



Board of Trustees

May 3, 2018

Schedule of Events	<u>Thursday, May 3, 2018</u>	
	10:00 a.m.	Board of Trustees Working Meeting (Charles Hunter Room)
	12:00 p.m.	Trustees Lunch (Yankee Meadows)
	1:00 p.m.	Board of Trustees General Meeting (Charles Hunter Room)
	6:00 p.m.	Faculty & Staff Awards Dinner (Great Hall)
	<u>Friday, May 4, 2018</u>	
	8:00 a.m.	Processional Line-Up (Upper Quad)
	8:30 a.m.	Processional of Graduates
	9:00 a.m.	University Convocation (America First Event Center)
	10:30 a.m.	Graduation Celebration (Multipurpose Quad)
12:00 p.m.	Walter Maxwell Gibson College of Science & Engineering (American First Event Center)	
1:00 p.m.	College of Performing and Visual Arts (Randall Jones)	
2:00 p.m.	School of Business (America First Event Center)	
3:30 p.m.	Graduate Studies & Integrated & Engaged Learning (Randall Jones)	
4:30 p.m.	School of Humanities and Social Sciences (America First Event Center)	
6:30 p.m.	Beverly Taylor Sorenson College of Ed. & Human Development (America First Event Center)	
Next Board of Trustees Meeting - August 23, 2018 (Welcome Week)		

ACTION:			
	1	Welcome and Review of Agenda	Verbal
	2	Minutes of March 23, 2018 Trustees Meeting	Tab A
	3	Policy #13.6 - Campus Computing Committees	Tab B
	4	Policy #5.65 - Operating Regulations for Personal Transit Devices	Tab C
	5	Policy #5.1 - Free Speech	Tab D
	6	Policy #6.13 - Grading	Tab E
INFORMATION ONLY:			
	7	Trustees Retreat (Week of June 11)	
	8	2018/19 Annual Update - SUU-TECH Articulations Agreement	Tab F

	9		R401 - MS in Business Analytics (prior to Peer Review)	Tab G
	10		R401 - AAS in Aviation Maintenance Tech (prior to Peer Review)	Tab H
REPORTS:				
	11		Report of the Trustees Board Chair	
	12		Report of Faculty Senate President	Tab I
	13		Report of Staff Association	Tab J
	14		Report of Student Body President	
	15		Report of Alumni Board	Tab K
	16		Report of Alumni and Community Relations (Head Start Report)	Tab L
	17		Report of Advancement & Enrollment Management	Tab M
	18		Report of Athletics	Tab N
	19		Report of Finance & Administration	Tab O
	20		Report of Planning & Institutional Effectiveness	Verbal
	21		Report of Student Affairs	Tab P
	22		Report of Provost & Academic Affairs	Tab Q
	23		Report of the President	Verbal

CONSENT:				
	24		Personnel & Retirements	Tab R

Action			Motion to go into Executive Session (<i>if needed</i>)	Verbal
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Working Meeting

Trustees Present: Chair Eric Leavitt, Vice Chair Sherrie Hansen, Trustees Rich Christiansen, Hayden Carroll, Michael Wankier, Jodi Wilson, Marshall Erb and Scott Johnson.

Trustees Excused: Matt Cannon and Shannon Dulaney

Others Present: President Scott Wyatt; Provost Brad Cook; Jennifer Oberhelman, Secretary; Stephen Allen, Assoc. Provost International Affairs; Jamie Orton, Director International Student Services; Johnny MacLean, Assoc. Professor of Geology/Provost Faculty Fellow; Eric Freden, Assoc. Dean COSE; Bruce Tebbs, Dir. of Academic Budget & Support; James Sage, Assoc. Provost; Rob Robertson, Dept. Chair – CSIS; Mary Pearson, Dean, School of Business; Kirk Fitzpatrick, Professor of Philosophy; John Belk, Asst. Professor & Assoc. Chair, English; Ty Redd, Chair, PSCI; Kim Craft, Assoc. Dean, School of Business

The working meeting was called to order by Chair Leavitt at 9:00 a.m. The purpose of this meeting is to take a deeper look at action items and allow as much time needed for questions, comments and possible concerns.

Agenda items number 3-6 were submitted by VP Marv Dodge. There were no questions or concerns regarding these four items.

Provost Cook presented items 7-17. There were no questions or concerns regarding Policies 6.5 or 6.16.

The following R401's were presented.

R401-New Administrative Unit – Department of Integrative Dean Patrick Clarke said this R401 will bring the area into compliance. No new position lines are requested but dollars will be reallocated. No questions or concerns.

R401-Geosciences BA – this item is informational only prior to USHE peer review. Presented by Johnny MacLean, Ty Redd, and Eric Freden. This will apply a more integrated approach to geosciences. It is appealing to the job market and enhances communication and teamwork skills. It would be fewer Geology classes, studies that are more inter-disciplinary. The hope is it will slow down attrition rates. This will be, pending approval, included in the spring 2019 catalog. It was asked if there are concerns about workload for faculty; Dr. Freden said so as the classes are already being offered.

R401-MBA – New Emphasis in Cybersecurity. This will add four additional courses and is in great demand. Trustee Christiansen asked if there will be internships involved in this emphasis; this has not been discussed yet. This will be included in the fall 2018 catalog.

R401 – MBA – New Emphasis in Business Analytics, R401 – MAcc – New Emphasis in Business Analytics, and R401 – Economics – New Emphasis in Business Analytics. Dr. Kim Craft stated that these classes are already being offered and this will step it up and be a formal emphasis. Chair Leavitt asked if coding would be involved. Dr. Kraft said this will be part of the emphasis as it a very marketable skill, it's just in the decision stage as to how it will be presented. Trustee Christiansen is concerned that students will be given just enough coding instruction “to be dangerous” and not have a sufficient amount to be effective.

R401 – English Major – New Emphasis in Rhetoric and Writing. Dr. John Belk said this emphasis will prepare students to teach at a college level and become competent in technical writing in the workforce. It is a very diverse emphasis. The other USHE institutions already have this emphasis in place. The Writing Center will need to be expanded. Trustee Wilson asked if there will be any focus on social media communications; this may be touched on, but is covered in Communications classes more extensively.

R401 – Computer Science – Certificate of Proficiency. Dr. Freden said this certificate will be available to students in the Success Academy as well as SUU students. When Success Academy students graduate from high school it will be possible that they will have this certification as well as their AA. Funding is already in place (Perkins Grants).

R401 – Information Systems – 3 New Emphases. The three new emphases will be Cyber Security, MIS, and Network Administration. This will assist students in finding their direction and helps set them up for graduate school. The demand for cyber defense is great, and this will assist in filling that need. These programs will also assist in cyber forensics and will work in partnerships with law enforcement in the Forensic Lab which is already in place.

2018/19 Course Program Fee Recommendations – Provost Cook presented this item. This complete review must be completed every three years. This year shows a \$100,000 decrease in students.

2018/19 Student Fee Recommendations – SUUSA President Hayden Carroll presented this item. Trustee Carroll explained the process. It is done annually. This year he and Jason Ramirez co-chaired the committee. A meeting was held for training, they were given two weeks to review and research the submittals then a vote was taken. If a majority of the committee wanted it to be moved on it would move on. If not, there is an appeal process in place.

Head Start Impass Policy – Tom Morgan presented this policy. It provides for a process if there is a disagreement regarding program planning and direction. No questions or concerns.

Head Start Parking – Chair Leavitt shared that this item was addressed by the Executive Committee because of time restraint and will be ratified during the general meeting. Parking has been an issue at the St. George facility and the opportunity arose to purchase additional parking. This will ease a safety issue also.

Meeting was adjourned at 11:55 a.m. for lunch.

DRAFT

Regular Business Meeting

The Regular Business meeting called to order by Chair Leavitt at 1:00 p.m. in the Charles Hunter Room.

Trustees Present: Chair Eric Leavitt, Trustees Rich Christiansen, Hayden Carroll, Michael Wankier, Jodi Wilson, Marshall Erb and Scott Johnson.

Trustees Excused: Sherrie Hansen, Matt Cannon and Shannon Dulaney

Others Present: President Scott Wyatt; Jennifer Oberhelman, Secretary; Provost Brad Cook, Vice Presidents Marvin Dodge, Finance & Administration; Jared Tippetts, Student Affairs; Mindy Benson, Alumni and Community Relations; Stuart Jones, Advancement and Enrollment Management; Debbie Corum, Director of Athletics; Steve Meredith, Asst. to the President for Institutional Planning; Steve Carpenter, Internal Audit Interim Director; Dave Berri, Faculty Senate; Barbara Rodriguez, Staff Assoc. President; Schvalla Rivera, Asst. to the President for Diversity and Inclusion; James Sage, Assoc. Provost; D'Mia Lamar, SUUSA President Elect; Mary Jo Anderson, Budget; Niki Tippetts, Career Advisor; Heather Holmes, Student Affairs; Brooke Steadman, Student Success Advisor; Krystal McCoy, Director of Choral Activities; Kirk Fitzpatrick; Pace Clarke, Interim Director USG; Bruce Tebbs, Dir. of Academic Budget & Support; Tom Morgan, Director of Head Start; Nikki Sage; Mary Pearson, Dean for the School of Business; and Jodi Simmons, Parent & Family Services Coordinator

Welcome by Chair Leavitt

Chair Eric Leavitt called the meeting to order at 1:00 p.m. and welcomed all attendees. Chair Leavitt shared that Trustees Cannon, Dulaney and Hansen are excused from the meeting. He then reviewed the schedule of events for the day.

Chair Leavitt introduced the meeting to SUUSA President Elect D'Mia Lamar. Ms. Lamar will be beginning her tenure as a Trustee upon being sworn in in April.

He also shared with the group that the action items had been discussed in depth during the working meeting that took place earlier in the day. The working meetings are open meetings and anyone is welcome to attend.

Minutes of January 13, 201*

The minutes of January 13, 2018 were presented for approval.

Motion to approve the minutes as presented was made by Scott Johnson; seconded by Hayden Carroll. Vote – unanimous.

Policy #7.4 – Renovations and Space Allocation

This policy will ensure all requests relating to physical space are filtered through the Facilities Department for appropriate building code and applicable reviews. It also outlines requirements for funding and clarifies lines of authority over academic, auxiliary, and support space on campus.

Chair Leavitt requested that the record show that in depth discussion of this item was held in the working meeting (see working meeting minutes).

Motion made to approve Policy #7.4 – Renovations and Space Allocation by Scott Johnson; seconded by Michael Wankier. Vote – unanimous.

Policy #13.31 – Facilities Planning Committee

Previous to budget reductions beginning in FY 2008/09, Facilities Management managed an ongoing appropriation of funds for campus remodels, modifications, and other needs. Requests were received from across campus and reviewed in meetings of the Campus Facilities Planning Committee. This process was eliminated in the budget cuts. Since then, all remodeling budget requests are now heard by the President’s Cabinet and Council. It is felt that it is appropriate to repeal policy #13.31 and eliminate the Committee since the process has changed.

Chair Leavitt requested that the record show that discussion of this item was held in the working meeting (see working meeting minutes).

Motion made to approve the repeal of Policy #13.31 – Facilities Planning Committee by Marshall Erb; seconded by Michael Wankier. Vote – unanimous.

Policy #5.42 – SUMA Amendment

This policy amendment revises the former Braithwaite Fine Arts Gallery to become the new SUMA policy. It will identify who will serve on the Steering Committee and ensure involvement from the Dean of the College of Performing and Visual Arts and the Chair of the Department of Art and Design. It clarifies the role of the Advisory Board and removes board bylaws from the policy.

Chair Leavitt requested that the record show that discussion of this item was held in the working meeting (see working meeting minutes).

Motion made to approve the amendments to Policy #5.42 - SUMA by Jodi Wilson; seconded by Rich Christiansen. Vote – unanimous.

Policy #13.33 - SUMA

With the adoption of Policy #5.42 and change in the original mission statement, there will no longer be a need for this policy.

Chair Leavitt requested that the record show that discussion of this item was held in the working meeting (see working meeting minutes).

Motion made to repeal Policy #13.33 - SUMA by Rich Christiansen; seconded by Marshall Erb. Vote – unanimous.

Policy #6.5 – Undergraduate Admissions

The change proposed in the Undergraduate Admissions policy will remove the international student section. International Affairs is a separate division so it was felt it should have an individual policy as additional documentation would be required.

Chair Leavitt requested that the record show that discussion of this item was held in the working meeting (see working meeting minutes).

Motion made to approve amended Policy #6.5 - Undergraduate Admissions by Hayden Carroll; seconded by Scott Johnson. Vote – unanimous.

Policy #6.16 – International Student Admissions

This new policy is a result of the processing and oversight of international student admissions transitioning from the Admissions Processing department to International Affairs.

Chair Leavitt requested that the record show that discussion of this item was held in the working meeting (see working meeting minutes).

Motion made to approve Policy #6.16 – International Student Admissions by Marshall Erb; seconded by Jodi Wilson. Vote – unanimous.

R401 – New Administrative Unit: Department of Integrative and Engaged Learning

This department would manage all curriculum and instruction of the respective courses currently housed under the School of Integrative and Engaged Learning (SIEL). These include the core requirements for the Bachelors of Interdisciplinary Studies degree program, Honors Program, EDGE, University Studies courses, as well as Integrative Studies. No additional resources will be required, but allocation of budget funds will take place.

Chair Leavitt requested that the record show that discussion of this item was held in the working meeting (see working meeting minutes).

Motion made to approve R401 – New Administrative Unit: Dept. of Integrative and Engaged Learning by Michael Wankier; seconded by Jodi Wilson. Vote – unanimous.

R401 – Geosciences BA (Notification prior to USHE peer review)

This will provide an integrative program that reflects the skills and expertise required by employers in geologic fields and will complement existing SUU's Geology BS degree. It will also allow for more flexibility while building the core geologic knowledge and skill areas for students.

This item is for information purposes only prior to being submitted to USHE for peer review.

R401 – MBA New Emphasis in Cybersecurity

This emphasis will allow MBA students to get an emphasis in Cybersecurity by taking four additional courses in this field. Students who have a BS in a business discipline, or have completed a specified set of 11 undergraduate business courses can obtain a MBA with an emphasis in Cybersecurity by completing six required MBA courses, two elective MBA courses, and four courses in Cybersecurity.

Chair Leavitt requested that the record show that discussion of this item was held in the working meeting (see working meeting minutes).

Motion made to approve R401 – MBA – New Emphasis in Cybersecurity by Marshall Erb; seconded by Rich Christiansen. Vote – unanimous.

R401 – MBA – New Emphasis in Business Analytics

This emphasis will address the growing need for employees who can make decisions based on data analysis and other quantitative methods. This program is designed to help fill this need. It will be delivered face-to-face but is expected to be expanded to include online delivery, which will complement the online MBA program.

The School of Business currently has several faculty members with expertise in analytics. This emphasis will build on the school's existing strengths and enable it to keep up with evolving job market demands.

Chair Leavitt requested that the record show that discussion of this item was held in the working meeting (see working meeting minutes).

Motion made to approve R401 – MBA – New Emphasis in Business Analytics by Rich Christiansen; seconded by Scott Johnson. Vote – unanimous.

R401 – MAcc – New Emphasis in Business Analytics

As businesses increasingly base decisions on data analysis and other quantitative methods, there is a growing need for accountants with training within the field of Business Analytics. It will be delivered face-to-face but is expected to be expanded to include online delivery, which will complement the online MAcc program. Faculty is currently in place with the expertise in this area. This addition will strengthen SUU's reputation in the evolving job market for graduates.

Chair Leavitt requested that the record show that discussion of this item was held in the working meeting (see working meeting minutes).

Motion made to approve R401 – MAcc – New Emphasis in Business Analytics by Rich Christiansen; seconded by Scott Johnson. Vote – unanimous.

R401 – Economics – New Emphasis in Business Analytics

This emphasis will address the growing need for employees who can make decisions based on data analysis and other quantitative methods. This program is designed to help fill this need. It will be delivered face-to-face but is expected to be expanded to include online delivery, which will complement the online MBA program.

The School of Business currently has several faculty members with expertise in analytics. This emphasis will build on the school’s existing strengths and enable it to keep up with evolving job market demands.

Chair Leavitt requested that the record show that discussion of this item was held in the working meeting (see working meeting minutes).

Motion made to approve R401 – Economics – New Emphasis in Business Analytics by Rich Christiansen; seconded by Scott Johnson. Vote – unanimous.

R401 – English Major – New Emphasis in Rhetoric and Writing

This emphasis will provide a broad grounding in English studies with specialized focus in rhetoric and professional/technical writing. Students completing this emphasis will be prepared for graduate study in the field of Rhetoric and writing and also prepare for careers in professional and technical writing/communications. SUU is currently the only USHE institution without this emphasis.

Chair Leavitt requested that the record show that discussion of this item was held in the working meeting (see working meeting minutes).

Motion made to approve R401 – English – New Emphasis in Rhetoric and Writing by Hayden Carroll; seconded by Michael Wankier. Vote – unanimous.

R401 – Computer Science – Certificate of Proficiency

This certificate will provide high school students stackable credentials that provide entry level skills into the computer science industry. This program will be implemented as a pilot program in the SUCCESS Academy house on SUU’s campus.

Chair Leavitt requested that the record show that discussion of this item was held in the working meeting (see working meeting minutes).

Motion made to approve R401 – Certificate of Proficiency in Computer Science by Jodi Wilson; seconded by Michael Wankier. Vote – unanimous.

R401 – Information System – 3 New Emphases

The Dept. of Computer and Information Systems is proposing a restructure of the existing degree by creating three new emphases. This would be organized from existing courses with the introduction of two new courses: Security Scripting and Big Data Analytics. Current workloads will be adjusted to accommodate needed resources. These new emphases will better prepare students with focused skills necessary to enter the workforce and industry of their choice.

Chair Leavitt requested that the record show that discussion of this item was held in the working meeting (see working meeting minutes).

Motion made to approve R401 – Information Systems – Three New Emphases by Rich Christiansen; seconded by Marshall Erb. Vote – unanimous.

2018/19 Course Program Fee Recommendations

Course Program Fees must be reviewed in their entirety every three years. It was pointed out that Technology Delivered Courses fees decreased \$166,276; this was due to economy of scales. The decrease in course program fees is \$103,777 for the year.

Chair Leavitt requested that the record show that discussion of this item was held in the working meeting (see working meeting minutes).

Motion made to approve the 2018/19 Course Program Fee Recommendations by Hayden Carroll; seconded by Marshall Erb. Vote – unanimous.

2018/19 Student Fee Recommendations

As required by Policy #11.8, the Student Fee Review Committee met to review the allocation and use of student fees. Based on interviews, research, meetings with those proposing fees, and much deliberation, the committee forwarded the recommendations included in the agenda packet for approval.

Chair Leavitt requested that the record show that discussion of this item was held in the working meeting (see working meeting minutes).

Motion made to approve 2018/19 Student Fee Recommendations by Jodi Wilson; seconded by Rich Christiansen. Vote – unanimous.

Impass Policy for Head Start

This policy outlines the process whenever the SUU Board of Trustees and SUU Head Start Policy Council are in disagreement about a matter regarding program planning and general program direction for which their joint approval or disapproval is required by the Head Start Performance

Standards and/or Head Start Act. This does not involve legal, fiscal, or personnel matters or policy authority vested solely in the Governing Board.

Chair Leavitt requested that the record show that discussion of this item was held in the working meeting (see working meeting minutes).

Motion made to approve the Impass Policy for Head Start by Marshall Erb; seconded by Michael Wankier. Vote – unanimous.

Rental Parking Lot Space in St. George for Head Start

This item was addressed and approved in Executive Committee, as it was time-sensitive. It comes to the Board of Trustees to ratify the Executive Committee vote.

Chair Leavitt requested that the record show that discussion of this item was held in the working meeting (see working meeting minutes).

Motion made to ratify the rental agreement for parking at the Head Start facility in St. George by Jodi Wilson; seconded by Scott Johnson. Vote – unanimous.

Report of the Board Chair

Chair Leavitt presenting a gift to Trustee Hayden Carroll in thanks for his service for the past year and wished him well.

Report of the Staff Association President

Barb Rodriguez shared that the Recognition Committee continues its work and proposed the following for the following awards: Staff Outstanding Service Awards – Brad Brown and Annette, Distinguished Service Awards – KayLynn Jensen and Brian Fullerton. These awards will be presented at the Faculty and Staff Awards Dinner on May 3. The Scholarship Committee presented over \$45,000 in scholarships this year and the Staff Professional Development Fund has awarded \$28,326 to 40 people. The closing social will be held June 6.

See Tab V for additional information.

Report of Student Body President

SUUSA President Hayden Carroll reported that the academic year is winding down and the transition to the new administration has begun. This will be his last meeting and in-coming president D’Mia Lamar will be attending beginning at the May meeting. SUUSA has been involved with raising funds for Care and Share and working closely with Tim Dulaney in this endeavor. Two policies are in process – Mid-Semester Grading Policy and the Smoke Free Campus Policy.

Report of the Alumni

Scott Johnson shared that letters to alumni whose children are looking at SUU are ready to mail. It was arranged that free tickets be available to alumni for the last home game of the season for Men’s

Basketball; it is unsure how many were used, but the purpose was to bet alumni back on campus. They are currently gearing up for graduation and look forward to seeing alumni come back to campus. He also shared that a number of positions on the Council would be available for the next year.

Additional information available in the report in Tab W.

Report of Alumni & Community Relations

Mindy Benson reported that Founder's Week was very successful. Piano Guys concert was sold out and tickets were purchased from 13 states. As a result of these types of events, Cedar City and Iron County are requesting more concerts as it positively affects the local tax base. Dr. Steve Lunt passed away and his duties will be spread throughout the division. Pace Clarke will be picking up the tournaments and the Coaching Factory events.

Tom Morgan reported Head Start has an annual budget of \$260,000,000 nationwide and is healthy. Virginia Higbee, former Executive Director and founder of SUU Head Start passed away and will be greatly missed. They are settled into the new Cedar City facilities and the kids are doing great.

Additional information available in the report in Tab X.

Report of Advancement & Enrollment Management

Stuart Jones reported that the ribbon cutting for the new School of Business will take place in August. They are still raising needed funds, \$720,000 for the GeoSciences Building remodel and \$300,000 for Sorenson Legacy Foundation Child and Development Center.

He reported SUU should reach 15,000 students in 8 years with the rate of growth taking place. However, we may be hitting a ceiling in 2025 according to the annual economic reports available. His division will be forming a strategic enrollment plan and will divide into teams and present proposals in various areas in regards to growth and retention. Fall enrollment applications are up 4.5%, deposits up 2.7%. 79.1% of SUU students are from Utah; we much reach out to out-of-state potential students.

Additional information available in the report in Tab Y.

