrate this competency through the construction, implementation, interpretation, and presentation of original quantitative and qualitative research projects as well as through the demonstration of methodological competency in exams and assigned projects. Faculty will gather and analyze student's finished methodological projects as our measure of student and program competency.

Section V: Finance

Department Budget

3-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	\$209,761	\$60,000	\$269,761	\$10,000	\$279,761	\$10,000	\$289,761
Benefits	\$75,922	\$30,000	\$105,922	\$6,000	\$111,922	\$6,000	\$117,922
Total Personnel Expense	\$285,683	\$90,000	\$375,683	\$16,000	\$391,683	\$16,000	\$407,683
Non-Personnel Expense							
Travel	\$0	\$3,000	\$3,000	\$1,000	\$4,000	\$0	\$4,000
Capital	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$3,000	\$3,000	\$2,000	\$5,000	\$2,000	\$7,000
Current Expense	\$1,754	\$5,000	\$6,754	\$1,500	\$8,254	\$0	\$8,254
Total Non-personnel Expense	\$1,754	\$11,000	\$12,754	\$4,500	\$17,254	\$2,000	\$19,254
Total Expense (Personnel + Current)	\$287,438	\$22,500	\$309,938	\$94,500	\$404,438	\$18,000	\$422,438
Departmental Funding							
Appropriated Fund	\$287,438	\$22,500	\$309,938	\$94,500	\$404,438	\$18,000	\$422,438
Other:							
Special Legislative Appropriation	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grants and Contracts	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Special Fees/Differential Tuition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenue	\$287,438	\$22,500	\$309,938	\$94,500	\$404,438	\$18,000	\$422,438
Difference							
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same	\$135	\$	\$130	\$	\$145	\$	\$140

<i>Cost Study Definition for "projected")</i>							
* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.							

Funding Sources

Funding for the new degree will come from tuition and insitutional funds allocated by the state. Sociology faculty will pursue external funding as they can.

Reallocation

The Bachelor's of Art and Bachelor's of Science degrees at Dixie State University will not require internal reallocation of resources.

Impact on Existing Budgets

The only impact on existing budgets required for the Sociology degree will be the hiring of another full-time tenure-track Sociologist.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

General Education Requirements	Course	Credit Hours
Computer Literacy	CIS 1200 or CIS 1201 or (CS 1400 and CS 1410)	0-6
English	ENGL 1010 or ENL 1010D	0-4
English	ENGL 2010	3
Information Literacy	LIB 1000 or LIB 1010	0-1
Mathematics		3-5
American Institutions		3-6
Life Sciences		3-10
Physical Sciences		3-5
Laboratory Sciences		0-1
Fine Arts		3
Literature/Humanities		3
Social & Behavioral Sciences		3
Exploration		3-5
Global & Cultural Perspectives		0-6 (Can be shared with other GE)
	Sub-Total	35
Course Prefix and Number	Title	Credit Hours
General Education Requirements		35
Sociology Required Courses		
MATH 1040 ²	Introduction to Statistics	3
SOC 1010	Introduction to Sociology	3
SOC 3111	Research Methods	3
SOC 3112	Social Statistics	3
SOC 3140	Sociological Theory	3

² This course can also count as a General Elective Math course.

SOC 4910	Capstone Research in Sociology	3
	Sub-Total	18
Elective Courses. Sociology Major Electives. Complete 24 credits from the following with no more than 6 lower-division credits counting toward the major.		
SOC 1020	Social Problems	3
SOC 1200	Sociology of the Family	3
SOC 3020	Social Psychology	3
SOC 3041	Sociology of Rock Music	3
SOC 3560	Deviance and Social Control	3
SOC 3010	Stratification and Inequality	3
SOC 3113	Survey and Data Analysis	3
SOC 3114	Qualitative Research Methods	3
SOC 3370	Gender in Contemporary Society	3
SOC 3435	Globalization	3
SOC 3630	Sociology of Race and Ethnic Relations	3
SOC 3550	Organizations in Society	3
	Sub-Total	24
Foreign Language Courses(BA only)	Complete four semesters of a foreign language.	16 (BA only)
Other Elective Courses		45 (BS), 29 (BA)
	Total Number of Credits	120-123

Program Schedule

Semester 1		
Course Prefix and Number	Title	Credit Hours
SOC 1010	Introduction to Sociology (SOC major requirement AND Social & Behavioral Sciences Gen Ed requirement)	3
ENGL 1010	Introduction to Writing (Gen Ed requirement)	3
LIB 1010	Information Literacy (Gen Ed requirement)	1
MATH 1040	Intro to Statistics (SOC major requirement AND Math Gen Ed requirement)	3
ART 1010	Intro to Art (Fine Arts Gen Ed requirement)	3
BIOL 1010	General Biology (Life Sciences Gen Ed requirement)	3
	Total	16

Semester 2		
Course Prefix and Number	Title	Credit Hours
SOC 1200	Sociology of the Family	3
ENGL 2010	Intermediate Writing Selected Topics (Gen Ed requirement)	3
HIST 1700	American Civilization (Gen Ed requirement)	3
CIS 1200	Computer Literacy (Gen Ed requirement)	3
CHEM 1010/15	Introduction to Chemistry (Physical Sciences Gen Ed Requirement)	4
	Total	16

Semester 3		
Course Prefix and Number	Title	Credit Hours
SOC 1020	Social Problems	3
PHIL 1000	Introduction to Philosophy (Literature/Humanities Gen Ed requirement)	3
ECON 1010	Economics of Social Issues (Exploration Gen Ed requirement)	3
HIST 1500	World History to 1500 (Global & Cultural Perspectives Gen Ed requirement)	3
MUSC 1050	Introduction to World Music (Global & Cultural Perspectives Gen Ed requirement)	3
Total		15

Semester 4		
Course Prefix and Number	Title	Credit Hours
SOC 3111	Research Methods	3
SOC 3020	Social Psychology	3
SPAN 1010	Beginning Spanish I (Foreign Language requirement, BA only)	4
POLS 2100	Introduction to International Relations	3
ANTH 1010	Cultural Anthropology	3
Total		16

Semester 5		
Course Prefix and Number	Title	Credit Hours
SOC 3112	Social Statistics	3
SOC 3010	Stratification and Inequality	3
SPAN 1020	Beginning Spanish II (Foreign Language requirement, BA only)	4
PHIL 2600	World Religions	3
Total		13

Semester 6		
Course Prefix and Number	Title	Credit Hours
SOC 3140	Sociological Theory	3
SOC 3114	Qualitative Research Methods	3
SPAN 2010	Intermediate Spanish I (Foreign Language requirement, BA only)	4
HIST 2700	History to 1877	3
ENGL 3010	Writing in the Professions	3
Total		16

Semester 7		
Course Prefix and Number	Title	Credit Hours
SOC 3435	Globalization	3
SOC 3041	Sociology of Rock Music	3
SPAN 2020	Intermediate Spanish II (Foreign Language requirement, BA only)	4
HIST 3460	Comparative Asian History	3
Total		13

Semester 8		
Course Prefix and Number	Title	Credit Hours
SOC 3550	Organizations in Society	3
SOC 4910	Capstone Research in Sociology	3
HUM 3050	Gothic Humanities	3
PSYC 3040	Psychology of Gender	3
COMM 1020	Public Speaking	3
Total		15

Section VII: Faculty

Matthew Smith-Lahrman, PhD, Northwestern University, Professor of Sociology, full-time, tenured

Stephen Kim, PhD, State University of New York, Assistant Professor of Sociology, full-time, tenure-track

Robert Oxley, PhD, American University (London) and University of Michigan, Instructor, .74

Logan Reid, MA, Utah State University, Adjunct Instructor, part-time

Craig Allen, PhD, University of New Hampshire, Adjunct Instructor, part-time

Ann Greathouse, MA, University of Nebraska, Adjunct Instructor, part-time

Appendix A: Sociology Course Descriptions

SOC 1010. Introduction to Sociology. 3 Credits.

Fulfills Social & Behavioral Sciences General Education requirement and is an approved Global and Cultural Perspectives course. Teaches what sociology is, what a sociologist does, and how sociology is applied, including the study of cultures, socialization, stratification, religion, families, organizations and social change through lectures, guest speakers, film, writing assignments, and exams.

SOC 1020. Social Problems. 3 Credits.

Fulfills Social & Behavioral Sciences General Education requirement and is an approved Global and Cultural Perspectives course. Studies contemporary social issues dealing with crime, sexuality, drug abuse, violence, and families, in addition to larger social problems such as war, poverty, race and ethnic relations, population and the environment through lectures, guest speakers, film, writing assignments, and exams.

SOC 1200. Sociology of the Family. 3 Credits.

Fulfills General Education Social & Behavioral Sciences requirement. Teaches what sociology is and how sociology is applied to the study of families, covering many different aspects of including families through history, gender roles, love, sexuality, courtship, marriage, parenting, children, racial-ethnic families, families and work, family violence, separation and divorce, and aging in the family through lectures, guest speakers, film, writing assignments, and exams. Offered based on sufficient student need.

SOC 3010. Stratification and Inequality. 3 Credits.

Examines theories of and research concerning explanations of the causes of social, economic, and political stratification and inequality, including consequences of inequality for individuals and groups. This course will examine the roles of race, gender and class in systems of stratification and inequality. Prerequisite: SOC 1010 (Grade C or higher).

SOC 3020. Social Psychology. 3 Credits.

Open to all students. Course covers sociological social psychological perspectives such as phenomenology, exchange, rational choice, dramaturgy, ethnomethodology, and symbolic interactionism. Prerequisite: SOC 1010 (Grade C or higher).

SOC 3041. Sociology of Rock Music. 3 Credits.

Introduces students to the cultural and structural aspects of rock music as an art world. As such, it will examine the music as the ongoing creation of people in many parts of society: artists, engineers, club owners, audience members, and critics to name just a few. The course will also look at visual, lyrical, and musical codes that define and distinguish rock music from other genres of music. Historical and cross-cultural examples of rock will include studies from various time periods and countries as well as how race, class, and gender are integral to an understanding of this art form.

SOC 3111. Research Methods. 3 Credits.

Introduces the research methods and designs by which Sociologists gather and analyze data, including the common research methods of interviews, surveys, and observation, among others. Prerequisite: SOC 1010 (Grade C or higher)

SOC 3112. Social Statistics. 3 Credits.

Students will learn to use and interpret statistical analysis. Includes descriptive statistics (i.e., frequency distributions, graphs, central tendency, variability), examination of relationship between variables (bivariate regression, correlation), and a discussion of inferential statistics (t-test, ANOVA, chi-square). Prerequisites: SOC 1010 AND MATH 1040 or MATH 1040A (Grade C or higher).

SOC 3113. Survey Research and Data Analysis. 3 Credits.

Survey Research is designed to prepare students to understand, conduct, and analyze surveys and present the findings. This course will be particularly useful to assist students who are considering, planning or currently working on research projects with a survey component. Upon the completion of the course, students should be able to decide whether and when surveys are appropriate means of data collection, have a good idea of how to put together a survey, conduct basic quantitative analysis of survey data, and report the findings. Prerequisite: SOC 1010(Grade C or higher).

SOC 3114. Qualitative Research Methods. 3 Credits.

Introduces students to the many types of qualitative research methods within sociology. Students will learn about and actively administer field work and interview techniques among other types of methods. The collection, analysis, and interpretation of gathered data will be emphasized. Course offered in rotation. Consult class schedule. Prerequisite: SOC 1010 (Grade C or higher).

SOC 3140. Sociological Theory. 3 Credits.

Examines the variety of perspectives and theories unique to Sociology as a discipline which provide differing perspectives of social structure, culture, and interaction. Prerequisite: SOC 1010 (Grade C or higher).

SOC 3370. Gender in Contemporary Society. 3 Credits.

Fulfills Social & Behavioral Sciences General Education requirement and is an approved Global and Cultural Perspectives course. Introduction to the core sociological concepts of gender in contemporary society. It explores what sociologists mean by the concept of gender and how they observe and measure it. Furthermore, it gives students an understanding of the centrality of gender to the sociologist's perspective of social life; as well as underscoring the ways gender can be maintained and can also be organically and forcefully changed within society and the interactive effects they have on peoples' lives.

SOC 3435. Globalization. 3 Credits.

Examines and critiques the historical origins, economic and technological foundations, institutional arrangements, ideological underpinnings, collective movements, and controversial outcomes of 'transnationalism', and 'globalization.' Sociological analysis emphasizes macro-level institutions that shape globalization and social conflicts arising from its effects. Prerequisite: SOC 1010 (Grade C or higher).

SOC 3550. Organizations in Society. 3 Credits.

Examines the culture and structure of formal organizations: organizational forms; bureaucracies; coordination of work; organizational control, autonomy and control, culture, conflict, diversity, and change. Sociological theories about modern organizations and the impact of new technologies will be examined. Prerequisite: SOC 1010 (Grade C or higher).

SOC 3560. Deviance and Social Control. 3 Credits.

Introduces the various perspectives and theories dealing with deviance and social control, including an examination of the ways in which people perceive and deal with what are seen as cultural norms. Prerequisite: SOC 1010 (Grade C or higher).

SOC 3630. Sociology of Racial & Ethnic Relations. 3 Credits.

Fulfills Social and Behavioral Sciences General Education requirement and is an approved Global and Cultural Perspectives course. Introduces students to the core sociological concepts of race and ethnic relations in contemporary society. Explores what sociologists mean by the concept of multiculturalism and how they observe and measure it. Furthermore, it gives students an understanding of the centrality of race and ethnicity to the sociologist's perspective of social life; as well as underscoring the ways minority status can be maintained and can also be organically and forcefully changed within society and the interactive effects they have on peoples' lives.

SOC 4910. Senior Capstone. 3 Credits.

Students apply what they've learned in a real world research project. Students have three options: (A) Engage in a research project involving primary and/or secondary empirical data, (B) create a literature review around a proposed research question, or (C) engage in a sociologically relevant internship with an approved business or organization. The final product for the capstone will be a paper of "publishable quality" combined with an end-of-semester presentation.

Appendix B: Library Resources

Bachelors of Sociology: Dixie State University Library Resources

Library's Mission: The Dixie State University Library advances the mission of Dixie State University by encouraging the discovery and creation of knowledge through the provision of high quality resources, services, and programs.

Library of Congress Scope

Sociology is defined by subclasses HM through HX, components of class H (Social Sciences) in the Library of Congress classification system. In broad terms, these classes cover:

HM - General and Theoretical Sociology

HN - Social History and conditions, social problems and reform

HQ - Marriage and the family, sexual life, age groups, women and feminism

HS - Secret and other societies, associations, and clubs

HT - Urban and rural sociology, social classes, and races and race relations, in general

HV - Social work, charities, and Public welfare, social Pathologies, and criminology

HX - Socialism and Communism in general, utopias, and anarchism

Currently DSU library owns 4494 print items and 245 audiovisual items in these subclasses. In addition to the print and audiovisual items DSU Library has various databases that would support the Bachelors of Sociology degree.

They include:

- Academic Search Premier
- MasterFILE Complete
- Project MUSE
- Sage Journals Online
- Sage eReference Encyclopedias and Handbooks
- Gale Virtual Reference
- Historical Abstracts with Full Text
- Ethnic NewsWatch
- GenderWatch
- JSTOR
- Psychology & Behavioral Sciences Collection
- Salem History
- Social Sciences Citation Index (Web of Science)
- ScienceDirect (Elsevier)
- Oxford Handbooks
- CQ Researcher
- Gale Opposing Viewpoints in Context
- LexisNexis Academic
- ProQuest Newsstand
- Communication & Mass Media Complete
- ProQuest's ebrary (e-books)
- EBSCOhost e-books (e-books)

The library also uses LibGuides as Research Guides to help the students with their research. These guides give assistance/guidance with identified and selected Sociology Library and Internet resources. The library also has a fully staffed reference desk with qualified librarians to help with research needs.

In addition we provide Interlibrary Loan services, and Reciprocal Borrowing from other UALC (Utah Academic Library Consortium) libraries in the state. This allows the students and faculty to borrow materials from other Universities and libraries around the world.

In order to help the students with their degree we would need to get the following resources.

Recommendations for Materials:

Databases:

1. *ProQuest's Sociological Abstracts Database* (\$3900): "The Sociological Abstracts database abstracts and indexes the international literature in sociology and related disciplines in the social and behavioral sciences. Pulled from nearly 2,000 serial publications are abstracts from a variety of sources including journal articles, conference papers, books, dissertations, and conference papers, plus citations to important book reviews related to the social sciences." (ProQuest's website)
2. *ICPSR* (Inter-University Consortium for Political and Social Research) (\$2100): This database provides access to collection of sociological and demographic data.
3. *ProQuest's Sociological Journals Database* (\$4300): "gives users access to the full-text of more than 270 journals in sociology and social work with full-text coverage of many core titles included in Sociological Abstracts and Social Services Abstracts. Titles covered include *Journal of Social Policy*, *American Sociological Review*, *Sociological Theory*, *International Journal of Sociology and Social Policy* and *Child Welfare*."

Journals: DSU library has some of these journals in the existing databases; however, they are not current.

1. *American Sociological Review* (\$540)
2. *Sociological Methodology* (\$383)
3. *Contemporary Sociology* (\$430)
4. *Sociology Theory* (\$383)

Encyclopedias:

1. *Encyclopedia of Sociology* (Gale) (\$800)
2. *Blackwell Encyclopedia of Sociology* (\$800)

Financial Support: Support from the Library for Sociology books, audiovisual materials, databases, and other resources require additional ongoing funds. As the situation currently stands the Library has no funds to acquire these resources. It is estimated that ongoing funds in the amount of \$10,000 per year will be required to support the Sociology Bachelor's degree.

**Appendix C:
Comparable Degree Requirements across the Utah System of Higher Education**

Utah System of Higher Education Comparison of Sociology Degree Requirements

Course	DSU	U of U	USU	SUU	WSU
Introduction to Sociology	Required	Required	Required	Required	Required
Research Methods	Required	Required	Required	Required	Required
Social Statistics	Required	Required	Required		Required
Sociological Theory	Required	Required	Required	Required	Required
Senior Capstone	Required		Required	Required	Required

Appendix D: Letters of Support for DSU Applied Sociology Degree

To Whom It May Concern:

This letter is being written on behalf of the Sociology Department in the College of Humanities and Social Sciences at Dixie State University. The intent of this letter is to express the need and benefit of a workforce trained in Sociological thinking, research, theory and skills; and to offer our support and optimism for a Sociology BA Program at DSU.

Prevention of problem behaviors is becoming more of a necessity in our society, and an issue that is more and more on the radar of our public, our policy makers and our workforce. Substance abuse, delinquency, bullying, violence, eating disorders, pornography, depression, suicide, and academic failure, (just to name a few,) are increasing in intensity and causing other latent and manifest consequences needing to be addressed. The field of prevention services is growing and expanding, but the workforce needed to fulfill this need is lacking.

Prevention Science has developed rapidly in the last decade. Universities are adding graduate programs in prevention science and researchers are gathering a plethora of valuable data, creating evidence-based strategies and interventions that are proven to reduce problem behaviors at a community level; but there is a problem in implementing those programs. Issues are becoming more and more complex, which requires a more sophisticated and highfunctioning prevention specialist to deal with those issues. It requires a different level of thinking. Quite frankly, it requires a professional workforce with an understanding of sociological theory and human social behavior.

Allow me to give an example: for a long time, prevention programs focused on the individual. We spent our time and resources trying to influence and impact behavior on an internal level. Prevention work was largely psychological. However, the science has proven that true change at a community level requires a more environmental approach. To impact problem behaviors on a larger scale, we have to change community environment, community norms and community culture. In an attempt to reduce obesity, changing the psychological thought-process of an individual may influence them to divert problem eating habits and consume healthier foods. But changing the cultural food habits of the family, and the community, (and creating an environment that promotes healthy eating habits, appropriate fitness, and provides better food options), will have a much higher effect, and longer-lasting impact on obesity rates in that community. To create these kinds of changes, prevention specialists need to have an understanding of how to research complex problems, assess communities to understand their needs and gaps, and then organize, train and facilitate community coalitions that can implement long-term cultural change. They need to understand the factors that put communities and individuals at risk, and be expert enough to help communities reduce those factors and work toward positive change. In short, they need to understand sociology.