Report of Faculty Senate President

Dr. Dave Berri reported that the list of peer institutions for the compensation and workload study has been completed, but this is just the beginning. Overloads must also be included in the discussions. Shared governance and looking at the tenure process is still being discussed. He stated that faculty want secret ballots on votes as they don't feel comfortable being open with their concerns and votes because of possible retaliation. The concern is why they have this fear.

It was asked by Chair Leavitt how the faculty feel about the proposed mid-term grade policy. He said that the faculty are supportive, but concerned about the process.

Additional information available in the report in Tab U.

Report of Athletics

Debbie Corum shared that the “Flutie effect” is in play because of our Big Sky Championship in football. This “effect” happens when a small program wins championships and a more diverse interest occurs. The Sports Performance facility is coming along and the ribbon cutting is planned for June. Pete Hoyer is now in place as the new head coach for volleyball. A nationwide search is underway for a new head coach for women’s basketball. Coach Warren’s contract has been extended for five additional years and his staff is fully intact. Spring football has begun. The Hall of Fame Banquet was held and Ricki Mendini, along with the 1981/82 Volleyball team were inducted. SUU athletes will be participating in a community service day in April. A graphics of the new arena floor was passed around.

See written report from Athletics for additional information, Tab Z.

Report of Finance & Administration

Marv Dodge reported the annual financial audit has been completed and separate Management Letter received. There were two findings that are being addressed. The new School of Business building is on track and the Geosciences renovation design is being finalized (the cost will be higher than hoped) and should begin August 2018. Steve Carpenter has been selected as the new Internal Auditor after a comprehensive search. IT has completed the process of eliminating paper job applications for on-campus student employees. Program capacity for fixed-wing students in Aviation will reach capacity in fall 2018. Leases have been traded for the two Bell L3s for one Bell L4 with a monthly savings of over \$8,000. One constraint for the Aviation A&P program is space constraints; this is being addressed. Truth in Tuition hearing was held. There was a 2.5% compensation awarded through the Legislature, and the budget situation was to our benefit this year.

Trustee Wankier was concerned with the audit findings. Mr. Dodge said though there were findings, they are policy violations issues and are being addressed.

See written report for Finance & Administration, Tab AA, for additional information.

Report of Planning & Institutional Effectiveness

Steve Meredith reported that the Strategic Plan scorecard beta will be ready for presentation at the May 3 meeting. SUU is now in total compliance with NWCCU. It will no longer be required to submit approval from in-seat to online. The Student Health Clinic discussion has been tabled until next year.

See written report, Tab BB, for additional information.

Report of Student Affairs

Jared Tippetts reported participation in activities across campus is up. CAPs continues to have a waiting list, even with increased funding. Trustee Leavitt asked if double the funding was provided for CAPs, would it keep the list down? Mr. Tippetts doesn't think it would make a difference as we don't have the local services available for assistance in this area. Debbie Corum said Athletics now has a designated counselor, which helps in that area. It was also noted that Cedar City now has a credentialed psychiatrist.

Schvalla Rivera was asked to give a brief report. She is currently working closely with the Center for Diversity and Inclusion and Allies. They are working to streamline the two groups under her direction. She is doing guest lecturing and training across campus and participated in the Drag Brunch and upcoming LGBDQI+ File Fest.

See written report from Student Affairs, Tab CC, for additional information.

Report from Provost & Academic Affairs

Provost Cook recognized James Sage, Associate Provost, for his excellent work. He then introduced Dr. Kirk Fitzpatrick to make a presentation on the creation of digital badges.

Dr. Fitzpatrick gave an update on the digital badges designed for the following areas: Design Tools, Web Design, Social Media, Entrepreneurship, Digital Communication, and Technical Writing. These are just the first six badges being proposed. These badges will be treated in the same manner as Institutional Certificates and will enhance students' ability to enter the workforce with identified skills and proficiencies.

See written report from Academic Affairs, Tab DD, for additional information.

Report of the President

President Wyatt shared this was a very successful year for SUU in regards to funding from the Legislature. Congratulations on a great Founders Week, great job to Hayden Carroll for a job well done and thank you to the leadership team for work well done. He also reported that USHE has been ranked by US News as the second best system of higher education in the country.

Thank you to the Cabinet for the work done regarding the partnership with Southwest Technical College. Discussion is ongoing about the possibility of a 3-year degree, this will allow greater efficiencies in space, more income for faculty with more work, alleviate the housing strain, and will move students to completion quicker.

The growth and productivity at SUU is the best in the state with the cost of a degree dropping over the last 10 years. The question has been asked regarding philosophy degrees, why have them? These degrees are flexible and classes offered through the philosophy track are applied to various other degrees.

The Sorenson Legacy Foundation Child and Development Center building did not get funded this year, but it will be asked for again next year. A fundraiser will be done for this project, the Grand to Grand super marathon. President Wyatt, Bill Heyborne, and Johnny Oh will be participating and are looking for sponsors.

Consent Items

Motion made by Marshall Erb to approve the consent calendar items:


- Investment Reports for November 2017, December 2017, January 2018
- December 2017 Endowment Report
- Government Audit
- Personnel and Retirements

Second on the motion made by Scott Johnson
Vote - unanimous.

Motion to Adjourn

A motion for adjournment was made by Hayden Carroll; second on the motion was made by Rich Christiansen.
Vote - unanimous.

The meeting was adjourned at 4:37 p.m.

Date: April 10, 2018
To: Board of Trustees
From: Marvin L. Dodge 
Subject: Repeal of Policy #13.6, *Campus Computing Committees*

Based on a recommendation from SUU's Department of Information Technology, it is proposed that Policy 13.6, *Campus Computing Committees* be repealed.

The original policy was adopted in 1998, creating three separate committees, including membership of various University faculty and staff positions. Committee tasks varied but generally included addressing the complexities and overlapping issues relative to recommending IT policy creation/changes, developing technology master plans, defining budget/spending plans, using computers in the classroom, and the overall management and administration of University technology.

Since these committees have not met nor functioned for the past five to ten years, this formal action is a clean-up effort for University policies and procedures.

The University implemented an IT Governance committee several years ago to address University-wide technology initiatives and to provide prioritization of such projects to the IT Department. This committee provides the University community a venue to address the issues outlined in Policy 13.6.

This policy action received approval from the President's Cabinet on February 18, 2018. Further, it was first presented to the President's Council on March 19, 2018, and thereafter was distributed to campus for a 21 day review. Responses from campus review have been addressed. Final recommendation of this action was approved by the Council at its April 16, 2018 meeting.



SOUTHERN UTAH UNIVERSITY
Policies and Procedures

Policy # 13.6
Date Approved: 07/01/98
Date Amended: 08/16/02
Reviewed w/no Changes:
Office of Responsibility: Prov
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SUBJECT: CAMPUS COMPUTING COMMITTEES

- I. — ~~PURPOSE: To describe the functions of three campus computing committees: the Teaching, Learning & Technology (TLT) Committee, the Academic Users Committee, and the Administrative Users Committee.~~
- II. — ~~POLICY: Advising the University on computing services is delegated to the Teaching, Learning & Technology Committee, supplemented by an Administrative Users Committee, representing computer users from University management, and an Academic Users Committee, representing computer users from the departments of instruction.~~
- A. — ~~The Teaching, Learning & Technology Committee: The Teaching, Learning & Technology Committee is a coordinating and policy recommending body responsible to the President's Council. TLT is also a planning and discussion forum on issues of technology, after the model of the American Association for Higher Education.~~
1. — ~~Membership:~~
- a. — ~~Vice President for Planning & Technology (Chair)~~
 - b. — ~~Provost~~
 - c. — ~~Vice President for Administrative & Financial Services or his/her designee~~
 - d. — ~~Vice President for Student Affairs or his/her designee~~
 - e. — ~~The academic deans or their designee~~
 - f. — ~~Assistant Vice President for Information Technology~~
 - g. — ~~Chair of the Academic Users Committee~~
 - h. — ~~Chair of the Administrative Users Committee~~
 - i. — ~~SUUSA President or his/her designee~~
 - j. — ~~One faculty member from each college and the Library and one staff member from Continuing Education.~~
2. — ~~The TLT Committee has the following role:~~
- a. — ~~Develop and recommend policy regarding campus computing, intellectual property, and technology;~~
 - b. — ~~Coordinate administrative and academic computing matters;~~
 - c. — ~~Develop and implement the campus master plan for technology;~~
 - d. — ~~Approve the expenditures of campus-wide student fee revenues and recommend budget requests to the President's Council for appropriated funds;~~



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- e. — Advise and monitor the expenditure of funds from the Higher Education Technology and Distance Learning Initiative;
 - f. — Implement, as appropriate, elements of the TLT Roundtable model of the American Association for Higher Education (AAHE) that will benefit SUU and its use of technology in teaching and learning.
- B. — ~~The Academic Users Committee: The Academic Users Committee is established to exchange computing information among instructional users for the optimum application of computer and other technologies in support of the curriculum of the University.~~
- 1. — ~~Membership: The Committee is comprised of 19 voting members: five students appointed by the SUUSA College Senators, two faculty members from each college, one member from Continuing Education and one member from the Library appointed by the deans. One additional member will be appointed from the college of the chair, since the chair only votes in the case of a tie. Non-voting members are the chair of the Administrative Computer User's Committee and the Assistant Vice President for Information Technology.~~
 - a. — ~~Terms: The chair is elected from the membership of the committee to a two-year term. Faculty serve a three-year term, students a two-year term. The chair will notify the Deans at the completion of the faculty term.~~
 - b. — ~~Attendance: Deans/SUUSA College Senators will replace any voting member who fails to attend three consecutive meetings without sending a proxy. Notification of the dean/senator for replacement will be the responsibility of the committee chair.~~
 - 2. — ~~The committee is primarily a forum for the exchange of information, tools, techniques, and methods for the use of technology and computers. The committee recommends to the TLT Committee policies and procedures for the coordination of proposals from academic departments and the operation of departmental computing laboratories. Additionally, the committee recommends to the TLT Committee and to the Academic Deans expenditures and project~~



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priorities for using revenues collected from the general student computer fee.

C. ~~The Administrative Users Committee: The Administrative Users Committee is established to exchange computing information for the optimum application of computer technologies in support of the management and administration of the University.~~

1. ~~Membership: The Committee shall be comprised of one member each from admissions, registrar, cashier, financial aid, housing, purchasing, human resources, loans, advancement, billings & receivables, career services, and information technology offices, and two members from the controller's office.~~


a. ~~Terms: Initially, the members select a chair. A vice chair is elected from the membership for a two year term, and becomes the chair elect. Members serve a three year renewable term.~~

b. ~~Replacing members. The Chair will notify responsible vice presidents at the completion of a term and a replacement will be named.~~

2. ~~Role and Responsibilities: The committee is primarily a forum for the exchange of information, tools, techniques, and methods for the use of technology and computers. The committee recommends to the TLT Committee policies and procedures for the coordination of proposals from offices or divisions of the University.~~

Date: April 10, 2018

To: Board of Trustees

From: Marvin L. Dodge 

Subject: Creation of a consolidated policy (#5.65) for regulating the operation of personal transit devices on campus.

This new policy was developed by the University Risk Management Office in conjunction with the Risk Management Committee. It is intended to replace Policy 5.48 *Bicycle Policy*, and Policy 5.49 *Operating Regulations for Skateboards, In-line Skates, and Roller Blades*.

With new developments in personal transportation options, the University is consolidating policies addressing transit devices into one comprehensive policy. This new policy includes a broader definition of personal transit devices and provides operating guidelines to protect others using campus sidewalks and public areas. It makes clear that devices shall not be parked in a manner that would impede free and clear access to University facilities. It prohibits the charging of devices with lithium batteries inside campus facilities, and finally, provides for enforcement by the University Public Safety Department in accordance with the Student Code of Conduct and applicable laws.

This policy action received approval from the President's Cabinet. Further, it was presented to the President's Council in January 2017, and thereafter was distributed to campus for review. Responses from campus review have been addressed. Final recommendation of this action was approved by the Council at its March 20, 2017 meeting.



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SUBJECT: OPERATING REGULATIONS FOR PERSONAL TRANSIT DEVICES

NOTE: This Policy is meant to replace Policies 5.48 Bicycle Policy and 5.49 Operating regulations for skateboards, in-line skates (roller blades), and roller skates, which will be deleted if/when this Policy is approved.

I. PURPOSE:

To establish regulations governing the safe and courteous operation of personal transit devices (PTDs) on property owned or controlled by Southern Utah University (SUU) or University.

II. DEFINITION:

- A. Personal Transit Device (PTD): Every motorized or non-motorized device consisting of one or more wheels affixed to a frame, platform, or footboard on which the operator rides. PTDs include, but are not limited to, bicycles, skateboards, roller skates, in-line skates, scooters, Segways, hoverboards, and similar transportation devices.
- B. Large PTDs: include, but are not limited to, bicycles, scooters, and Segways.
- C. Small PTDs: include, but are not limited to, skateboards, roller skates, in-line skates, and hoverboards.

III. POLICY:

A. OPERATING GUIDELINES

- 1. PTDs used for a disability or medical condition are excluded from this Policy.
- 2. PTDs are only allowed as transportation on outdoor University walkways and other outdoor thoroughfares.
- 3. The use of PTDs, as defined by this Policy, is prohibited inside any building on campus.
- 4. Operators of PTDs shall ride their device in a controlled manner and shall exercise due care and reasonable caution to prevent injury to others, to self, or to property.
- 5. Operators of PTDs riding in any pedestrian accessible area shall yield the right-of-way to pedestrians at all times.
- 6. PTDs are only allowed on campus as a mode of transportation or when involved in an activity or event that is part of a University sanctioned competition or function where the course has been specified and pre-approved by the Safety and Risk Director representing the University.



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7. PTDs are not allowed on grass, shrubbery, flower beds, stairs, stair railings, benches, retaining walls or any other campus structure other than University outdoor walkways or other outdoor thoroughfares.
8. All state and local laws pertaining to PTDs are in full force and effect on property owned or controlled by SUU. In particular, improper usage of such devices resulting in injury to other persons or property damage may subject the user to criminal prosecution or civil liability under applicable laws, in addition to any sanctions provided for under this Policy.
9. PTDs must not be ridden two or more abreast on sidewalks or walkways and shall not carry more persons than the manufacturer has intended.
10. PTDs must not be parked where they would impede free and clear access to University facilities, including emergency exits. Large PTDs should be locked or parked in available bike racks. They shall not be parked anywhere outside of a bike rack (i.e., attached to a fire hydrant, standpipe, building, service equipment, handrail, seating, trash receptacle, light pole, tree, shrub, etc.). Small PTDs carried into a building must be stowed where they would not impact pedestrian pathways or emergency exit routes.
11. Employees who occupy a private office on campus may store large or small PTDs in that location provided ingress and egress are not impacted.
12. The charging of PTDs with lithium batteries inside campus facilities is prohibited.

B. SANCTIONS:

1. A violation of this Policy will be addressed under other applicable University policies (e.g. SUU Policy 11.2 Student Conduct Code) or applicable laws.
2. Violators will be responsible for all costs associated with any incident or accident, including but not limited to bodily injury, damage to personal property, or damage to University-owned or controlled property.
3. PTDs may be subject to impound for the following reasons:
 - a. Two or more unresolved violations.
 - b. Attaching the PTD to any University structure other than a bicycle rack (i.e., fire hydrant, standpipe, building, service equipment, handrail, seating, trash receptacle, light pole, tree, shrub, etc.).
 - c. Placing the PTD in an area where it constitutes a hazard to others, or any other unsafe condition.
 - d. Unsafe and discourteous use of the device.
 - e. Abandonment.
4. If impounded, the PTD will be released upon proof of ownership. The University shall bear no responsibility for any damage or personal loss incurred



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that may be caused to the PTD or any securing device during removal or impoundment.

C. REGISTRATION:

Any student, faculty, or staff parking a PTD on University property is encouraged to register that device, obtain a permit, and place it on the PTD in a visible location. Permits for PTDs do not expire and are for the protection of the owner as much as for the University. Permits are available through the Guest Services and Parking Office.

Memorandum Regarding Policy #5.1, Free Speech and Advocacy on Campus

TO: Southern Utah University Board of Trustees

FROM: Ann Marie M. Allen

DATE: May 3, 2018

Policy #5.1, Free Speech and Advocacy on Campus, has been entirely re-written to comply with current state and federal legal mandates and to enhance the protection of free speech rights on SUU campus. The new policy also sets forth clear and reasonable time, place and manner restrictions on free speech, identifies unprotected speech, and outlines an appeal process that may be used when speech is limited.



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SUBJECT: FREE SPEECH AND ADVOCACY ON CAMPUS

I. PURPOSE:

~~As an institution of higher learning, Southern Utah University places a high value on free inquiry and free expression. Those within the campus community, and those invited or permitted to speak or assemble on campus will be accommodated subject to the regulations regarding time, place and manner set out in this policy. Free speech, free expression, peaceable assembly, and rights to engage in religious worship provided under the Constitution of the United States and the Constitution of the State of Utah are referred to below generally as “constitutionally protected rights”.~~

~~Constitutionally protected rights may be exercised on university grounds in areas designated in this policy as “campus free speech zones”. Such activities will not be allowed to unreasonably interfere with the University’s right to conduct its affairs in an orderly manner and to maintain or safeguard its property, nor may they interfere with the University’s obligation to protect the rights of those within the campus community to teach, study, and exchange ideas. Any use of physical force, any threat of force, or any other coercive activities employed to impose one’s speech or expression upon another, is expressly forbidden.~~

~~The University expects that those engaging in expressive activity will comply with this and other relevant University policies, and demonstrate concern for the safety of other persons and property, respect for University activities, and for those who may disagree with their message.~~

II. REFERENCES:

~~— Amendment I, United States Constitution~~

~~— Sections 1 and 15, Constitution of Utah~~

~~Utah Code Title 53B, Chapter 3 (Enforcement of Regulations at Institutions)~~

~~Utah Code Title 76, Chapter 8, Part 7 (Criminal Offenses Against Colleges and Universities)~~

~~— Policy and Procedures R251, Campus Speakers, State Board of Regents —~~



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III. POLICY:

The rights of campus speakers to speak and audiences to hear, free from undue disruption and interference, are constitutionally protected rights. When guests are invited to the University, they may express their ideas not only because they have a right to do so, but because members of the campus community have a right to hear, see, and experience diverse intellectual and creative inquiry. Encouraging such inquiry and protecting such rights are fundamental interests of higher education generally, and Southern Utah University in particular.

A. ~~Invited Speakers:~~ Students, faculty, staff, administrators, student clubs/organizations, SUUSA, and alumni organizations may invite individuals outside the campus community to speak on campus, provided that the orderly and timely scheduling of facilities has occurred according to SUU policy. This requirement will not be used to discriminate regarding, or prejudge the speaker or the content of the presentation; rather, it will ensure that public safety issues can be considered, that all affected departments have adequate notice of the event, and that the potential for disruption of University activities which may be occurring concurrently can be avoided.

1. ~~When extending an invitation to someone outside the campus community to speak on campus, the inviting individual or organization must:~~
 - a. ~~Notify the speaker that he or she is expected to abide by local, state and federal law while engaged on campus;~~
 - b. ~~Apprise the speaker of relevant and applicable University policies that may pertain to his or her address or presentation (e.g. public safety protocol);~~
 - c. ~~Anticipate and fund the accrued costs of the invitation that result from providing for adequate security, the use of audiovisual equipment, the cost of University personnel required to work after normal hours of operation, and any fees, accommodations or honoraria required by the speaker. It should be generally understood that an invitation extended to speak on the campus of Southern Utah University is done with the inherent educational value of discourse in mind although the views expressed by the speaker are his/her own and are not necessarily those of the University.~~



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~~2. Faculty members inviting outside speakers to address their classes as guest lecturers will not be required to adhere to the above provisions, but they will personally assume all the responsibility and liability associated with extending the invitation.~~

~~B. Members of the Public: Those from outside the campus community may speak on campus without an invitation but may only do so in areas designated as free speech zones. Because such areas are specified by this policy, and because there may be associated public safety concerns, a reservation is required and should be made with Centralized Scheduling in the Office of the Vice President for Student Affairs.~~

~~1. The reservation will designate the:~~

- ~~a. Time (approximate beginning and ending hours)~~
- ~~b. Place (designated campus free speech zone); and~~
- ~~c. Manner (number of speakers, types of displays or equipment intended, approval or disapproval of amplified sound systems, likely need for the presence of Campus Police for speaker safety or crowd control).~~

~~2. Campus Free Speech Zones. Those areas on campus designated as campus free speech zones are:~~

- ~~a. The Multi Purpose Quad (the lawn area West of the MultiPurpose Building, up to the bordering sidewalks).~~
- ~~b. The Business Quad (the lawn area between the Leavitt Business Building and the Sherratt Library, up to the bordering sidewalks, and the lawn areas between the Leavitt Business Building and the Bennion Administration Building, up to the bordering sidewalks).~~
- ~~c. The Upper Quad (the lawn area East of the Old Main and Braithwaite Buildings, up to the bordering sidewalks on the North, South and West, and up to the landscaping rocks and other features on the East).~~
- ~~d. In the event the above campus free speech zones have been previously scheduled or are unavailable, an alternative location will be identified by the Centralized Scheduling Office in consultation with the Vice President for Student Affairs.~~



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- ~~3. All activity in these areas must be conducted in such a way that traffic is not impeded and the normal activity in classrooms and offices is not disrupted.~~

- ~~4. These campus free speech zones are available to any entity, but members of the University community and their organizations will have preference in scheduling them. Scheduling reservations may be made through the Centralized Scheduling Office or the Vice President for Student Affairs designee, for up to four hours per day for purposes of speaking.~~

- ~~5. The University reserves the right to restrict use of the zones outlined in this policy for the purposes of planting, reseeding and other general maintenance and upkeep.~~

- ~~6. During the allocated period of use, persons using the facilities may make use of tables and other temporary means for displaying or distributing information. The tables or other temporary means for displaying or distributing information must be removed upon the expiration of the time allotted.~~

- ~~7. Motorized vehicles are strictly prohibited on sidewalks or grassy areas. If there is a legitimate need for a motorized vehicle of any kind to be used during an event, permission must be granted by the Scheduling Office in consultation with the Director of Facilities Management.~~

- ~~8. Participants are expected to comply with all parking policies that govern the University community. Specific parking needs should be addressed through the Public Safety Office.~~

- ~~9. Nothing in this section should be interpreted to limit the right of free speech elsewhere on the campus. Upon request, the Office of the Vice President for Student Affairs will designate available facilities and the procedures for reserving them through the Centralized Scheduling Office. Restrictions will apply based on size of event, potential disruption to regular campus functions, and public safety issues.~~

- ~~10. Overnight camping on University property is prohibited without advanced permission.~~



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~~C. Members of the Campus Community~~

- ~~1. On University grounds, all members of the campus community may exercise their constitutionally protected rights and distribute non commercial literature incidental to their message. Such activities must not interfere with the orderly operation of the campus and must be conducted in accordance with this policy and other campus regulations.~~
- ~~2. "University grounds" are defined as the outdoor areas of the campus (lawns, patios, plazas) that are at least 20 feet from the entrances/exits of campus buildings and parking lots, that do not restrict movement on campus walkways, and that are also a safe distance from the curbs of campus roads.~~
- ~~3. All activity in these areas must be conducted in such a way that traffic is not impeded and the normal activity in classrooms and offices is not disrupted.~~
- ~~4. Use of the facilities may be reserved through the Centralized Scheduling Office or the Vice-President for Student Affairs designee for up to four hours.~~
- ~~5. Those using the facilities may make use of tables and other temporary means for displaying or distributing information. The tables or other temporary means must be removed upon the expiration of the time allotted. Tables or other means may not be placed in areas where passages to any entrances or walkways are blocked.~~
- ~~6. Nothing in this section is to be interpreted as limiting the right of free speech elsewhere on the campus. The Office of the Vice President for Student Affairs will designate available free speech areas, and the procedures for reserving them. Restrictions will apply based on size of event and scope of potential disruption to regular campus functions.~~
- ~~7. Overnight camping on University property is prohibited without advanced permission.~~



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D. Sound Amplification Equipment

- a. ~~Where sound amplification equipment is needed (whether reserved through the University or personally owned) to exercise rights defined or protected by these regulations, those wishing to use such equipment must first obtain permission from the Centralized Scheduling Office.~~
- b. ~~Sound equipment can only be used at amplification levels which do not disrupt teaching, or other duly authorized meetings or activities. Violations of this restriction constitute grounds for revocation of the permission to use sound equipment.~~

E. Defamatory or Obscene Speech

- 1. ~~Nothing in these regulations authorizes or condones the following types of speech:~~
 - a. ~~that which is unlawfully defamatory~~
 - b. ~~that which is obscene (as defined by law)~~
 - c. ~~that which induces imminent unlawful action~~
- 2. ~~Any person engaging in such speech or using University facilities or grounds to do so will be required to stop or be removed, will be held personally liable for any resulting damage, and may be prosecuted under applicable criminal law. Defamatory or obscene speech, including removal of signs, posters, handbills, exhibits or other unlawful expressions, may be stopped or removed as deemed appropriate by University authorities.~~

F. Demonstrations and Picketing

~~Demonstrations and picketing on campus are legitimate means of expression. Anyone who wishes to engage in demonstrations and picketing may do so, as long as their conduct does not unduly disrupt the functions of the University, interfere with the rights of other members of the University community, or damage University or private property.~~

- 1. ~~“Demonstration” means any rally, gathering, protest, parade or procession.~~
- 2. ~~Time, Place and Manner Restrictions~~



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- a. ~~Picketing or demonstrating must be orderly and must not jeopardize public order or safety.~~
 - b. ~~Picketing or demonstrating must not interfere with the entrances to buildings or the normal flow of pedestrian or vehicular traffic.~~
 - c. ~~Picketing or demonstrating must not disrupt organized meetings or other assemblies in such a way as to invade the rights of others to assemble and the rights of speakers to free expression.~~
 - d. ~~Picketing or demonstrating must not disrupt classes and teaching, the use of offices, the privacy of University housing, and other University activities related to teaching or research.~~
 - e. ~~Picketing or demonstrating on campus property must not disrupt the community or neighborhoods surrounding campus, or jeopardize rights of private citizens.~~
3. ~~Responsibility for Demonstrations or Picketing~~
- a. ~~Persons violating the time, place and manner regulations may be subject to arrest or other action authorized by law after notice is given of the regulations being violated and the person's refusal to cease and desist in their conduct violating the regulations.~~
 - b. ~~Examples of violations include but are not limited to: Disturbing the peace, trespassing, defacing public property, interference with University business.~~
 - c. ~~Picketers or demonstrators (and their organizing entity) are financially responsible for any damages, including cleanup of litter, caused by their picketing or demonstrating. Damages or litter caused by third parties not part of the picketing or demonstrations will be assessed against such third parties.~~
4. ~~Literature (Distribution of Handbills, Petitions and Other Written Material)~~
- ~~Any person may hand out and distribute non-commercial handbills, petitions or other written material on campus without prior approval, so long as such materials clearly identify the author or sponsor of the materials and comply with a prohibition of obscene and unlawful defamatory speech.~~



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- a. ~~Time, Place and Manner Restrictions~~
 - i. ~~Distribution outside of University buildings is permissible but must not interfere with the entrances to the University buildings or the normal flow of pedestrian or vehicular traffic.~~
 - ii. ~~Distribution inside buildings is permissible so long as those distributing handbills or other written materials do not disrupt the functioning of the University or interfere with the rights of other members of the University community.~~
 - iii. ~~Handbills or other written material may not be attached or affixed to private property without the owner's permission.~~

~~This includes the placement of handbills on vehicle windshields which is not permitted.~~

- iv. ~~Handbills or other written material distributed for the benefit of a commercial entity is prohibited from campus and the distributor and/or the benefited entity may be cited by campus police.~~

- b. ~~Any person distributing handbills or other written material is personally responsible for the content of the material and in distributing agrees to hold the University harmless for any assessed damage or liability incurred as a result of the distribution of the material.~~

5. ~~Signs, Notices, or Posters~~

~~The University provides space indoors and outdoors for the posting of signs, notices and posters by members of the University community and their organizations.~~

- a. ~~Such signs, notices and posters may deal with subject matter including, but not limited to, notices of meetings or events and expressions of positions and ideas on social or political topics, and must clearly identify the author or sponsor of the materials.~~
- b. ~~Posting of such items must be approved through the Student Involvement and Leadership Office or through the appropriate steward of bulletin boards, walls, doors, etc. Permission to post~~



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~~such items will be denied when language or images are contrary to rules governing unlawful, defamatory, or obscene speech.~~

~~e. Signs, notices and posters must not be attached to trees, buildings, walls or other campus structures unless otherwise expressly authorized by the Scheduling Office. Messages or slogans of any kind cannot be painted or otherwise written on trees, buildings, sidewalks (with the exception of chalking sidewalks by SUU student organizations), grounds, fountains, walls or other campus structures or surfaces, or on the personal property of others.~~

~~e. Any person or organization is individually responsible for the content of any signs, notices or posters they sponsor or post on campus. By posting the sign, notice or poster on campus, the person or organization agrees to hold the University harmless for any damages or liabilities incurred as a result of the sign, notice or poster.~~

~~F. Appeal Rights~~

~~a. Where permission is denied or revoked by the Centralized Scheduling Office, review of the decision will be by the Scheduling Committee. The decision and any remedies determined by the Scheduling Committee is/are final except as to claims of violation of the Utah or United States Constitution, which will be heard by the Faculty Senate in accordance with the rules and regulations of that Committee. The recommendation of the Faculty Senate shall be transmitted to the Vice President for Student Affairs. The Vice President's decision will be final and will be communicated in writing to the appealing party.~~

~~b. Any person assessed damages caused by picketing, demonstrating, or inappropriate distribution of literature will have a right to appeal the assessment of damages to the Scheduling Committee. The decision of the Scheduling Committee will be final.~~



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1.0 PURPOSE

1.1 Southern Utah University is committed to the principles of free speech and assembly guaranteed by the United States Constitution and the Utah Constitution as well as applicable statutory and regulatory law, and in accordance with generally accepted concepts of academic freedom. It is the purpose of this policy to protect and enhance the free exchange of ideas, the right to free speech, and academic freedom in the University and on the University campus, without prior restraint or censorship, subject to limitations on unlawful/unprotected speech and to clearly stated, reasonable, and nondiscriminatory rules regarding time, place, and manner.

2.0 REFERENCES

2.1 United States Constitution

2.2 Title VII of the *Civil Rights Act of 1964*

2.3 Title IX of the *Educational Amendments of 1972*

2.4 Utah Constitution

2.5 Utah Code Annotated § 53B-27-101 *et seq.* (H.B. 54)

2.6 SUU Policy 6.6 *Academic Freedom*

2.7 SUU Policy 11.2 *Student Conduct Code*

2.8 SUU Policy 5.11 *Facilities Management Operations*

2.9 SUU Policy 5.13 *Facility Utilization and Rental*

2.10 SUU Policy 5.60 *Sexual Misconduct*

2.11 SUU Policy 5.27 *Non-Discrimination/Anti-Harassment*

2.12 SUU Policy 6.28 *Faculty Professional Responsibilities*

3.0 DEFINITIONS

3.1 Appeals Committee: The Appeals Committee, comprised of three members of the President's Cabinet, appointed by the President, reviews all appeals of any denials or other decisions made pursuant to sections 4.8 through 4.14 of this policy.

3.2 Chartered student club: A student group or organization with a common interest or goal, with at least five members, that complies with current University club registration requirements, which may include but are not limited to, having a lawful purpose, registering the club with the Southern Utah University Student Association, having a club constitution,



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having a president and executive councilmembers who are full-time SUU students and who meet other requirements, having a club adviser that is full time faculty/staff of the University, establishing and assessing dues. Chartered student clubs are at a minimum, qualified to receive funding by member dues and additional funding from the Southern Utah University Student Association (SUUSA).

3.3 Commercial speech: For the purpose of this policy, commercial speech includes all spoken, written, and symbolic speech intended, in whole or in part, for the profit of the person, organization, or institution engaged in the speech. Commercial speech at the University includes speech paid for by persons or organizations who are not members of the university community. Examples include advertisements in or on the Sharwan Smith Student Center, America First Event Center, other signage or commercial handbills. Generally, the sponsors of commercial speech are subject to established University fees and must comply with appropriate University procedures.

3.4 Demonstration/Protest: Any rally, gathering, protest, parade, or procession to express views or opinions.

3.5 Members of the University community: For purposes of this policy, all enrolled students, all persons employed by the University, including but not limited to administrators, faculty, and staff, and all organizations comprised of members of the University community, such as SUUSA and chartered student clubs.

3.6 Obscenity: For the purposes of this policy, obscenity is defined by applicable law, including the following U.S. Supreme Court's "Miller test": whether the average person, applying contemporary community standards, would find that the work, taken as a whole, appeals to the prurient interest; whether the work depicts or describes, in a patently offensive way, sexual conduct specifically defined by applicable state law; and whether the work, taken as a whole, lacks serious literary, artistic, political, or scientific value. See Miller v. California, 413 US 15, 21 (1973).

3.7 Structure: Any object (other than objects such as handbills, signs, small lawn signs, notices and posters, arm bands, or personal attire) used in expressing views or opinions, including but not limited to booths, buildings, billboards, banners, large lawn signs, and similar displays.

3.8 Time, place, and manner restrictions: Generally speaking, time, place, and manner restrictions refer to requirements on when, where, and how messages may be presented on a university campus. These restrictions are viewpoint neutral, narrowly tailored to serve



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significant university interests, and designed to leave open ample alternative channels of communication.

3.9 University campus: Any campus or facility, physical or virtual, owned or leased by the University.

3.10 University organizations: For purposes of this policy, University administrative departments and academic schools/colleges, centers, institutes, or departments.

4.0 POLICY

4.1 Scope of this Policy

4.1.1 All persons on Southern Utah University's campus, including members of the university community and visitors or guests, are protected by and subject to freedom of speech laws and this policy. In permitting the exercise of free speech on its campuses, the University does not sponsor or sanction the messages stated or the methods of speech used, unless expressly stated otherwise.

4.2 Policy Statement

4.2.1 Because free expression and the free exchange of ideas are central to the goals of a university, Southern Utah University is committed to the principles of free speech and assembly guaranteed by the United States Constitution and the Utah Constitution, and in accordance with generally accepted concepts of academic freedom. The University is committed to protecting and enhancing the free exchange of ideas and to artistic expression, the right to free speech, and academic freedom in the University and on the University campus without prior restraint or censorship, subject to limitations on unlawful/unprotected speech and to clearly stated, reasonable, and nondiscriminatory rules regarding time, place, and manner.

4.2.2 Nothing in this policy shall be construed as protecting, authorizing, or condoning the following unlawful or otherwise unprotected speech, as defined by applicable law: (a) obscenity (see section 3.6); (b) child pornography; (c) defamation; (d) speech that by its very utterance tends to incite an immediate breach of the peace by the hearer; (e) speech that incites or produces imminent lawless action and that is likely to incite or produce such action; (f) speech that creates a hostile environment within the meaning of Title IX of the Educational Amendments of 1972, Title VII of the Civil Rights Act of 1964, or other applicable law; (g)



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speech that substantially disrupts, obstructs, or interferes with classes, teaching, the use of offices, ceremonies, sporting events, plays/performances or other University activities related to teaching, research, or administration of the University, or vehicular or pedestrian traffic; (h) speech that damages University or private property; (i) speech that discloses confidential information or trade secrets of the University or private parties without appropriate authorization; and (j) employee speech that is not a matter of public concern.

4.2.3 Nothing in this policy shall be construed as authorizing or condoning the use of University trade or service marks (including but not limited to names, logos, mascots, and imagery) in any materials that may be created or displayed under this policy without the express written authorization from authorized officials from the University.

4.2.4 Students or employees who violate this policy or its referenced procedures are subject to University discipline. Moreover, all persons who violate this policy are subject to orders to leave the campus and possible arrest for criminal trespass for failure to comply with such orders.

4.3 Freedom of Speech and Assembly

4.3.1 Members of the University community shall have the right to freedom of speech and assembly without prior restraint or censorship, subject to clearly stated, reasonable, and nondiscriminatory rules and procedures regarding time, place, and manner.

4.4 Freedom of the Press

4.4.1 Members of the University community in their publications or broadcasts are entitled to the full protection of the constitutional right of freedom of the press. Reasonable and nondiscriminatory rules and procedures, consistent with this policy, may be adopted regarding the operations of student, faculty, and staff publications, posting of signs and notices, the distribution of commercial advertising materials, and the solicitation of funds.

4.4.2 Student publications supported by University funds or student fees, other than those publications sponsored by a college/school, department, or academic program, shall be regulated by the Student Involvement and Leadership Office pursuant to reasonable and nondiscriminatory procedures, which shall be viewpoint neutral, consistent with this policy, and published on the Student Involvement and Leadership website or made available for public inspection upon request. No member of administration or staff, including but not



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limited to employees who advise student organizations, shall exercise any prior restraint or editorial control over the content of these publications.

4.4.3 In the case of student publications sponsored by a college, school, department, or academic program, such publications and the roles of any student editors shall be regulated in accordance with the procedures adopted by the sponsoring college, school, department, or academic program, which shall be consistent with this policy.

4.5 Academic Freedom

4.5.1 Academic freedom in the pursuit and dissemination of knowledge through all media shall be maintained at Southern Utah University (see SUU Policy 6.6 Academic Freedom and related University policies). Academic freedom shall be recognized as a right of all members of the faculty, whether with or without tenure or continuing appointment, as they engage in teaching, scholarly and creative activities, and service to the University and their professions.

4.5.2 Faculty shall evaluate students solely on academic bases reasonably related to legitimate pedagogical concerns, and not on student opinions or conduct unrelated to the academic standards of a course as defined by the standards of the applicable discipline or profession.

4.5.3 Discussion and expression of all views relevant to the subject matter of a class, even if unpopular, are recognized as necessary to the educational process; however, students have no right to impinge on the freedom of instructors to teach or the right of other students to learn. Faculty members shall not permit classroom behavior that interferes with the faculty member's ability to teach and/or the students' ability to learn. If a student persists in behaving disruptively in class after the instructor has explained the unacceptability of such conduct, the instructor may dismiss the student from the class and may refer the matter to the University's Dean of Students, who shall address the conduct in accordance with SUU Policy 11.2 Student Conduct Code and other applicable policies.

4.5.4 Faculty members have the legal rights and privileges of citizens and shall not be subject to punishment or reprisal for the exercise of such rights and privileges; however, they may be subject to sanctions for breach of other policies applicable to faculty, including but not limited to the rules and responsibilities enumerated in SUU policies 5.60 *Sexual Misconduct*, 5.27 *Non-Discrimination/Anti-Harassment*, and 6.28 *Faculty Professional Responsibilities*.

4.5.5 All faculty members have the right to academic freedom and the right to examine and communicate ideas relevant to their courses by any lawful means, even where such activities generate hostility or pressures against the faculty member or the University. Faculty shall not



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use academic freedom or freedom of speech as a pretext to discriminate or create a hostile environment within the meaning of Title IX of the Educational Amendments of 1972, Title VII of the Civil Rights Act of 1964, or other applicable laws or to violate the rights of students pursuant to SUU Policy 11.2 Student Conduct Code or other applicable SUU policies. Faculty shall also not use academic freedom or freedom of speech as a pretext to teach controversial matter that is not related to their subject.

4.5.6 Faculty members' exercise of freedom of communication, association, or assembly, or their participation in political activities, does not constitute a violation of duty to the University, to their profession, or to students, except as prohibited by applicable law.

4.5.7 Faculty members are entitled to support and assistance from the University in maintaining a climate suitable for the exercise of rights of academic freedom, scholarship, and effective teaching and learning. Faculty members are entitled to classrooms free from violence or systematic disruption (see SUU Policy 11.2 Student Conduct Code and other applicable policies).

4.6 Right to Form Chartered Student Clubs

4.6.1 Chartered student clubs and organizations may be established for any lawful purpose. Affiliation of any student club with lawful off-campus groups shall not, in itself, disqualify that club from enjoying the benefits and privileges that the University affords to student clubs. Student clubs shall have the right to keep membership lists confidential and solely for their own use. The names and addresses of officers are required by the University as a condition for registration or access to university funds or enjoyment of university privileges.

4.6.2 Any chartered student organization may be added to the University club roster upon the filing and approval of completed new Registered Student Organization (RSO)/University Sponsored Organization (USO) documentation and/or other currently required documentation with the Student Involvement and Leadership Office.

4.6.3 Chartered student organizations shall maintain their position on the University student club roster upon filing with the Student Involvement and Leadership Office each fall semester (by a deadline provided by the Student Involvement and Leadership Office). This reregistration form shall include any changes in the initial constitution since its latest filing and shall list the current officers. Clubs that renew by the appropriate date are eligible to be considered for money from the University. Any club may register at any time.



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4.6.4 The Student Involvement and Leadership Office may remove a student club from the University clubs roster for failure by the club to abide by University rules and policies or federal or state law.

4.7 Student Body Officer Elections

4.7.1 Subject to the limitations on unlawful/unprotected speech (section 4.2.2) and reasonable, viewpoint-neutral, and nondiscriminatory time, place, and manner restrictions, student body officer elections for the Southern Utah University Student Association (SUUSA) shall be regulated pursuant to the SUUSA constitution and bylaws.

4.8 Speakers

4.8.1 The rights of speakers to freedom of expression under the United States Constitution and the Utah Constitution shall be protected. The rights of speakers to speak and audiences to hear, free from undue disruption and interference, shall also be protected.

4.8.2 In permitting the exercise of free speech on its campuses, the University does not sponsor or sanction the messages stated or the methods of speech used unless expressly stated otherwise.

4.8.3 Members of the University community shall have the right to invite speakers to address audiences on campus (at the expense of the sponsoring organization and members), subject to the limitations on unlawful/unprotected speech (section 4.2.2), reasonable and nondiscriminatory time, place, and manner restrictions, and other policies governing the use of University facilities such as University safety and security policies.

4.8.4 Members of the university community, except university organizations, who invite speakers to address audiences on or off the campus, may not use the name of the University to imply official sponsorship of the speaker in advertising or publicizing the event, but may use the University's name as a means to identify the location of the event.

4.8.5 Speaker Areas

4.8.5.1 Speakers may speak in any outdoor area, as long as such speech does not violate the time, place, and manner restrictions set forth in section 4.8.6 of this policy. The University also provides reasonably appropriate places inside the Sharwan Smith Student Center, outside



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the Gerald R. Sherratt Library, and on the quad north of the Library to enable speakers to address those wishing to listen. These places shall be available to any person, but University organizations and members of the University community shall have scheduling preference in the use of these designated places.

4.8.5.2 Nothing in this section (4.8.5) shall be interpreted as limiting the right of free speech elsewhere on the campus as provided by this policy.

4.8.6 Time, Place, and Manner Restrictions for Speakers

4.8.6.1 Although it is not necessary for a person using one of the designated places in section 4.8.5.1 to obtain prior permission from the University, the University encourages such persons to contact the campus Centralized Scheduling Office to reserve or schedule a designated place in advance to ensure availability. University organizations and members of the University community reserving use of these designated places shall be given priority over those seeking to use these places without reservation.

4.8.6.2 The campus Centralized Scheduling Office shall provide general notice of the procedures, including but not limited to those referenced in SUU policy 5.13, Facility Utilization and Rental, for reserving the speaker areas in section 4.8.5.1. Use of the speaker areas may be reserved for up to two hours for purposes of speaking.

4.8.6.3 Persons reserving speaker areas may use university-provided tables and other temporary means for displaying or distributing information, provided that they set up and remove them upon the expiration of their reservation. Reservations and arrangements for tables, including the payment of applicable fees, shall be made with the campus Centralized Scheduling Office. The University reserves the right to assess costs associated with speakers on campus to the part(ies) responsible for having the speaker on campus, with such assessments not being final until they are appealed to and reviewed by the Appeals Committee (section 5.1)

4.9 Protests and Demonstrations

4.9.1 To facilitate robust debate and the free exchange of ideas, peaceful protests and demonstrations on campus are legitimate means of expression. Anyone who wishes to engage in protests and demonstrations shall be permitted to do so, as long as the protest/demonstration and the conduct of participants



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- 1) Does not take place in indoor rooms/areas where quiet or reflection may be expected by those using these rooms/areas (including but not limited to classrooms, laboratories, museums, the Gerald R. Sherratt Library, the Beverly Taylor Sorenson Center for the Arts, and other indoor and outdoor venues where theatrical/musical performances or public or private ceremonies are occurring);
- 2) Does not take place inside buildings where minors are predominantly present;
- 3) Is not violent; and
- 4) Does not unduly disrupt the functioning of the University, interfere with the rights of other members of the University community, or damage University or private property. Protests and demonstrations are also subject to the limitations on unlawful/unprotected speech (section 4.2.2) and reasonable and nondiscriminatory time, place, and manner restrictions.

4.9.2 Time, Place, and Manner Restrictions for Protests and Demonstrations

4.9.2.1 Although it is not necessary for a person planning a protest or demonstration to obtain prior permission from the University, the University encourages such persons to contact the campus Centralized Scheduling Office to reserve or schedule a place in advance to ensure availability, and to review SUU policy 5.13, Facility Utilization and Rental. University organizations and members of the University community reserving use of University facilities and places shall be given priority over those who do not have a reservation.