In an attempt to provide students with more in-depth training on this subject, and provide them with an applied experience of working with communities, schools and individuals to effect positive changes, Southwest Prevention has created an internship program in partnership with Dixie State University. Our program provides two-semester internships for six students each year. It is the highest paid internship on campus, and gives students the chance to receive national certifications, attend state and national trainings, and spend 100 hours working in elementary schools with teachers, counselors and students, implementing an evidence-based
474 West 200 North St. George, Utah 84770 | (435).634-5600 | fax (435) 986-8700 | www.sbhc.us

prevention program. Because of the sensitive nature of the internship, requiring students to work with a delicate population of students grades kindergarten – 6th, we need high-functioning students with a working understanding of sociological theory. We are struggling to find students that meet these criteria. Our internship program receives more applicants than any other internship on campus, and yet we are forced to turn over 95%

of them away without even an interview, primarily because they don't have the education necessary for the job; (education that is standard in upper-division sociology courses.) We find ourselves having to spend the first months of the internship teaching students sociological principles to get them caught up on the theory behind the programs they are implementing.

In the field of prevention services, public health, and community organization, a background in sociological thinking and theory is invaluable and instrumental. I need interns and specialists with a higher degree of understanding of human social behavior. I need interns and specialists who understand the workings of groups, institutions and communities. In order to change human behavior, we have to change culture and environment, and to do that, I need interns and specialists who understand the link between culture and environment and individual human behavior. I need sociologists.

As stated before, Southwest Prevention is supportive of a Sociology BA program at Dixie State University. It is our opinion that this degree is valuable and needed. Our discipline would benefit from a workforce trained in Sociological thinking, research, theory and skills. We are also committed to providing direct, applied educational opportunities to sociology students through our internships and student training programs.

Please feel free to contact me if you have questions, or would like to discuss in more detail how sociological understanding informs our discipline and workforce.

Sincerely,

Logan Reid

Logan Reid, P.S.
Director of Prevention & Education Services
Southwest Behavioral Health Center
435-634-5652
lreid@sbhcutah.org



National Alliance on Mental Illness

8/28/2016

To: Robert Oxley, Ph.D; Assistant Professor;
Dixie State University, St George, Utah. 435-652-7881;
roxley@dixie.edu From Wayne Connors, President, Nami Utah
Southwest, St George, Utah
541-331-6979; waconnors@ gmail.com

Re: Possible integration of DSU Dept of Social and Behavioral Sciences
students and Nami Utah Southwest in an educational/learning experience
for career development.

Mr. Oxley,

Nami Utah Southwest is an Affiliate under Nami Utah's 501(c)(3) which is directed under the National Nami. All course material and teacher training are the same across the US so we are a national training unit with the same information. Everyone locally is a volunteer and the only paid persons are the National and State Nami personnel. Our local Board of Directors, many hold degrees and are professional persons, help guide our activities for our volunteers to maximize our time and efforts for the benefit of the mentally ill and to reduce stigma. We do not act in a professional capacity, only as information providers and support providers, not provided anywhere else.

We have supported Nami On Campus at DSU, a club with their President on our Board of Directors who have been active in bringing awareness of mental illness and suicide ideation on campus.

Just how we can benefit each other will need to be worked out. There is work to be done, and a possible integration with DSU Sociology/Psychology Program could be a valuable experience to those involved and for the mentally ill and the families that support them.

Possibly the Nami classes could be taught on campus for credit.

Attachments:

- 1- Who we are
- 2- Flyer of our classes and support Groups-3pages
- 3- State Nami Utah Programs network of

classes given 4- Nami Utah Southwest Affilliate
Job Descriptions

5- Adult Mena! Health First Aid flyer as an additional learning class.

Waine Connert 8,

Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

Institution Submitting Request: *Dixie State University*
 Proposed Title: *Family Studies and Human Development*
 Currently Approved Title: *Family and Consumer Sciences and Physical Education*
 School or Division or Location: *School of Education*
 Department(s) or Area(s) Location: *See above*
 Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): *19.0101*
 Current Classification of Instructional Programs (CIP) Code (for existing programs): *N/A*
 Proposed Beginning Date (for new programs): *07/01/2015*
 Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
5.1.1	<input type="checkbox"/>	Minor*
5.1.2	<input type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	X <input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	<input type="checkbox"/>	New Center
	<input type="checkbox"/>	New Institute
	<input type="checkbox"/>	New Bureau
5.5.1	<input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/>	Program Transfer
	<input type="checkbox"/>	Program Restructure
	<input type="checkbox"/>	Program Consolidation
5.5.3	<input type="checkbox"/>	Name Change of Existing Programs
5.5.4	<input type="checkbox"/>	Program Discontinuation
	<input type="checkbox"/>	Program Suspension
5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	Reinstatement of Previously Suspended Administrative Unit

**Requires "Section V: Program Curriculum" of Abbreviated Template*

Chief Academic Officer (or Designee) Signature:

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

Signature

Date: *MM/DD/YEAR*

Printed Name: *Name of CAO or Designee*

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Program Request - Abbreviated Template
Higher Education Institution
Department Name Change
3/16/2016

Section I: Request

We are requesting to restructure the previous department of Family and Consumer Sciences and Physical Education. At this time we would also like to request that the name of this department be changed to Family Studies and Human Development. This name change will be more in alignment with similar departments in other institutions of higher learning. The name, Family Studies and Human Development, more effectively advances the programs and courses offered in our department

Section II: Need

The need to make this administrative change to the Family and Consumer Sciences and Physical Education is because the Physical Education part of this department has become the Health and Human Performance Department and is located in the School of Health Sciences. Because of this division in the previous department, we find it necessary to make these structural and naming changes.

Section III: Institutional Impact

This administrative change will affect the enrollment in the Family Studies and Human Development Department because it will be separate from the Health and Human Performance Department. This change will not affect the enrollment of the university. The change will not affect existing administrative structures. Changes in faculty and staff are not required. No new equipment or facilities are needed for this change.

Section IV: Finances

The budget for the previous Family and Consumer Sciences and Physical Education Department has been divided. The budget allocated for the Physical Education part of the department has been transferred to the new Health and Human Performance Department. The budget allocated to the Family and Consumer Sciences part of the department is allocated to the new Family Studies and Human Development Department. Additional money is not needed for this structural department change.

Cover/Signature Page – Full Template

Institution Submitting Request: Dixie State University
Proposed Title: Bachelor of Science in Bioinformatics
School or Division or Location: Dixie State University
Department(s) or Area(s) Location: Biological Sciences Department
Recommended Classification of Instructional Programs (CIP) Code¹ : 26.1103 (alternative 26.1199)

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

Proposal Type (check all that apply):

Regents' Agenda Items		
<i>R401-4 and R401-5 Approval by Committee of the Whole</i>		
SECTION NO.		ITEM
4.1.1	<input type="checkbox"/>	Associate of Applied Science Degree
4.1.2	<input type="checkbox"/>	Associate of Arts Degree
	<input type="checkbox"/>	Associate of Science Degree
4.1.3	<input type="checkbox"/>	Specialized Associate Degree
4.1.4	<input checked="" type="checkbox"/>	Baccalaureate Degree
4.1.5	<input type="checkbox"/>	K-12 School Personnel Programs
4.1.6	<input type="checkbox"/>	Master's Degree
4.1.7	<input type="checkbox"/>	Doctoral Degree
5.2.2	<input type="checkbox"/>	Certificate of Completion
5.2.4	<input type="checkbox"/>	Fast Tracked Certificate

Chief Academic Officer (or Designee) Signature:

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

Signature

Date: *MM/DD/YEAR*

Printed Name: *Michael Lacourse*

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

**Executive Summary – Full Template
Dixie State University
Bachelor of Science, Bioinformatics
02/01/2016**

Program Description

The Bachelor of Science in Bioinformatics will train students in an exciting interdisciplinary field that mixes all of the STEM (science, technology, engineering and math) fields. The bioinformatics program at Dixie State University (DSU) will prepare students for graduate school or a career in the pharmaceutical, agricultural, public health or biotechnology industries. Recent developments in medicine, biology, and chemistry have produced massive databases that require people who understand the language and questions of those fields and also understand the statistical and algorithmic knowledge to access the information in these databases. DSU Bioinformatics students will complete core sequences in mathematics, science, and computer science and then integrate this information in two bioinformatics courses. On completing this program, students will have a detailed knowledge of statistics, computer science, biochemistry, and genetics and be able to design and conduct computational experiments in addition to analyzing and interpreting data.

Role and Mission Fit

DSU is committed to prepare students for careers in high-demand areas in the state and across the region through personalized teaching and educational experiences. This Bachelor program in Bioinformatics will provide in-depth knowledge of a critical field in medical, biotech, and pharmaceutical industries. This degree aligns well with the Strategic Plan; it is an innovative program using existing resources, building community and business partnerships, and establishes a unique program that doesn't exist elsewhere in the USHE system. Currently, there are no baccalaureate offerings in the field in Utah State Higher Education. BYU offers a Bachelor of Science in Bioinformatics and the University of Utah offers a Master's and Ph.D. program in Bioinformatics. Utah State University offers bioinformatics as an emphasis in their Bachelor of Computer Science but requires only three more science classes than our existing Bachelor of Computer Information Technology. This program will fit into DSU's mission of meeting the needs of the students, the community as well as and rapidly growing industry sector in Southern Utah.

Faculty

While the program will be housed in the Department of Biological Sciences, the interdisciplinary nature of bioinformatics requires collaboration between several existing departments including Biological Sciences, Physical Sciences, Mathematics, and Computer Science. Currently, the Department of Biological Sciences has ten (10) full-time, tenure-track or tenured faculty members who have terminal degrees (Ph.D.) in Biology or a related field. Please note that we are in the process of hiring two tenure-track faculty in the spring of 2016, one is a replacement for a faculty member who will be retiring spring 2016. The breadth of the department faculty is adequate to cover the biology core curriculum with the exception of the two bioinformatics classes. The math, chemistry, and computer science core classes are all already taught at Dixie State University by qualified tenure-track faculty on a regular basis. Full-time faculty are actively involved in research and professional organizations. Funds are provided for faculty to attend and present at conferences in their field of study. As the program grows, it is expected that one, possibly two, specialized faculty must be hired to meet the needs of the community and modern job market, particularly in bioinformatics and genetics.

Market Demand

Because this occupation is relatively new, job trends stem from several areas including statistics, computer programming and development, and health care in addition to the biological sciences. Overall, computer

programming and developing positions have average growth rates between 25% and 30% over the next decade along with most healthcare positions and statistics. Biological sciences have average growth rates; however, when one considers the application to healthcare and computer programming/development, it appears that the Bureau of Labor Statistics has not developed a category yet for this profession. The International Society for Computational Biology has a job board that had 128 open positions on February 3, 2016 even though it is largely focused on academic jobs and not industry positions. The American Medical Informatics Association job board had 178 new positions listed in January of 2016 and a total of 504 open positions on February 3, 2016. A number of outside professional, academic and industry sources suggest that this is a burgeoning field with high potential and high future demand. Potential salaries are also above average.

Student Demand

There is significant student demand for a Bachelor of Science degree in Bioinformatics. In the DSU survey of eight possible new bachelors degrees, 2.83% of 212 students (6 students) polled said they would switch their major to Bioinformatics. Out of the eight bachelor's degrees on the survey, this was tied for fifth. If 2.83% were representative of the full Fall 2015 student body estimate, it would equate to 258 students.

Statement of Financial Support

- Appropriated Fund.....
- Special Legislative Appropriation.....
- Grants and Contracts.....
- Special Fees
- Differential Tuition (must be approved by the Regents).....
- Other (please describe).....

Similar Programs Already Offered in the USHE

Utah State University – Bachelor of Computer Science, with emphasis in Bioinformatics

Program Description – Full Template
Dixie State University
Bachelor of Science, Bioinformatics
02/01/2016
Section I: The Request

Dixie State University requests approval to offer Bachelor of Science in Bioinformatics effective Fall Semester 2016. This program has been approved by the institutional Board of Trustees on *Date*.

Section II: Program Description

Complete Program Description

Bioinformatics is a fairly new interdisciplinary field that emerged to allow research scientists to utilize the massive amounts of data being collected as we sequence genomes, study protein structures, and maintain large patient databases in medicine. The field merges Biology, Computer Science, Chemistry and Mathematics, requiring competency in all of them –something that has been historically rare among both scientists and computer and technology experts. Through rigorous coursework and laboratory experience across these disciplines, students will gain the knowledge and skills necessary to understand and address scientific problems that impact society in the pharmaceutical, agricultural, and biotechnology industries.

The Bachelor of Science in Bioinformatics program offers courses covering the diverse topics required to make sense of large data sets, and allows for hands-on experience in laboratory courses and student-driven research projects. Through fundamental topics covered in biology, chemistry, mathematics, and computer science and through upper-division courses in more specific areas, students will become familiar with the cross-disciplinary nature of Bioinformatics, and learn the vast fields of science where the concepts and techniques used in bioinformatics are applied. The degree also provide students with the course prerequisites for a number of Master's and Ph.D. programs in the region in fields ranging from in Bioinformatics to Environmental Sciences and Health. The program presents a cohesive and comprehensive coverage of diverse topics necessary for students to be successful in the field of bioinformatics.

Purpose of Degree

With a domestic compound annual growth rate (CAGR) of 15.5% and a projected market value of potentially over \$8 billion in 2020 (), Bioinformatics is a rapidly growing field. New developments in information technology (IT) and its application fo biotechnology and life science industries are escalating the growth of the bioinformatics market globally. Bioinformatics is essential in processing data from research and development activities in the life science, biotechnology, biopharmaceutical, pharmaceutical and agricultural fields. However, traditionally trained scientists in the life sciences and computer scientists rarely have training in each other's fields. This leaves an opportunity for interdisciplinary programs that can train students in all of the relevant fields. The DSU Bioinformatics program will produce biologists who are comfortable with the analytics and tools required to answer important questions in the life sciences. Graduates in this field go on to pursue some of the fastest growing professional careers and post-graduate education, and become informed citizens of a society that is so dependent on the emerging opportunities and threats presented by an rapidly developing technological culture. Offering the Bachelor of Science degree in Bioinformatics at Dixie State University provides a world of opportunities to students from the regional community to pursue their dreams across the scientific disciplines. With the majority of DSU students coming from the local area, training these students in bioinformatics will provide a highly trained workforce for local economic development in a clean industry. Additionally, with the expected population and business growth in Washington County over the next decade, the Bioinformatics degree will prepare students to fill job demand as technological and scientific corporations explore the area as their new home. It is critical that DSU trains students for this expected job growth, as well as developing

capabilities to collaborate and network with current and future businesses, in order for Dixie to remain a significant asset to the community at large.

Institutional Readiness

The interdisciplinary nature of a Bioinformatics program works to our advantage as DSU already offers the vast majority of classes typically found in a baccalaureate degree. Dedicated tenure-track faculty currently offer all but four of the courses proposed, two of which are required core classes and the other two are optional electives we plan to add over the next few years. The two required core courses should be taught by the bioinformatics faculty we have requested as part of this proposal. One of the electives would also be taught by the bioinformatics faculty. The other elective is a course in development by a tenure-track faculty member currently in Biological Sciences. In addition to the traditional class activities, partnering with Intermountain Healthcare will provide our students with the opportunity to interact with practitioners in the field and to help with real world research projects. Our existing molecular and cellular biology faculty currently support undergraduate research opportunities to supplement those opportunities. The plans for the degree are not expected to have a negative impact on our traditional general-education courses or a significant impact on any of the existing baccalaureate programs at DSU given the relatively small number of bioinformatics majors projected relative to the numbers of majors in biology and computer science. Courses will continue to be taught by dedicated full-time and adjunct professors. The existing advising and secretarial support in the Biological Sciences is sufficient to support the addition of this degree program as biology majors are still well below the recommended maximum assigned to an individual advisor. New, upper-division (3000- and 4000-level courses) will be developed by faculty based on their background and expertise, and will be offered on rotating scheduled to ensure that lower-division courses are not impacted.

Strong support has been voiced for developing a Bachelor's degree in bioinformatics from all levels of the DSU administration. New funding support will be needed in the position for a bioinformatics professor to teach the more specialized classes.

In terms of facilities, the Science Building will be adequate for several years to bring this program to fruition. More immediately there is a need for a computer laboratory room. We have a room with twelve computers, but more may be necessary as the program grows. Anticipated new degree programs in Physical Sciences also need this computer facility and so we anticipate sharing the funding for this in the future.

Departmental Faculty

Department Faculty Category	Department Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Department Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	8		7*
Full-time Non-Tenured	1(2*)	1	4*
Part-time Tenured			
Part-time Non-Tenured	8	1	8
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	7		7
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-Tenured			

Part-time Tenured			
Part-time Non-Tenured	11		11
Other			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
Total Headcount Faculty in the Department			
Full-time Tenured	8		7*
Full-time Non-Tenured	1(2*)	1	4*
Part-time Tenured			
Part-time Non-Tenured	26		26
Total Department Faculty FTE (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	30.76	2	32.76

* We are in the process of hiring two tenure-track faculty in spring 2016. One of these is a replacement for a tenured professor included in the eight listed above.

Staff

Full-time Tenure track faculty member – year three
 Class and Laboratory Adjunct Instructors – added as needed
 Teaching assistants – senior level students to assist but not teach labs.

Library and Information Resources

The average annual output in the aggregated fields of biomathematics, comparative genomics, computational biology, computer applications in life sciences, genomics, and medical informatics was approximately 232 English language books (including conference proceedings) published per year. Prices were checked for a sample of 30 of these titles published between 2014-2015 and the average price was for print copies was \$148.00, a limited number of these were available as eBooks with pricing similar to print versions.

DSU's current holdings between 2011-2016 are:

	DSU Owned	DSU Access
Bioinformatics	0	14
Biomathematics	0	0
Comparative Genomics	0	0
Computational Biology	0	5
Computer applications in Life Sciences	0	0
Genomics	3	18
Medical Informatics	0	0

Comparing the holdings of other Utah Schools in these same aggregated subject headings for monographs from 2011-2016 (this likely excludes eBook holdings from the same time period for the larger three schools) shows that DSU is lacking in monographs. In consultation with the Dean of the DSU Library, Richard Paustenbaugh, we project that we will need to add an average of seven (7) titles a year over the next five years at an approximate cost of \$1050 per year.

Several of the journals in the subject area are open access or are already part of our library collection. DSU Library Dean Richard Paustenbaugh compiled a list of relevant journal titles. Of the sixty-eight (68) titles he identified, DSU students currently have access to thirty-four (34) of those titles either as part of our collection or because they are open access. Adding additional titles will cost between \$200 and \$4100 per year per journal with an average cost of just over \$2,000. We project that adding one to two titles per year over the next five years will cost \$3,000 per year.

Admission Requirements

Most admission requirements for this program are established by the University and School standards. Prerequisites are set by different courses to ensure students are properly prepared for their coursework and program. In general, students will need a C or higher in all courses for graduation, and a cumulative C in both program/Science GPA and overall GPA to graduate with the degree.

Student Advisement

Consistent with University policies, an Advisor familiar with the program as well as careers in Bioinformatics and related disciplines will advise students about completion requirements, curriculum planning, and options to pursue post-baccalaureate opportunities. The Advisor from Biological Sciences will work with the Lecturer-Advisors from Computer Science to advise students as well as help disseminate information about the program and what careers the program can support.

Justification for Graduation Standards and Number of Credits

Graduation standards are: (1) Completion of a minimum of 120 semester credits with a minimum of 49 upper-division credits; (2) Overall grade point average of 2.0 (C) or above with a minimum of 2.0 in Major; (3) Residency hours – minimum of 30 credit hours through course attendance at DSU, with at least 15 credits earned in last 45 credits; (4) Completion of GE and specified department requirements; (5) A minimum of 52 credit hours must be in the major with a minimum of 20 credits taken at DSU; (6) Complete all core courses with a minimum grade of (C) or better; and (7) Successful completion of at least two Global/Cultural Perspective courses.

External Review and Accreditation

As a relatively new field, there are no professional accreditation organizations for Bioinformatics. We have developed this program in consultation with Dr. Sharanya Raghunath, a bioinformatics scientist at Intermountain Healthcare. Some of our proposed new courses and the upper-division electives are the result of her recommendation to offer more courses in genetics, genomics and proteomics.

Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	Projected Year 1	Projected Year 2	Projected Year 3	Projected Year 4	Projected Year 5
Data for Proposed Program						
Number of Graduates in Proposed Program	X	5	5	10	10	20
Total # of Declared Majors in Proposed Program	X	20	25	40	50	50
Departmental Data – For All Programs Within the Department						

Total Department Faculty FTE (as reported in Faculty table above)	5.62	6.62	6.62	7.62	7.62	8.62
Total Department Student FTE (Based on Fall Third Week)	158.7	165	173	180	189	197
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	28.24	24.9	26.1	23.6	24.8	22.9
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____)	NA	NA	NA	NA	NA	NA

Expansion of Existing Program

The Department currently offers a Bachelor of Science in Biological Sciences. Within that degree there are three emphases: Biomedical Science, Biological Science, and Natural Science. At Dixie State, the number of Biology majors are expected to more than double in the next 5 years. The size of graduating cohorts from the Bioinformatics degree at BYU between 2010 and 201 suggests that the number of majors for this degree is likely to be much more stable –their numbers have shifted between ten and fifteen graduates a year. We anticipate similarly sized cohorts for the first several years of the program. These additional students will have minimal impact on the existing Biological Science programs.