4.9.2.2 Protests and demonstrations must be orderly at all times and must not jeopardize public order or safety. The University reserves the right to prohibit protestors from wearing masks or otherwise disguising their identity during protests if protestors' conduct threatens to endanger the safety of others or to damage University property.

4.9.2.3 Protests and demonstrations must not interfere with the entrances and exits to buildings or the normal flow of pedestrian or vehicular traffic.

4.9.2.4 Protests and demonstrations must not disrupt or obstruct university functions, organized meetings, or other assemblies in such a way as to invade the rights of others to assemble and the rights of speakers to free expression.



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4.9.2.5 Protests and demonstrations must not interfere with classes and teaching, the use of administrative or academic departments or offices, University activities related to teaching or research, or previously scheduled meetings or events.

4.9.2.6 Persons violating the time, place, and manner restrictions relating to protests and demonstrations may be subject to arrest or other action authorized by law after notice is given of the restrictions being violated and the persons refuse to cease and desist.

4.9.2.7 Protesters and demonstrators shall be financially responsible for any damages caused by their protests and demonstrations. Damages caused by third parties not part of the protests and demonstrations shall be assessed against such third parties, with such assessments not being final until they are appealed to and reviewed by the Appeals Committee (section 5.1).

4.10 Sound Amplification Equipment

4.10.1 Sound equipment shall be used only at volume levels that do not disrupt or disturb teaching, research, or other duly authorized meetings or activities at the University, and in accordance with city ordinances.

4.11 Posting of Signs, Notices, Posters, and Banners

4.11.1 Non-Commercial Signs, Notices, Posters, and Banners

4.11.1.1 The University shall provide reasonable space indoors and outdoors for the posting of non-commercial signs, notices, posters, and banners by members of the University community. Subject to the limitations on unlawful/unprotected speech (section 4.2.2), the logistical procedures established by the Student Involvement and Leadership Office and Facilities Management, and reasonable and nondiscriminatory time, place, and manner restrictions, such signs, notices, posters, and banners may deal with any subject matter, including but not limited to notices of meetings or events and expressions of positions and ideas on social or political topics.



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4.11.2 Time, Place, and Manner Restrictions for Posting Non-Commercial Signs, Notices, Posters, and Banners

4.11.2.1 Members of the University community may post non-commercial signs, notices, and posters on bulletin boards and kiosks located on SUU campus and maintained by the University; however, they may not be posted on bulletin boards or kiosks maintained by academic and administrative departments of the University or in classrooms (per section 4.11.2.2). Noncommercial signs, notices, and posters shall not be attached to non-bulletin board or non-kiosk locations, such as on trees, buildings or portions of buildings (including walls, doors, windows, fixtures, handrails), fountains, statues, equipment, furniture, or machinery, unless otherwise expressly authorized by the Student Involvement and Leadership Office. For lawn sign requirements, see section 4.11.2.9.

4.11.2.2 Unless expressly designated for broader use, bulletin boards, easels, and kiosks maintained by an academic or administrative department of the University, and all walls, doors, whiteboards, chalkboards, windows, and other areas within classrooms, are reserved exclusively for University organizations for University speech. Designated areas in bathroom stalls at the University are also reserved exclusively for University speech by the Student Involvement and Leadership Office. In addition, designated areas for the hanging of artwork on campus are reserved exclusively for University organizations. Postings under this section do not need approval from the Student Involvement and Leadership Office, but are required to comply with the department's nondiscriminatory rules and procedures

4.11.2.3 University websites and digital signage are reserved for University organizations for University speech. However, 10 digital signage slots shall be reserved for chartered student clubs to advertise meetings, fundraisers, service projects, or other events that are open to the entire student body. Chartered student clubs must submit their signage to the Student Involvement and Leadership Office and comply with the digital signage procedures of the office. The Student Involvement and Leadership Office shall post digital signage that complies with such procedures on a first-come, first-served basis, up to the 10-slot limit. The Student Involvement and Leadership Office (and any other relevant campus office) digital signage procedures shall be viewpoint-neutral and shall not violate this policy.

4.11.2.4 University organizations, SUUSA, and chartered student clubs may post banners in designated banner areas only after registering the banner with the Student Involvement and Leadership Office, being assigned a banner location, obtaining a date stamp on the banner, and otherwise complying with the Student Involvement and Leadership Office procedures. The procedures shall be viewpoint neutral and shall not violate this policy. Outdoor banners



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may be posted only in designated outdoor areas identified and maintained by the Student Involvement and Leadership Office.

4.11.2.5 Messages or slogans of any kind shall not be painted, hung, or otherwise written on trees, buildings, windows, sidewalks, grounds, fountains, walls, or other structures or surfaces, or on the personal property of others, with the exception of Gunther the Rock, located on the quad to the north of the library, which may be used in accordance with the procedures established by the Student Involvement and Leadership Office.

4.11.2.6 All non-commercial signs, notices, posters, or banners posted on SUU campus, other than those specifically exempted in sections 4.11.2.2, 4.11.2.3, and 4.11.2.11, must have a visible expiration date stamp from the Student Involvement and Leadership Office, after which date the sign, notice, poster, or banner must be removed by the party responsible for the installation and may be removed by responsible University personnel, generally not to exceed 14 calendar days from the date of posting.

4.11.2.7 Non-commercial signs, notices, posters, or banners may be re-posted for an additional 14 calendar days within a 60-day time period after the original posting date, but only after it is shown that there is good reason for the sign, notice, poster, or banner to remain in place for a longer period (such as the occurrence of a campus closure during the original posting period) and the sign, notice, poster, or banner has been re-stamped by the Student Involvement and Leadership Office.

4.11.2.8 Due to the limited amount of available display space and preference for University sponsored speech, the number of postings per event sponsored is limited to no more than one posting for any event on any single bulletin board or kiosk.

4.11.2.9 Small lawn signs may only be used to advertise an upcoming event or deadline held on SUU campus, or sponsored by University organizations or members of the University community, or to provide directions to such events. Sponsors of such events must obtain approval of lawn signs by obtaining a visible expiration date stamp from the Student Involvement and Leadership Office, and must comply reasonable time, place, and manner procedures that comply with this policy on the size, number, and graphics requirements of such lawn signs, where such lawn signs may be posted, and for how long, as set forth by the Student Involvement and Leadership Office. Removal of all signage under this section shall be done by the party responsible for its installation, on or before the date of the expiration stamp on the sign.



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4.11.2.10 The SUUSA Elections Committee may publish viewpoint-neutral, nondiscriminatory rules and procedures for the posting of campaign posters, signs, and banners, which may include exceptions to this policy permitting additional election-related signage on campus during a designated period leading to SUUSA elections.

4.11.2.11 University sponsored events, including Athletic, Shakespeare Festival and similar events, are exempted from the Student Involvement and Leadership Office review and stamp requirements set forth in section 4.11.2.6 when they post posters, banners, small lawn signs, easels, and other similar media to publicize events sponsored by these departments, as long as they identify such items as University sponsored event media and otherwise comply with this policy and other relevant SUU policies.

4.11.2.12 University maintenance personnel or other university officials may remove any noncommercial signs, notices, posters, or banners that do not comply with this policy.

4.11.3 Commercial Signs, Notices, Posters, and Banners

4.11.3.1 Facilities Management shall publish procedures governing the posting or distribution of commercial signs (including digital signage and projections on the side of buildings), notices, posters, banners, and other materials for commercial purposes, except for commercial signage at athletic and Shakespeare facilities, and at University athletic and Shakespeare events. Athletics and Shakespeare signage shall be expected to comply with University policies and procedures that apply to those departments. Facilities Management procedures may include a schedule of fees for nonmembers of the University community and limitations upon the areas in which such commercial speech may take place. The procedures shall be viewpoint neutral. Signs, notices, posters, and banners are subject to the limitations on unlawful/unprotected speech (section 4.2.2) and reasonable and nondiscriminatory time, place, and manner restrictions. Images of all commercial and non-university community signs, notices, posters, and banners shall be available for inspection in Centralized Scheduling Office, and a written record of actions taken under the procedures shall be maintained by Facilities Management and be open for public inspection.

4.11.3.2 By posting the commercial sign, notice, poster, or banner on campus, the person or organization (a) agrees to hold the University harmless for any assessed damages or liability incurred as a result of the sign, notice, poster, or banner; and (b) is responsible for the content of any signs, notices, posters, or banners it sponsors or posts on campus.

4.12 Distribution of Handbills, Petitions, and Other Written Material



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4.12.1 Any person may hand out and distribute non-commercial handbills, petitions, or other written material throughout campus without prior approval, subject to the limitations on unlawful/unprotected speech (section 4.2.2) and reasonable and nondiscriminatory time, place, and manner restrictions.

4.12.2 Time, Place, and Manner Restrictions for Non-Commercial Handbills, Petitions, and Other Written Material

4.12.2.1 Distribution of non-commercial handbills, petitions, and other written material on the University campus is permissible but must not interfere with the entrances and exits of University buildings or the normal flow of pedestrian and vehicular traffic.

4.12.2.2 Distribution may not occur within classrooms, academic and administrative departments or offices, may not interfere with classes, and teaching or University activities related to teaching, may not disrupt the functioning or events of the University, and may not interfere with the rights of other members of the University community.

4.12.2.3 Handbills or other written materials may not be attached or affixed to private property (including but not limited to vehicles) without the owner's permission and may not be dropped or left on the ground or floors, fixtures, furniture, or in other areas in violation of applicable littering laws.

4.13 Distribution of Commercial Handbills

4.13.1 Facilities Management shall publish rules and procedures governing the distribution of commercial handbills. The procedures may include a schedule of fees and limitations upon the areas in which such commercial activity may take place. The rules and procedures shall be published on the Facilities Management website, and a written record of actions taken under the rules and procedures shall be maintained and open for public inspection upon request.

4.13.2 Any person distributing handbills or written material shall be personally responsible for the content of the material and hold the University harmless for any assessed damage or liability incurred as a result of the distribution of the handbills or material.

4.14 Non-Commercial Structures

4.14.1 Members of the University community and their organizations may erect noncommercial structures on campus to express their views or opinions subject to the



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limitations on unlawful/unprotected speech (section 4.2.2) and reasonable and nondiscriminatory time, place, and manner restrictions. Such structures may deal with any subject matter, including but not limited to social or political issues.

4.14.2 Time, Place, and Manner Restrictions for Non-Commercial Structures

4.14.2.1 Members of the University community may erect non-commercial structures in speaker areas defined in section 4.8.5.1 of this policy. Members of the University community may erect structures outside of the speaker areas in section 4.8.5.1 where it is shown that the message is intended for an audience elsewhere on the campus.

4.14.2.2 The campus Facilities Management office may create viewpoint-neutral, nondiscriminatory procedures related to the physical requirements and limitations, such as health and safety, of noncommercial structures, which shall be maintained and available for inspection on the campus Facilities Management webpage.

4.14.2.3 Prior to the erection of any non-commercial structure, a person or organization must obtain a permit from Facilities Management for each proposed structure. Permit application forms may be obtained from the Facilities Management Office. The permit application shall include the identity of the member or members of the University community responsible for the structure; the proposed location, size, and design of the structure; the period of time the structure will be in place (up to 10 calendar days for 12 hours per day for booths and buildings of any kind and 24 hours per day for other structures); an agreement to remove the structure at the end of each day and upon expiration of the permit and to pay for any damage the structure may cause to the site upon which it is erected; and an agreement to hold the University harmless for any assessed damages or liabilities caused by the structure itself. In the case of structures other than lawn signs, billboards, banners and similar self-explanatory structures, the Facilities Management Office shall require that the structure be regularly staffed during daytime school hours as a condition of issuing the permit and renewing the permit.

4.14.2.4 The Facilities Management Office shall issue the permit if (a) the intended noncommercial structure and uses made of it will not constitute a safety hazard and will not impede the normal functions of the University; (b) the structure does not block or impede entry to any building or interfere with normal pedestrian or vehicular traffic; and (c) the proposed location of the structure does not cause damage nor unreasonable wear and tear, in the University's exclusive judgment, to landscaping, buildings, utility systems, or related



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physical elements of campus property. Structures shall not violate relevant state and local laws and ordinances.

4.14.2.5 A permit for the erection and use of a non-commercial structure shall be issued for up to 10 (ten) calendar days. In the event of compliance with the terms of the permit, it may be renewed, upon application, for the same time period, subject to the requirements applicable to the issuance of the original permit. All non-commercial structures must be removed from campus property at the conclusion of the time for which permission was granted.

4.14.2.6 University maintenance personnel or other University officials may remove any noncommercial structures that do not comply with this policy. Costs associated with the removal of said structures will be assignable to the party responsible for the installation.

4.14.3 Commercial Structures

4.14.3.1 The Facilities Management Office shall issue rules and procedures governing the creation and use of structures for commercial purposes. The rules and procedures, which may include a schedule of fees and limitations upon the areas in which such commercial activity may take place, shall be published on the Facilities Management website, and a written record of actions taken under the rules and procedures shall be maintained and open for public inspection upon request. Commercial structures are subject to the limitations on unlawful/unprotected speech (section 4.2.2).

4.14.3.2 University maintenance personnel or other University officials may remove any commercial structures that do not comply with this policy. Costs associated with the removal of said structures will be assignable to the party responsible for the installation.

5.0 PROCEDURES

5.1 Appeals

5.1.1 An Appeals Committee is authorized to hear appeals under this policy, and shall be comprised of members as set forth in section 3.1 Definitions above. Any person seeking to appeal decisions made pursuant to sections 4.8 through 4.14 of this policy, such as the denial of a request to post signs, notices, or posters; the removal of signs, notices, or posters by University staff; the assessment of damages caused by protests/demonstrations; the denial of permission to erect a structure or restrictions placed upon a structure's permit; etc., may do so



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Policy # 5.1

Date Approved: 15/21/90

Date Amended: 3/12/09

Reviewed w/no Changes:

Office of Responsibility: Pres / AG

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SUBJECT: FREE SPEECH AND ADVOCACY ON CAMPUS

by submitting a written appeal to the Appeals Committee, through the President's Executive Assistant, within five business days of the adverse decision. The written appeal must include the specific reasons for the appeal request.

5.1.2 The appeal shall be referred to the Appeals Committee for decision. The Appeals Committee will consult with the Office of General Counsel to ensure compliance with this policy and applicable law. The decision of the Appeals Committee, which shall be reached by a majority vote, shall be final.

Policy 6.13: VII Submission of Mid-Semester Grades

Explanation of Changes April 20th, 2018

The adjustments made throughout the process of developing this policy were made through consistent efforts to be collaborative with faculty (tenure/non-tenure), Department Chairs, Deans, Student Affairs, Students Association Officers, Faculty Senate, Deans Council and Presidents Council.

The changes implemented across the language of this policy are as follows:

- Changed wording from Mid-term to Mid-semester to indicate at this policy would not apply to first or second session courses, May-mester, or Summer term.

The changes implemented in section A. are as follows:

- Applied general language around the word “grade” so that the professor may determine if they wish to report the grade in a letter (A,B,C) format or a percentage format. This gives the faculty the option to report grades in whatever form they prefer.
- Clarified that pass/fail courses will receive a pass/fail report.
- Changed “Banner” and “Canvas” to “learning management system” and student information system so that the language would be long last rather than glued to those specific systems.
- Adapted an exemption system that allow courses, that it would be impractical to indicate a grade, a way out of the policy. These courses would be similar to capstones, recitals, internships.

The changes implemented in section B. are as follows:

- Added in language that clarified that the policy is to be advisory and would have no bearing on G.P.A, scholarships or be recorded on transcripts because there were concerns that the policy would impact students’ academic standing.
- Removed the word “academic” in front of performance to allow for the assessment to encompass not just academics but attendance and participation as well.

The changes implemented in section C. are as follows:

- Specified the deadline that mid-semester grades must be submitted.



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Policy # 6.13
Date Approved: 03/28/95
Date Amended: 01/13/12
Reviewed w/no Changes:
Office of Responsibility: Prov
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SUBJECT: GRADING

I. PURPOSE: To define and establish policy regarding grades.

II. POLICY:

A. GRADES

1. The following grades and numeric point values are used to compute the cumulative grade point average (GPA):

A	Excellent	4.0
A-	Excellent	3.7
B+	Above average	3.3
B	Above average	3.0
B-	Above average	2.7
C+	Average	2.3
C	Average	2.0
C-	Average	1.7
D+	Below average	1.3
D	Below average	1.0
D-	Below average	0.7
F	Failure/poor	0.0
UW	Unofficial withdrawal	0.0

2. Courses with the following notations in the grade column are not used in computing the GPA, the graduation hours, or the total hours completed:

AU Audit: Indicates that the student was allowed to sit in a class without earning credit or a grade. See paragraph V below.

I Incomplete: Indicates the student was unable to complete the course for a legitimate reason after having completed a substantial portion of the required work. See paragraph III below.

NC No credit: Indicates the student registered for a course on a pass/fail basis.

T Temporary: Indicates the course is being continued in the subsequent semester and a grade and credits will be calculated when the course is complete and a letter grade has been issued. The "T" grade is approved for specific courses only.



SUBJECT: GRADING

P Passed: Indicates a pass/fail course was passed; no points are assigned but credit is earned.

W Withdrawal: Indicates the student withdrew from the course after the seventh class day and prior to the tenth week of instruction.

NR Incomplete thesis, graduate project or other comparable task: Indicates the student is in the process of completing a graduate thesis, project, or other comparable graduate task.

3. The grade point average (GPA) is calculated by dividing the total number of credits accumulated into the sum of all grade points earned. A minimum GPA of 2.00 is required for graduation but some departments maintain even higher GPA requirements. Grades of "P" or "F" may be given in certain courses where attendance or class activity are the major factors in determining performance.

III. INCOMPLETES

- A. An incomplete grade is placed on a student's record by the instructor when due to extenuating circumstances the student is unable to complete the assigned course work by the end of the semester/term. The term extenuating circumstances includes (1) incapacitating illness which prevents a student from attending classes, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter course schedules to secure employment, (4) change in work schedule required by an employer, or (5) other emergencies deemed appropriate by the instructor. The student may petition the instructor for time beyond the end of the semester (not to exceed 12 calendar months) to finish the work necessary to complete a course. Before the end of the semester, the student may request additional time to complete a course through a contract with the instructor, with copies of the contract filed by the instructor's department and submitted to the Registrar's Office with the grade roll, in which the student agrees to complete the work within the contract time. An incomplete grade should be granted only if the student has completed 75 percent of the course as determined by the professor and is passing the class at the time the contract is issued. If the contract is not satisfied by the student, then the incomplete shall be changed by the instructor (or, if the instructor is not available, by that department) to the grade of "F" or the grade agreed upon by virtue of the contract. If no report is received by the Registrar's Office within the time specified in the contract, the grade will be



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SUBJECT: GRADING

changed automatically to an "F." The student should not register in a course again to complete the work of an incomplete. Students shall not be allowed to submit assignments or other work for grade changes outside of the term in which they are taking a class, unless an incomplete contract has been signed. The only exceptions to this policy are for clerical errors. (See paragraph VII A below.)

- B. The instructor is responsible for submission of a completed grade when the student has completed the required work.

IV. TEMPORARY GRADES ("T", "Z" and "NR" GRADES)

- A. A grade of "T" indicates that a student is currently in progress toward the attainment of course objectives that extend beyond a single semester. The "T" grade is used only for courses that include internships or coursework that spans two semesters as is issued only after the completion of a "T" Grade Form obtainable from the Registrar's Office. The time limit for removal of "T" grade is determined by the instructor, but will not exceed one semester following the semester in which the grade was issued. "T" Grades not removed within the time limit will be replaced by the Registrar with a grade of "F."
- B. A grade of "Z" is recorded when no other grade is submitted by an instructor. The time limit for removal of a "Z" grade is one year following the semester in which the grade was issued at which time the "Z" Grade will be replaced by the Registrar with a grade of "F."
- C. A grade of "NR" is given for an incomplete graduate thesis, project, or other comparable graduate task. While completing the task the student enrolls in a 6999 course each Fall and Spring semester. (No grade is given for a 6999 course; it is intended to be a fee course that permits students access to university resources.) The student has until the end of the time period specified in Policy 6.53.III.A.6 to complete the task. When the task is complete the "NR" grade is replaced with the appropriate earned grade. If the task is not complete by the end of the period specified in Policy 6.53.III.A.6, or if the student does not enroll in a 6999 course each Fall and Spring semester until the thesis, project, or comparable graduate task is completed, the "NR" grade will be changed to an "F" grade.



SUBJECT: GRADING

V. AUDITING

Auditing students have the right of full participation in class. Students must register to audit any class. Such audit hours will be part of their total load, and they shall pay tuition at the same rate as students taking the course for credit. No credit is given for audited courses.

VI. REPEATED CLASSES

- A. A student may elect to repeat a course for grade change or improvement. The highest grade received will be used in computing the grade average at graduation with "E" added to all other attempts at that course. Courses taken at other colleges and repeated at SUU will not qualify for change of grade unless the student can provide the Registrar written proof from the appropriate SUU department that the courses involved were of similar content.
- B. A student may elect to repeat a course more than once for credit applicable toward graduation. However, a statement indicating the course can be repeated for credit must appear in the SUU catalog course description. Unless such a statement is included in a course description, the repeated class shall not apply to the 120 credit hours required to graduate.
- C. The University reserves the right to deny access to courses for students wishing to enroll following a third attempt. The University will grant additional attempts based on the student's ability to benefit as determined by the appropriate department or discipline. This is a general university policy; the policy may be more restrictive in selected programs and courses (e.g., student teaching).
- D. In accordance with USHE policy, students who enroll in a course following a second attempt will be required to pay the out-of-state tuition rate for the course.

VII SUBMISSION OF MID-SEMESTER GRADES

- A. Instructors will provide a mid-semester academic assessment for enrolled students each Fall and Spring semester by submitting a grade (or indicate pass/fail for pass/fail courses) in the university used learning management system (or through the university used student information system). An exemption may be made to this mid-semester requirement by deans and departments chair for courses (i.e. capstones, senior recitals, internship courses, etc.) where it may be impractical to determine a mid-semester grade. Approval for this exemption must first be approved by the department chair and then the dean at the end of the first week of the semester.



SUBJECT: GRADING

- B. Mid-semester grades are advisory in nature and are not binding. The mid-semester grade for each student for each course will be based on the performance of the student up to the midpoint of the semester based off the standards that are defined in the course syllabus made available to all students on the first day of class. Mid-semester grades are not recorded on the student transcript. Mid-semester grades are not included in grade point average computations.
- C. The mid-semester grade must be submitted by Friday of the eighth week of each sixteen week academic semester (Fall and Spring).

~~VII~~ VIII SUBMISSION-OF SEMESTER OR

- A. Instructors must submit grades to the Registrar's Office not later than 4:00pm on the Wednesday following the final University testing date.
- B. "Withdrawn" grades will only be recorded on the final roll if a student has filed a "Course Withdrawal Card" properly signed by the instructor within the authorized withdrawal period.

~~VIII~~ IX CHANGING-OF GRADES

- A. Grades may only be changed for legitimate reasons by the instructor who submitted the original grade. A grade appeal process is also available through SUU policy 6.19, Grade Appeal. The time limit on changing grades is two years after the posting of the incorrect grade.
- B. The Registrar's Office will process a change of grade upon receipt of a "Change of Grade Card" from the instructor. The cards are obtained from the Registrar's Office. These cards must not be sent with students. The instructor may send them by campus mail or take them to the Registrar's Office.

~~IX~~ X CHANGING OF COURSES AFTER REGISTRATION (Add or Drop)

Any student may change his or her schedule of courses by completing an official form available at the Registrar's Office subject to the following limitations:

- A. No course may be added after the second week of the term. Classes added during the second week of the term require the instructor's signature. Any exception to the "add" policy requires instructor and dean's signatures.



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- B. For regular Fall or Spring Semester, withdrawal from an individual course must be made prior to the end of the ninth week of the term. If the student withdraws during the first seven class days, no record of the course will appear on his/her transcript. If the withdrawal occurs between the eighth class day and ninth week, a "W" for that course will appear on the transcript. For other sessions and terms, such as summer terms, withdrawal must be made before 60 percent of the term has expired.

- C. A student should be aware that all classes he/she drops must be properly processed through the Registrar's Office. If a student stops attending a class without officially withdrawing, he/she will receive a "UW" (failure) for the course. This grade is calculated in the GPA as an "F."

MEMORANDUM

Date: April 13, 2018
To: SUU Board of Trustees
From: James Sage, Associate Provost 
RE: Update regarding SUU-STECH Articulation Agreement (2018-2019)


On behalf of Provost Brad Cook, we are submitting for your consideration an annual update regarding the Articulation Agreement between Southern Utah University (SUU) and Southwest Technical College (STECH) for the 2018-2019 academic year. I am pleased to report that our partnership with STECH has been growing and developing over the past several years as both of our institutions have undergone changes. The partnership between our two institutions is vital to serving our region and supporting students who seek post-secondary educational opportunities.

In accordance with Regent Policy R473, institutions within the Utah System of Higher Education (USHE) are permitted to develop articulation agreements with institutions within the Utah System of Technical Colleges (USTC). These articulation agreements are renewed annually and allow for the conversion of “clock hour” certificates offered by USTC institutions to “credit hour” degrees offered by USHE institutions. This creates a transfer pathway for students who begin their post-secondary studies at a technical college and wish to continue their education at a university.

In addition to renewing these existing pathways, a robust new partnership is being developed between SUU and STECH that greatly expands the scope of the articulation agreements that are possible. The scope of these articulations is outlined in the memorandum that begins on the following page. This is the memo (five pages total) that I crafted for the University Undergraduate Curriculum Committee (UJCC) that lays out the various options for expanded articulation agreements between SUU and STECH. This includes an example generated by Dr. Rob Robertson (Chair, Department of Computer Science and Information Systems). Dr. Robertson worked closely with STECH faculty in developing a blended, course-by-course articulation agreement that allows students to complete coursework from both STECH and SUU in order to earn an Associate of Applied Science in Information Technology. This is explained in more detail in my memo.

A second document (also five pages) is included in this packet of materials and is the actual annual update of the 2018-2019 SUU-STECH Articulation Agreement. We are excited about this partnership with STECH and ways that we can work together to better serve our students and Utah citizens.

MEMORANDUM

Date: April 6, 2018
To: University Undergraduate Curriculum Committee (UUCC)
From: James Sage, Associate Provost 
RE: Updates to Articulation Agreements and Changes to R473 (April 2018)

In the spirit of sharing information and keeping the University Undergraduate Curriculum Committee (UUCC) informed about curriculum-related matters, I thought that it would be most efficient (and effective) to provide a single, comprehensive “memo” that outlines various changes that are happening, especially those related to updated Regents policies and articulation agreements with our partner institutions.

Each year in April, I update the UUCC regarding the existing set of articulation agreements (transfer pathways) between Southwest Technical College (STECH) and Southern Utah University (SUU). I then submit these updates to the SUU Board of Trustees for their approval, and then I notify the Commissioner’s Office about any additions or changes to our articulation agreements. Sometimes those updates include updates to the certificates that STECH offers (their names, clock hour requirements, CIP codes, etc.), and sometimes those updates include the development of new pathways. Most recently, we added Integrated Health Sciences, Advanced Swine Production, and Culinary Arts Management to the overall list of transfer pathways (which is now up to 15 total).

These articulation agreements are regulated by Regents Policy R473 (Standards for Granting Academic Credit for CTE Course Work Completed in Non-Credit Instructional Formats; [link](#)). Recently, this policy has been revised and subsequently approved by the State Board of Regents on January 18, 2018. These policy changes impact the range and scope of articulation agreements we can now develop with STECH.

In what follows, I outline a bit of history and background about existing articulation agreements, then I explain the new possibilities that are available to us. To fully realize the potential of these new possibilities, I outline a comprehensive strategy for developing a set of robust articulation agreements in support meaningful pathways and stackable credentials. Finally, I explain a few additional partnerships that could be developed between SUU and STECH to better leverage our resources. As public institutions committed to serving the public good, all of these efforts are intended to better serve students, our community, and our region.

History & Background:

Previously, R473 restricted the development of articulation agreements between the technical colleges (clock hours) and USHE institutions (credit hours). Under those restrictions, the only certificates that could be transferred to SUU as credit hours were those that required 900 or more clock hours. Those credit hours would be awarded as an undifferentiated block of 30 credits as lower-division electives. Likewise, under the previous restrictions, the only transfer pathway available to award 30 credits for these 900+ clock hour certificates was into an *Associate of Applied Science-General Technology* degree program. All AAS-General Technology degrees require the following ingredients: (1) completion of a 900+ clock hour certificate at a technical college (counts as a block of 30 credits), (2) completion of 20-22 specific General Education credits, and (3) completion of disciplinary content courses (approximately 33-37 credits).

At the February 2018 meeting of the UUCC, I presented an updated set of requirements for Associate of Applied Science degrees, including Associate of Applied Science-General Technology degrees. Those updates, informed by recent changes to Regent Policy R401, have not yet been integrated fully into SUU's program array. During the 2018-2019 academic year, my office will work with departments that provide administrative oversight for AAS-General Technology degrees and propose updates to the GE requirements that will be included in the 2019-2020 Catalog.

New Possibilities & Overall Strategy:

Recent changes to Regent Policies R401 and R473 have opened up new options and new possibilities for articulation agreements to better serve transfer students from STECH.

1. We can re-visit *existing* AAS-General Technology programs that accept transfer students with 900+ clock hour certificates. Specifically, we can update requirements related to the balance between GE requirement and disciplinary content courses. My office will work with individual departments to support any changes that they wish to make.
2. Because we are no longer restricted to 900+ clock hour certificates, we can develop *new* articulation agreements for sub-900 clock hour certificates to transfer a block of credits into AAS-General Technology degrees (e.g., a 450 clock hour certificate may count as a block of 15 credits toward the AAS-General Technology degree). Again, those degree requirements have been updated (they require fewer GE credits and more content-specific courses), which might be more attractive to STECH students.
3. We can now develop Associate of Applied Science (AAS) degrees to award credit for STECH certificates and coursework as appropriate (following the national definition of a Carnegie Credit Hour). An example of this has been developed by Rob Robertson for the AAS in Information Technology. Previously, this type of transfer pathway was not available to STECH students. We believe these types of articulation agreements will provide students with the greater flexibility to enter into SUU's degree programs.
4. Where appropriate, we can also develop course-by-course transfer equivalencies to award SUU course credit for individual STECH courses. Whether the student completes the entire certificate or changes their mind after starting at the technical college, under these course-by-course articulation agreements the student can transfer to SUU and be awarded credit for the coursework completed at STECH. This will require a comprehensive "audit" of all STECH courses and how they may (or may not) align with SUU courses. Individual departments will be consulted regarding these course-by-course equivalencies.

Note: an example of a blended, course-by-course equivalency has been developed by Dr. Rob Robertson (Chair, Department of Computer Science and Information Systems). Details of this program are provided below

Expanding Partnerships:

In addition to exploring these revised and new curricular pathways, leaders at Southern Utah University have been in conversation with leaders from Southwest Technical College about other possible collaborations and coordinated efforts to better support students. For example, President Wyatt has been discussing the possibility

of a “dual enrollment” option for students as well as the possibility of fostering better collaboration in terms of major/career exploration courses that would bring STECH students to the SUU campus, and SUU students to the STECH campus. These types of collaboration would allow students from each institution to benefit from the resources, services, and courses available at both institutions. In fact, when President Wyatt was presenting during the 2018 Legislative Session, he mentioned these possible collaborations and state lawmakers were very pleased by the overall willingness to support students through these types of partnerships. As a result, lawmakers have suggested that they would entertain a budget request coming from both SUU and STECH to support these efforts.

So, in collaboration with STECH President Brennan Wood, President Wyatt developed a Memorandum of Understanding (MOU) to serve as a written commitment to work together in collaborative ways. This MOU was signed on March 23, 2018 and serves as the kind of written documentation that lawmakers would like to see in place in order to proceed with any budget appropriations. In addition to a legislative appropriation, the Governor’s Office has pledged funding to support the review of curriculum so that appropriate SUU credit may be awarded for coursework completed at STECH.

Next Steps:

In concert with the Governor’s Office and STECH, Dr. Steve Meredith (Assistant to the President for Institutional Effectiveness) has developed a strategy to identify appropriate SUU credit for STECH courses. In collaboration with Dr. Will Peirce (Academic Vice President at STECH), Dr. Meredith has identified Dr. Gary Wixom (former Assistant Commissioner in the Utah System of Higher Education) to serve as the project lead. Dr. Wixom has significant experience within the USHE system as well as the kinds of career and technical education found at STECH. The duration of Dr. Wixom’s work will be from March 23, 2018 through September 26, 2018, and the scope of the project includes the following:

- Dr. Wixom will hire and oversee professional consultants with disciplinary expertise; these consultants will assess STECH programs and courses and recommend the award of university credit through SUU with input from both institutions.
- Dr. Wixom will work closely with academic program chairs and deans at both SUU and STECH to help build articulation agreements between programs that exist at both institutions or are natural partners; in places where SUU does not have faculty with disciplinary expertise to evaluate STECH programs and courses, faculty from other USHE institutions will be identified to provide recommendations for awarding credit.
- Dr. Wixom will work closely with the (yet-to-be-hired) SUU/STECH Liaison, consultants, and academic leadership at both institutions to recommend the award of credit.
- Dr. Wixom will also work closely with academic leadership teams at both SUU and STECH to create any new coursework proposals/syllabi or other planning and reporting documents required by SUU and its accrediting body (NWCCU), and to help guide the new coursework and any other related structural changes through the curriculum process at both institutions.

Phase 1 of this process will include the following deliverables:

- final recommendations from all consultants and paperwork outlined SUU credit recommendations;

- a report on any local, regional, or national licensure that is associated with completion of the STECH programs and recommendations for “stackable credentials” between SUU and STECH;
- articulation agreements where appropriate between SUU and STECH programs with similar structures and curriculum;
- recommendations for reporting structure for STECH programs that do not have a natural partner currently within SUU’s programs and existing curriculum; and
- a report to NWCCU detailing the proposed changes and requesting an expansion of SUU’s accreditation to include coursework from STECH (in accordance with NWCC’s policy on the Transfer and Award of Academic Credit policy).

Blended, Course-by-Course Articulation Agreement:

Working closely with STECH, Dr. Rob Robertson (Chair, Department of Computer Science and Information Systems) has identified the existing Associate of Applied Science in Information Technology to serve as the first articulation agreement using a course-by-course transfer pathway between STECH and SUU. The table below outlines the course-by-course equivalencies in support of this collaborative program:

Associate of Applied Science – Information Technology: Course-by-Course Equivalencies

STECH Course #	STECH Course Name	SUU Course #	SUU Course Name
CSCI 1105*	Introduction to Programming	CSIS 1400	Fundamentals of Programming
CSCI 1110*	Object Oriented Programming	CSIS 1410	Object Oriented Programming
CSCI 1115*	Algorithms & Data Structures	CSIS 2420	Introduction to Data Structures & Algorithms
ITEC 1310	A+ Courses	EET 2750	PC Hardware
ITEC 1500	Networking Technology	CSIS 2600	Data Communications & Networking
ITEC 2700	Linux Fundamentals	CSIS 2620	Network Administration I
ITEC 2211	Security Professional	CSIS 2670	Information Security & Assurance
ITEC 2532	Installing and Configuring Windows Server 2012	CSIS 3620	Network Administration II
ITEC 2530	Administering Windows Server		
ITEC 2533	Configuring Advanced Windows Server 2012 Services		
ITEC 2915	HTML and CSS	CSIS 2000	Web Development
ITEC 2839	JavaScript		
* Must be taught in the same language (preferably Java, but could be C/C++ or Python). State articulation prefers all 3 courses be taken at the same institution, so that students get these introductory courses in the same language, which provides a firm foundation in a programming language.			

Outside of the standard GE requirements for any Associate of Applied Science degree (19 credits), this specific program includes the following requirements:

Common Core (27 Credits)

- CSIS 1400 - Fundamentals of Programming 3 Credits (*Taken at Southwest Tech*)
- CSIS 1410 - Object Oriented Programming 3 Credits (*Taken at Southwest Tech*)
- CSIS 2010 - Computer Applications or CSIS2810 – Computer Architecture 3 Credits

- CSIS 2420 - Introduction to Algorithms & Data Structures 3 Credits (*Taken at Southwest Tech*)
- CSIS 2600 - Data Communications & Networking 3 Credits (*Taken at Southwest Tech*)
- CSIS 3100 - Systems Analysis and Design 3 Credits
- CSIS 3200 - Database Design & Management 3 Credits
- CSIS 3650 - Network Security 3 Credits
- EET 2750 - PC Hardware 3 Credits (*Taken at Southwest Tech*)

Networking/Telecommunications Emphasis (18 Credits)

- CSIS 2620 - Network Administration I 3 Credits (*Taken at Southwest Tech*)
- CSIS 2670 - Information Security & Assurance 3 Credits (*Taken at Southwest Tech*)
- CSIS 3600 - Operating Systems 3 Credits
- CSIS 3620 - Network Administration II 3 Credits (*Taken at Southwest Tech*)
- CSIS 3660 - Network Design & Implementation 3 Credits
- Any CSIS course numbered 2000 or greater 3 Credits (could be CSIS 2000 or ITEC 2915 & ITEC 2839)

This particular blended, course-by-course articulation agreement includes the following coursework from each institution:

Summary of Coursework for the AAS – Information Technology

Southwest Technical College	Southern Utah University
<ul style="list-style-type: none"> • 15 credits in the <i>Common Core</i> • 9-12 credits in <i>Emphasis</i> 	<ul style="list-style-type: none"> • 12 credits in the <i>Common Core</i> • 6-9 credits in <i>Emphasis</i> • 19 credits in GE
<i>STECH = 24-27 Credits</i>	<i>SUU = 37-39 Credits</i>

I have added this specific blended, course-by-course transfer pathway to the 2018-2019 annual update of the articulation agreements between STECH and SUU.

Summer 2018

Midway through the summer, Dr. Meredith, Dr. Wixom, and I would like to convene volunteers from the UUC to review the proposed articulation agreements, provide feedback, and offer a recommendation for formal approval in September 2018. These volunteers will function as an ad hoc subcommittee of the UUC, will probably require one or two days of work (say, from 10 am – 3 pm, with lunch provided!), and will receive compensation for this additional work (approximately \$500 per day). This may require reviewing some materials outside of the face-to-face meeting time. If any members of the UUC would be willing to volunteer, please let me know.

**Utah System of Higher Education
Credit Articulation Agreement for Non-Credit Courses
FY2018-19**

This Agreement, between Southern Utah University (SUU), a USHE credit-granting institution, and Southwest Technical College (STECH) specifies the terms and conditions for the granting of credit for non-credit course work successfully completed with an external education or training provider. The parties enter into this Agreement on the first day of July, 2018.

I. CREDIT ARTICULATION CONSIDERATIONS

This Agreement updates existing and revised articulations (page 4) as well as a new articulation that covers the Associate of Applied Science in Information Technology (pages 2-3). The administrative model for these programs may be considered dual enrollment or credit awarded through course-by-course articulation agreement as defined in R473. Specifically, this new program includes CSCI and ITEC courses offered by STECH that will be awarded credit for CSIS and EET courses at SUU (see page 2 for details).

Special Provisions. Each institution is expected to notify the other institution of any changes to any courses that would impact the nature of the programs outlined in this Agreement, including deletion of courses, changes in course numbers or course titles, changes to clock hours or credit hours, or any other substantial change in the content of the courses.

II. EVALUATION & AMENDMENT

This agreement is in effect for instruction completed during the 2018-2019 academic year. Both parties must communicate changes in curriculum and/or in credit articulation in a timely manner. The Agreement may be terminated at the end of the academic year by either party. The decision to renew or terminate the credit articulation agreement should be made within 30 days of the beginning of the next academic year.

III. EXECUTION

The parties hereby execute this Written Credit Articulation Agreement as of the day and year first written above.

for Southern Utah University (SUU)

Bradley J. Cook, Provost, Southern Utah University

Date

for Southwest Technical College (STECH)

By Brennan M. Wood, President, Southwest Technical College

Date

**Utah System of Higher Education
Credit Articulation Agreement for Non-Credit Courses
FY2018-19**

Contact List

USHE Institution: Southern Utah University (SUU)
 Contact Name: James Sage, Associate Provost
 Contact Phone: 435-586-7703
 Contact Email: jamessage@suu.edu

Non-Credit Provider: Southwest Technical College (STECH)
 Contact Name: Will Peirce, Vice President of Instruction & Accreditation
 Contact Phone: 435-586-2899 x3905
 Contact Email: wpierce@stech.edu

Course List & Program Summary

Associate of Applied Science in Information Technology (64 credits)

STECH Course #	STECH Course Name	SUU Course #	SUU Course Name
CSCI 1105*	Introduction to Programming	CSIS 1400	Fundamentals of Programming
CSCI 1110*	Object Oriented Programming	CSIS 1410	Object Oriented Programming
CSCI 1115*	Algorithms & Data Structures	CSIS 2420	Introduction to Data Structures & Algorithms
ITEC 1310	A+ Courses	EET 2750	PC Hardware
ITEC 1500	Networking Technology	CSIS 2600	Data Communications & Networking
ITEC 2700	Linux Fundamentals	CSIS 2620	Network Administration I
ITEC 2211	Security Professional	CSIS 2670	Information Security & Assurance
ITEC 2532	Installing and Configuring Windows Server 2012	CSIS 3620	Network Administration II
ITEC 2530	Administering Windows Server		
ITEC 2533	Configuring Advanced Windows Server 2012 Services		
ITEC 2915	HTML and CSS	CSIS 2000	Web Development
ITEC 2839	JavaScript		
* Must be taught in the same language (preferably Java, but could be C/C++ or Python). State articulation prefers all 3 courses be taken at the same institution, so that students get these introductory courses in the same language, which provides a firm foundation in a programming language.			

Outside of the standard GE requirements for any Associate of Applied Science degree (19 credits), this specific program includes the following requirements:

Common Core (27 Credits)

- CSIS 1400 - Fundamentals of Programming 3 Credits (*Taken at Southwest Tech*)
- CSIS 1410 - Object Oriented Programming 3 Credits (*Taken at Southwest Tech*)
- CSIS 2010 - Computer Applications or CSIS2810 – Computer Architecture 3 Credits

- CSIS 2420 - Introduction to Algorithms & Data Structures 3 Credits (*Taken at Southwest Tech*)
- CSIS 2600 - Data Communications & Networking 3 Credits (*Taken at Southwest Tech*)
- CSIS 3100 - Systems Analysis and Design 3 Credits
- CSIS 3200 - Database Design & Management 3 Credits
- CSIS 3650 - Network Security 3 Credits
- EET 2750 - PC Hardware 3 Credits (*Taken at Southwest Tech*)

Networking/Telecommunications Emphasis (18 Credits)

- CSIS 2620 - Network Administration I 3 Credits (*Taken at Southwest Tech*)
- CSIS 2670 - Information Security & Assurance 3 Credits (*Taken at Southwest Tech*)
- CSIS 3600 - Operating Systems 3 Credits
- CSIS 3620 - Network Administration II 3 Credits (*Taken at Southwest Tech*)
- CSIS 3660 - Network Design & Implementation 3 Credits
- Any CSIS course numbered 2000 or greater 3 Credits (could be CSIS 2000 or ITEC 2915 & ITEC 2839)

Summary of *blended, course-by-course* Meaningful Pathway: AAS in Information Technology (64 Credits)

<p>Southwest Technical College</p> <ul style="list-style-type: none"> • 15 credits in the <i>Common Core</i> • 9-12 credits in <i>Emphasis</i> <p>STECH = 24-27 Credits</p>	<p>Southern Utah University</p> <ul style="list-style-type: none"> • 12 credits in the <i>Common Core</i> • 6-9 credits in <i>Emphasis</i> • 19 credits in GE <p>SUU = 37-39 Credits</p>
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Overview of SUU-STECH Articulation Pathways: 2018-2019

Part I: AAS-General Technology (900+ clock hour certificates):

SOUTHWEST TECHNICAL COLLEGE SOUTHERN UTAH UNIVERSITY A.A.S. in General Technology: Pathways & Articulations								
STECH PROGRAMS & CERTIFICATES	CIP Code	Length of Program in Hours	A.A.S. Construction Technology	A.A.S. Business Technology	A.A.S. Computer Science & Info Systems	A.A.S. Culinary Arts Management	A.A.S. Integrated Health Sciences	A.A.S. Livestock Management
TRANSPORTATION								
Automotive Technician	47.0604	1444		√				
ADMINISTRATIVE & DIGITAL DESIGN (Business)								
Accounting	52.0302	930		√				
Admin Technician	52.0401	930		√				
Digital Media Graphic Design	11.0801	930		√				
Digital Media Multimedia	11.0801	930		√				
Digital Media Web Design	11.0801	930		√				
Business Administrative Support II	52.0401	1200		√				
Entrepreneurship	52.0701	1200		√				
ALLIED HEALTH PROFESSIONS (Health Sciences)								
Practical Nursing	51.3901	930					√	
Medical Clinical Assistant	51.0801	990		√				
COMPUTER SCIENCE								
Computer Science-Information Technology	11.0901	930		√	√			
TRADES								
Production Welder	48.0508	930	√	√				
Structural Steel and Pipe Welder	48.0508	1410	√	√				
GENERAL TECHNOLOGY (Agricultural Technology)								
Advanced Swine Production	01.0906	943						√
CULINARY ARTS								
Culinary Arts	12.0503	1030				√		

History of Updates:
 Articulation updated January 2012
 Revised and Updated June 2013
 Revised and Updated April 2014
 Revised and Updated June 2015
 Revised and Updated April 2016
 Revised and Updated April 2017
 Revised and Updated April 2018

Articulation codes	
√	APPROVED

Overview of SUU-STECH Articulation Pathways: 2018-2019 *(continued)*

Part II: AAS Degree Programs (sub-900 clock hour certificates)

(forthcoming in Fall 2018)

Part III: AAS Degree Programs (blended course-by-course transfer agreements)

SOUTHWEST TECHNICAL COLLEGE SOUTHERN UTAH UNIVERSITY A.A.S.: Blended, Course-by-Course Pathways & Articulations						
Blended, Course-by-Course Degree Programs	CIP Code	AAS-Information Technology	AAS-Administrative & Business Professional	AAS-Allied Health Sciences	AAS-Agricultural Tech & Animal Science	AAS-Manufacturing & Industrial Arts
Computer Science & Information Technology						
AAS - Information Tehcnology	11.0103	√				
Administrative & Business Professional						
Allied Health Professions & Health Sciences						
Agriculture Technology & Animal Science						
Industrial Arts, Manufacturing/Fabrication, Welding, & Construction Technology						

MEMORANDUM

Date: April 13, 2018
To: SUU Board of Trustees
From: James Sage, Associate Provost
RE: R401: MS in Business Analytics



On behalf of Provost Brad Cook and Dean Mary Pearson, we are submitting for your preliminary review a new Masters of Science (MS) in Business Analytics. This new degree program builds on our successful programs within the School of Business and addresses important needs within a variety of professions and different types of industries. This proposed MS in Business Analytics is also part of an overall, collaborative strategy to infuse data analytics into other parts of the SUU program array (which were discussed during the March 2018 Board of Trustees meeting).