Section III: Need

Program Need

Bioinformatics is a growing field with great career potential, which is poorly represented among USHE institutions. Offering the Bachelor of Science degree in Bioinformatics at Dixie State University provides a world of opportunities to students from the regional community to pursue lucrative careers in areas that allow them to blend their interests in several STEM areas. The DSU survey of student interest in new degrees completed in 2015 indicates sufficient interest in this option. This is a unique program that helps to address an unmet demand in our state.

Labor Market Demand

Bioinformatics is a relatively new field and so does not have a Standard Occupational Classification (SOC) code yet. Labor market demand must be inferred from more general categories and job postings on related professional society job boards. SOC code 15-1199, Computer Occupations, All Other, is the closest match to Bioinformatics as the basis for estimating market demand. According to the [Economic Development and Employer Planning System](#), the median annual wage (Computer Occupations, All Other) is \$62,710 more than \$29,000 higher than the Utah median wage, making this a high-paying occupation in the state. These positions are projected to grow at an average rate of 8.9% (more slowly than average), an increase of approximately 50 positions annually in Utah. While the numbers are not large, the 10-15 students who graduate from BYU's program do not meet this projected demand. According to the Utah Department Workforce Services (DWS), the other possible SOC code 19-1029, Biological Scientists, All Other ranks statewide as a 2-star rating for having the a relatively weak employment outlook but high wages. However, even Utah DWS projects 980 total annual opening nationally with the state median annual wage projected to fall between \$65,710 and \$74,720. Regardless of the code, there is growth in the field and much higher wages than the median in Utah.

Overall, computer programming and developing positions have average growth rates between 25% and 30% over the next decade along with most healthcare positions and statistics. Biological sciences have average growth rates;

however, when one considers the application to healthcare and computer programming/development, it appears that the Bureau of Labor Statistics has not developed a category yet for this profession. The International Society for Computational Biology has a job board that had 128 open positions on February 3, 2016 even though it is largely focused on academic jobs and not industry positions. The American Medical Informatics Association job board had 178 new positions listed in January of 2016 and a total of 504 open positions on February 3, 2016. A number of outside professional, academic and industry sources suggest that this is a burgeoning field with high potential and high future demand.

Unemployment rates tend to be higher for people with B.S. degrees, so one major advantage of providing students with a Bioinformatics Major is to prepare them for graduate school to obtain advanced degrees. Our program provides graduates with the course pre-requisites required by the Master of Science in Bioinformatics offered by the University of Utah.

Student Demand

There is significant student demand for a Bachelor of Science degree in Bioinformatics. A survey completed in 2015 asked students if they would switch majors if DSU offered eight new degree programs. Bioinformatics was one of the options listed and 2.83% of responding students said that they would switch to a bioinformatics program if it was available. This works out to approximately 258 students based on our current student body size. With a degree program in place and our partnership with Intermountain Healthcare helping to promote careers in Bioinformatics, we expect those numbers to be higher in the future.

Similar Programs

A Bachelor of Science in Bioinformatics is unusual in Utah. The only other one is at BYU. Similar programs in the USHE and Intermountain Region are listed below.

Utah State University – Bachelor of Science in Computer Science, with an emphasis in Bioinformatics
Brigham Young University – Bachelor of Science in Bioinformatics

Arizona State University – Bachelor of Science in Biomedical Informatics (more related to healthcare logistics than bioinformatics)
University of Arizona – Bachelor of Science in Biology, with an emphasis in Bioinformatics
University of Colorado, Boulder – Bachelor of Science in Computational Biology (a closely related field)

Collaboration with and Impact on Other USHE Institutions

We are primarily looking to collaborate with industry partners. However, we are tailoring our program to feed into the graduate programs at the University of Utah and so there may be more qualified in-state applicants for that program as a result of this new degree. Our degree will have only minimal impact on the overall numbers in any other undergraduate program as Dixie State attracts different students than BYU or the other Intermountain West schools because most of the students at DSU are from the immediate area or attend DSU due to the open enrollment access.

Benefits

The new Bachelor of Science degree in Bioinformatics will provide USHE a new program to offer local and regional students access to a science degree at an open-enrollment institution, and in a location that is unique geographically from any other program across the country. Recruitment of students into the STEM (Science, Technology, Engineering and Math) fields is crucial for the growth of our economy. The United States Department of Labor, Bureau of Labor Statistics lists industries with the highest published employment for this occupation as: Scientific

Research, Pharmaceutical and Medicine Manufacturing, Engineering and Academia. The average salary in Utah for bioinformaticists is estimated to be in the upper \$60,000s. In addition, producing qualified students in bioinformatics will benefit local biotech businesses and organizations who need individuals with the skill set this degree provides. There is enthusiastic support for the Bachelor of Science in Bioinformatics from Dixie Regional Medical Center (part of Intermountain Healthcare) who are looking for more qualified individuals to help with their new genomic oncology program. Dixie State University students and the USHE will be better served by providing the opportunities that a degree in Bioinformatics provides.

Consistency with Institutional Mission

Dixie State University (DSU) is committed to prepare students for careers in high-demand areas in the state and across the region through personalized teaching and educational experiences. This Bachelor program in Bioinformatics will provide interdisciplinary knowledge of a crucial area of science that will prepare students for careers in fields across the rapidly growing STEM areas. As an undergraduate institution, DSU and the Department of Biological Sciences will be able to provide individualized instruction to small classes and access to real world experience through our partnership with Dixie Regional Medical Center. With the rapidly growing industry sector in Utah including Washington County, this program will fit into DSU's mission of meeting the needs of the community as well as the students.

Section IV: Program and Student Assessment

Program Assessment

The student, on graduating:

- Majors will be competent with respect to biology and biotechnology
- Majors will effectively develop and implement computational solutions to problems.
- Will understand the process of science — how scientific knowledge is generated and validated — so that they can make independent, empirical inquiries about the natural world.
- Will be able to demonstrate knowledge of the process of science by being able to interpret data in the form of tables, graphs, and charts and then communicate those findings in oral and or written form.

In each course, students will be assessed every semester both qualitatively and quantitatively to evaluate student achievement and if they are meeting departmental student academic outcomes using existing evaluation techniques as developed by each department. Courses in the Biological Sciences and Chemistry already have standardized tests (Educational Field Tests for biology and American Chemical Society for chemistry) and rubric-based qualitative assessment of appropriate assignments.

Expected Standards of Performance

In department, students will be assessed every semester both qualitatively and quantitatively to evaluate student achievement and if they are meeting departmental student academic outcomes. Qualitative assessment will be based on randomized evaluation of appropriate assignments by at least two faculty members to ensure triangulation validity. The rubrics used are modified versions of those produced by the American Association of Colleges and Universities. These assessments will focus on soft skills including communication skills (oral and written), and critical thinking. Quantitative analysis will be done prior to graduation using Educational Field Test standardized exams in the classroom setting and comparing DSU student averages to national averages. While these tests cover a broader range of biology topics than the students will experience as part of this program, the scores are broken down into sufficiently specialized topics that will allow us to assess their understanding of the relevant topics.

Section V: Finance

Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	\$1,030,473	\$9,000	\$1,039,473	\$9,000	\$1,048,473	\$55,000	\$1,103,473
Benefits	\$306,988	\$1,350	\$308,338	\$1,350	\$309,688	\$27,000	\$336,688
Total Personnel Expense	\$1,337,461	\$10,350	\$1,347,811	\$10,350	\$1,358,161	\$82,000	\$1,440,161
Non-Personnel Expense							
Travel	\$9,103	\$0	\$9,103	\$0	\$9,103	\$1,000	\$10,103
Capital	\$5,959	\$0	\$5,959	\$0	\$5,959	\$0	\$5,959
Library	\$0	\$4050	\$4050	\$0	\$4050	\$0	\$4050
Current Expense	\$136,670	\$15,000	\$151,670	\$0	\$151,670	\$2,500	\$154,170
Total Non-personnel Expense	\$151,732	\$19,050	\$170,782	\$0	\$170,782	\$3,500	\$174,282
Total Expense (Personnel + Current)	\$1,489,193	\$29,400	\$1,518,593	\$10,350	\$1,528,943	\$85,550	\$1,614,443
Departmental Funding							
Appropriated Fund	\$1,294,808	\$29,400	\$1,324,208	\$10,350	\$1,334,558	\$85,550	\$1,420,058
Other:							
Special Legislative Appropriation	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Grants and Contracts	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Special Fees/Differential Tuition	\$194,385	\$0	\$194,385	\$0	\$194,385	\$0	\$194,385
Total Revenue	\$1,489,193	\$29,400	\$1,518,593	\$10,350	\$1,528,943	\$85,500	\$1,614,443
Difference							
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional	\$99		\$98		\$97		\$101

Cost/Student Credit Hour* <i>(as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")</i>							
* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.							

Additions to budgets include:
 Year 1 – Adjuncts as needed.
 Year 2 – Adjuncts as needed.
 Year 3 – Bioinformatics professor

Funding Sources

The majority of courses for the Bioinformatics program are already being taught by existing faculty members, with only a couple of upper division courses left to add. Faculty will teach these courses on rotation, and this will have only a small effect on workload. We anticipate hiring a bioinformatics scientist in the third year, to allow us to cover more specialized upper-division courses at a time when student enrollment should offset the expense of this hire.

Reallocation
 Not applicable.

Impact on Existing Budgets

Whereas the majority of courses in the program are currently offered by current DSU faculty, there will be no negative impacts on existing budgets.

Section VI: Program Curriculum

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
General Education Required Courses		
CIS 1200 or CIS 1201	Computer Literacy	0-3
ENGL 1010 or ENGL 1010A or ENGL 1010D	English	3
ENGL 2010 or ENGL 2010A	English	3
LIB 1000 or LIB 1010	Information Literacy	0-1
	Mathematics	3-5
	American Institutions	3-6
	Life Sciences	3-4
	Physical Sciences	3-4
	Laboratory Science	1
	Fine Arts	3
	Literature / Humanities	3
	Social & Behavioral Sciences	3

Course Prefix and Number	Title	Credit Hours
	Exploration	3-5
	Global & Cultural Perspectives	0-3
	Global & Cultural Perspectives	0-3
	Sub-Total	22
Bioinformatics Core Requirements		
BIOL 1610/15	Principles of Biology I/Lab	5
BIOL 1620/25	Principles of Biology II/Lab	5
BIOL 3010	Evolution	3
BIOL 3030	Molecular Genetics	4
BIOL 3150/55	Biostatistics and the Scientific Method/Lab	3
BIOL 3300	Introduction to Bioinformatics	3
BIOL 3550/55	Eukaryotic Cell Biology/Lab	4
BIOL 4300/05	Molecular Biology/Lab	4
BIOL 4310	Advanced Bioinformatics	3
BIOL 4810R or 4820R	Independent Research I or II	1-2
MATH 1210	Calculus I	5
MATH 1220	Calculus II	4
MATH 2270	Linear Algebra	3
MATH 3400	Probability and Statistics	3
CHEM 1210/15	General Chemistry I/Lab	5
CHEM 1220/25	General Chemistry II/Lab	5
CHEM 2310/15	Organic Chemistry I/Lab	5
CHEM 2320/25	Organic Chemistry II/Lab	5
CHEM 3510/20	Biochemistry I/Lab	4
CS 1400	Fundamentals of Programming	3
CS 1410	Object Oriented Programming	3
CS 2420	Introduction to Algorithms and Data Structure	3
CS 3310	Discrete Mathematics	3
CS 3510	Advanced Algorithms/Data Structures	3
CS 4307	Database Design and Management	3
	Sub-Total	92-93
Upper-Division Elective Courses		
To be taken if a student has time		
BIOL 3800	Biotechnology	2
BIOL 4100	Proteomics	3
MATH 2280	Differential Equations	3
MATH 3500	Numerical Analysis	3
CS 3005	Programming in C++	
	Sub-Total	0
	Total Number of Credits	115-116

Program Schedule

Year 1 – Fall semester - 14 hours	Year 1 – Spring semester - 15 hours
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BIOL 1610/15 – Principles of Biology I/Lab (5) ENGLISH 1010 – Intro. to Writing (3) CS 1400 – Fundamentals of Programming (3) CIS 1200 – Computer Literacy (3)	BIOL 1620/25 – Principles of Biology II/Lab (5) ENGLISH 2010 – English Composition (3) CS 1410 – Object Oriented Programming (3) ECON – Economic History of the U.S. (3) LIB 1000 – Information Literacy (1)
Year 2 – Fall semester - 16 hours	Year 2 – Spring semester - 16 hours
CHEM 1210/15 – General Chemistry I/Lab (5) MATH 1210 – Calculus I (5) BIOL 3010 – Evolution (3) CS 2420 – Introduction to Algorithms and Data Structure (3)	CHEM 1220/25 - General Chemistry II/Lab (5) MATH 1220 – Calculus II (5) BIOL 3030 – Molecular Genetics (4) BIOL 1800 – Biotechnology (2)
Year 3 – Fall semester - 15 hours	Year 3 – Spring semester - 14 hours
BIOL 3300 – Introduction to Bioinformatics (3) BIOL 3550/55 Eukaryotic Cell Biology/Lab (4) CHEM 2310/15 – Organic Chemistry I/Lab (5) FCS 1500 – Human Development Lifespan (3)	BIOL 3150/55 Biostatistics and the Scientific Method/Lab (3) CHEM 2320/25 – Organic Chemistry II/Lab (5) ARTH 2710 – Art History I (3) CS 3310 – Discrete Mathematics (3)
Year 4 – Fall semester – 15 hours	Year 4 – Spring semester –15 hours
BIOL 4100 – Proteomics (4) BIOL 4300/05 – Molecular Biology/Lab (4) CHEM 3510/20 – Biochemistry I/Lab (4) CS 3510 – Advanced Algorithms/Data Structures (3)	BIOL 4310 –Advanced Bioinformatics (3) CHEM 3520/25 – Biochemistry II/Lab (4) CS 4307 –Database Design and Management (3) MUSC 1050 – Introduction to World Music (3) BIOL 4820R – Independent Research (2)

Section VII: Faculty

Tenure-track full-time Biological Sciences Faculty (alphabetical)

Patti Allen – D.V.M. (Doctor of Veterinary Medicine) (Kansas State University), 1987; M.A. Physiology (University of Kansas), 1984; B.S. Biology (Kansas State University), 1977.

Karen Bauer – D.A. (Doctorate of Arts) in Biology (Idaho State University), 1996; M.S. in Zoology (Idaho State University), B.S. in Zoology and B.S. in Secondary Education (Idaho State University), 1984.

Jennifer Ciaccio – Ph.D. in Biology (University of Miami), 2008; M.S. in Entomology (University of Arizona), 1993; B.S. in Biology (Villanova University), 1991.

Martina Gaspari – Ph.D. in Cell and Molecular Biology (Karolinska Institute, Stockholm), 2006; M.S. in Biological Sciences (University of Padua, Italy), 1999.

Erin O'Brien – Ph.D. in Biology (University of Illinois at Chicago), 2004; B.S. in Biology (Bryn Mawr College), 1996.

Del Smith – Ph.D. in Botany (Brigham Young University), 2000; M.S. in Botany (Brigham Young University), 1994; B.S. in Biology, minors in Geology and Chemistry (Southern Utah University).

Marius van der Merwe – Ph.D. in Biology (University of Illinois at Chicago), 2004; M.S. in Entomology (University of Pretoria, South Africa), B.S. in Zoology and Genetics (University of Pretoria, South Africa).

Curt Walker – Ph.D. in Zoology (University of Idaho), 1993; B.S. in Biochemistry (University of Wisconsin-Madison), 1987.

Don Warner – Ph.D. in Veterinary Microbiology (Texas A&M University), 1986; M.S. in Animal Science (Brigham Young University), 1979; B.S. in Animal Science (Brigham Young University), 1976.

Adjunct and Part-time Faculty

Richard Albright, Doctor of Chiropractic

Bonnie Bain, Ph.D. Biology

Marie Barber, B.S. Exercise Science

Rebecca Basso, B.S. Nursing

Brian Caldwell, B.S. Biology

Mark Dickson, M.S. Science Education

Nikell Dodge, B.S. Biology

Christian Edwards, M.S. Biology

Harold Engebretsen, M.S. Food Science

Kathi Engebretsen, B.S. Elementary Education

Kelsey Gonzales, B.A. Biology

Scott Griffin, Doctor of Chiropractic

Mike Hobson, Doctor of Chiropractic

Durstin Hooper, B.S. Nursing

Justin Jenkins, Doctor of Chiropractic

Kim Jolly, B.S. Biology/Zoology Composite

Glory Kline, M.D.

LaRae McGregor, B.A. Elementary Education

James Meidell, M.S. Biology

Alissa Moellendorf, B.S. Nuclear Medicine

Rita Osborn, M.B.A., M.A. Public Administration (Director of Rural Health Scholars program)

Laurel Rasmussen, B.S. Biology

Doug Sainsbury, M.S. Biology

Bryan Stevens, Ph.D. Entomology

Kristal Sullivan, M.S. Chemistry

Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

Institution Submitting Request: *Dixie State University*
 Proposed Title: *Applied Leadership Emphasis in Communication Studies*
 Currently Approved Title: *N/A*
 School or Division or Location: *School of Business & Communication/ Division of Communication*
 Department(s) or Area(s) Location: *Communication Studies*
 Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): *52.0213*
 Current Classification of Instructional Programs (CIP) Code (for existing programs): *00.0000*
 Proposed Beginning Date (for new programs): *07/01/2016*
 Institutional Board of Trustees' Approval Date: *MM/DD/YEAR*

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
5.1.1	<input type="checkbox"/>	Minor*
5.1.2	<input checked="" type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3	<input type="checkbox"/>	New Center
	<input type="checkbox"/>	New Institute
	<input type="checkbox"/>	New Bureau
5.5.1	<input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/>	Program Transfer
	<input type="checkbox"/>	Program Restructure
	<input type="checkbox"/>	Program Consolidation
5.5.3	<input type="checkbox"/>	Name Change of Existing Programs
5.5.4	<input type="checkbox"/>	Program Discontinuation
	<input type="checkbox"/>	Program Suspension
5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	Reinstatement of Previously Suspended Administrative Unit

**Requires "Section V: Program Curriculum" of Abbreviated Template*

Chief Academic Officer (or Designee) Signature:

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

Signature

Date: *MM/DD/YEAR*

Printed Name: *Michael Lacourse*

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Program Request - Abbreviated Template
Dixie State University
Applied Leadership Emphasis
Department of Communication Studies
07/01/2016

Section I: Request

The Department of Communication Studies requests the addition of an emphasis in Applied Leadership to the Bachelor of Science degree in Communication Studies. The curriculum in the emphasis will allow students to integrate coursework from multiple disciplines, giving students practical leadership skills. The interdisciplinary integration allows students to hone skills and knowledge in effective communication, team building, shared governance, self-direction, and mentorship. At the same time, students in this emphasis can learn to identify different organizational contexts and how to apply leadership principles and practices to various organizational settings.

Section II: Need

This new emphasis provides students in a Communication Studies major to focus on the interactive skills necessary to lead in different organizational contexts. Justification for the program comes from observations in changes in the labor market, new technologies, and the evolution of the workplace. The term "Applied" in the emphasis suggests focus on application and a connection between theory and practice. This approach is attractive to students who want hands-on experience.

Nationwide there is interest for growing academic programs that prepare students in "Leadership"². This trend is in many developing academic fields³. These programs are interdisciplinary and are grounded in applied social and behavioral sciences, the arts, management, and education field. Programs in development and models to follow include University of Richmond's School of Leadership Studies, Gonzaga University's Leadership Studies program at both the undergraduate and graduate level, Cornell University's programs in Leadership Studies, and the University of San Diego's degree in Leadership Studies.

DSU's Applied Leadership program will be new ground for USHE as it will be a unique B.S. emphasis program in the state and region. The one USHE program in the state similar to this proposal is the University of Utah's Leadership Studies minor, offered through its Student Leadership Office. Utah Valley University does offer a non-degree training program in leadership and mentoring. Also in the region, UNLV offers a minor in Leadership and Civic Engagement from its School of Public Affairs. Yet there are no baccalaureate degree emphasis programs in Applied Leadership from any USHE institution.

Regarding the practical aspect of this emphasis, applied leadership skills are essential in various professions. The Bureau of Labor Statistics reports positive outlooks in professions requiring baccalaureate degrees with leadership competencies:

Training and Development Managers ⁴	11%	\$95,400 per year \$45.86 per hour
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² Stuart, Paul & Whittam, Geoffrey. The Show Must Go On: Leadership Learning on Broadway. *Organizational Dynamics* (2015) 44, 196-203

³ Atwater, B.J.; Kannan, V.R.; Stephens, & Stephens A.A. Cultivating Systemic Thinking in the Next Generation of Business Leaders. *Academy of Management: Learning and Education*. (2008) Vol. 7, No. 1, 9-25.

⁴ <http://www.bls.gov/ooh/management/training-and-development-managers.htm>

Social and Community Service Managers ⁵	21%	\$59,970 per year \$28.83 per hour
Sales Managers ⁶	8%	\$105,260 per year \$50.60 per hour
Administrative Services Managers ⁷	12%	\$81,080 per year \$38.98 per hour
Top Executives ⁸	11%	\$101,650 per year \$48.87 per hour

Section III: Institutional Impact

There are several institutional benefits to developing a new emphasis that utilizes existing curriculum and also addresses the mission statement and goals for the newly approved Department of Communication Studies and its corresponding baccalaureate program. The department will be implementing an interdisciplinary approach and sharing resources with relevant disciplines and other departments with similar interests and goals. We are building bridges and acknowledging mutual responsibility while addressing an important principle in DSU Strategic Plan, shared governance.

Section IV: Finances

No additional costs are needed to create and deliver this program. To prepare to deliver the program, three current Communication elective courses with lower enrolments are being placed on hiatus in order to allow the department to deliver this curriculum within our current workload with the new course that is being created.

Section V: Program Curriculum

One new course is proposed and one existing course is being revised to be delivered as a core theoretical element of the program.

All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Required Courses		
COMM 1050	Introduction to Communication Theory	3
COMM 1270	Critical Thinking and Communicating	3
COMM 2110	Interpersonal Communication	3

⁵ <http://www.bls.gov/ooh/management/social-and-community-service-managers.htm>

⁶ <http://www.bls.gov/ooh/management/sales-managers.htm>

⁷ <http://www.bls.gov/ooh/management/administrative-services-managers.htm>

⁸ <http://www.bls.gov/ooh/management/top-executives.htm>

Course Prefix and Number	Title	Credit Hours
COMM 2120	Small Group Communication	3
COMM 2700	Voice and Civility in Public Discourse	3
COMM 2710	Communication Principles of Mentorship	2
COMM 3330	Negotiation & Bargaining	3
COMM 3850	Organizational Communication and System Dynamics	3
COMM 3510	Ethics in Communication	3
COMM 3190	Intercultural Communication	3
COMM 4500	Communication & Conflict	3
COMM 4050	Leadership and High Performance Teams	3
COMM 4900R	Communication Internship	3
Sub-Total		38
Elective Courses	Choose 12 credits from the following	
ASC 2500R	Emerging Leaders	2-4
ENGL 3215	Gender in Literature	3
ENGL 3342	The Rhetoric of Gender	3
MGMT 3400	Management and Organizations	3
MGMT 3700	Organizational Behavior	3
ASC 3001R	Peer Mentoring & Leadership	2-4
MDIA 3410	Gender in Media	3
PEHR 2070	Introduction to Sport Management	3
PEHR 3010	Special Event Management	3
COMM 1020	Public Speaking	3
COMM 3010	Nonverbal Communication	3
COMM 3400	Gender Communication	3
COMM 3060	Communication Theory	3
COMM 3990	Special Topics in Communication	3
Sub-Total		12
Total Number of Credits		50

Program Schedule

1st Year		
Fall Semester		Hours
COMM 1001	FYE: Communication	1
COMM 2710	Communication Principles of Mentorship	2
COMM 1050	Introduction to Communication Theory	3
ENGL 1010	Introduction to Writing	3
LIB 1010	Information Literacy	1
MATH 1040	Introduction to Statistics (recommended)	3
General Education (Global & Cultural Perspectives)		3
Term Hours		16
Spring Semester		
CIS 1200	Computer Literacy	3
COMM 2110	Interpersonal Communication	3

ENGL 2010	Interm Writing Selected Topics:	3
General Education (American Institutions)		3
General Education (Life Sciences/Lab)		4
Term Hours		16
2nd Year		
Fall Semester		
COMM 1270	Critical Thinking and Communicating	3
General Education (Fine Arts)		3
General Education (Literature/Humanities)		3
General Education (Physical Sciences)		3
General Education (Exploration)		3
Term Hours		15
Spring Semester		
COMM 2120	Small Group Communication	3
COMM 2700	Voice and Civility in Public Discourse	3
PEHR Introduction to Sport Management		3
Elective (Any course)		3
Elective (Any course)		3
Term Hours		15
3rd Year Fall Semester		
COMM 3190	Intercultural Communication	3
COMM 3510	Ethics in Communication	3
COMM 3330 Negotiations and Bargaining		3
COMM 3850 Organizational Communication and System Dynamics		3
Elective (Any course)		3
Term Hours		15
Spring Semester		
COMM 4500	Communication & Conflict	3
COMM 4050 Leadership and High Performance Teams		3
ENGL 3342 The Rhetoric of Gender		3
Elective (Any course)		3
Elective (Any course)		3
Term Hours		15
4th Year		
Fall Semester		
MGMT 3700	Organizational Behavior	3
MGMT 4300 Management in Organizations		3
Elective (Any upper-division course)		3
Elective (Any upper-division course)		3
Elective (Any course)		3
Term Hours		15
Spring Semester		
SCC 2500	Emerging Leaders	2

COMM 4900R	Communication Internship	3
Elective (Any upper-division course)		3
Elective (Any course)		3
ASC 2500 Emerging Leaders		2-4
	Term Hours	13
Total Hour: 120		

Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

Institution Submitting Request: Dixie State University
Proposed Title: N/A
Currently Approved Title: Certificate in Surgical Technology
School or Division or Location: School of Health Sciences
Department(s) or Area(s) Location: Surgical Technology
Recommended Classification of Instructional Programs (CIP) Code¹ (for new programs): N/A
Current Classification of Instructional Program//s (CIP) Code (for existing programs): 51.0909
Proposed Beginning Date (for new programs): 08/01/2017
Institutional Board of Trustees' Approval Date: MM/DD/YEAR

Proposal Type (check all that apply):

Regents' General Consent Calendar Items	
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>	
SECTION NO.	ITEM
5.1.1 <input type="checkbox"/>	Minor*
5.1.2 <input type="checkbox"/>	Emphasis*
5.2.1 <input type="checkbox"/>	(CER P) Certificate of Proficiency*
5.2.3 <input type="checkbox"/>	(GCR) Graduate Certificate*
5.4.1 <input type="checkbox"/>	New Administrative Unit
	Administrative Unit Transfer
	Administrative Unit Restructure
	Administrative Unit Consolidation
5.4.2 <input type="checkbox"/>	Conditional Three-Year Approval for New Centers, Institutes, or Bureaus
5.4.3 <input type="checkbox"/>	New Center
	New Institute
	New Bureau
5.5.1 <input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2 <input type="checkbox"/>	Program Transfer
	Program Restructure
	Program Consolidation
5.5.3 <input type="checkbox"/>	Name Change of Existing Programs
5.5.4 <input checked="" type="checkbox"/>	Program Discontinuation
	Program Suspension
5.5.5 <input type="checkbox"/>	Reinstatement of Previously Suspended Program
	Reinstatement of Previously Suspended Administrative Unit

**Requires "Section V: Program Curriculum" of Abbreviated Template*

Chief Academic Officer (or Designee) Signature:

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

Signature

Date: MM/DD/YEAR

Printed Name: Michael Lacourse

¹ CIP codes must be recommended by the submitting institution. For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

Program Request - Abbreviated Template
 Dixie State University
 Certificate of Proficiency in Surgical Technology
 02/10/2016

Section I: Request

Dixie State University is seeking approval to discontinue its Certificate of Proficiency in Surgical Technology program as it simultaneously seeks approval for an Associate of Applied Science Degree in Surgical Technology.

Section II: Need

Dixie State University is seeking approval to offer an AAS degree in Surgical Technology to enable the recruitment of degree-seeking students, remain competitive with other programs in the region, and meet the projected CAAHEP accreditation minimum requirement for the associate degree. If approved, the AAS degree in Surgical Technology program will begin Fall 2016. The Certificate of Proficiency in Surgical Technology program will be discontinued at the end of Spring 2016 when the last cohort of students admitted to the certificate program completes the program. Therefore, no teach-out of the Certificate of Proficiency program will be required.

Section III: Institutional Impact

Discontinuation of the Certificate of Proficiency in Surgical Technology program will not affect enrollments in affiliated departments; require any changes in administrative structure; or modifications in physical facilities.

Section IV: Finances

No savings are anticipated from this change. An additional 0.5 FTE faculty will be requested for the Associate of Applied Science in Surgical Technology program. The proposed discontinuation of the Certificate of Proficiency program will not impact budgets in other departments of programs.

Section V: Program Curriculum

*****THIS SECTION OF THE TEMPLATE REQUIRED FOR EMPHASES, MINORS, AND CERTIFICATES ONLY*****

All Program Courses (with New Courses in Bold)

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences) The total number of courses shown and credit hours should match the required number of credits to be awarded the degree. Use the following format. (Remove these descriptive italics after completing this section of the template.)

Course Prefix and Number	Title	Credit Hours
Required Courses		
	Sub-Total	
Elective Courses		
	Sub-Total	
Track/Options (if applicable)		

Course Prefix and Number	Title	Credit Hours
		Sub-Total
Total Number of Credits		

Program Schedule

Present by semester, a suggested class schedule—by prefix, number, title, and semester hours. (Remove these descriptive italics after completing this section of the template.)

Cover/Signature Page - Abbreviated Template/Abbreviated Template with Curriculum

Institution Submitting Request: Dixie State University

Proposed Title: Accounting Minor

Currently Approved Title: N/A

School or Division or Location: School of Business

Department(s) or Area(s) Location: Business Department

Recommended Classification of Instructional Programs (CIP) Code (for new programs): 52.0301

Current Classification of Instructional Programs (CIP) Code (for existing programs): N/A

Proposed Beginning Date (for new programs): 07/01/2016

Institutional Board of Trustees' Approval Date: XX/XX/XXXX

Proposal Type (check all that apply):

Regents' General Consent Calendar Items		
<i>R401-5 OCHE Review and Recommendation; Approval on General Consent Calendar</i>		
SECTION NO.		ITEM
5.1.1	<input checked="" type="checkbox"/>	Minor*
5.1.2	<input type="checkbox"/>	Emphasis*
5.2.1	<input type="checkbox"/>	Certificate of Proficiency*
5.2.3	<input type="checkbox"/>	Graduate Certificate*
5.4.1	<input type="checkbox"/>	New Administrative Unit
	<input type="checkbox"/>	Administrative Unit Transfer
	<input type="checkbox"/>	Administrative Unit Restructure
	<input type="checkbox"/>	Administrative Unit Consolidation
5.4.2	<input type="checkbox"/>	New Center
	<input type="checkbox"/>	New Institute
	<input type="checkbox"/>	New Bureau
5.5.1	<input type="checkbox"/>	Out-of-Service Area Delivery of Programs
5.5.2	<input type="checkbox"/>	Program Transfer
	<input type="checkbox"/>	Program Restructure
	<input type="checkbox"/>	Program Consolidation
5.5.3	<input type="checkbox"/>	Name Change of Existing Programs
5.5.4	<input type="checkbox"/>	Program Discontinuation
	<input type="checkbox"/>	Program Suspension
5.5.5	<input type="checkbox"/>	Reinstatement of Previously Suspended Program
	<input type="checkbox"/>	Reinstatement of Previously Suspended Administrative Unit

*Requires "Section V: Program Curriculum" of Abbreviated Template

Chief Academic Officer (or Designee) Signature:

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

Signature

Date: XX/XX/XXXX

Printed Name:

Program Request - Abbreviated Template
Dixie State University
Accounting Minor
02/12/2016

Section I: Request

Dixie State University (DSU) requests permission to offer a minor in Accounting, effective July 1, 2016, or the first full semester after approval. The minor requires a minimum of 21 credits.

Section II: Need

Currently DSU does not offer a minor in accounting. As DSU's baccalaureate programs have continued to increase, students are requesting minors in business related fields. Many careers consider both business and accounting as preferred educational degrees and pairing an Accounting minor with a student's major of choice will provide substantial benefit to students' employment opportunities after graduation.¹ In addition, a minor in Accounting provides analytical skills, critical thinking, and a business vocabulary that will be beneficial to students pursuing careers in business, consulting, banking, finance, law, social sciences, and government.

In general, the employment rates of recent college graduates vary widely by region, college major, and career choice. There are steps undergraduates can take to improve their employment opportunities after graduation, regardless of the major they have selected. The most common guidance is for students to seek out "hands-on learning opportunities"² in the form of internships or part-time jobs in their career field. The second-most common tactic is to "take classes outside [their] major".³ The Bureau of Labor Statistics projects that 142,400 new accounting and auditing jobs will open by 2024. This equates to an 11 percent job growth rate.⁴

The Bureau of Labor Statistics includes pursuing a minor in a "technical or business subject"⁵ as the best coursework to build one's resume. According to the Weinberg College of Arts & Sciences at Northwestern University, "business oriented classes ... supplement any major."⁶ Additionally, students who "build a coherent academic business background through [their] choice of classes"⁷ increase their employability. The same source points out that getting admitted to graduate programs in Business is not dependent on the undergraduate major. Recently, an incoming admissions class at Northwestern's highly rated Kellogg Graduate School of Management (consistently ranked #1 - #6 nationwide) included students with the following backgrounds: 22% majored in Business disciplines as an undergraduate, while 31% majored in liberal arts and humanities, political science, sociology, or anthropology. That institution's curricular advice to potential Business school applicants was to take classes in accounting, economics, marketing, and statistics. Other sources promote the role minors play in demonstrating multidisciplinary and diverse skills, which are considered desirable traits in many careers, especially in emerging industries.⁸

¹ Houston Chronical, Careers for Business Majors with a Minor in Accounting. Retrieved February 10, 2016, from <http://work.chron.com/careers-business-majors-minor-accounting-20745.html>

² Olson, L. (2012). What college kids must do now to snag a job post-graduation. U.S. News: Money (online). Retrieved December 15, 2012, from <http://money.usnews.com/money/blogs/outside-voices-careers/2012/10/16/10-things-college-kids-must-do-now-to-snag-a-job-post-graduation>.

³ Ibid.

⁴ U.S. News & World Report, Money – Best Business Jobs Accountant, Retrieved February 20, 2016 from <http://money.usnews.com/careers/best-jobs/accountant>

⁵ Bureau of Labor Statistics. (2007). What can I do with my liberal arts degree? Occupational Outlook Quarterly (Winter 2007-08). Retrieved December 5, 2012, from <http://www.bls.gov/opub/ooq/2007/winter/art01.pdf>.

⁶ Wittenberg School of Business, Northwestern University. (n.d.). Preparing for business careers. Retrieved February 10, 2016, from <http://faculty.wcas.northwestern.edu/~mwitte/basic/busadvise.html>.

⁷ Ibid.

⁸ Jones, S. Should you consider multiple majors or minors? Examine the pros and cons. (n.d.). Quintessentialcareers.com. Retrieved February 10, 2016, from http://www.quintcareers.com/multiple_majors_minors.html.

Business Minors at USHE Institutions							
Institution/ # of Minors	Accounting	Business / Bus Admin	Economics	Finance	Management	Marketing	Other
U of U (2)		✓	✓				Entrepreneurship
USU (7)	✓	✓	✓	✓	✓	✓	Human Resource Mgmt Mgmt Info Systems Operations Management Entrepreneurship
WSU (5)	✓	✓	✓				Supply Chain Mgmt Bus. Multimedia Tech.
UVU (2)	✓		✓	✓	✓	✓	Business Information Technology
SUU (6)	✓		✓	✓	✓	✓	Hotel/Hospitality Mgmt
DSU	✓ <i>(proposed)</i>		✓ <i>(proposed)</i>		✓ <i>(proposed)</i>	✓ <i>(proposed)</i>	

Accounting Minors at USHE Schools

	Core Classes	Electives
UVU	Financial Accounting Managerial Accounting or Principles of Accounting Intermediate Accounting I Cost Management	12 credits
SUU	Principles of Financial Accounting Managerial Accounting Tax I Financial Accounting	3 credits
Weber State	Survey of Accounting I Survey of Accounting II Intermediate Financial Accounting I Intermediate Financial Accounting II Cost Accounting Taxation of Individuals Accounting & Information Systems Auditing	-
Utah State	Survey of Accounting I Survey of Accounting II Intermediate Accounting I Intermediate Accounting II Strategic Cost Management	3 credits
DSU (proposed)	Financial Accounting Managerial Accounting Intermediate Accounting I Cost Accounting Tax Accounting I	6 credits

Section III: Institutional Impact

The baccalaureate degree in Accounting is one of the most mature of DSU's upper-division offerings. All of the courses included in the Accounting minor are currently taught every semester by well-qualified faculty as part of existing Business and Accounting degree programs. The proposed minor in Accounting will have no negative institutional effect, and no administrative changes will be needed.

We anticipate this to be a popular minor for students, and as such there will be some increase in enrollment incurred by offering students in other majors the opportunity to minor in Accounting. Our current course loads will absorb these additional students. However, a possible concern will be the work load of existing full-time School of Business advisors that are available to provide academic guidance. It is difficult to estimate this type of impact, but we will address that need as the student demand increases.

Section IV: Finances

Budget and funding sources: No budget and funding sources are required for this minor. All courses are currently offered as part of the DSU Accounting Major.

Reallocation: No current reallocation of program funds is required.

Impact on Existing Budgets: No other programs will be affected by this program.