As a new degree program, the MS in Business Analytics proposal requires peer review by the Chief Academic Offices (CAOs) within USHE. We are presenting this program to the SUU Board of Trustees as an information item and to clarify any issues prior to submission to the Commissioner's Office.

Once that peer review process has been completed and the Commissioner's Office has assembled its report, this proposed degree program will return to the SUU Board of Trustees for formal consideration.

Thank you for considering this proposal to create a new MS in Business Analytics. Please let us know if you have any additional questions or concerns.

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template**

Institution Submitting Request: Southern Utah University
Proposed Program Title: Master of Science in Business Analytics
Sponsoring School, College, or Division: School of Business
Sponsoring Academic Department(s) or Unit(s): Department of Economics & Finance
Classification of Instructional Program Code¹ : 52.1302
Min/Max Credit Hours Required of Full Program: 33 / 33
Proposed Beginning Term²: Fall 2019
Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (MA)	Master of Arts Degree
<input checked="" type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Specialized Master Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/>	Doctoral Degree (specify award type ³ :)
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Brad Cook, Provost

Date:

I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/default.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Southern Utah University requests approval to offer the following Master's degree(s): Master of Science in Business Analytics effective Fall 2019. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Master of Science in Business Analytics (MSBA) is a degree program designed to train students to become professional business analysts. Students learn to (1) apply mathematical and statistical models to improve business decision making and (2) transform data into insights for making better business decisions. The degree consists of 33-credit hours of courses in mathematical and statistical modeling, database management, data science and applications to specific business fields. All students complete a capstone project during the summer following completion of coursework.

The program will be offered in both face-to-face and online formats. However, to give instructors time to develop online courses, the fully-online program is planned to launch in the Fall of 2021.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/.

Given the very high demand for persons with training in this field, as described below, the MSBA degree is consistent with SUU's role in providing "selected graduate programs in high demand areas" (policy R312-4.2). In addition, the degree will contribute to "the quality of life and economic development at the local and state levels" (ibidem) by providing students with excellent career opportunities and by providing well-trained analysts for local and state firms.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

SUU's School of Business has several faculty members with expertise in various areas of business analytics and has been offering related undergraduate and MBA courses for several years. In fact, one of the school's distinctive strengths has been producing graduates with superior training in applied quantitative methods for business, and the school has developed an excellent reputation with a number of firms. However, as the field of business analytics has progressed, the need for persons with more advanced training has increased. Thus, an MSBA will build on the school's existing foundation, utilize its comparative advantage, and enable it to keep up with the evolving job market.

Moreover, the MSBA program will support analytics emphases for existing degrees, including the MBA, MAcc, and undergraduate degrees in Economics, Finance and Marketing. All of these fields are becoming increasingly technical in their use of data and quantitative analysis, and the School must increase its offerings in analytics to

keep up with current trends.

The MSBA will benefit SUU by improving existing programs, offering an excellent graduate-program option for existing students, and attracting new graduate students. In addition, the program will enhance the reputation of the institution by signaling currency and progressiveness. The MSBA will benefit USHE by adding a quality program in a high-demand field.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

According to the Occupational Outlook Handbook, the median pay for an operations research analyst (the closest occupational title available) was \$79,200 per year in 2016. The number of jobs in the U.S. was 91,300 in 2014, and that number is expected to grow 30% by the year 2024, a “much faster than average” growth rate.

The Utah Department of Workforce Services gives Operations Research Analyst a five-star rating and says the following:

“This occupation is expected to experience much faster than average employment growth with a moderate volume of annual job openings. Business expansion, as opposed to the need for replacements, will provide the majority of job openings in the coming decade.”

Statewide, the median annual salary is \$75,470. The DWS projects 50 openings per year and an annual growth rate of about 6%.

A report done by the McKinsey Global Institute states: “By 2018, the United States alone could face a shortage of 140,000 to 190,000 people with deep analytical skills as well as 1.5 million managers and analysts with the know-how to use the analysis of big data to make effective decisions.” (<http://www.mckinsey.com/business-functions/digital-mckinsey/our-insights/big-data-the-next-frontier-for-innovation>)

A 2014 study done by Accenture, a leading management consulting firm, states that 90 percent of its clients surveyed planned to hire people with data science expertise, and 40 percent cited a lack of talent as the number one problem. (https://www.accenture.com/us-en/_acnmedia/Accenture/Conversion-Assets/DotCom/Documents/Global/PDF/Industries_14/Accenture-Big-Data-POV.pdf)

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

To assess the interest of SUU students, a short survey was sent to 995 current majors in business and math; 126 respondents completed the survey within three days (12.7% response rate). After a brief explanation, students were asked to indicate their level of interest in the proposed program. The following results were obtained:

Strongly Interested: 18%
Somewhat Interested: 47%
Not Interested 29%
Unsure 6%

Results were similar regarding interest in both graduate and undergraduate emphases in Business Analytics, as well as in online versions of potential programs in this area (for future consideration). Although this simple study is subject to various forms of bias, the implications are quite positive. For instance, conservatively assuming all non-respondents are not interested, the program could have a viable class of about 20 by enrolling only 25% of current SUU students expressing interest.

Since this is a relatively new field, a broad indicator of student demand is indicated by the proliferation of programs within the U.S. system of higher education. The Institute for Operations Research and Management Science (INFORMS) provides a list of all established programs at U.S. colleges and universities related to business analytics (<https://www.informs.org/Resource-Center/Search-Education-Database>). Their database indicates the following:

Operations Research or Management Science, within business schools: 59 programs, nearly all at the M.S. or Ph.D. level.

Analytics, within business schools: 4 programs at the B.S. level, 54 programs at the M.S. or MBA level, 1 program at the PhD level and 8 certificate programs.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

There are several programs in the Intermountain Region related to the proposed program. Most notably, the School of Business at the University of Utah offers a Master of Science in Business Analytics, which is very similar to the proposed program. In addition, Utah State University offers an emphasis in Business Analytics with their MBA program and has recently initiated a new Master of Data Analytics program.

Adding another program of this nature to the USHE system can be justified by the rapidly increasing demand for persons with training in the field. In addition, it is anticipated that the proposed program will attract students primarily from SUU's service area and from among those looking for a more applied, less technically oriented, option. The proposed program will also be differentiated somewhat by having relatively broader coverage of management science methods to go along with data analytics.

Other related programs in the Intermountain Region are as follows:

Arizona St. University: B.S., Business Data Analytics; M.S., Business Analytics

UNLV: M.S., Data Analytics and Applied Economics

UNR: M.S., MIS w/ emphasis in data analytics

BYU Idaho: B.S., Business Analytics

Boise St.: B.S., Business & Economics Analytics

U Colorado Boulder: M.S., Business Analytics

U of Colorado Denver: M.S., Business Analytics

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higherutah.org/policies/policyr315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

The proposed program will not be delivered in a face-to-face format outside of SUU's service area but could

potentially compete with similar programs at Utah and USU. However, because these institutions have a different role and mission, the proposed program will likely attract a different type of student. In any case, the projected demand for people with training in these fields suggests an additional program will have little or no appreciable impact on existing programs.

It is likely that an increased emphasis on analytics across the school will encourage some SUU students to pursue graduate education at Utah or USU, since top students often want to attend graduate programs with more established reputations.

There has been no explicit collaboration with other USHE institutions in regard to this program.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

The proposed program will be administered by the AACSB-accredited School of Business, and all faculty teaching in the program will be qualified by AACSB standards. However, the program will not be accredited by AACSB or any other specialized accrediting body.

Input on the proposed program was sought from the school's National Advisory Board (<https://www.suu.edu/business/national-advisory-board/>). The board provided general suggestions for the program and an enthusiastic endorsement, including a letter of support delivered to President Wyatt and Provost Cook.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

The proposed program consists of ten 3-credit-hour courses, plus a 3-credit-hour capstone project, for a total of 33 semester credit hours.

Graduate students must complete their program within 6 years of matriculation. Students must have a minimum cumulative GPA of 3.0 for all graduate courses to graduate. Students who fail to maintain a 3.0 average GPA may be dropped from the program. No grade below a "C" will be counted toward graduation. Any graduate course may be repeated only once.

Admission Requirements

List admission requirements specific to the proposed program.

Unconditional admission to the proposed program requires the following:

1. A bachelor's degree from a regionally accredited U.S. institution, or the equivalent
2. Official transcripts from all colleges or universities attended
3. A GPA of at least 3.0 on the last 60 credit hours of undergraduate coursework
4. Three letters of recommendation
5. Submission of an official GMAT or GRE score, attained within the last 5 years

6. A professional resume
7. International students must meet additional requirements, primarily involving language proficiency, described here: <https://www.suu.edu/international/graduate-admission-requirements.html>.
8. Application fee

Admission to the program does not require a minimum GMAT/GRE. Each applicant's entire package will be considered in the admission decision, with emphasis placed on performance in quantitative courses and the quantitative section of the GMAT/GRE.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

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

The proposed program will be added to the school's existing structure as a third graduate-degree offering. As with the MBA and MAcc programs, it will have a director, typically a faculty member who is released from teaching one course per semester. Additional administrative support can initially be absorbed by the school's graduate program coordinator and other staff.

The proposed program will enhance undergraduate education by (1) supporting undergraduate emphases in business analytics and (2) bringing a greater emphasis to the school on this important area. Negative impacts are not anticipated.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

The program will require one new faculty line to teach or offset the new courses offered. Funding for this line has been approved and budgeted at the university level. A search is currently underway to fill the position and several strong candidates have been identified. In addition, several existing School of Business faculty members have expertise required to support the program, as detailed in Appendix C.

Staff

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

Existing staff will be sufficient to support the new program through the first two to three years. The proposed program will be administered within the existing framework for the MBA and MAcc degrees, which has some excess capacity because certain administrative functions previously handled within the School of Business are

being moved to other areas of the university.

Student Advisement

Describe how students in the proposed program will be advised.

Student advisement will be performed by faculty and by the school's existing graduate-program advisor.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

No new resources will be required in this area.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

Program goals

1. Achieve an average class size of at least 20 FTE students within 3 years, and an enrollment growth of at least 10% annually thereafter.
2. Achieve a placement rate of at least 90%.
3. Achieve an employer satisfaction rating of at least 4, on a scale of 1-5.

The program will be promoted externally, through the same channels currently used to promote the MAcc and MBA, and internally by targeting SUU students in business, math and information systems. Promotional materials will inform potential students about the nature of the program and about job opportunities in the field.

Placement will be handled primarily through SUU's career services, the school's career coach, and faculty connections. Information will be gathered to assess placement rates, as is currently done for other degrees.

Employers will be surveyed each year to determine their overall satisfaction with graduates and to seek feedback to enhance the program.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

Student Learning Outcomes

Graduates of this program will:

1. be able to apply basic mathematical programming methods to solve realistic business problems involving the optimization of plans, processes and systems.
2. be able to apply Monte Carlo simulation techniques and basic probability analysis to realistic business problems involving risk and uncertainty.
3. understand the essentials of database design and management.
4. be proficient in programming for data management and analysis.
5. have outstanding skills in conducting business analysis and modeling in Excel.
6. be able to manage, visualize and prepare big data sets for analysis.
7. be proficient in the key methods of data analytics, including classification, association/segmentation, and prediction.
8. be able to apply the tools of business analytics to optimize business performance.

These skills and competencies are common to most programs in, or related to, Business Analytics. They include skills and competencies that have received commendation by employers of the school's undergraduates.

Since it's a short program designed to develop specific skills, assessment will be conducted primarily through the projects and exams within each class (passing a class implies competency in the corresponding skill set). In addition, a comprehensive assessment will be conducted through the capstone project. The objective of the capstone project is to apply key tools to the analysis of a real business problem, from start to finish. A faculty member will oversee each project and assess overall program learning outcomes through the process of supervising and approving the project.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					
Required Courses					
+	-	CSIS 6200		Database Design and Management	3
+	-	CSIS 4560/6560	×	Big Data Analytics	3
+	-	ECON 4260/6260		Econometrics I	3
+	-	ECON 4270/6270	×	Econometrics II	3
+	-	ECON 6100		Decision Modeling I (currently "Spreadsheet Modeling Craft")	3
+	-	ECON 6150	×	Decision Modeling II	3
+	-	MKTG 6100	×	Marketing Science	3
+	-	FIN 6200	×	Financial Modeling	3
+	-	ANLY 6100	×	Data Analytics I	3
+	-	ANLY 6110	×	Data Analytics II	3
+	-	ANLY 6900	×	Capstone Project	3
Required Course Credit Hour Sub-Total					33
Elective Courses					
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
+	-				
Elective Credit Hour Sub-Total					
Core Curriculum Credit Hour Sub-Total					33

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

ECON 6100 is an existing MBA elective course that provides a rigorous introduction to Management Science. It will be modified somewhat to better support the proposed program, while continuing to serve as an elective in the MBA.

Due to resource constraints, the program will initially be offered with only a Fall-semester entry point. However, to foster and support growth, a Spring-semester entry point will be added as soon as possible.

While the program would ideally be completed in one year of full-time study, a two-year track will be developed to facilitate part-time students. Moreover, it will of course be possible to complete the program over a longer period of time if necessary.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate	5	2	
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters			1
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants	/ / / / / /	/ / / / / /	4
Staff: Full Time			1
Staff: Part Time			

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Craft	Rex	T	PhD	UC, Davis	20%	
	Price	Joshua	TT	PhD	Cornell University	10%	
	Tufte	David	T	PhD	NYU, Buffalo	10%	
	Haslem	Bruce	TT	PhD	Indiana University, Bloomington	10%	
	Miller	Jacob	Other	MBA	Northwestern	25%	Lecturer
Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate		1		PhD in Operations Research, Statistics, MIS or related field	75%
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	/ / / / / /	/ / / / / /			
Staff: Full Time					

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	135	170	175	180	185	190
# of Majors in Proposed Program(s)	////	10	16	22	32	35
# of Graduates from Department	30	31	32	33	34	35
# Graduates in New Program(s)	////	3	11	14	20	25
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$1,086,834	\$162,400	\$173,300	\$178,900		
Operating Expenses (equipment, travel, resources)	\$9,452	\$10,000	\$10,200	\$10,400		
Other:	\$0	\$0	\$0	\$0		
TOTAL PROGRAM EXPENSES	////	\$172,400	\$183,500	\$189,300		
TOTAL EXPENSES	\$1,096,286	\$1,268,686	\$1,279,786	\$1,285,586		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation	\$0	\$0	\$0	\$0		
Appropriation	\$1,095,020	\$0	\$0	\$0		
Special Legislative Appropriation	\$0	\$150,000	\$150,000	\$150,000		
Grants and Contracts	\$1,721	\$0	\$0	\$0		
Special Fees	\$0	\$0	\$0	\$0		
Tuition		\$107,900	\$177,400	\$266,900		
Differential Tuition (requires Regents approval)	\$0	\$0	\$0	\$0		
PROPOSED PROGRAM FUNDING	////	\$257,900	\$327,400	\$416,900		
TOTAL DEPARTMENT FUNDING	\$1,096,741	\$1,354,641	\$1,424,141	\$1,513,641		
Difference						
Funding - Expense	\$455	\$85,955	\$144,355	\$228,055		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

The main expense is the salary and benefits of one additional full-time faculty member. This new faculty line has been approved and budgeted by the university. There will also be an increase in the department operating budget primarily to support the new faculty member and help keep all faculty involved in the program current in a rapidly evolving discipline.

Part III: Describe funding sources

Revenue Narrative 1

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

No internal reallocations are planned.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

No new funding sources are applicable.

MEMORANDUM

Date: April 13, 2018
To: SUU Board of Trustees
From: James Sage, Associate Provost
RE: R401: AAS in Aviation Maintenance Technician (AMT)



On behalf of Provost Brad Cook and our Aviation Program (Mike Mower, Sean Heiner, Rich Cannon, and Skip Jones), we are submitting for your preliminary review a new Associate of Applied Science (AAS) in Aviation Maintenance Technician (AMT). This new degree program builds on our successful Aviation Program and addresses an important need within the aviation industry, which is to train aircraft technicians in terms of airframe and power plant maintenance.

As a new degree program, the AAS in Aviation Maintenance Technician proposal requires peer review by the Chief Academic Offices (CAOs) within USHE. We are presenting this program to the SUU Board of Trustees as an information item and to clarify any issues prior to submission to the Commissioner's Office.

Once that peer review process has been completed and the Commissioner's Office has assembled its report, this proposed degree program will return to the SUU Board of Trustees for formal consideration.

Thank you for considering this proposal to create a new AAS in Aviation Maintenance Technician. Please let us know if you have any additional questions or concerns.

**Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page - Full Template**

Institution Submitting Request: Southern Utah University
 Proposed Program Title: Aviation Maintenance Technician
 Sponsoring School, College, or Division: Academic Affairs
 Sponsoring Academic Department(s) or Unit(s): Aviation Sciences
 Classification of Instructional Program Code¹ : 49.0101
 Min/Max Credit Hours Required of Full Program: 63 / 63
 Proposed Beginning Term²: Spring 2019
 Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

<input checked="" type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/> (MA)	Master of Arts Degree
<input type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Specialized Master Degree (specify award type ³ :)
<input type="checkbox"/>	Other (specify award type ³ :)
<input type="checkbox"/>	Doctoral Degree (specify award type ³ :)
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Brad Cook, Provost _____ Date:

I understand that checking this box constitutes my legal signature.

¹ For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

² "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

³ Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

Utah System of Higher Education Program Description - Full Template

Section I: The Request

Southern Utah University requests approval to offer the following Associate's degree(s): Aviation Maintenance Technician effective Spring 2019. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal

Program Description

Present a complete, formal program description.

The Federal Aviation Administration (FAA), under authority of CFR Title 14 Part 147, controls the requirements for Aviation Maintenance Technician (AMT) schools and has been reviewing and revising those requirements for the past two years. SUU has had representatives on the advisory committee assisting the FAA in the development of the new Part 147. The changes are scheduled to be completed and published after ? and will update antiquated requirements, moving training into the modern era. Training requirements will be based on credits, a change from a "seat time", or hours of time spent in training model. SUU is in an opportune position to develop a highly needed training program and emphasis due to these impending regulatory changes, and from its participation in the advisory process. The current Part 147 has not been changed in the last fifty years, and SUU will be uniquely positioned to be at the forefront of the AMT training industry.

AMT schools presently in operation will have to restructure their programs and revise their curriculum in order to meet the new compliance standards. SUU will leverage these changes to its advantage by launching the first AMT school under the re-issued Part 147, and will utilize the latest education technology. SUU is seeking partnerships with aviation industry leaders in aid of the development of a curriculum that best serves industry; and with partners that will help market the growth of the AMT profession.

SUU's AMT school will revolutionize the education of aviation technicians. The use of state of the art computer technology, including 3D modeling, will significantly reduce the traditional use of labs, while increasing retention and comprehension of the material. The curriculum will be delivered through online courses, utilizing interactive 3D modeling to deliver better education, and with less need for hands-on time. Traditional AMT students have had to sit through 2000 hours of instruction, with 40% of that time spent in labs. Mechanics acquired hands on experience by disassembling and reassembling components. This traditional form of education limited the ability of the student to understand the functions of the components. By using interactive 3D modeling, students will better be able to understand internal functions of the components, and their function as components of a larger assembly. The education can be delivered more rapidly, and maintaining a much higher quality than traditional methods. The final week of each course will be reserved for a minimal amount of necessary labs. All areas of the curriculum can be taught through online coursework, with a final lab to assess the student's ability to apply the skills and knowledge gained. The utilization of emerging technologies gives us the potential to truly revolutionize the world of AMT education by increasing the quality of instruction and reducing lab times.

By expanding SUU's Aviation Sciences Department to include a specialization of Airframe Maintenance Technician within the Aviation, A.A.S. degree, we diversify program offerings, increase enrollments into an area of high demand and reduce our dependency on Veteran Affairs funding.

The employment of a hybrid distance-learning program will allow SUU to expand its AMT training to comply with the requirements of aviation regulators throughout the world. The costs of expanding the School will be reduced due to the decreased need for physical space and the use of consumables.

International Expansion: Most European aviation activities are governed by the European Aviation Safety Administration (EASA). Our proposed degree will lend itself to easy modification to meet EASA requirements.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at higheredutah.org/policies/policyr312/.

The proposed AAS degree in Aviation Maintenance Technician (AMT) expands SUU into a greater extension of technical education offerings. Technical education or "trade" education continually shows a positive job outlook, and the growing demand for trade professionals is predicted to rise over the next few decades. In addition, the majority of skilled trades such as AMT offer salaries much higher than the national average. Technical education typically costs less than a third of a standard bachelors degree, yet offers a much higher starting salary and job stability.

If approved, the proposed AMT will offer students both the opportunity to gain a technical education in the context of an AAS degree and eventually to acquire a B.S. degree. By offering a technical degree program SUU can create a wider range of opportunities and higher rate of job placement for SUU students. Many universities throughout the US have sought to offer technical training in order to remain competitive with other education outlets. SUU Aviation Sciences is by its nature a technical education department, and by adding the AMT degree we will offer more aspects of aviation training.