Section V: Program Curriculum

Accounting Minor

Course Prefix and Number	Title	Credit Hours
Required Courses		
ACCT 2010	Financial Accounting	3
ACCT2020	Managerial Accounting	3
ACCT 3010	Intermediate Accounting I	3
ACCT3300	Cost Accounting	3
ACCT3400	Tax Accounting I	3
Sub-Total		15
Elective Courses <i>choose two courses</i>		
ACCT3020	Intermediate Accounting II (3)	6
ACCT3500	Accounting Practicum Techniques (3) (
ACCT4100	Auditing (3)	
ACCT4400	Tax Accounting II (3)	
ACCT4030	Advanced Accounting (3)	
Sub-Total		6
Total Number of Credits		21

New Courses to Be Added in the Next Five Years

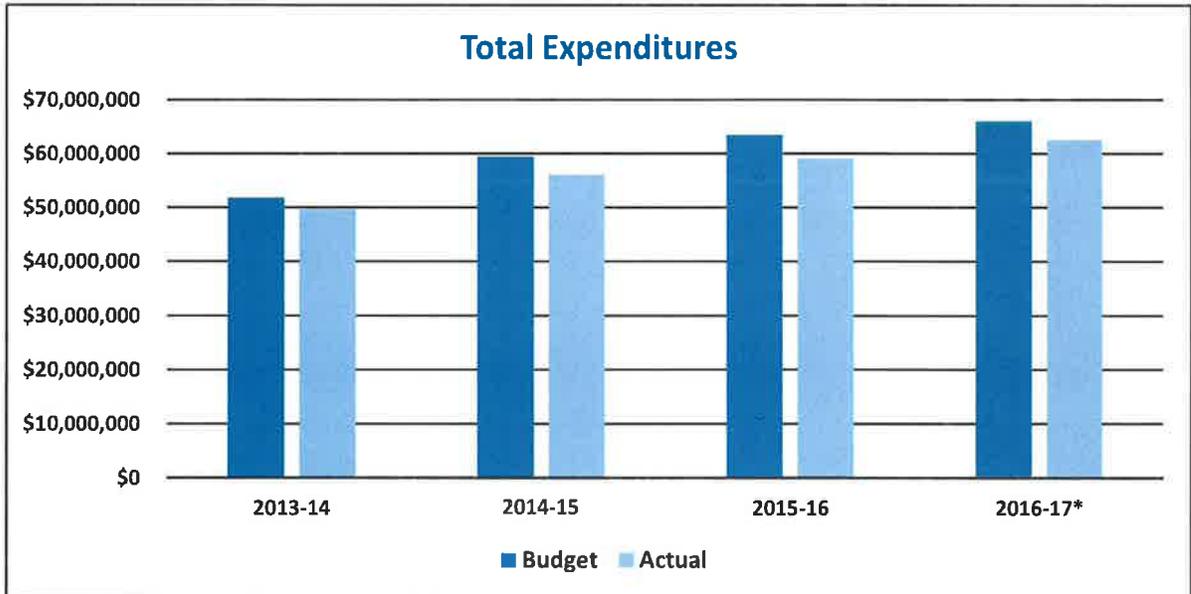
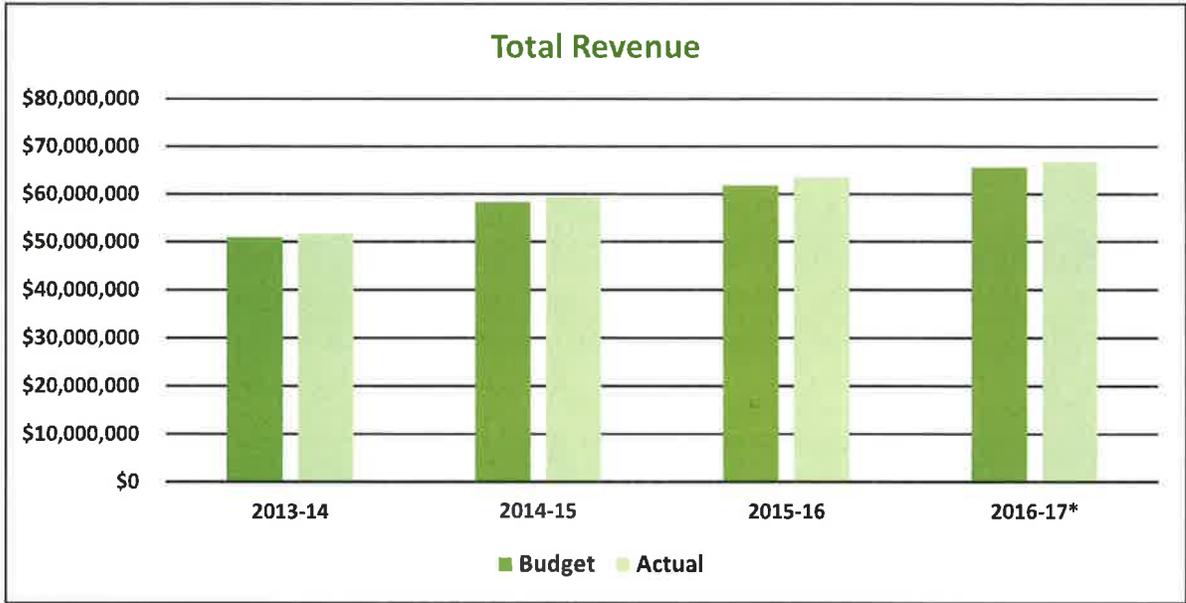
No courses would need to be added during the next Five Years

Program Schedule

Suggested Program Schedule		
Year 1: Fall Semester		
Year 1: Spring Semester		
Year 2: Fall Semester (3 credits)		
ACCT 2010	Financial Accounting	3
Year 2: Spring Semester (3 credits)		
ACCT 2020	Managerial Accounting	3
Year 3: Fall Semester (3 credits)		
ACCT 3010	Intermediate Accounting I	3
Year 3: Spring Semester (6 credits)		
ACCT 3300	Cost Accounting	3
ACCT 3400	Tax Accounting I	3
Year 4: Fall Semester (3 credits)		
ACCT XXXX	ELECTIVE	3
Year 4: Spring Semester (3 credits)		
ACCT XXXX	ELECTIVE	3
Total credits:		21



Dixie State University 2016-17 Budget Report (General Fund) October 20, 2016



*Actual revenue and expenditures projected through end of current fiscal year



Dixie State University Institutional Discretionary Funds 2015-16

	Actual 2015-16	Budget 2016-17	Projected 2017-18
Beginning Fund Balance	\$0	\$0	\$0
Interest Revenue	208,658	250,000	275,000
Expenses			
Academic Scholarships	(174,598)	(215,940)	(240,940)
Athletic Scholarships	(34,060)	(34,060)	(34,060)
Total Expenses	<u>(208,658)</u>	<u>(250,000)</u>	<u>(275,000)</u>
Net Change in Fund Balance	<u>0</u>	<u>0</u>	<u>0</u>
Ending Fund Balance	\$0	\$0	\$0



Dixie State University Auxiliary Operations 2015-16

	Campus Store	Dining Services	Housing	Student Center	Auxiliary Reserve	Total
Beginning Fund Balance	\$ 1,465,651	\$ (12,433)	\$ 392,250	\$ 251,826	\$ 674,357	\$ 2,771,652
Operations						
Revenues	3,653,609	1,952,452	910,085	313,482	152,000	6,981,629
Expenditures	(3,599,811)	(1,912,671)	(697,417)	(310,305)	(63,573)	(6,583,777)
Operating Income (Loss)	53,798	39,781	212,668	3,177	88,427	397,851
Net Transfers In (Out)						
Repairs & Renovations	-	-	(13,679)	-	-	(13,679)
Reserve Contributions	(100,000)	-	-	-	200,000	100,000
Lease/Loan Payments	20,600	-	(2,000)	-	-	18,600
Total Net Transfers	(79,400)	-	(15,679)	-	200,000	104,921
Net Change in Fund Balance	(25,602)	39,781	196,989	3,177	288,427	502,772
Ending Fund Balance¹	\$ 1,440,050	\$ 27,348	\$ 589,238	\$ 255,004	\$ 962,784	\$ 3,274,424

¹Cash portion of ending auxiliary fund balances was approximately \$2,600,000; remaining \$675,000 held in inventory and accounts receivable

Fiscal Year 2016 **Donation Report**

Month	Donations Received	Month	Donations Received
July	\$49,856.83	January	\$52,779.33
August	\$184,490.23	February	\$84,770.85
September	\$65,304.16	March	\$373,991.31
October	\$45,714.33	April	\$204,161.14
November	\$94,104.05	May	\$201,913.46
December	\$151,087.41	June	\$34,406.33

Total Donations \$1,542,579.43

Fiscal Year 2017 **Donation Report**

Month	Donations Received	Month	Donations Received
July	\$94,081.16	January	
August	\$65,337.33	February	
September	\$351,696.33	March	
October		April	
November		May	
December		June	

Total Donations to Date \$511,114.82



Memorandum

To: DSU President's Cabinet
DSU University Council
DSU Board of Trustees

From: Human Resources

Date: October 10, 2016

Re: Early Retirement Application

The Dixie State University early retirement program (outlined in DSU Policy 359 and supported by Utah State Code 53B-2-106) is an important tool for faculty and staff recruiting, workforce flexibility, and management of campus personnel costs. To be eligible to apply for early retirement, full-time employees must meet the following criteria: (1) at least five years of continuous service at DSU immediately prior to early retirement, (2) minimum age of 57, and (3) age plus "qualifying years of service" (employment at DSU or another USHE institution) must equal at least 75. The annual financial incentive for early retirement is 20% of the employee's base salary for up to five years or until full retirement age as defined by Social Security Administration (whichever comes first). Early retirees are also eligible for University-provided medical and dental insurance for up to five years or until age 65 (whichever comes first).

The following employee(s) have applied for early retirement:

<u>Name</u>	<u>Effective Date</u>	<u>Eligibility Period</u>	<u>Estimated Annual Cost</u>
Steven Bringham	December 16, 2016	3 years, 3.5 months	\$31,162.00
Kevin Hancey	December 16, 2016	4 years, 5.5 months	\$23,364.00

The above application and associated costs require your approval. We have confirmed with the Budget Office that there is available funding to support these requests for early retirement.

Dixie State University Policy

157 Personal Conduct/Conflict of Interest



- I. Purpose
- II. Scope
- III. Definitions
- IV. Policy
- V. References
- VI. Procedures
- VII. Addenda

I. Purpose

- 1.1 This policy is intended to promote the public interest and strengthen public confidence in the integrity of the University by establishing standards and procedures for employees to follow when there are actual or potential conflicts of interest between their duties/responsibilities to the University and their private interests.
- 1.2 This policy is not intended to deny any employee opportunities available to all other citizens of the state to acquire private economic or other interests insofar as this does not interfere with the full and faithful discharge fulfillment of his/her University duties or disadvantage the University in any way. No outside professional or other service, activity, or enterprise that might interfere with his or her primary responsibility to the University should be undertaken by an employee.

II. Scope

- 2.1 This policy applies to all University faculty and all full-time and part-time employees of the University ("University Employees"), and any party conducting business with the University.
- 2.2 This policy applies to all official University business and the University Employees that represent Dixie State University. The public's impression of the University is determined by the actions of University Employees.
- 2.3 Just as the University has responsibilities toward its employees by accepting or continuing employment at the University, all employees have an affirmative duty to comply with the standards of ethical conduct described in this policy, all Federal and state regulations, laws, and administrative guidelines.

III. Definitions

- 3.1 **Area specialist:** An employee of the University whose official job duties identify them as the “most responsible person” for the development, implementation, management, and/or oversight of a critical university function.
- 3.2 **Business entity:** A sole proprietorship, partnership, association, joint venture, corporation, firm, trust, foundation, or other organization or entity that carries on a trade or business, including parent organizations of such entities or any other arrangement in which an entity operates through a subsidiary.
- 3.3 **Compensation:** Anything of economic value, however designated, which is paid, loaned, gifted, granted, given, donated, or transferred to any person or business entity for or in consideration of personal services, materials, property, or the like.
- 3.4 **General Counsel/Compliance Officer:** A university employee assigned to assist the University's divisions, units, departments, administrators and employees in complying with applicable state and federal laws, regulations, and statutes, as well as Regents’ and university policy.
- 3.5 **Conflict of allegiance:** When an employee’s loyalty and devotion is divided between outside personal or professional obligations or activities and responsibilities to the University such that the appearance or potential for bias compromise an individual employee’s objectivity, professional judgment or integrity, and/or ability to perform his/her responsibilities to the University is created.
- 3.6 **Conflict of Interest:** A conflict of interest exists when a university employee owes a professional obligation to the University, which is or can be compromised by the pursuit of outside interests.
- 3.7 **Conflict of Interest Disclosure Form (Disclosure Form):** The University form to be used to disclose actual or potential conflicts of interest.
- 3.8 **Conflict of time/commitment:** When personal or professional activities external to the University position or appointment exceed reasonable time limits and adversely impact the employee’s professional responsibilities. A conflict of time/commitment can exist whether or not an employee receives financial gain or remuneration for external or non-assigned activities.
- 3.9 **Employee:** Any person who is employed by the University, whether full- or part-time. It also includes investigators as defined by federal policies and

individuals who are not paid on a project (i.e., volunteers).

- 3.10 **Financial conflict of interest:** When an employee or a member of his/her family has received, receives, or will receive compensation or other payment for services, equity interests, or intellectual property rights that do or may conflict with the interests of the University; its students, faculty, or staff; or the State of Utah. If an employee is in a position to influence a University direction or decision or to use University resources in such a way that may lead to the personal financial gain of the individual or of his/her family friend/acquaintance, or designee, a financial conflict of interest exists.
- 3.11 **Monetary Compensation/Gift:** Includes money, honoraria, non-pecuniary gifts, excessive compensation or non-commercial loans. For the purposes of this policy, a gift does not apply to occasional non-pecuniary gifts that have an insignificant monetary value, as defined by the *Utah Public Officers' and Employees' Ethics Act*, which would not tend to improperly influence an employee in the discharge of his/her duties.
- 3.12 **Family:** For the purposes of this policy, family includes the individual, his or her blood or adoptive relatives, all extended relatives, all marital, partnerships or cohabitants; and all marital, partnerships or cohabitant's Family.
- 3.13 **Friend/Acquaintance:** For the purposes of this policy, **friend/acquaintance** includes the employee's' personal friendships and family friendships, including but limited to business associates, close friends, neighbors.
- 3.14 **Designee:** A person who has been designated to receive monetary compensation/gifts on behalf of a University Employee or a University Employee's family or friend/acquaintance.
- 3.15 **Intellectual property:** Any ideas, inventions, technology, creative expression, and embodiments thereof, in which a proprietary interest may be claimed, including but not limited to patents, copyrights, trademarks, know-how, and biological materials.
- 3.16 **Investigator:** The principal investigator and all faculty, staff, postdoctoral appointees, residents or students, whether paid by the University or not, who are responsible for the design, conduct or reporting of research or scholarly activities conducted in whole or in part at the University.
- 3.17 **Management plan:** A written plan of action developed between the University and an employee by which a conflict or potential conflict can be managed, mitigated, or eliminated. A management plan typically requires the oversight of the employee's immediate supervisor.

- 3.18 ***Financial or other interest:*** Anything of monetary value, including but not limited to salary or other payments for services; equity interest (e.g., stocks, stock options, or other ownership interest); intellectual property rights (e.g., patents, copyrights, and royalties from such rights). “Financial or other interest” also means the holding of a position as an officer, director, agent, or employee of a business entity. “Financial and other interest” includes such interest held by the employee or by the employee’s family friend/acquaintance, or designee. However, financial or other interest does not include salary, royalties, or other compensation received by the employee from the University; income from seminars, lectures, or teaching engagements sponsored by public or nonprofit entities; or income from service on advisory committees or review boards/panels for public or nonprofit entities.

IV. Policy

4.1 Conditions of Employment

- 4.1.1 Employees are expected to abide by the following conditions of employment:
- 4.1.1.1 Punctuality, willingness to be of service, courtesy, cooperation and other acceptable standards of behavior should be observed at all times.
 - 4.1.1.2 Employees must be honest, demonstrating integrity in their business and personal dealings and in their public service commitments.
 - 4.1.1.3 University business should not be discussed in social conversation.
 - 4.1.1.4 The ability to maintain confidentiality is a condition of employment.
- 4.1.2 It is the responsibility of each employee to ensure that s/he understands the terms of his/her employment with the University and to give a full measure of time and talent.
- 4.1.3 The University recognizes that the personal life of an employee is not an appropriate concern of the University, provided it does not affect the employee's effectiveness in fulfilling his/her obligations.
- 4.1.4 Employees will not solicit support for any political candidate, issue or referendum during working hours.

- 4.1.5 Employees are not allowed to solicit for organizations or distribute literature during working hours.
- 4.1.6 Employees may express their opinions to the media, such as in letters to the editor. But, unless explicit written approval is granted by the President, Administration or the Board of Trustees, employees will not identify themselves as spokespersons for the University.
- 4.1.7 Without such approval, use of the University letterhead is also prohibited.

4.2 Conflict of Interest

- 4.2.1 Employees are expected to avoid any situation where they use their University position to influence transactions to their personal benefit, or to conduct any business in which they have an interest, or to benefit family, friend/ acquaintance, or designee.
- 4.2.2 In order that potential conflicts of interest can be evaluated, employees are expected to make full disclosure to their supervisor, in writing, of any involvement in situations where conflict of interest might exist. (see Procedure 6.1 for disclosing a conflict of interest)
 - 4.2.2.1 To fulfill the requirements of the Utah Public Officers' and Employees' Ethics Act (Utah Code Title 67 Chapter 16 §1 – 15), all employees are required to disclose certain conflicts of interest, including disclosure to the state Attorney General's Office. The interests of members of an employee's immediate household, including spouse and dependent children, may also create the need for disclosure and/or actions to mitigate an employee's conflict of interest.
- 4.2.3 Nothing in this policy restricts the University, state or other authorities from taking criminal or civil action against an employee who violates the conflict of interest policy and/or does not comply with an established conflict management plan. Nothing in this policy prevents other individuals or entities from bringing suit against an employee or third-party who violated the conflict of interest policy. In such cases, the employee may not be entitled to the protections of governmental immunity.
- 4.2.4 Some examples of conflict of interest situations include, but are not limited to:
- 4.2.5 An employee representing or influencing the University in its dealings with an organization in which s/he owns interest.

- 4.2.6 An employee personally benefiting from the purchase of surplus property if s/he participated in the University's decision to sell such property.
 - 4.2.7 University employees or students given work assignments of a personal nature during hours they are working for the University.
 - 4.2.8 An employee's private use of University equipment and facilities, without supervisory approval, unless rented under the same conditions as offered to non-employees.
 - 4.2.9 Personal use of supplies. When expendable supplies are used, compensation to the University is required.
 - 4.2.10 An employee using privileged information for personal gain.
 - 4.2.11 An employee accepting valuable gratuities or special favors from an individual or an organization with which the University does or may do business.
 - 4.2.12 An employee using a University position to obtain personal privileges or to provide credibility or support to a private undertaking.
 - 4.2.13 In the event of an employment of a relative, refer to Policy 303: Employment of Relatives to resolve a potential conflict.
- 4.3 Conflicts of Allegiance, Commitment, or Financial Conflicts
- 4.3.1 A conflict of interest involving Financial conflict of interest, Conflict of time/commitment, and Conflict of Allegiance stipulates that an employee do the following:
 - 4.3.1.1 Participate in their official capacity with respect to any transaction between the University and a business entity in which the employee has a financial interest;
 - 4.3.1.2 Receive compensation (in addition to regularly budgeted salary or wages for services to the university) as a result of, or in connection with, any transaction between the University and a business entity in which the employee, Family, Friend/ Acquaintance, or Designee has a financial interest;
 - 4.3.1.3 Accept employment or engage in any business or professional activity which the employee may be required or induced to disclose confidential information acquired by reason of the

employee's university position;

- 4.3.1.4 Disclose confidential information acquired by reason of the employee's university position, or to use such information for the employee, family, friend/acquaintance, or designee's gain or benefit;
- 4.3.1.5 Accept other employment, which might impair the employee's independence of judgment in the performance of the employee's university duties and responsibilities;
- 4.3.1.6 Knowingly receive, accept, take, seek, or solicit directly or indirectly, any Monetary Compensation/Gift or loan for themselves, family, friend/acquaintance, or designee if it tends to influence the discharge of the employee's university duties or responsibilities, or if the employee has recently been, now is, or in the near future may be involved in any action or decision directly affecting the donor or lender; or
- 4.3.1.7 Have personal investments in any business entity, which will create a conflict between their private interests and their university duties.

4.4 Conflict of Interest involving Research, Intellectual Property, and Procurement

4.4.1 Research and Scholarly Activity

- 4.4.1.1 Disclosure is required when a principal investigator or project director has a financial or other interest that could affect the approval, design, conduct, or reporting of funded research.
- 4.4.1.2 Disclosure is also required when all of the following apply:
 - 4.4.1.2.1 An employee or family, friend/acquaintance, or designee has a financial or other interest in a sponsor of research;
 - 4.4.1.2.2 The employee has responsibility for designing, conducting, or reporting the research;
 - 4.4.1.2.3 The research will involve subordinates; and
 - 4.4.1.2.4 The employee will provide an academic or employment evaluation of the subordinate based in part upon the subordinate's work on the research project, or restrictions will be placed on the publication rights of the subordinate.

4.4.1.3 Disclosure is required when an investigator has significant financial or other interest in any clinical research.

4.4.2 Intellectual Property Activity

4.4.2.1 Disclosure is required when an employee is a named inventor of intellectual property owned by the University and the employee has a financial or other interest in a business entity related to the intellectual property.

4.4.3 Procurement Activity

4.4.3.1 Disclosure is required when a university employee, officer, or family, friend/acquaintance, or designee has a financial or other interest in a business entity proposing to enter into a transaction with the University, and that university employee, officer, or family, friend/acquaintance, or designee is in a position to influence the outcome of the university's decision on that transaction.

4.4.3.2 Disclosure is required when an employee or family, friend/acquaintance, or designee has a significant or other interest in a business entity that provides goods or services, the University provides the same or similar goods and services, and the employee is in a position to direct potential purchasers of the goods and services away from the university and to the business entity. This provision does not cover consulting faculty or staff.

4.1 Confidentiality

4.1.1 Subject to Government Records Access and Management Act (GRAMA) and all other applicable state and federal laws, all records and information provided by an employee for the purpose of disclosure and management of a conflict shall be considered a private and/or protected record under GRAMA and shall be used solely for the purpose of administering this policy, and may not be used for any other purpose unless required by law.

4.1.2 The University's Office of General Counsel, or the President's designee, shall maintain a centralized confidential file of conflict of interest disclosures and management plans.

4.1.3 Improper disclosure of any such information by an employee shall be deemed to be unethical behavior and may subject the employee to

discipline, in compliance with applicable university policy, up to and including termination.