The growth of the Department of Aviation Sciences, including the addition of this new AAS degree in AMT will allow the department to better serve SUU's mission, of creating and supporting a "dynamic teaching and learning community that engages students in experiential education leading to growth, civic responsibility, and professional excellence." AMT students will receive a very dynamic and experiential education, and their professional excellence in the aviation industry will be sought after in the aviation professional community.

Section III: Needs Assessment

Program Rationale

Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.

The University has fully embraced aviation pilot training and has been successful in offering the pilot degree programs. As the aviation industry is experiencing a devastating technician shortage, SUU Aviation Sciences has the technical experience and expertise to offer Aviation Maintenance Technician training. By offering an AAS in Maintenance Technician Training, SUU has the ability to help offset the technician shortages currently impacting Utah based aviation companies, as well as, update the training methods and techniques to better prepare technicians for industry. As SUU has been supplying pilots to the industry, there have been many aerospace companies that have cited the need for technicians outgrowing the need for pilots.

Labor Market Demand

Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer (jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do) and the Occupation Outlook Handbook (www.bls.gov/oco).

The Boeing Company (Boeing) projects a need for 679,000 new AMT technicians over the next 20 years. That conclusion is based on projected Boeing aircraft deliveries through 2037. Boeing retains roughly 40-50% of the aircraft manufacturing market, but the aircraft manufacturing market comprises less than 30% of the entire aviation market. Considering total aviation market needs over the next 20 years, the need for AMT's is well within the millions. The majority of currently licensed AMT's are nearing retirement, and the market is already feeling the shortage. SUU will spearhead a revolution in methods for AMT training, and will provide AMT's equipped with a higher quality education, at a higher rate, to the market.

Student Demand

Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.

The current aviation flight program will be at capacity by Fall of 2018. The evidence of demand for technicians has been published by Aviation Technical Education Counsel in their recent Pipeline Report, the Boeing Outlook Report, and by the

Oliver Wyman consulting group industry assessment report. Boeing has recently stated that 70% of their technician workforce will be eligible for retirement by 2021. This program will expand SUU Aviation Sciences by adding additional training specialized in maintenance. There is a clear industry need as 50% of all currently licensed technicians are over the age of 51, and 27% over the age of 65. With the average graduate currently taking their first job at a median income of \$50,000/year, SUU expects this number to rise as the shortage increases. As the aerospace industry is currently feeling the impact of the shortage, more and more partnerships are being formed between educational institutes and industry to try and bolster the output of technicians.

Similar Programs

Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?

Salt Lake Community College and Utah State University offer an AMT program. The shortage of global technicians combined with the lack of educational infrastructure will only exacerbate the current and future issues. The existing educational and training programs can't keep pace with the existing demand.

Collaboration with and Impact on Other USHE Institutions

Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in higheredutah.org/policies/policyr315/. Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.

The Department of Aviation Sciences presently does not hold any intention to offer this proposed program outside of its designated service area. The proposed program may marginally impact enrollments in the AMT programs at SLCC and USU. It's SUU's understanding that enrollments in the AMT programs at these institutions are strong. Some brief comments have been made in reference to this proposal to representatives in the other USHE AMT programs, either verbally or via email. Collaborations have not been discussed.

External Review and Accreditation

Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.

Representatives from SUU have a close relationship with representatives from the Aviation Technician Education Council (ATEC). ATEC representatives have been consulted regarding the concept and viability of the proposed program. SUU and ATEC have collaborated on visits to Washington D.C. to support AMT regulatory updates, letters to the FAA and Senators, and collaborative activity on the Federal Register regarding NPRMs and waivers. The proposed program does not intend to seek any particular professional accreditation.

Section IV: Program Details

Graduation Standards and Number of Credits

Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at higheredutah.org/policies/R401.

Students will be required to complete a minimum of 63 total credit hours to earn the Aviation Maintenance Technician, A.A.S. degree. Fifteen or sixteen General Education credits must be completed for graduation. The core Aviation Maintenance Technician courses consist of 43 credit hours. Students must complete a minimum of five credit hours of electives to satisfy the total credit hour requirement. Neither the number of credit hours nor clock hours are anticipated to exceed the credit limit for this type of program.

Admission Requirements

List admission requirements specific to the proposed program.

There will be no special admission requirements for the proposed program.

Curriculum and Degree Map

Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

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

The current management structure that oversees the SUU Aviation Sciences program has the capacity to support the proposed program. Online and classroom resources to offer this new program are available at SUU. Space to conduct labs of this program is available at the SUU Aviation airport facilities. Equipment required to conduct this program will be donated by outside entities or purchased using SUU Aviation funds. As the program grows, additional facilities, equipment, and instructors may be required to support the lab training.

Faculty

Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.

Instructors assigned to teach AMT courses must hold an FAA Airframe and Powerplant Mechanic license. Sufficient qualifications and ample capacity for overload work already exists among the faculty and staff already employed in the Department of Aviation Sciences. Assuming the proposed program is performing well, it's anticipated that a new full-time faculty position will be hired at the start of year 2 and another at the start of year 3. Added tuition and special fee funding will be used to support these anticipated positions. (See Appendix C and Appendix D in this document (below) for details.)

Staff

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

The current staffing structure that supports the SUU Aviation Sciences program has the capacity to support the proposed program. Additional staff will be considered as necessary.

Student Advisement

Describe how students in the proposed program will be advised.

The Department of Aviation Sciences has a dedicated Director of Aviation Advising. This individual will advise AMT students along with other students in the aviation program. As the number of aviation students may grow to exceed the capacity of one individual an additional aviation advisor will be considered. Funding from airport activity may be available to fund an additional advisor.

Library and Information Resources

Describe library resources required to offer the proposed program if any. List new library resources to be acquired.

The impact on library resources will be minimal as the main library resources needed for this program are publicly available on

the FAA website and other aviation industry websites. Other publications and resources to support this class are the same resources and publications available at the SUU airport operations to support the aircraft maintenance activity at the hangar.

Projected Enrollment and Finance

Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.

Section VI: Program Evaluation

Program Assessment

Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.

The program is intended to provide students the theoretical knowledge and skill set necessary to be successful as Aircraft Maintenance Technicians in the aviation industry. More specific goals are for students to satisfy all of the FAA requirements to receive their Aircraft Maintenance Technician certificate with Airframe and Powerplant ratings. The program will be assessed by the graduates' ability to successfully pass the FAA tests and gain their certificate and ratings. Course evaluations, student evaluations, and industry feedback will be used to evaluate and develop the program.

Student Standards of Performance

List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.

At completion of the AAS degree, the students will be approved to take the FAA technician tests, once those are completed at a satisfactory level of 70% or above as administered by an FAA Representative, the students will obtain an Airframe and Powerplant License issued by the FAA. This license allows them to work freely on any U.S. registered aircraft, as well as all other country's that share bilateral agreements with the FAA. All standards and competencies are set forth by the FAA in FAR Part 147, which requires all courses to be passed at a 70% or higher. Graduation rates, job placement, and testing is all monitored and governed by the FAA regulations.

Upon completing the program each student will demonstrate the knowledge elements and skills required by the current versions of the following Practical Test Standards published by the Federal Aviation Administration (or any future publications which may supersede these standards):

- 1) Aviation Mechanic General Practical Test Standards
- 2) Aviation Mechanic Airframe Practical Test Standards
- 3) Aviation Mechanic Powerplant Practical Test Standards

These standards are chosen because they are the standards required by the FAA for Aircraft Maintenance Technician certification.

Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					15
Required Courses					
+	-	AMTG 1100	×	AMT General I	2
+	-	AMTG 1200	×	AMT General II	2
+	-	AMTG 1300	×	AMT General III	3
+	-	AMTG 1400	×	AMT General IV	3
+	-	AMTA 1100	×	AMT Airframe I	4
+	-	AMTA 1200	×	AMT Airframe II	4
+	-	AMTA 1300	×	AMT Airframe III	2
+	-	AMTA 1400	×	AMT Airframe IV	2
+	-	AMTA 1500	×	AMT Airframe V	4
+	-	AMTA 1600	×	AMT Airframe VI	2
+	-	AMTP 1100	×	AMT Powerplant I	3
+	-	AMTP 1200	×	AMT Powerplant II	3
+	-	AMTP 1300	×	AMT Powerplant III	3
+	-	AMTP 1400	×	AMT Powerplant IV	3
+	-	AMTP 1500	×	AMT Powerplant V	3
Required Course Credit Hour Sub-Total					43
Elective Courses					
+	-	PILT 1010		Air Transportation	3
+	-	PILT 1100		Private Pilot Ground School	3
+	-	PILT 1140		FW Solo Lab	1
+	-	PILT 1145		Solo Pilot RW Lab	3
+	-	PILT 1150		FW Private Certification ASEL Lab	2
+	-	PILT 1155		Private Pilot RW Certification Lab	3
+	-	PILT 1420		Aircraft Systems	3
+	-	PILT 1740		Aviation Safety and Security	3
+	-	PILT 2160		Aviation Law	3
+	-	PILT 2890		Aviation Internship	1
Elective Credit Hour Sub-Total					5
Core Curriculum Credit Hour Sub-Total					63

Program Curriculum Narrative

Describe any variable credits. You may also include additional curriculum information.

The proposed Aviation Maintenance Technician, A.A.S. degree requires the standard General Education requirements for A.A.S. degrees. Depending on the specific courses taken, students may complete fifteen or sixteen credit hours to satisfy the minimum General Education requirements.

The number of elective credit hours needed to satisfy the A.A.S. minimum total credit hours of 63 will be four or five depending on the General Education courses taken by the student.

PILT 2890 - Aviation Internship is a variable credit hour course. The student may select one to four credit hours for this course.

Degree Map

Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).

Please cut-and-paste the degree map or manually enter the degree map in the table below.

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
AMT 1501 - AMT General I	2	AMT 2501 - AMT Airframe I	4
AMT 1502 - AMT General II	2	AMT 2502 - AMT Airframe II	4
AMT 1503 - AMT General III	3	AMT 2503 - AMT Airframe III	2
AMT 1504 - AMT General IV	3	AMT 2504 - AMT Airframe IV	2
MATH XXXX - GE Math	3	ENGL XXXX - GE English	3
ELEC XXXX - Elective	4		
Total	17	Total	15
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
AMT 2505 - AMT Airframe V	4	AMT 2603 - AMT Powerplant III	3
AMT 2506 - AMT Airframe VI	2	AMT 2604 - AMT Powerplant IV	3
AMT 2601 - AMT Powerplant I	3	AMT 2605 - AMT Powerplant V	3
AMT 2602 - AMT Powerplant II	3	PHYS - General Education Physical Science	4
HUMAN XXXX - GE Humanities	3	Amlnst XXXX - GE American Institutions	3
Total	15	Total	16
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
Total		Total	
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
Total		Total	

Appendix C: Current and New Faculty / Staff Information

Part I. Department Faculty / Staff

Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.

	# Tenured	# Tenure -Track	# Non -Tenure Track
Faculty: Full Time with Doctorate		1	1
Faculty: Part Time with Doctorate			
Faculty: Full Time with Masters			2
Faculty: Part Time with Masters			
Faculty: Full Time with Baccalaureate			6
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants	////	////	
Staff: Full Time			8
Staff: Part Time			15

Part II. Proposed Program Faculty Profiles

List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Charles	Jones	Other	Ed.D	Nova Southeastern University	as needed	Staff
	Sean	Heiner	Other	MBA	Utah State University	as needed	Non-Tenure
	Jared	Britt	Other			as needed	Staff
Part Time Faculty							

Part III: New Faculty / Staff Projections for Proposed Program

Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate			2	FAA AMT certificate with Airframe and Powerplant ratings	100%
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	////	////			
Staff: Full Time			1	FAA AMT certificate with Airframe and Powerplant ratings	100%
Staff: Part Time					

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department						
# of Majors in Proposed Program(s)		50	120	250	400	500
# of Graduates from Department						
# Graduates in New Program(s)				50	120	250
Department Financial Data						
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$56,800	\$56,800	\$113,600	\$170,400		
Operating Expenses (equipment, travel, resources)		\$150,000	\$200,000	\$250,000		
Other: Lab facilities and lab equipment	\$600,000	\$750,000	\$1,000,000	\$5,000,000		
TOTAL PROGRAM EXPENSES		\$956,800	\$1,313,600	\$5,420,400		
TOTAL EXPENSES	\$656,800	\$1,613,600	\$1,970,400	\$6,077,200		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation	\$1,000,000					
Appropriation		\$200,000	\$350,000	\$420,000		
Special Legislative Appropriation						
Grants and Contracts						
Special Fees		\$500,000	\$2,400,000	\$5,000,000		
Tuition		\$465,000	\$1,116,000	\$2,325,000		
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		\$1,165,000	\$3,866,000	\$7,745,000		
TOTAL DEPARTMENT FUNDING	\$1,000,000	\$2,165,000	\$4,866,000	\$8,745,000		
Difference						
Funding - Expense	\$343,200	\$551,400	\$2,895,600	\$2,667,800		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

The proposed program will provide additional revenue to the university in the form of additional tuition dollars and lab fees. Training equipment for the labs will be required. A brief discussion of both the revenue and expenses are discussed below.

Revenue - Each new AMT student will be charged standard tuition for general education and classroom based courses. This revenue will not be discussed in this proposal. In addition to the standard tuition, each student will be charged lab fees for the hands on courses listed in the curriculum section (this includes all of the Airframe and Powerplant courses totaling 33 credit hours). Lab fees will be approximately \$606 per credit hour. The combined lab fees will total \$20,000 per student over a 2 year period. It is anticipated that 20 students will start each semester. This will result in 50 students year one and 120 students year two. At this level, the lab fee income will be approximately \$1,200,000 per year.

Expense - There will be an initial outlay as well as ongoing expenses to provide the AMT labs. The initial outlay will consist of purchasing required testing/training equipment, aircraft hulls and used aircraft engines (piston and turbine). Skywest Airlines, Air Methods and Helicopter Association International have already indicated their ability to provide used engines and aircraft hulls in addition to monetary donations. After the anticipated donations, an initial outlay of \$500,000 will be required for new testing/training equipment. This initial outlay will be funded out of the Aviation Sciences Department's existing budget. Ongoing expenses will consist of program instructors and minor consumable materials (sheet metal, safety wire, etc). Consumable materials will be approximately \$150,000 per year.

Lab training will initially be delivered in one of the existing aviation hangars. As such, there is no immediate need for an additional facility. As enrollments increase an additional facility will be required. The additional facilities will be funded out of excess revenue from the AMT program.

The revenue for lab fees less the projected ongoing expenses will result in excess revenue of approximately \$700,000 per year. This excess revenue will be used to further expand the AMT program equipment and facilities.

All budgetary impacts will be self contained within the Aviation Sciences Department.

Part III: Describe funding sources

Revenue Narrative 1

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

The source of the internal reallocation of funding indicated during the year preceding program implementation will be a reallocation of airport operations funds.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

Appropriation funding indicated in years 1, 2, and 3 will be derived from workforce development efforts. Special Fees are estimated to be \$10,000 per student per year. Special course fees will be attached to AMT courses and collected from students along with tuition and other student fees. Tuition income is estimated to be \$9,300 per year per student.

**Faculty Senate Report for the Board of Trustees
from: David Berri, Professor of Economics and President-Elect Faculty Senate
April 18, 2018**

The purpose of the Faculty Senate is to give a chance for faculty to voice their concerns and guide the direction of SUU. The Faculty Senate is important because of the vital role the faculty play on campus. There are two products that SUU produces: Teaching students and academic research. Both of these products are produced solely by the faculty at SUU.

This my final report as President-Elect for the academic year. It seems like a good time to re-cap what the Faculty Senate has accomplished across the last year

I have served on the Faculty Senate a few times in my time at SUU. This past year under Nathan Barker, though, appears to have been the most successful. Here is what Nathan (and I) think the Senate has accomplished in 2017-18:

1. The most important accomplishment is trying to change the culture on campus with respect to faculty expressing themselves. Faculty at SUU have historically had a difficult time expressing themselves in meetings, especially when administrators are present. A key innovation in our meetings -- put in place by President Barker -- is creating a space where faculty can state their concerns in a beneficial way that doesn't result in that faculty being targeted as a "troublemaker."
2. President Barker notes that faculty voicing their concerns with respect to growth has -- at a minimum -- encouraged the administration to add new faculty lines. There are concerns with respect to growth at SUU but it does appear a plan is being put in place for SUU to grow and still maintain the qualities that make SUU unique in the state of Utah.
3. Progress has been made with respect to faculty salaries. A better peer group has been established and we are hoping a database will be constructed that allow each faculty to determine how their specific pay compares to average pay of a professor in their position in the peer group.
4. President Barker has spent the year having the Senate review each faculty committee. We have learned that many committees have not met and are not actually doing anything. It is our hope going forward to eliminate some of these committees.
5. We also spent time looking into intellectual property concerns on campus and altering the LRT process at SUU.

In addition to all this we have looked at the midterm grade policy at SUU. The students appeared to want two things: Grades to be reported during the semester and grades reported in Banner. We believe anywhere between 4% and 11% of faculty are not consistently reporting grades during the semester. The Faculty Senate definitely believes that problem should be fixed. The faculty, though, are less enthusiastic about making sure these midterm grades are reported on Banner. As the faculty noted, this would require a great deal of work for faculty. It is not clear why the students need the grade in Banner. This will be an issue we will be discussing again in the fall. We are confident we will arrive at a solution that will ensure all students are told about their progress during the semester in each class they take but not substantially change the workload of faculty.

In sum, we think the Faculty Senate did accomplish much this past year and we are already looking forward to what we can do in 2018-19.

Staff Association Report

Staff Salary & Equity Committee

The Staff Association, along with HR, is reviewing the current staff evaluation system to see what best practices are for evaluating personnel and considering a change/revision for campus. Currently, faculty has a system in place for their annual reviews. There is also a very outdated policy (last revised in 1998) on campus for classified (non-exempt) staff. There is even a system/procedure in place for executive staff. But no policy is in place for the professional (exempt) staff. There is a form that can be used if a supervisor desires to do an evaluation or if an employee request one—but it is not specifically stated that an annual evaluation is required for professional staff.

Both forms are considered by many to be outdated and not really useful in the evaluation process. This has been a long time coming and the goal is to see it through to the end with final outcomes of: establish new tools for use in the evaluation system, b) have training for all supervisors so they can give more effective evaluations, 3) have conversations and/or training for staff to understand the purpose of an evaluation and to learn to take statements made in the evaluation as a growing tool—not a judgement, and 3) determine the best time(s) to give evaluations. Some very early discussion topics included the following: Should they be ongoing throughout the year? Should they be at the end of the year when merit increases are being considered? Should they be signed by all and turned in to HR? Should they be less formal and only maintained by the supervisor and employee?

In conjunction with this, we are hoping to get some input from the consulting firm hired to review salaries and compensation. Those reports should be in by late April.

Staff Professional Development Fund

I reported last meeting that we awarded the final round to applicants traveling for conferences, workshops or meetings for professional development. We have an annual budget of \$30,000 for this. We did have some funds that were not spent by the end of FY17, approximately \$10,000. But this year we awarded the full amount-- almost \$40,000 (\$39,367).

We are happy to announce that the Staff Association was granted an additional \$4,200 for this fund. As we work with a new system for evaluations, one discussion item has been having discussions with staff on how they can improve themselves—goal setting—in their jobs. This extra funding could aid staff in helping meet their goals.

Closing Social

Closing Social will be on Jun 6 at 8:30 am if you want to join us in breakfast, general meeting and planting flowers in the Partiere.

Southern Utah University
National Alumni Council
May 2018 Report to the Board of Trustees

As mentioned in the past, the alumni council completed a letter to alumni parents whose student had expressed interest in attending SUU. This letter was done in conjunction with Brandon Wright's office and serves as another connection to alumni and continuing the SUU educational legacy within families. Approximately 775 letters were sent near the end of March. We have received some positive feedback from some of the recipients. Our council has great excitement about this project and hope to have some measurable success in reconnecting alumni to the university and solidifying the decision of their student to attend SUU.

As a council, we look forward to participating in commencement ceremonies on campus. Today, we have several council members and other alumni working at the Grad Fair in the alumni house. They are assisting SUU staff with cap and gown distribution as well as serving free ice cream to all those who stop by. Tomorrow at the individual convocations, council members and other alumni will be handing out official alumni cards to all graduates as they leave their convocation. This is a great way to congratulate them and introduce them to the alumni association.

We are looking forward to hosting an alumni networking event in the Las Vegas area this summer with members of the Shakespeare Festival management team expected to be the guest speakers. We are getting close to finalizing a date for this event.

Council members continue to work on our monthly alumni spotlight program which is now entering its second year. Council members assist in spotlighting two individuals every month and these spotlights are published in our blog with notifications sent out through all of our social media channels. As a council, we have really had fun with this project and we have received nothing but positive feedback from our alumni audience. Those alumni who have been spotlighted have enjoyed the process as well. We look forward to telling more stories about the incredible alumni of SUU. I encourage all of the trustees and members of the cabinet to take a look at some of their stories at <http://suualumni.blogspot.com/>.

We will be saying good-bye to three extremely talented and committed council members at the end of August who will be completing their two terms on the national alumni council and rotating off of the council. We are in the process of finding additional volunteers to serve, engage, and continue to connect our alumni to the University.

Finally, we are in the process of reviewing questions for a potential alumni survey. In conjunction with the University's strategic plan, we particularly want to measure civic engagement of our alumni. We would like to try and gather information on how the SUU experience may have influenced their propensity to be involved in their communities. We will also include other questions as well to help the council determine the needs of alumni and ways in which we can better serve them.

SUU ALUMNI & COMMUNITY RELATIONS

Alumni Relations – Ron Cardon

- The Alumni Magazine was mailed to 45,000 alumni and friends. The magazine has a strong emphasis on the entrepreneurship program and how it is a true cross-disciplinary program. There are also great articles introducing Mary Pearson, Debbie Corum, and Schvalla Rivera to our alumni
- The Grad Fair is Thursday, May 3 from 8 am to 6 pm and we are excited to assist and visit with the 1,868 new alumni who will graduate this year
- We are partnering with the SUU Career Center on a Utah Statewide Career Fair in SLC on May 17. This is a great opportunity for new alumni to find available employment
- Alumni Days at Shakespeare is June 28-30. We welcome all who would like to participate.