V. References

- 5.1 42 CFR Part 50, Subpart F (Responsibility of Applicants for Promoting Objectivity in Research)
- 5.2 DSU Policy 303: Employment of Relatives
- 5.3 DSU Policy 633: Faculty Rights and Responsibilities
- 5.4 IRS, *FAQs for Government Entities Regarding De Minimis Fringe Benefits*
- 5.5 Uniform Administrative Requirements, Cost Principles and Audit Requirements For Federal Awards CFR Title 2, Subtitle A, Chapter II, Part 200, §200.112 and 113 Conflict of Interest and Mandatory Disclosures
- 5.6 Utah Code §63-2 (2) (1992) *Government Records Access and Management Act (GRAMA)*
- 5.7 Utah Code §67-16-5 (3) (a) *Utah Public Officers' and Employees' Ethics Act*

VI. Procedures

- 6.1 The University's Office of General Counsel, or the President's designee, will facilitate the implementation of this policy.
- 6.2 Disclosure of Actual and Potential Conflicts of Interest
 - 6.2.1 While all conflicts of interest shall be disclosed to an employee's immediate supervisor at the time of hire and annually thereafter, every employee shall also immediately disclose each actual and potential conflict of interest when such conflict of interest first arises. Disclosure is the key mechanism to bring actual and potential conflicts of interest to light for evaluation and possible oversight.
 - 6.2.1.1 Disclosure consists of completing and submitting to an immediate supervisor a *Conflict of Interest Disclosure Form* prior to engaging in any potentially prohibited activities.
 - 6.2.1.2 A *Conflict of Interest Disclosure Form* must be filed any time a new conflict of interest arises or at the first recognition that a potential conflict of interest may exist or has existed.
 - 6.2.1.3 When making a conflict of interest disclosure, an employee may

include a proposed conflict of interest management plan.

- 6.2.1.4 Within three business days of receiving a disclosure form from an employee, the supervisor will forward the form to the Office of General Counsel, who will review the disclosure form to determine if the employee is required to file a Conflict of Interest Management plan, and forward the disclosure to the appropriate area specialist and the Utah Attorney General.
- 6.2.1.5 Employees are encouraged to contact the University's Office of General Counsel with any questions or concerns regarding this policy or any conflict of interest.

6.3 Creating a Conflict of Interest Management Plan

6.3.1 Area Specialist

- 6.3.1.1 Upon receipt of a *Conflict of Interest Disclosure Form*, or upon the University's own identification of a conflict of interest, the University's Office of General Counsel will determine if an area specialist is necessary to address the actual or potential conflict and then forward all information regarding the actual or potential conflict of interest to the area specialist for assessment and handling. The employee and his or her immediate supervisor will be notified if the Office of General Counsel, or if an area specialist will assess and or handle the matter.
- 6.3.1.2 The area specialist will determine if a conflict of interest exists. If no conflict of interest exists, then the appropriate parties shall be immediately notified and no further action will be required. However, if a conflict does exist, the area specialist must then determine if the proposed or engaged-in activity can perhaps be managed or shall instead be summarily prohibited. In the event the conflict of interest is such that the proposed or engaged-in activity is prohibited, the area specialist shall inform the appropriate parties immediately upon making such a decision, and the employee shall cease and/or not engage in such activity. In the event the conflict of interest can perhaps be managed, a management plan shall be required.

6.3.2 Conflict of Interest Management Plan Requirements

- 6.3.2.1 Whether a proposed management plan is submitted by the

employee in conjunction with the disclosure of the conflict of interest, or whether a management plan needs to be developed, the employee, the employee's immediate supervisor, the University's Office of General Counsel and the area specialist, shall work together to develop an acceptable management plan. The employee may not engage in any of the activities where a conflict of interest exists until the parties develop a management plan, acceptable to the area specialist, to manage the conflict of interest.

6.3.2.2 Once a management plan is accepted, it will be distributed by the University's Office of General Counsel to the employee, the employee's immediate supervisor, the area specialist, and the appropriate vice president. The employee is responsible for compliance with the management plan and the employee's immediate supervisor is responsible for oversight of the management plan.

6.4 Appealing a Conflict of Interest

6.4.1 An appeal of any decision of an area specialist concerning the existence of a conflict of interest or acceptability (or non-acceptability) of a proposed management plan may be made to the Office of General Counsel within 10 business days of the employee's receipt of such a decision. In the event that a management plan decision is determined by the Office of General Counsel or the employee's respective Vice President, the appeal shall be made to the President or his or her designee within 10 business days of the employee's receipt of such a decision.

6.4.2 All appeals must be in writing and should include all pertinent information and any related documents.

6.4.3 A decision on the appeal shall be made within 10 business days and such decision shall be final and binding.

6.5 Disciplinary Actions

6.5.1 In the event of any confirmed violation of this policy or of any management plan, the respective vice president may impose appropriate disciplinary actions, including but not limited to the following:

6.5.1.1 Employee discipline proceeding (including but not restricted to:

reprimands, fines, probation, suspension, dismissal, the freezing of sponsored program funds, etc.) pursuant to applicable disciplinary policies and procedures;

- 6.5.1.2 Withholding payment owed under a procurement contract relating to the conflict;
- 6.5.1.3 Legal action to rescind university contracts entered into in violation of this policy or state law; and
- 6.5.1.4 Other appropriate actions as required by state and federal law, such as but not limited to the filing of criminal complaints pursuant to the Ethics Act, and reporting conflict of interest violations to external agencies or sponsors.

VII. Addenda

7.1 Financial Disclosure Form

Policy Owner: General Counsel
Policy Steward: General Counsel

History:
Approved 0/0/00
Revised 0/0/00

DISCLOSURE STATEMENT

Pursuant to the Utah Public Officers' and Employees' Ethics Act (Utah Code § 67-16)
[NOTE: You are required to file this document and any additional required information with
Dixie State University's Office of General Counsel]

I, _____, being first sworn, do hereby disclose as follows:

1. Address: _____

2. Job Title/Position: _____

3. Name of employing Agency: Dixie State University

4. Date Employed/Appointed: _____

5. [IF APPLICABLE *This section applies to: (1.) Any business entity which is subject to regulation by the agency named above, or (2.) Transactions with any state entity in respect to which the officer or employee named above anticipates (a.) participating in his/her official capacity, or (b.) receiving compensation*] I am an officer, director, agent, employee, or owner of a financial interest¹ in the following business entity:

Name of entity: _____

Position Held: _____

Nature and value of interest held or compensation (must exceed \$2,000.00 in value):

[See Utah Code Ann. § 67-16-7 & 8]

6. [IF APPLICABLE] Either for myself or another, I have received, accepted, taken, sought, or solicited a gift, loan, or other economic benefit tantamount to a gift, the value of which exceeds \$50, from the following persons or business entities who in the past, now, or in the future may be directly affected by governmental action that I am involved in.

* **Financial or other interest:** Anything of monetary value, including but not limited to salary or other payments for services; equity interest (e.g., stocks, stock options, or other ownership interest); intellectual property rights (e.g., patents, copyrights, and royalties from such rights). "Financial or other interest" also means the holding of a position as an officer, director, agent, or employee of a business entity. A Financial interest also means any financial interest held by an employee or a member of his/her family, or friend has received, receives, or will receive compensation or other payment for services, equity interests, or intellectual property rights that do or may conflict with the interests of the University.



Dixie State University Policy

160 Intellectual Property

- I. Purpose
- II. Scope
- III. Definitions
- IV. Policy
- V. References
- VI. Procedures
- VII. Addenda

I. Purpose

- 1.1 Dixie State University (hereinafter referred to as “University”) is committed to providing an atmosphere that is conducive to excellence in teaching, scholarship and research, including undergraduate research and creative activity. Faculty, staff and students are encouraged to engage in scholarly pursuits. Though not a primary University goal, the results of such pursuits sometimes lead to the development of Intellectual Property that may be copyrighted, patented, or otherwise have commercial value. The University has interest in protecting this Intellectual Property for several reasons. Through promoting the disclosure, dissemination, and utilization of Intellectual Property, the University and members of its community support the public good.
- 1.2 In addition, the creation and development of Intellectual Property provides professional benefits to the individuals involved, contribute to the intellectual life of the University, and may provide monetary benefits to the Inventors and to the University. With this in mind, the University seeks to provide an environment in which creative efforts and innovations are encouraged and rewarded.

II. Scope

- 2.1 With the adoption of this policy, DSU articulates the principles and processes to guide decision-making related to the ownership of Intellectual Property. This policy covers all forms of Intellectual Property created at or under the auspices of the University, including but not limited to those covered by

copyrights and patents. The purpose of this policy is to clarify for members of the DSU community their collective rights and responsibilities regarding Intellectual Property.

- 2.2 This policy also describes the ways in which the University's faculty, staff and students can protect the Intellectual Property that they create, both for their benefit as well as to preserve the interests of the University.
- 2.3 This Policy complies with the Employment Inventions Act (Utah State Code § 34-39) and the Bayh-Dole Act (35 U.S.C. § 200-212) and affords DSU faculty, staff, and students benefits above and beyond those required by law. These benefits are designed to encourage an environment that fosters discovery, creation, disclosure, entrepreneurship, and innovation of intellectual property to benefit Utah and its citizens.
- 2.4 This policy is established with the understanding that it may be augmented by statements of policy or practice focused on particular types of Intellectual Property, especially those arising out of new or evolving media or technology. Further, this policy itself may be amended over time to effect changes deemed to be in the best interest of the University community.
- 2.5 Absent a signed agreement to the contrary, this Intellectual Property Policy is deemed to be a part of the conditions of employment of every employee of the University, including student employees, and of the conditions of enrollment and attendance by every student at the University.
- 2.6 Applicability: This policy applies to all DSU employees, including faculty, administration, and staff, and to all DSU students. When a patentable discovery or Invention is made or conceived by the student other than in the course of employment by the University and without the use of University Resources, the invention will be wholly-owned by the student.
- 2.7 Title: The University acquires and retains title to all DSU IP, unless otherwise specified herein.

2.7.1 Title Exceptions

- 2.7.1.1 Sponsored Research or Other Third-Party Agreements: title to intellectual property created as a result of work performed under a sponsored research agreement or other third-party Agreement shall be subject to the sponsored research or third-party

agreement.

- 2.7.1.2 Consulting Agreements: DSU makes no claim to intellectual property created as a result of work performed by a DSU employee under a consulting agreement, provided that no DSU IP is used in the work performed under the consulting agreement.

III. Definitions

- 3.1 ***Intellectual Property***: Creations of the mind or intellect, the ownership of which is recognized and protected by law now or in the future. Intellectual Property includes copyrightable subject matter, any patentable invention, tangible research property, trademarks, trade secrets, works of art and inventions or creations that might normally be developed on a proprietary basis.
- 3.2 ***DSU Intellectual Property*** (DSU IP): Any inventions, patents, copyrights, trademarks, service marks, tangible research property, trade secrets, and know-how that is:
- 3.2.1 Created by University employees within the scope of their employment and/or with the use of University facilities, equipment, materials, or financial support; or
- 3.2.2 Created by non-University employees, such as students who use of University facilities, equipment, materials, or financial support.
- 3.3 ***Biological Materials***: Includes, but is not limited to, organisms, transgenic animals, plants and plant varieties, cells, cell lines, plasmids, vectors, viruses, cell products, cloned DNA and RNA, protein fragments, nucleic acid sequences, and protein sequences.
- 3.4 ***Copyright***: An original work of authorship fixed in any tangible medium of expression, now known or later developed, from which it can be perceived, reproduced, or otherwise communicated, either directly or with the aid of a machine or device. A work of authorship includes the following categories: literary works; musical works, including any accompanying words; dramatic works, including any accompanying music; pantomimes and choreographic works; pictorial, graphic, and sculpture works, motion pictures and other audiovisual works; sound recordings; and architectural works. *See* 17 U.S.C.

§102.

The requirement the law places on the copyright ability of any of the above works is that the work must be in a form that can be perceived directly or by means of a machine or other device. Both published and unpublished works are under statutory protection.

3.4.1 Scope of Works Protected by Copyright

3.4.1.1 Literary works;

3.4.1.2 Musical works including accompanying words;

3.4.1.3 Dramatic works including accompanying music;

3.4.1.4 Pantomimes and choreographic works;

3.4.1.5 Pictorial, graphic, and sculptural works;

3.4.1.6 Motion pictures and audiovisual works;

3.4.1.7 Sound recordings; and

3.4.1.8 Computer programs and documentation.

3.5 **Commercialization:** The activities involved in taking DSU IP from its conceptual, emerging, prototype, or early developmental state to a point where commercial financial gains can be realized. It also encompasses the activities involved in developing collaborations, partnerships, contracts, and similar agreements with commercial companies to achieve mutually beneficial commercial outcomes. These activities may include, but are not limited to, technology maturation, development of product prototypes, joint proposals to other funding entities, and performing technology demonstrations.

3.6 **Invention:** Any new or useful discovery, process, machine, manufacture, or composition of matter, or any new and useful improvement thereof. Inventions are novel, useful, and not obvious to individuals skilled in the field in which they are developed. The Bayh-Dole Act further defines a **subject invention** as "any invention of the contractor that is conceived or first actually reduced to practice in the performance of work under a funding agreement. "See 35 U.S.C. §101.

- 3.7 ***Inventor***: An individual who contributes to the conception of the Invention. In this context, conception is the formation in the mind of the inventor, of a definite and permanent idea of the complete and operative invention, as it is to be applied in practice. Individuals—including students—who help to test or perform work with the conception of another are not Inventors. However, anyone—including a student—who contributes to the conception of the Invention must be recognized as a co-Inventor.
- 3.8 ***Revenues***: Any (i) royalties, (ii) fees (*e.g.* license fees, maintenance fees, and exit fees), and/or (iii) revenues derived as a result of equity (*e.g.* dividends and the sale of shares) that are actually received by DSU as a result of the Commercialization of a particular work of DSU IP less any Cumulative Expenses associated with the particular work.
- 3.9 ***Cumulative Expenses***: Any expenses incurred by DSU for the protection and/or Commercialization of a particular work of DSU IP. Cumulative Expenses includes, for example, expenses associated with the preparation and prosecution of a patent application and the maintenance of an issued patent.
- 3.10 ***Sponsored Project***: An externally funded activity governed by a written agreement between DSU and the sponsor. Sponsored project agreements typically involve grants, contracts, cooperative agreements or letters of agreement.
- 3.11 ***Use of University resources***: A contribution of University resources beyond what is ordinarily available and specifically provided to Members of the DSU Community in a given area to carry out their duties.

Unless otherwise provided in writing, none of the following would constitute the Use of University Resources for faculty members: normal use of offices, office computers, libraries, secretarial services, photocopying, software that is readily available to all faculty and other types of resources, property and personnel that are readily and regularly available to faculty in a specific program, department or school.

- 3.12 ***Scholarly Works*** means: journal articles; theses; dissertations; textbooks for higher education; classroom instructional materials for higher education, *e.g.* tests, course or lecture notes, handouts, slides, or worksheets; and works that are purely artistic or musical in nature. Scholarly Works exclude any DSU IP described in the Scholarly Work itself, such as Inventions, patents, Tangible

Research Property, Trademarks, service marks, Trade Secrets, and know-how.

- 3.13 **Tangible Research Property:** Tangible items produced in the course of research, such as compositions, chemical compounds, Biological Materials, materials, drawings, devices, integrated circuit chips, computer databases, computer software, prototypes, circuit designs, and equipment.
- 3.14 **Trademark:** A word, phrase, symbol, or design, or a combination thereof that identifies and distinguishes the source of the goods or services of one party from those of others.
- 3.15 **Trade Secret:** Information, including a formula, pattern, compilation, program, device, method, technique, or process, that: (i) derives independent economic value, actual or potential, from not being generally known to, and not being readily ascertainable by proper means by, other persons who can obtain economic value from its disclosure or use; and (ii) is the subject of efforts that are reasonable under the circumstances to maintain its secrecy. *See* Utah State Code §13-24-2.
- 3.16 **Work for Hire Agreement:** A work prepared by an employee within the scope of his or her employment; or a work specially ordered or commissioned for use as a contribution to a collective work, as a part of a motion picture or other audiovisual work. *See* Copyright Code for further clarifications:
<http://www.copyright.gov/title17/92chap1.html#101>

IV. Policy

4.1 Copyright Ownership

- 4.1.1 The university encourages the preparation and publication of copyrightable works that result from teaching, research, scholarly and artistic endeavors by members of the faculty, staff and student body by upholding ownership rights of authors in their writings and scholarship that result from usual teaching, research or artistic activities. Normally, the copyright of these works is held by the author.

However, because of advancing technology, new forms of educational materials are being developed which require a substantially greater level of direct support from the university than does the writing of a "traditional" textbook and the like. The **use** or purchase of equipment and production facilities, computers, and the expertise of a variety of

individuals with special training may be required to augment the talents of an author. When the investment of time and money by the author and the university differs substantially from that involved in the creation of customary educational material, as defined by departmental norms, such material shall be designated as university-sponsored and the university may claim copyright.

4.1.1.1 Examples of “use of university resources” that will result in university ownership:

4.1.1.1.1 Sponsored support from outside entities will be considered use of University resources (because of the infrastructure required to secure sponsored program support);

4.1.1.1.2 Internal university grants when the grant is made as a Work for Hire Agreement;

4.1.1.1.3 Dedicated computing resources not generally open to the campus or a college or department as a whole, such as computing time on super-computers;

4.1.1.1.4 Purchase of specialized equipment assigned to the employee;

4.1.1.1.5 Assignment of employees to assist the development of software in a manner not typically provided to other employees of the unit.

4.1.2 Ownership of Material Subject to Copyright Protection

4.1.2.1 The policies articulated in this section apply to all forms of copyrightable material, with the exception of courseware which is covered in a separate section.

4.1.2.2 Works Created by Faculty

4.1.2.2.1 Subject to the exceptions noted below and in keeping with longstanding academic tradition, ownership of pedagogical, scholarly, artistic and creative works resides with the faculty creator. This includes such things as

scholarly articles and books, novels, plays, musical creations, works of art, films and textbooks. The only exceptions to faculty ownership of such works are as follows:

- 4.1.2.2.2 Sponsored Project: When copyrightable material is created by a faculty member using funding from a Sponsored Project, the terms of that Sponsored Project will supersede this general policy with regard to ownership. Ideally, the terms of any such Sponsored Project should be specified clearly and prior to the work being undertaken or produced.

- 4.1.2.2.3 Works commissioned at the request of the University: When a faculty member is commissioned by the University to perform a specific task with a defined outcome that includes copyrightable material, said work shall be considered a *Work-for-Hire* and shall be wholly-owned by the University. Unless a particular copyrightable work is specifically commissioned by the University, ownership remains with the faculty creator even though the faculty member may have been supported by sabbatical or other internal grant that is not specifically designated as a *Work For Hire Agreement* during the time the work was undertaken.

- 4.1.2.2.4 University use of material: The University may display, copy and distribute works of faculty-developed material, including copyrightable material, for University use without payment of royalties or other fees to the faculty member. Should a faculty member separate from the University, the University shall retain these rights without payment of royalties or other fees to the faculty member.

4.2 Ownership of Courseware

- 4.2.1 The policies articulated in this section apply to all forms of courseware.

4.2.2 Courseware Created by Faculty

4.2.2.1 Subject to the exceptions noted below, ownership of courseware resides with the faculty creator. The only exceptions to faculty ownership of courseware are as follows:

4.2.2.1.1 Sponsored Project: When courseware is created by a faculty member using funding from a Sponsored Project, the terms of that Sponsored Project will supersede this general policy with regard to ownership. Ideally, the terms of any such Sponsored Project should be specified clearly and prior to the work being undertaken or produced.

4.2.2.1.2 Courseware commissioned at the request of the University: When a faculty member is commissioned by the University to create specific courseware for use by the University, said work shall be considered a Work-for-Hire and shall be wholly-owned by the University.

4.2.2.1.3 Use of University resources: When courseware is developed with the use of University resources, ownership of said courseware is negotiable, as long as said courseware was not commissioned by the University or created using funding from a Sponsored Project. Whether a particular instance of courseware has been developed with the use of University resources is determined by the Office of General Counsel in consultation with the Intellectual Property Advisory Committee. Once it has been determined that there has been an Exceptional Contribution of University resources, ownership is determined by the Office of General Counsel after consultation with the Intellectual Property Advisory committee. For purposes of this courseware policy, sabbaticals and internal grants would not, in and of themselves, be considered use of University resources unless there is written agreement to the contrary between the faculty member and the University.

4.2.2.1.4 University use of courseware: Faculty who develop courseware will not be entitled to charge the University a fee for using their author-owned courseware in their teaching at the University. If the author leaves the University, the University shall have the right, without cost or payment to the author, to use, reproduce, adapt, modify, update, exhibit and display all courseware created during the period of employment for a period of three years after conclusion of the author's employment at DSU. The University's right to the use of author-owned courseware does not prevent the author from using said courseware elsewhere or from otherwise exercising the rights associated with ownership.

4.3 Inventions & Patents

4.3.1 DSU is the owner of all patentable discoveries or Inventions made or conceived by faculty members and other University employees (including student employees) in the course of their responsibilities to the University or with the use of University Resources. Provisions of this policy include the following:

4.3.1.1 Duty of Disclosure. All DSU IP shall be disclosed to the Office of General Counsel by the Creator(s) promptly after the discovery or creation thereof and prior to any public disclosure (publication, presentation, poster, etc.). If a public disclosure has occurred, then the Creator(s) shall disclose the DSU IP as soon as possible to avoid further loss of rights, such as patent rights. The disclosure shall be in writing, and shall include sufficient detail to evaluate the commercial potential of the disclosed work and to seek legal protection, when deemed appropriate. See *Invention Disclosure Form* in Appendix A.

4.3.1.1.1 Whether a particular Invention has been developed with the use of University Resources is determined by the Intellectual Property Advisory Committee after consultation with the Office of General Counsel.

4.3.1.1.2 When a potentially patentable Invention has been

developed using funding from a Sponsored Project, the terms of that Sponsored Project will supersede this general policy with regard to ownership. Ideally, the terms of any such Sponsored Project should be specified clearly and prior to the work being undertaken or produced.

- 4.3.1.1.3 The University shall share royalties from Inventions owned by or assigned to the University with the Inventor according to the schedule that appears later in this policy.
- 4.3.1.1.4 If the University elects not to pursue the patenting and commercialization of a disclosed Invention, and elects not to pursue other means of attaining University benefit and encouraging public use and benefit of a disclosed Invention, it may assign ownership to the Inventor(s).
- 4.3.1.1.5 In cases where the University elects to pursue the patenting and commercialization of a disclosed Invention, or elects other means of attaining University benefit and encouraging public use and benefit of a disclosed Invention, the Inventor(s) may nonetheless petition the Office of General Counsel to assign ownership to the Inventor(s). The grant or denial of such a petition is at the discretion of the Office of General Counsel who will consult with the Intellectual Property Advisory Committee. The standard to be applied is whether assignment from the University to the Inventor(s) is in the best interest of the University. An appropriate case for such an assignment may be one where the University has been unsuccessful for a substantial period of time in its attempts to patent, license, commercialize, or otherwise encourage significant public use of the Invention.
- 4.3.1.1.6 Waivers of the provisions of this policy may be granted by the Office of General Counsel after consultation with the Intellectual Property Advisory Committee. Only written waivers signed by the Office of General Counsel shall be valid and enforceable waivers of this policy.

4.3.1.2 Publication and Patent Rights

4.3.1.2.1 Because patents exclude others from using inventive methods or materials for a defined period of time, they provide opportunities for Inventions to be commercialized. Commercialization provides opportunities for the general public to benefit from the Invention and remuneration to accrue to the Inventors and other interested parties. Because of the potential value inherent in a patent, establishing ownership is a legally defined process that requires Inventors to adhere to specific steps.

4.3.1.3 To protect an Invention's potential value as it is being developed, Inventors are advised to:

4.3.1.3.1 Establish the date of Invention through maintaining bound notebooks recording the development of the Invention on signed and dated numbered pages that are witnessed. Signed and dated entries also should be maintained if further efforts are made to reduce the Invention to practice.

4.3.1.3.2 Members of the University community are encouraged to publish research results and scholarly information in a timely manner. At the same time, Inventors should be aware that publication of an idea embodied in an Invention or any other non-confidential disclosure, such as abstracts, websites and posters, bars the filing of a patent application in many countries. In the United States, the Inventor has one year to file from the date of publication. For these reasons, publication has important implications, particularly if the Inventor and the University desire to commercialize the Invention.

For these reasons, Inventors are encouraged to disclose their Inventions prior to publication to help ensure that patentability is not compromised. (Inventors should note that describing an Invention in a federal grant application constitutes publication and compromises patentability if

the grant is awarded because funded applications are publicly available through the Freedom of Information Act. With this in mind, when submitting a grant application Inventors should identify any section of an application that contains confidential and/or proprietary information in order to protect an Invention.)

Inventors should exercise care in discussing an Invention with other individuals so as not to compromise the ability to patent or otherwise protect ownership of the Invention. It is particularly important to obtain non-disclosure agreements before discussing an Invention with potential commercial partners. Inventors should retain all non-disclosure agreements in a secure place and provide copies to the University upon request.

V. References

- 5.1 Employment Inventions Act (Utah State Code § 34- Chapter 39)
- 5.2 Utah Public Officers' and Employees' Ethics Act (Utah Code Ann. § 67-16-1 et seq. prohibits University employees from soliciting or accepting a gift that is intended to, or could, improperly influence a public employee in the performance of his/her public duties. Occasional non-monetary gifts with a value of not more than \$50 are generally excluded from the Act. Employees who violate the Act are subject to termination and criminal penalties.
- 5.3 BAYH DOLE ACT OF 1980 (35 U.S. Code Section 200)
 - 5.3.1 The Bayh-Dole Act was passed in 1980. The purpose of the policy is to encourage the utilization of inventions produced under federal funding.

The Bayh-Dole Act resulted in a unified patent rights clause that is included in all federal funding agreements, and it permits non-profit organizations, including non-profit universities, and small businesses to elect to retain title to inventions made in the performance of federally-funded research. The objectives of the Bayh-Dole Act include using the patent system to promote licensing and commercialization of new inventions and creating collaborations between nonprofit organizations and industry.

5.4 COPYRIGHT AND FAIR USE: <http://www.copyright.gov/fls/fl102.html>

5.5 DSU Policy 145: Copyright

VI. Procedures – N/A

VII. Addenda-N/A

Policy Owner: General Counsel

Policy Steward: General Counsel & Office of Sponsored Programs

History:

Approved 10/25/16

Dixie State University Policy

301 Personnel Definitions



- I. Purpose
- II. Scope
- III. Definitions
- IV. Policy
- V. References
- VI. Procedures
- VII. Addenda

I. Purpose

- 1.1 This policy outlines personnel definitions related to campus employment found at Dixie State University (DSU) and covered by its associated policies.

II. Scope

- 2.1 This policy applies to all employee classes and official campus volunteers (non-compensated individuals performing a service to the University). Independent Contractors (individuals classified as non-employees but compensated by the University for their work outside through DSU Payroll) are defined by Policy 137: Independent Contractors.

III. Definitions

- 3.1 **Personnel (employee):** an individual employed by Dixie State University. This includes all faculty and staff with their associated classifications.
- 3.2 **Full-Time Employee:** those individuals whose employment status is expected to last nine (9) consecutive months or longer, working 75 percent or more of the normal possible annual working hours for that position. This includes individuals working consistently 30 hours or more weekly on a 12-month basis, and those working 75 percent or more for at least nine (9) consecutive months in jobs where the normal possible working hours are less than 2,080 hours (full-time annual equivalent).
 - 3.2.1 **Full-Time Faculty:** a full-time employee whose primary objective is the teaching of University students, as well as performing service, scholarship, and research associated with instruction. See Policy 631: Faculty Categories.

- 3.2.2 **Full-Time Staff:** a full-time employee whose primary objective is non-teaching, e.g. administer campus organization and functions (President, Vice-Presidents, Directors, etc.) or support campus infrastructure and programs (exempt staff, non-exempt staff, hourly staff, seasonal/temporary staff, etc.).
- 3.3 **Part-Time Employee:** those individuals whose employment/work is 74 percent or less of the normal possible annual working hours for that position; those whose employment status is expected to be of short duration; and those whose employment is of an intermittent nature.
- 3.3.1 **Auxiliary Faculty:** a part-time employee whose primary objective is the teaching of University students on a semester-by-semester or year-by-year basis. Includes part-time faculty, adjunct faculty, clinical faculty, term-appointed faculty, etc. See Policy 631.
- 3.3.2 **Part-Time Staff:** a part-time employee whose primary objective is non-teaching of University students but rather support campus infrastructure and programs. See Policy 310: Part-Time Employment.
- 3.4 **“At-Will” Employee:** those positions where employment and compensation can be terminated with or without cause and with or without notice. Employees in these positions are generally hired to work at the pleasure of the President and include (but are not limited to) Vice Presidents, Academic Deans, Athletic Administrators and Coaches, and all part-time employees.
- 3.4.1 Within the probationary period of employment, full-time faculty and staff are considered at-will. See Policy 321: Faculty Reviews (faculty) and Policy 325: Probation (staff).
- 3.4.2 Faculty members with tenure who serve in an administrative capacity are “at-will” employees only in regards to the administrative assignment.

IV. Policy

- 4.1 The University categorizes personnel based on factors including scope/job responsibilities, work hours, etc. These categories include:
- 4.1.1 **Executive Staff:** administrative personnel including the University President, Vice Presidents, Associate Vice Presidents, Deans, Executive Directors, and other Chief officers.
- 4.1.2 **Exempt Staff:** positions that qualify for exemption from overtime under

the Fair Labor Standards Act (see Policy 351: Job Classification).

4.1.3 Non-Exempt Staff: positions that qualify for overtime under the Fair Labor Standards Act (see Policy 351).

4.1.4 Part-Time Staff (see Policy 310)

4.1.5 Full-Time Faculty (see Policy 631)

4.1.6 Auxiliary Faculty (see Policy 631)

V. References

5.1 Policy 310: Part-Time Employment

5.2 Policy 321: Faculty Reviews

5.3 Policy 325: Probation

5.4 Policy 631: Faculty Categories

5.5 Utah System of Higher Education Regent Policy R901

VI. Procedures

6.1 Individual assessment of each position and its associated classification rests upon the Office of Human Resources (under the supervision of the Executive Director of Human Resources) and requires the approval of the associated Vice President and/or President supervising the position.

VII. Addenda – N/A

Policy Owner: Human Resources, Exec. Director

Policy Steward: Human Resources

History:

Approved 6/2/95

Revised 1/22/10

Revised 2016

Dixie State University Policy

305 Hiring



- I. Purpose
- II. Scope
- III. Definitions
- IV. Policy
- V. References
- VI. Procedures
- VII. Addenda

I. Purpose

- 1.1 Dixie State University (DSU) establishes and follows hiring practices in accordance with federal and state laws governing employment including equal opportunity, affirmative action, nepotism, immigration, and advertising requirements.

II. Scope

- 2.1 This policy applies to all employment where the incumbent is employed and paid by Dixie State University.

III. Definitions

- 3.1 **Job Announcement:** derived from an employee's job description, a detailed account or explanation of the duties, qualifications, and contact information of the organization advertising a vacant or new job for the purpose of attracting applications and determining a new hire.
- 3.2 **Advertising:** promoting a job opening to applicants through DSU's employment website and through media such as newspapers or websites including those that target a field or profession.
- 3.3 **Applicant:** an individual who has submitted a formal application for a vacant position.
- 3.4 **Candidate:** an individual who is selected from the applicant pool.
- 3.5 **Internal Applicant:** a current DSU employee who has submitted a formal application for a vacant internal position that is either:
 - 3.5.1 A full-time employee (0.75 FTE or higher) who is no longer on probation

(see DSU Policy 325: Probation);

- 3.5.2 A part-time employee (less than 0.75 FTE) working a minimum average of 20 hours per week for at least 12 consecutive months immediately prior to the position's advertisement;
- 3.5.3 An adjunct faculty member teaching at least six (6) credit hours per semester for at least two full semesters immediately prior to the position's advertisement.

IV. Policy

- 4.1 The Human Resources office is the central recruiting office responsible for the establishment of hiring guidelines. All faculty and staff positions (both full-time and part-time) must be advertised through the Human Resources office and require an approval process, including submission and review of a job announcement, meeting established posting requirements, and confirmation of budget/secured funding, prior to advertisement.
 - 4.1.1 Positions where on-going funding is expected but not yet available may be announced as "contingent upon funding" and must be approved by the Budget Office, Human Resources, and the applicable Vice President.
 - 4.1.2 Student employment advertising and recruitment is handled through the University's Career Center with associated job boards. Departments are strongly encouraged to advertise all student positions with either the Financial Aid Office for work-study positions or the Career Center for other student employment positions on campus. Selection and advertisement of student employment is at the discretion of department heads and/or budget administrators. Upon selection of student employee hires, DSU Policy 310: Part-Time Employment outlines procedures governing their employment.
- 4.2 After the required approvals have been obtained, the position will be posted on the Human Resources employment webpage and advertised by the Human Resources office in an effort to recruit eligible applicants. Positions shall be advertised in appropriate publications according to federal and state laws, the geographic scope of the search, affirmative action goals, and the needs and resources of the hiring department and the University.
 - 4.2.1 Applicants are required to apply online through the Human Resources employment webpage for all salaried positions. Job postings for part-time positions may allow online application through the Human Resources employment webpage or may submit their application

materials differently as specified on each part-time posting.

- 4.3 Whether the position is a new position or a replacement position, all full-time positions will be advertised internally and externally simultaneously for a minimum period of ten (10) business days for staff positions and for a minimum period of 30 days for faculty positions.
 - 4.3.1 Searches for salaried positions may be limited to internal applicants where there is a possibility of recruiting a current university employee with the appropriate skill set and qualifications. Such internal announcements must advertise for a minimum of five (5) business days and receive the appropriate vice-president and Human Resources approval. Internal applicants must qualify under the definition outlined in this policy for their application to be considered.
 - 4.3.2 Exceptions to external and/or internal advertising and opening of a position are at the discretion of the University President.
 - 4.3.3 Reassignment by the University President may be made in lieu of opening a position (see DSU Policy 351: Job Classification).
 - 4.3.4 The Academic Vice President/Provost, with approval from the University President and ratification of the Board of Trustees, has final authority to appoint members of the faculty.
- 4.4 Whether the position is a new position or a replacement position, all part-time staff positions at Dixie State University (paid on an hourly basis) will be advertised internally and externally simultaneously for a minimum period of five (5) business days.
- 4.5 Whether the position is a new position or a replacement position, all adjunct faculty positions at Dixie State University (paid on a credit hour basis) will be advertised internally and externally simultaneously on a continuous basis throughout the year in an effort to build a pool of qualified candidates for adjunct teaching.
- 4.6 Hiring search committees for full-time positions will meet with the Human Resources office to receive training on: appropriate hiring procedures, regulations and policies relating to equal opportunity and affirmative action, importance of University strategic priorities such as diversity, creating appropriate search timelines, maintaining integrity and confidentiality of the search process, associated hiring forms, etc. Search committee members will be required to comply with hiring procedure and maintain integrity and flexibility in meeting established timelines within the search process.

- 4.6.1 All actions, deliberations, and recommendations of search committees are personnel actions and must be treated with confidentiality in accordance with policy and law. The rules of confidentiality extend to all search committee members, including non-voting members, and does not expire even after an appointment is made; committee members are prohibited from discussing any actions, deliberations, and recommendations of a search committee, or any information about candidates derived from the search. Search committee members who fail to comply with confidentiality may face corrective and disciplinary action as outlined in DSU Policy 372: Corrective and Disciplinary Action.
- 4.7 Prior to making an offer of employment to a full-time candidate, search committee chairs (with associated campus administrators) must review and work with the Human Resources office on the terms of the offer. Offers of employment are contingent upon verification of identity, verification of degrees/licensures when applicable, successful completion of a background check, and employment eligibility of the candidate.
- 4.7.1 In the case of faculty appointments, ratification of hires will be presented to the University's Board of Trustees at the start of each semester.
- 4.8 In the event an employee leaves employment and is subsequently rehired by DSU, the following restrictions may apply:
- 4.8.1 Full-time employees who leave employment and are subsequently rehired into another full-time position within DSU may start in their new position without a minimum required break in service.
- 4.8.2 Full-time employees who leave employment and are subsequently rehired into a part-time position (whether adjunct faculty or hourly staff) must have a 26-week break in employment, under Federal Health Care Reform guidelines, in order to be considered benefits ineligible. If there is not a 26-week break in employment, the hiring department will be liable to fund any eligible health insurance costs for the first three (3) months of re-employment. Such re-employment requires the approval of the applicable Vice President and Human Resources. Work hours will be governed by DSU Policy 310: Part-Time Employment.
- 4.8.2.1 Early Retirees may return to work as a part-time hourly or as adjunct faculty after a 60-day break from full-time employment/pay but must work less than 50% time in the part-

time role while on early retirement.

- 4.8.3 Part-time employees who leave employment and are subsequently rehired into another part-time position within DSU may start in their new position without a minimum required break in service. Work restrictions are found within DSU Policy 310: Part-Time Employment.

V. References

- 5.1 DSU Policies 301-320: Hiring Practices
- 5.2 DSU Policy 372: Corrective and Disciplinary Action
- 5.3 DSU Policy 631: Faculty Categories
- 5.4 DSU Policy 638: Adjunct & Clinical Faculty

VI. Procedures

- 6.1 Hiring procedures for full-time positions (faculty and staff) are located on the Human Resources webpage. These procedures are reviewed with search committees prior to the screening of applications and will be reviewed with appropriate campus administration and shareholders annually to ensure compliance with federal and state laws as well as efficacy in the hiring process.
- 6.2 Part-time staff positions (hourly) require a search committee of at least three existing DSU employees, one of which must be a full-time employee, when screening applications, choosing the qualified applicants for interview, conducting interviews, and/or recommending a candidate for hire. It is recommended that one person from each expressed gender serve on the search committee if possible. DSU Policy 310: Part-Time Employment outlines employment guidelines for these employees.
- 6.3 Adjunct faculty positions require a search committee made up of at least three full and/or part-time department faculty, usually headed by the department chair, when screening applications, choosing the qualified applicants for interview, conducting interviews, and/or recommending a candidate for hire. It is recommended that one person from each expressed gender serve on the search committee if possible. Any final hires must be approved by the division Dean prior to completing new hire paperwork with Human Resources. DSU Policies 631: Faculty Categories and 638: Adjunct & Clinical Faculty outline employment guidelines for these employees.

VII. Addenda

7.1 Hiring Procedures for Faculty:

<http://humanresources.dixie.edu/hiring-procedures-faculty/>

7.2 Hiring Procedures for Staff:

<http://humanresources.dixie.edu/hiring-procedures-staff/>

Policy Owner: Human Resources, Exec. Director Executive Director of Human Resources

Policy Steward: Human Resources

History:

Approved 3/21/96

Revised 2016

DRAFT

Dixie State University Policy

323 Employee Physical Examinations



- I. Purpose
- II. Scope
- III. Definitions
- IV. Policy
- V. References
- VI. Procedures
- VII. Addenda

I. Purpose

- 1.1 This policy outlines the procedure if an employee is required to complete a physical or mental test as a condition of future or continued employment with Dixie State University (DSU).

II. Scope

- 2.1 This policy applies to all DSU employment, as required.

III. Definitions

- 3.1 **Physical Examination:** an examination performed by a qualified and licensed physician to document and quantify an individual's bodily fitness, especially for a specified activity or service.
 - 3.1.1 **Lift Test:** a specific physical examination that determines whether an individual is able to lift a specific weight as part of a job duty requirement.
 - 3.1.2 **Drug Test:** an specific physical examination of biological material (such as urine, hair, saliva, or sweat) performed by a qualified and licensed provider and/or clinic to detect the presence of specific drugs and determine prior drug use.
- 3.2 **Mental Examination:** a structured assessment performed by a qualified and licensed psychiatrist to document and quantify an individual's behavioral and cognitive functioning.

IV. Policy

- 4.1 The Vice President and/or the President may require any faculty or staff

member to obtain a physical, mental, or drug examination as a condition of employment or if doubt exists as to the ability of the employee to meet reasonable physical and mental health requirements of the position.

- 4.2 Results of an examination will be submitted to the University's Human Resources Office for record keeping (in accordance with HIPAA regulations) and disclosed to the division head responsible for the hiring decision and/or supervision of the employee
- 4.3 The cost of such examinations requested by the University shall be borne by the University. The University shall select health professionals and/or health clinics; special accommodations for the employee may be made upon request and approval.
- 4.4 The President reserves the right to adopt such health standards as conditions to employment or continuation thereof as may be necessary to insure the health, safety, and welfare of students.
- 4.5 In any case where the question of an employee's health is an issue with reference to his/her continued employment, the medical opinion of three qualified health professionals shall be the final and determining judgment.

V. References – N/A

VI. Procedures

- 6.1 New hires must complete and successfully pass any pre-employment requirements prior to beginning work with the University. Such requirements will be stipulated in the offer letter of employment given to the employee by the University.
- 6.2 Vice Presidents and/or the President requesting examinations of existing employees will work with their associated division personnel, Human Resources, and University's General Counsel to facilitate the required testing.

VII. Addenda – N/A

Policy Owner: Unselected Executive Director of Human Resources
Policy Steward: Human Resources, General Counsel

History:
Approved 10/27/95
Revised 2016

Dixie State University Policy

341 Faculty Salaries



- I. Purpose
- II. Scope
- III. Definitions
- IV. Policy
- V. References
- VI. Procedures
- VII. Addenda

I. Purpose

- 1.1 The university is committed to fairly and equitably compensating faculty for their role in the academic learning environment at Dixie State University (DSU).

II. Scope

- 2.1 Faculty salary determination is based on national salary survey data of higher education institutions with similar characteristics to DSU which can include budget size, student enrollment, public vs. private classification, program/degree offerings, Carnegie Classification of Institutions of Higher Education, etc.
- 2.2 Data from these surveys will be indexed by available factors within the data, such as rank, length of service and discipline; each faculty member will be individually indexed to the appropriate benchmark.
- 2.3 The Faculty Salary Committee, the Vice President of Academics, and the Executive Director of Human Resources will review factors used in determining appropriate benchmarks annually.

III. Definitions

- 3.1 ***Institutional Increase:*** a salary increase made at the institutional level across all campus divisions, namely cost of living adjustments (COLA), equity/market increases, rank advancements, etc.

IV. Policy

- 4.1 Determination of Base Salary

- 4.1.1 The Faculty Salary Committee may request an annual review of the survey data and the equity status of the faculty to ensure that the goal of attracting and retaining quality faculty is being properly served.
 - 4.1.2 To ensure market competitiveness, the base salary for new faculty members will be determined on discipline and incoming rank based on the most recent salary survey data.
 - 4.1.3 The University President has the ultimate authority in determination of faculty salaries.
 - 4.1.4 Faculty salary equity information will be given to the chief academic officers, namely the Vice President for Academic Affairs/Provost and Deans, each year for use in making base salary market adjustments.
 - 4.1.5 Faculty salaries will remain at a level not less than 90% of market median based on rank and discipline. The University's salary equity goal is to have faculty salaries average at least 100% market median.
 - 4.1.6 Temporary positions are ineligible for institutional increases.
- 4.2 Rank Advancement Increases
- 4.2.1 Merit pay will be determined by rank advancement promotions. Faculty ranks and the rank advancement process are outlined in University Policy 321: Faculty Reviews.
 - 4.2.2 Based on funding availability, on July 1 following approval of a rank advancement, a non-probationary faculty member will receive a salary increase of 10% of the current base salary and will be benchmarked under the new rank for salary equity comparison.
 - 4.2.3 Based on funding availability, on July 1 following a positive recommendation during an intermediate review, a probationary faculty member will receive a salary increase of 2% of current base salary.
 - 4.2.4 Based on funding availability, on July 1 following approval of a rank advancement, a probationary faculty member will receive an increase of 8% of current base salary if they received the 2% increase for intermediate review (referenced above in 4.2.3) within five (5) years of the date of the rank advancement or receive a increase of 10% of current base salary if no increase was given for a positive intermediate review. An individual faculty member may not receive more than a total 10% increase between intermediate review and rank advancement within a

five (5) year period of time.

4.2.5 If the total amount of funds available for rank advancement increases is less than the total amount required for faculty rank increases, the increases will be applied so that all faculty members are awarded the same percentage of their increase. Any unawarded amount will be awarded as part of the following year's rank advancement increases.

4.2.6 All rank advancement salary increases, as well as any cost of living adjustments (COLA) will be determined using the current base salary.

4.3 Equity Increases

4.3.1 Based on funding availability, faculty members are eligible for annual equity increases if the market median salary for the member's discipline and rank, as determined by the survey data, is greater than the current salary.

4.3.2 Equity increases for faculty will be determined using various factors including but not limited to funding availability, number of positions below market median, and general faculty salary equity needs.

4.3.3 The Vice President of Academic Affairs/Provost and Deans reserve the right to withhold equity increases to positions that are vacant or to faculty members who are not performing at a satisfactory level and are on a performance plan. Any unawarded amount can be awarded as part of the following year's annual equity increases.

4.3.4 As applicable, equity increases will be determined after an intermediate review or rank advancement salary adjustment has been applied (see section 4.2).

4.4 Post-Tenure Review Increases

4.4.1 Based on available funding, tenured faculty members who receive favorable reviews in a Post-Probation Review as outlined in University Policy 321: Faculty Reviews receive a salary increase of 2% of current base salary.

4.4.1.1 In an effort to encourage continued faculty development, faculty members with Continuing Status are not eligible for a salary increase as a result of a Post-Probation Review.

4.4.1.2 Faculty with non-probationary status are not eligible for a salary increase as a result of a Post-Probation Review.

4.4.1.3 A tenured faculty member may receive only one Post-Probation Review salary increase in any five (5) year period of time.

4.4.1.4 An individual faculty member may not receive more than a total of 10% in Post-Probation Review and rank advancement salary increases within a five (5) year period of time.

4.4.1.4.1 If a faculty member receives a rank advancement salary increase, s/he may not receive a Post-Probation Review salary increase for five (5) years.

4.4.1.4.2 If a faculty member receives a Post-Probation Review salary increase, any rank advancement increase s/he receives within the subsequent five (5) years will be decreased by 2%.

4.4.1.4.3 Such limits exclude equity increases and COLA adjustments.

4.4.2 If the total amount of funds available for post-tenure increases is less than the total amount required for such faculty increases, the increases will be applied so that all faculty members are awarded the same percentage of their increase. Any unawarded amount will be awarded as part of the following year's post-tenure increases.

4.4.3 The circumstance of not awarding any or all of a post-tenure increase will not alter the schedule by which the faculty member will be required to submit the next post-tenure review.

4.5 Supplemental, Overload, and Summer Term Pay

4.5.1 Information relating to faculty supplemental, overload, and summer term pay is outlined in University Policy 635: Faculty Workload.

V. References

5.1 DSU Policy 321: Faculty Reviews

5.2 DSU Policy 635: Faculty Workload

VI. Procedures

6.1 Human Resources shall be responsible for collecting and maintaining salary survey information on an annual basis.

- 6.2 Upon attrition or requests for new positions, department/division heads shall inquire of Human Resources as to the appropriate compensation level for positions based on market factors. Positions may not be approved for advertisement until appropriate funding is allocated.
- 6.3 Human Resources shall provide complete salary equity data for faculty to campus administrators as part of the annual budget cycle. The Vice President for Academic Affairs/Provost and Deans shall be responsible for approving the proposed distribution of faculty salary equity for positions within his/her organizational units.

VII. Addenda – N/A

Policy Owner: Human Resources, Exec. Director

Policy Steward: VP of Academic Affairs/Provost; Faculty Senate

History:

Approved 10/27/95

Revised 6/17/99

Revised 3/17/06

Revised 4/28/14

Revised 2016

Dixie State University Policy

351 Job Classification



- I. Purpose
- II. Scope
- III. Definitions
- IV. Policy
- V. References
- VI. Procedures
- VII. Addenda

I. Purpose

- 1.1 Dixie State University (DSU) maintains job classifications for its faculty and staff consistent with the Department of Labor Fair Labor Standards Act (FLSA), the Affordable Care Act (ACA), and other Federal, State, and Institution regulations.

II. Scope

- 2.1 This policy applies to all University employees as defined under Policy 301: Personnel Definitions.

III. Definitions

- 3.1 **Job Description:** a detailed written account or explanation of all duties/job functions, qualifications (education/experience), skills, work environment, and responsibilities, which together make up a particular job.
- 3.2 **Faculty:** University employees whose primary objective is the teaching of University students, as well as performing service, scholarship, and research associated with instruction. Under the Fair Labor Standards Act (FLSA), such primary duties qualify these positions as being exempt from overtime pay.
- 3.3 **Staff:** University employees whose primary objective is non-teaching, e.g. administer campus organization and functions (President, Vice-Presidents, Directors, etc.) or support campus infrastructure and programs.
 - 3.3.1 **Exempt Staff:** full-time staff positions that meet certain Fair Labor Standards Act (FLSA) criteria, thus allowing the position to be exempt from overtime pay. Such standards are defined by the FLSA and include a variety of tests, such as (but not limited to) paid salaried vs.

hourly, meeting or exceeding specific salary levels, and/or including specific job or supervisory responsibilities.

- 3.3.2 ***Non-Exempt (Classified) Staff:*** full or part-time staff positions that, under the Fair Labor Standards Act, are entitled to overtime pay. Employers must pay such employees one-and-a-half-times their regular rate of pay when non-exempt employees work more than 40 hours in a week.
- 3.4 ***Reclassification:*** the act of evaluating one's job position based on duties, qualifications, and/or responsibilities and changing the job position to another that typically results in a new salary benchmark, change in pay rate and/or exemption status.
- 3.5 ***Reassignment:*** the act of evaluating and changing one's job position, duty, and/or location due to factors such as: reorganization deemed necessary to improve institutional effectiveness; significant personality conflicts; an opportunity to evaluate an employee in a different location; and other critical needs.

IV. Policy

- 4.1 Staff Job descriptions will be developed by position supervisors, in consultation with the position holders and the Human Resources Office. Job descriptions are used both as an evaluation tool for employees (see Policy 327: Performance Appraisals) and to create job announcements (see Policy 305: Hiring). Job descriptions include (but are not limited to):
- 4.1.1 Essential job duties and functions;
 - 4.1.2 Education, experience, and knowledge/skills requirements;
 - 4.1.3 Supervisory responsibilities (if applicable);
 - 4.1.4 Position's fit within department/division organizational structure;
 - 4.1.5 Work environment and physical demands of the position.
- 4.2 Faculty job announcements are retained by the Human Resources Office and are used in the hiring process (see Policy 305: Hiring). A copy of said announcement used to hire a faculty member is placed within the faculty member's personnel file and will act as an informal job description, though faculty are also expected to fulfill their roles as defined by Academic policy (see section 600 of policies).

- 4.3 DSU employees are subject to the requirements of the Fair Labor Standards Act. As such, Human Resources shall evaluate each job description with supervisors and determine the job's appropriate overtime classification of exempt vs. non-exempt under FLSA tests. Once a classification decision has been determined, see Policy 352: Staff Compensation for rules governing each position class as well as pay guidelines.
- 4.4 Job Descriptions should be reviewed and updated with turnover (advertising a replacement position) and/or annually as part of an employee's performance appraisal. Updates will be sent to the Human Resources Office for evaluation and approval before being formally incorporated into the job description on file.
- 4.5 The Human Resources Office will retain an electronic database of both job announcements and job descriptions. Employees and/or supervisors may request copies of the most recent job description on file as needed.

V. References

- 5.1 Policy 301: Personnel Definitions
- 5.2 Policy 305: Hiring
- 5.3 Policy 327: Performance Appraisals
- 5.4 Policies 600: Academics
- 5.5 US Department of Labor Wage and Hour Division (<https://www.dol.gov/whd/>)

VI. Procedures

- 6.1 Supervisors wishing an employee's job description be re-evaluated for a reclassification must submit a new job description to the Human Resources Office for review, as well as rationale and justification behind the changes. Such changes must be done with Vice President support and submitted by February 15 in order for any changes to be implemented through the annual budget process and, if approved, will become effective July 1.
 - 6.1.1 Human Resources will review job description reclassification requests within 30 days of submission and notify supervisors and employees whether the reclassification is merited as well as recommendations for salary, exemptions status, etc. to ensure appropriate planning.
 - 6.1.2 Reclassifications may occur off-budget cycle in the event of department/division restructuring.

- 6.2 Reassignment may be made by the President and/or Vice President for reasons outlined in section 3.5 above. In the event of a reassignment:
- 6.2.1 The employee who is reassigned will be notified by his/her supervisor or the Human Resources Office at least ten (10) working days prior to beginning of the new assignment.
 - 6.2.2 An employee may be reassigned to a position with a higher, lower, or the same/similar salary benchmark.
 - 6.2.2.1 If the new position is at a higher salary benchmark, the adjusted salary will become effective the first day of the new assignment.
 - 6.2.2.2 If the new position is at a lower salary benchmark, the employee's current salary will remain the same though future equity increases may be affected (see Policy 352: Staff Compensation).
 - 6.2.2.3 If the new position is at a similar or the same salary benchmark, the employee's salary will remain the same.
 - 6.2.2.4 Accumulated leave will be carried over by the employee and any adjustments due to the new position take effect on the date of reassignment. If a particular leave category will not carry over (e.g. compensatory time if employee moves to an exempt position or vacation time if an exempt employee moves to a faculty position), such leave will be paid out prior to the first day of the new assignment.
 - 6.2.3 Temporary reassignment will not exceed one year. At the end of the temporary assignment, the position will be opened and advertised internally and externally.
 - 6.2.3.1 Temporary reassignment will be accompanied by the appropriate temporary salary adjustment if the reassignment exceeds than 90 days and is approved by the Vice President.
 - 6.2.3.2 If the temporary reassigned person is not hired for the position, he/she will be returned to his/her previous position (or a comparable position) at the appropriate salary benchmark and salary level for that position or may again be reassigned.

VII. Addenda – N/A

Policy Owner: Human Resources, Exec. Director
Policy Steward: Human Resources

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DRAFT

Dixie State University Policy

373 Termination and Reduction of Workforce



- I. Purpose
- II. Scope
- III. Definitions
- IV. Policy
- V. References
- VI. Procedures
- VII. Addenda

I. Purpose

- 1.1 This policy defines the exit process for employees leaving employment with the University and procedures associated with the exit process.

II. Scope

- 2.1 This policy applies to all employee classes and official campus volunteers (non-compensated individuals performing a service to the University).

III. Definitions

- 3.1 ***Voluntary Termination (Resignation)***: an employee-initiated separation which includes formal notice of discontinuance of service, leaving work without approval, failure to report to work for two (2) consecutive work days, or failure to return to work following approved leave (vacation, sick leave, leave without pay, etc.) for two consecutive work days. Resignation constitutes a break in continuous service, regardless of any subsequent reemployment unless specific approval is obtained from the supervising Vice President in consultation with Human Resources for reinstatement of previous service time.
- 3.2 ***Involuntary Termination (Discharge)***: an employer-initiated separation which results from a serious or repeated infraction of personnel or safety policy, failure to comply with corrective recommendations which are been brought to the employee's attention or serious misbehavior.
- 3.3 ***Reduction of Workforce (Layoff)***: an employer-initiated separation that is caused by lack of funds (including elimination or reduction of funds from outside agencies), lack of work, discontinuation or restructuring of a program,

or other compelling reason.

- 3.4 **Full-Time Employee:** those individuals whose employment status is expected to last nine (9) consecutive months or longer, working 75 percent or more of the normal possible annual working hours for that position. This includes both faculty and staff positions. See Policy 301: Personnel Definitions.
- 3.5 **Part-Time Employee:** those individuals whose employment/work is 74 percent or less of the normal possible annual working hours for that position; those whose employment status is expected to be of short duration; and those whose employment is of an intermittent nature. See Policy 301.
- 3.6 **Probationary Employee:** any full-time employee within their probationary employment period. See Policy 321: Faculty Reviews and Policy 325: Probation.
- 3.7 **Seniority:** the number of years served as a full-time employee at Dixie State University in the most recent period of service. Prior periods of service interrupted by termination of employment will not be considered. Seniority is not restricted to time served within the unit or department.
- 3.8 **Organizational Unit:** a major subdivision, normally referred to as a department. Where two or more departments are being merged into one, organizational unit refers to the combination of departments that will be merged.

IV. Policy

- 4.1 Probationary, part-time, or temporary employees may be terminated at any time with or without cause and without advance notice. Official campus volunteers may also be terminated at any time with or without cause and without advance notice. Unless the department has given termination notice to Human Resources, official campus volunteers will remain eligible within the Human Resources database for up to three years, unless otherwise specified by the department, before new paperwork is required.
- 4.2 Terminated employees, whether voluntary or involuntary, forfeit all rights they had as employees and will be treated as a new employee, should they become re-employed by the University.
- 4.3 Employer-paid benefits (such as health, life, and disability insurance), where applicable, will end at the end of the last work day of terminated employment. The University complies with the provisions of federal COBRA statutes requiring continuation of health benefits at the employee's cost.

- 4.4 Where applicable, compensation shall be paid for unused vacation leave and compensatory time, typically with the pay period in which the employee last worked. Compensation will not be paid for unused sick nor staff personal preference days. Faculty who resign/terminate but fulfill their semester obligations have their pay/benefits continue through December 31 (service ending at the conclusion of Fall Semester) or as of June 30 (service ending at the conclusion of Spring Semester).
- 4.5 In the event of death, the legal heir(s) will be entitled to the following:
 - 4.5.1 Any unpaid time worked (including applicable unused leave) due the employee will be paid on the next available paycheck. Additional compensation equivalent to two pay periods will also be included with the deceased's final paycheck.
 - 4.5.2 Any pertinent benefits due to the employee as a result of participation in the University benefits program. This includes COBRA eligibility for continued health insurance for a surviving spouse and/or eligible dependents, subject to federal law.
 - 4.5.3 The spouse and dependents of the deceased continue eligibility for the University's employee tuition waiver program as defined in Policy 344: Tuition Waivers for Employee, Retirees, and Dependents.

V. References

- 5.1 Policy 151: Grievance Procedure
- 5.2 Policy 301: Personnel Definitions
- 5.3 Policy 344: Tuition Waivers for Employees, Retirees, and Dependents
- 5.4 Policy 346: Staff Leaves and Absences
- 5.5 Policy 372: Corrective and Disciplinary Action

VI. Procedures

- 6.1 Part-time employees wishing to voluntarily resign shall provide their immediate supervisor with a letter of resignation, preferably at least two weeks prior to their last working date. Departments receiving notice of resignation must notify the Human Resources Office prior to the last work date, thus allowing for adequate payroll processing and timely termination of employment accesses. Departments are responsible for collecting any University property issued to part-time employees and returning campus keys

to Facilities Management.

- 6.2 Full-time Staff employees wishing to voluntarily resign shall provide the Human Resources Office and their immediate supervisor with a letter of resignation at least two weeks prior to the effective date of termination. Full-time Faculty members wishing to voluntarily resign shall provide the Human Resources Office, their department chair, and Dean with a letter of resignation, preferably by October 1 (if ending at the conclusion of Fall Semester) or March 1 (if ending at the conclusion of Spring Semester), but no later than seven (7) days after contracts are issued for the following academic year. If faculty do not provide notification by that time, it is agreed that employment will continue for the following year.
 - 6.2.1 Because active duty of the faculty member does not correspond directly to the number of pay periods, if the faculty member voluntarily terminates after the conclusion of Spring Semester but before resuming teaching for the new academic year, the faculty member will return to the University any overpayment of compensation within thirty calendar days after termination is received.
- 6.3 Full-time employees discharged will receive ten (10) working days of advance notice and a written statement of cause for termination (see Policy 372: Corrective and Disciplinary Action).
 - 6.3.1 Before discharge is undertaken, the President or appropriate Vice President, and the Human Resources Office will make careful analysis of the circumstances.
 - 6.3.2 Employees discharged will be notified of the availability of the grievance process (see Policy 151: Grievance Procedure).
- 6.4 Full-time employees may be terminated as a result of a decision to effect a reduction in workforce or layoff. Layoff decisions will be made by the supervisor and the appropriate Vice President, with final decision made by the University President.
 - 6.4.1 After positions are identified within the organizational unit for elimination, when there are more than one incumbent holding such a position, the termination decision will be based upon employee's seniority. Part-time, temporary, or probationary employees within the organizational unit and performing essentially the same duties will be terminated before full-time employees regardless of seniority.
 - 6.4.2 Employees terminated as a result of reduction in workforce are not

allowed to “bump” other employees in the same organizational unit in positions of different duties or employees in other organizational units with less seniority. Transfer to a vacant position elsewhere on campus should be favorably considered by the supervising Vice President.

6.4.3 If the position from which a full-time employee was released becomes available within six months, that employee will be a prime candidate for rehire. This “recall” does not apply to part-time, temporary, or probationary employees.

6.4.3.1 Recalled employees, if reinstated within six months, will retain prior service credit.

6.4.4 Application and subsequent selection for a position in another department on campus is not considered recall, but securing another position at Dixie State University within six months of layoff will allow the employee to retain prior service credit.

6.4.5 Employees terminated due to a reduction in workforce will, where possible, be notified in writing at least ten (10) working days notice before the effective date of the termination. If advance notice is not given, or is given for a shorter period than ten working days, severance pay will be given in lieu of notice at the regular pay rate.

6.5 For all full-time employees terminating employment, an exit interview will be scheduled with the Human Resources office to explain benefits and collect (or verify collection of) campus keys and other University property issued in connection with employment.

VII. Addenda – N/A

Policy Owner: Human Resources, Exec. Director

Policy Steward: Human Resources

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