Community Relations – Dialea Adams

- A community forum was held on Wednesday, April 11 for Cedar City residents. 17 community members attended and had a chance to make administration aware of their concerns for growth. We plan to host community forums featuring President Wyatt quarterly to keep the community informed about the University's plans and how they affect Cedar City and the surrounding area
- We will be hosting Cedar Middle School, Canyon View Middle School and regional elementary schools during the month of May on their field trips to campus
- Facilitating President Wyatt to attend and speak at Rotary Club, Homebuilders, Chamber of Commerce, and Lions Club meetings during the summer

Larry H. Miller Utah Summer Games – Pace Clarke

- The 2018 events started on April 12-14 with the water polo tournament. 33 teams participated this year. 31 of those teams were from different areas of Utah and two teams were from Las Vegas. This event sold out within 9 hours of opening
- Awarded a grant from The Church of Jesus Christ of Latter-day Saints Foundation in the amount of \$25,000
- Special Events:
 - The Block Party will be hosted prior to the Opening Ceremonies on June 14th from 4-7:30 pm. Sponsors and other University departments, local businesses, food trucks, National Guard, etc... will be involved
 - Opening Ceremonies will follow the Block Party, where we plan to honor World War II veterans. Gail Halverson, the Candy Bomber, will light the torch this year
 - Utah Summer Games will partner with SUU's Community & Academic Enrichment office to host a movie night for athletes who come for the Games and community members

Regional Services – Wes Curtis

Small Business Development Center

- Trained 215 people in Cedar City, Bryce Canyon, Escalante, and Beaver in a Customer Service Training which was co-sponsored with Southwest Tech
- The US Small Business Administration announced the addition of a Women's Business Center in Cedar City which will provide assistance to entrepreneurs in new and expanded markets. The WBC will work with the SBDC to provide individual consultation, group training, and online resources

Rural Health Scholars (RHS)

- Focus groups are being conducted in all 24 counties in Utah as part of a contract with the State Office of Rural Health. The focus groups will be compiled into the State of Utah's Primary Care Needs Assessment
- We are currently working with the University of Utah Medical School's admissions office to help our rural students take advantage of the \$250,000 which have been awarded to aid them in acceptance
- One SUU student has been offered a four-year full ride scholarship to attend UNLV's new medical school

Upward Bound (UB)

- A former SUU Upward Bound student, Karletta Chief (Page High School '94), was awarded at Utah TRiO Achiever award at the annual conference in Ogden. She is currently an assistant professor and extension specialist at the University of Arizona
- 50 UB students from the 10 high schools were brought to campus 4/20-22 for an ACT boot camp
- An UB student from Monument Valley High School in Kayenta, AZ, Camela Manheimer, is a Dell Scholar

Advancement & Enrollment Management Trustee Report
May 2018

Leavitt Center for Politics

- The Leavitt Center took over 20 students to the Salt Lake Capitol to meet with legislators, observe hearings, and witness floor deliberation during SUU Day on the Hill on February 6.
- The Center partnered with KUER 90.1 NPR for a Southern Utah Legislative Review. The Center hosted State Sen. Ipson, Representative Westwood, and Representative Brooks for a panel discussion that was broadcast as an episode of KUER's '45 Days' podcast.
- The Center partnered with the Political Science and Criminal Justice Department to host a two-day event on white collar crime. The event featured nationally known professors from the University of Alabama, the University of California at Irvine, and the John Jay College of Criminal Justice.
- The Center sponsored six students to the Utah Intercollegiate Legislature at the state capitol on March 29-30. Two SUU students were elected to return to officer positions for the 2019 UIL.
- The Center is sending four interns to Washington DC this summer, two to work for Sen. Hatch, one for Sen. Lee, and one for Rep. Curtis.
- On February 22, Governor Mitt Romney visited the Leavitt Center one week after declaring his candidacy for U.S. Senate from Utah. Once word of his visit got out on campus, the hallway in front of the Center filled with hundreds of students one hour before Gov. Romney's arrival. Gov. Romney took photos with every person in line (over 300) and sat for an exclusive interview with the student paper. This exciting event was planned and executed by the Executive Council and Fellows of the Leavitt Center inside of 36 HOURS. It was flawless, overwhelming, thrilling and exhausting for everyone. It was a high-caliber appearance that would make any national campaign staff proud!

Admissions and Recruiting

- The welcome center is currently wrapping up with JR high school tour and working on the final push with our incoming freshman through the admissions funnel. Listed below are what we are working on to bring home the BACON.
- Enrollment deposit calling campaign (5000+ calls) so far (goal 9,000 calls). **Currently up 227 deposits with a 14.97%+ increase from this same time last year.**
- Calling all new admits and walking them through their next steps.
- Giving daily presentations and tours to perspective students (200+) scheduled for this week alone.

Advancement

- The College of Humanities and Social Sciences, which has recently hired a new Dean, Dr Jean Boreen, will begin her tenure July 2018
- The key fund raising priority for COSE continues to be the renovation of the current Business Building. This project has a budget of \$4.7 million of which \$4 million is secured to date.
- The annual Scholarship Luncheon was recently held with more than 200 donors and recipients in attendance
- Campus has received \$80,000 in new gifts and pledges to the new Business Building last month.
- Recent Grants awarded: \$75,000 - George S. and Dolores Dore Eccles Foundation, for Visiting Scholars and students scholarships; \$20,000 - Daniels Fund, for Boundless Opportunities Scholarship for non-traditional students; \$25,000 - Dominion Energy, to support Geology Field Trip Program; \$15,000 - Marriner S. Eccles, to purchase library books
- Working with potential donors to satisfy the \$300k needed to complete the Child & Family Development Center. We working to improve our ranking with Regents and Building Board.
- Advancement Services has refined the online scholarship application system on the Portal and improved data integrity by building automated weekly reports, as well as created paperless office with BMI scanning project.
- USF hired a new Development Director, Donn Jersey. Advancement is participating in a 1000-name wealth screening that identified 54 prospects to focus on this year. Due to transition, their Feb gala in SLC was canceled, but the April 19 gala in Las Vegas has sold more than last year.
- In March, SUMA held their most successful Art Auction to date. "Back by Popular Demand", the auction at Rusty's raised more than \$38,000 thanks to the generosity of our local and regional artists who contribute their work.
- CPVA Advisory Board is hosting a Utah County Golf Tournament called Drive for the Future of the Arts. Mercedes-Benz is our partner and the two winners of this tournament will get to play in the 2018 National Final held at the AAA Four Diamond **Four Seasons Resort and Club in Las Colinas, TX** December 2-5.

Government Relations

- There will be about a 25% changeover in legislators for the coming year. Some House members are running for Senate seats but the House will be very different. Both chambers will have new leadership as the Senate President and Speaker of the House are both retiring.

ACADEMICS:

- ❖ Report on # Graduating Seniors

ATHLETICS:

- ❖ Men's Tennis Qualified for the Big Sky Championship for the 1st time in school history
- ❖ Women's Tennis Qualified for the same Championship for the 2nd time
- ❖ Poy finished in the top 10 for Big Sky Women's Golf
- ❖ Track & Field continues to break records and ends their season

COACHING:

- ❖ Hired Tracy Sanders as Head Women's Basketball Coach
- ❖ In process of hiring assistant coaching staff for Women's Basketball
- ❖ Added one year to Coach Simon's contract

FACILITIES:

- ❖ Sports Performance Facility will be completed by May 31, as football begins summer camp
- ❖ Facility and Equipment will near \$1.7 million by end of completion
- ❖ Plan to move administrative offices into the east wing of the Harris Center
- ❖ Plan to move football staff into the current administrative offices

COMMUNITY SERVICE:

- ❖ 100 SA's and 15 Coaches/Admin
- ❖ 5 locations in Cedar City
 - Iron County Care & Share
 - Beehive Homes
 - Memorial Grove Park
 - Canyon Creek Crisis Center
 - TURN Community Services

EVENTS:

- ❖ SUU named Patrick Tyler (football) the Male Student-Athlete of the Year. Ally Thimsen (Soccer) was named the Female Student-Athlete of the Year during the Thunderbird Awards Ceremony
- ❖ Celebration for Graduating Student-Athletes: May 3rd @ The Barn at Cedar Meadows
- ❖ Bid for the Birds was very successful, netting more than twice the amount raised in a previous year high
- ❖ Spring Football (Kid's Day) was a fun event for the entire community and involved kids being invited to the field interspersed with scrimmages
- ❖ 12 NFL teams provided scouts for SUU's Pro Day, held on March 27th

Report of Finance and Administrative Services

May 3, 2018

Finance Operations

- ✓ Jane Clark, who has served as our Bookstore Director and Textbook Manager for many years, recently announced her retirement effective June 30, 2018. We are currently in the process of searching for Jane's replacement (if that is possible!)

Budget Office

- ✓ Updated budget request spreadsheets from January public hearings and met with the President's Cabinet and Council to finalize ongoing budget appropriations for FY 2019 along with one-time FY18 budget priorities. (A summary list of budget actions is included at the end of this report.)
- ✓ Automating the process of pulling data for multiple annual Board of Regents forms and data requests.
- ✓ Calculated and posted Salary Savings budget dollars to departments.
- ✓ Published a draft Financial Dashboard displaying tuition, waivers, and scholarship information.
- ✓ Initiated a study to analyze differential tuition rates versus our current program fee system.
- ✓ Reviewing and evaluating University funded scholarship criteria.
- ✓ Evaluation of projects identified by campus personal with Ruffalo Noel Levitz in regards to Strategic Enrollment Planning.
- ✓ Working with various departments on individual requests and to create efficiencies.

Facilities Management

- ✓ Construction to build additional restroom facilities at the Valley Farm will begin April 23rd.
- ✓ Replacement of the basketball court in the America Frist Events Center will begin May 7th immediately following graduation and should be completed by mid-July.
- ✓ ADA path and landscape improvements along University Blvd. will begin after commencement.
- ✓ SUUSA remodel in the east end of the Student Center (former outdoor rental space) will begin following graduation.
- ✓ Adding new sidewalks and road improvements at 450 West 200 South will complete the Juniper parking lot in cooperation with UDOT and Cedar City.

- ✓ SUU's total FY 2019 legislative appropriation for capital improvement projects totals \$3,442,900. Sixteen (16) projects are budgeted for these funds ranging from \$100,000 to \$450,000. (List of projects included at the end of this report).
- ✓ Progress continues on the new Business Building; the project is tracking on schedule and on budget.
- ✓ Construction documents are in process on the Geosciences Building renovation which is scheduled to begin August 2018 and take approximately six months.
- ✓ George S. Eccles Sports Performance Center completion is expected by April 30, 2018.

Human Resources

- ✓ The Legislature funded a 2.5% increase in employee compensation, and the administration added an additional 1%, to make the FY19 compensation funding equal to 3.5%. We are finalizing a new compensation model with appropriate peer comparisons in time to include adjustments based on new median rates.
- ✓ SUU medical and dental insurance plans have performed very well over the past three years, allowing the University to keep premiums at the same rate. This year, however, there will be an increase in medical premiums by 7% and 3% for dental.

Internal Audit

- ✓ SUU's annual Board of Regents Audit meeting was held on March 21, 2018. Committee members were pleased with SUU's ongoing progress with audits and compliance.
- ✓ Continuing scheduled audits and research options for external medical professionals to assess and make recommendations for improvements to the Rural Health Scholars program.
- ✓ Scott Carlile was hired as the new internal auditor to back-fill Steve Carpenter's vacant position.

SUMA

- ✓ In March, Jessica Farling served as a representative for Iron County in Des Moines at the National Assoc. of Counties *Creative Placemaking Challenge* in brainstorming ways the arts can drive economic development in rural communities. Other Iron County team members included Brad Abrams (Economic Dev.

Coordinator), Mike Bleak (County Commissioner), Nick Froyd (local artist and business owner), Scott Phillips (City Council), and Steve Swann (project management professional).

- ✓ This spring, SUMA brought back its annual Art Auction at Rusty's Ranch House and raised a record-breaking amount for temporary exhibitions. This year's funds will support James Surls: Across the Universe Divide, which opens to the public on July 7 as part of the museum's second anniversary. Additional funds raised from the auction supported the museum's first Spring Break Art Camp by providing scholarship funds for local students.

Information Technology

- ✓ Launched the new version of the Academics web page (www.suu.edu/academics).
- ✓ Completed implementation of Duo two-factor authentication logins for all employees, including student employees.
- ✓ Writing center computer lab was moved to the new location in the former Braithwaite Fine Arts Gallery space.
- ✓ Built a secure file sharing system that allows SUU employees to send and receive files in a secure manner instead of emailing sensitive data.
- ✓ Built a system for the Veterans Center to keep track of SUU's veteran students who are using VA benefits to pay for school. This new system will streamline the VA benefit process and help SUU comply with VA regulations. It is also a big step forward in eliminating paper forms in the Veterans Center.
- ✓ Built the SUUSA student election system into the SUU mobile app.
- ✓ Deployed the new Banner 9 Student Registration system in time to be used for fall registration. This brings the class registration system out of the 1990's and into a 21st century system.

- ✓ Also deployed the new version of DegreeWorks software in time to be used for fall registration. DegreeWorks now joins the rest of our Banner infrastructure in the cloud using Amazon Web Services (AWS).
- ✓ SUU is one of the first schools in the state to go live with the USHE Central High School Concurrent Enrollment application system.

Aviation Operations

- ✓ Continue discussions with Spectrum Aviation regarding offering maintenance training in China. Representatives were on campus April 12th to finalize an agreement and discuss plans to meet with higher education institutions in China to train the trainers. The curriculum will be similar to that proposed in the A&P Maintenance program introduced in the R401 submitted to the Curriculum Committee.
- ✓ Capacity will be reached for fixed-wing students in Cedar City Fall 2018; when we'll need to either expand or limit admissions to the program.
- ✓ Have finalized placement agreements with four major helicopter pilot employers (two EMS and two tour operators). Based on their cumulative annual demand, we have placements for all graduates in rotor wing who meet hiring qualifications.
- ✓ In conjunction with the University Marketing Department, we are increasing our online recruiting presence for potential students in both fixed and rotor wing courses. We currently have students from 45 states and need to have a broader reach than just traditional recruiting.
- ✓ Currently working through the process of securing two owned turbine aircraft to replace the end of lease aircraft in August 2018. We are also replacing a leased piston helicopter and need to add three additional fixed wing specialty planes to accommodate growth in the program.

2018-19 E&G Ongoing Budget Recommendations

Revenues:

Tuition Revenue	
Estimated Net Tuition over Budgeted Tuition 2017-18	\$ 1,600,000
Tuition Increase for 2018-19 (1.5% rate increase only)	990,000
Sub-Total Tuition	2,590,000
State Legislative Appropriations	
Compensation funding at 2.5%	1,064,100
Performance Based Funding	319,800
Health & Dental Insurance premium increases	193,500
Estimated 2018-19 Performance Based Funding	190,000
Strategic Workforce Initiative	152,700
Engineering & Computer Science Reallocation	60,000
Internal Service Fund Rate Increases	21,000
Board of Regent Initiatives	
Workforce	900,000
Completion	800,000
Growth & Capacity	400,000
Subtotal Legislative Funding	4,101,100
Total FY19 Revenue	\$ 6,691,100

Expenditures:

Legislative Directives	
Compensation - 2.5% Increase for merit, retention, and equity	1,418,800
Performance Based Funding (cover one-time funding from FY18)	319,800
Increase Tuition Waivers Due to Tuition Rate Increase	300,000
Health & Dental Insurance - 4.1% Increase	258,000
Strategic Workforce Initiative	152,700
Engineering & Computer Science Reallocation	60,000
Internal Service Funds Rate Increases	43,900
Prior Year Items Funded One-Time 2017-18 moved to Ongoing 2018-19	
International Student Recruitment	182,500
Ruffalo Noel-Levitz Consulting Contract	51,548
PC Score SUU Budget Process Items	
N/A Additional 1% for Compensation Increases (3.5% Total)	568,000
N/A Health & Dental Insurance 2.9% Increase to Meet 7% Demand	220,000
N/A Faculty Tenure and Rank Advancements	80,000
50 Coordinator of Student Connection and Completion	45,440
44 Southern California Recruiter	49,700
46 Southern California Recruiting Operating Funding	19,200
42 Graduate Admissions Advisors (2)	103,400
40 Information Technology Programmer Analyst	94,300
38 Southern California/ Vegas Recruiter	49,700
38 Southern California/ Vegas Recruiting Operating Funding	19,200
36 CampusLogic Software - Paperless Processing for Financial Aid	50,000
34 Public Safety Officer and Operating Funding	60,825
34 Expand ACES program by 11 new ACES	100,531
32 Information Technology Converged Storage Maintenance	14,000
30 Student Success Advisors (3)	170,400

28	Staff Association Staff Development Fund	4,200
28	Information Technology Cloud Access Security Broker	25,000
22	People Admin Position Management Module	6,300
22	SUMA - Manager of Marketing & Communications	41,760
22	Information Technology Wireless Onboarding Solution	15,000
18	Admissions Operating Funding	50,000

Regent Initiative Funding

Workforce

46	Athletic Training/Kinesiology - NTT Lecturer	66,000
42	Family Life & Human Development - TT Assistant Professor	81,000
37	Nutrition & Dietetics - NTT Lecturer	63,000
38	Construction Management - TT Assistant Professor	100,000
N/A	Business Analytics - TT Assistance Professor	147,000
N/A	Business Analytics - Operating	3,000
N/A	Entrepreneurship - 2-Month Director Salary	19,999
N/A	Entrepreneurship - Operating	5,861
N/A	Entrepreneurship - 2 Part-Time Professional in Residence	71,000
N/A	Entrepreneurship - Assistant Director	59,640
N/A	Aviation - Chief Flight Instructor	109,000
N/A	Aviation - NTT Lecturer in Aviation	71,000
N/A	Psychology - TT Assistant Professor	100,000

Completion

40	Graphic/Web Design - TT Assistant Professor	26,000
37	History - NTT Lecturer	63,000
36	Student Teaching Assistants/Graders/Lab Assistants	52,500
34	JumpStart - 1 Additional Section - Adjunct/Hourly/Benefits	33,310
30	JumpStart - 1 Additional Section - Operating	17,690
30	Masters of Business Administration - Director	35,500
28	GE Professional Development	11,000
28	Humanities & Social Sciences - Operating Funding	100,000
28	Masters of Music Technology (New Program Approved R401)	25,750
28	Masters of Music Education (New Program Approved R401)	8,500
28	Cyber Security and Information Assurance (New Program Approved R401)	5,000
26	Writing Center - 1/2 Time Hourly Administrative Assistant I	20,000
24	Honors/BIS Lecturer	65,000
24	Honors/BIS Administrative Assistant II	10,000
20	Library - Operating Funding	35,000
N/A	Adjunct/Overload	124,970
N/A	Physical Science - NTT Lecturer	70,000
N/A	First Year Seminar - Lecturer	65,000
N/A	Center of Excellence, Teaching & Learning - 1/2 Time Director	43,280

Growth & Capacity

40	Masters of Public Administration - Assistant Professor	89,000
38	Accounting - TT Assistant Professor	170,000
31	Art History - NTT Lecturer	63,000
30	Voice/Musical Theatre TT Assistant Professor	70,000

Total Expenditures

\$ 6,674,204

Revenues over Expenditures

\$ 16,896

N/A *Requests with a "N/A" score include items that were not requested through the formal budget process, legislative requests that were not scored, department requests that were not presented in the January budget hearings, and institutional priorities such as the increased compensation funding above the 2.5%.*

Expenditures outlined for all new positions include funds for both salary and benefits.



2018-19 E&G One-Time Budget Recommendations

Revenues:

Tuition Revenue

Estimated Net Tuition Growth over Budgeted Tuition 2017-18	\$ 1,600,000
2017-18 Contingency Balance	400,000
Total Revenue	2,000,000

Expenditures:

PC Score

38	Special Adjunct for Economics	36,600
31	Braithwaite offices/classroom remodel	400,000
28	Programmatic Advertising	96,000
28	CICERO Group Follow-up Study	74,000
28	Biochemistry Laboratory Equipment	77,900
28	Data Center Converging Storage	195,000
26	Remodel Lab Space	66,670
22	People Admin Position Management Module	9,450
22	New Public Safety Vehicle	58,640
19	2 Dust Control Systems for Sculpture Studio	6,000
N/A	2017-18 Strategic Enrollment Planning (Shark Tank II)	1,000,000
N/A	Alumni Outreach	57,096
N/A	Semester in the Parks	51,120
	Total Expenditures	2,128,476

Expenditures Over Revenues	\$ (128,476)
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Approved 2019 Capital Improvement Project List

Southern Utah University	Requested	Approved
ADA Path and Pedestrian safety Phase II	\$ 200,000	\$ 200,000
ELC: Roof Replacement	\$ 270,000	\$ 322,900
Storm Water Infrastructure: Phase II	\$ 200,000	\$ 200,000
Electronic Access Control: Classroom Safety and Security	\$ 200,000	\$ 200,000
Engineering & Technology: Data Cable Upgrade	\$ 145,000	\$ 145,000
Library: Control Upgrades	\$ 230,000	\$ 230,000
Mountain Center: Safety Improvements	\$ 265,000	\$ 265,000
Randall Jones: Chiller replacement	\$ 195,000	\$ 195,000
General Classroom: Elevator modernization	\$ 140,000	\$ 140,000
Music Building: Concrete Replacement and ADA Path Upgrades	\$ 450,000	\$ 450,000
Campus: Irrigation system upgrade	\$ 140,000	\$ 140,000
SUU Campus: Rigging Upgrade	\$ 100,000	\$ 100,000
Campus wide: Transformer Upgrade Phase 2	\$ 175,000	\$ 175,000
Eccles Coliseum: Mechanical System Upgrade	\$ 290,000	\$ 290,000
Campus: ADA Deficiencies	\$ 150,000	\$ 150,000
Heat Plant: Med. Voltage Electrical Switch Gear Upgrade	\$ 240,000	\$ 240,000
Windsor Court: Structural Repairs	\$ 300,000	
Eccles Coliseum: Stadium Lighting Upgrade	\$ 380,000	
Harris Center: Data Cable Upgrade	\$ 23,000	
General Classroom Building: Data Cable Upgrade	\$ 150,000	
Science Center: Upgrade from pneumatic controls to DDC	\$ 400,000	
Technology: Window Replacement	\$ 250,000	
Hunter Conference Center: Upgrade from pneumatic controls to DDC	\$ 190,000	
Business, Bennion & Technology buildings: Replace Electrical Switchboards	\$ 175,000	
Bennion Building: Rest Rooms	\$ 110,000	
Multipurpose Gym: Room Divider	\$ 170,000	
Leadership Engagement Center: New Building Front	\$ 250,000	
Smith Center Theater Entrance: Landscape Slope	\$ 80,000	
Hunter Conference Center: Refurbish patio	\$ 120,000	
Utility Metering - Phase II	\$ 200,000	
Total	\$ 6,188,000	\$ 3,442,900

Southern Utah University

Report of the Division of Student Affairs

May 3, 2018

Academic Advising

- Results are back from Academic Advising's spring survey. The department was pleased to see improvement over last year's survey on EVERY question aside from one. Specifically:
 - Overall, 82.6% of students agreed/strongly agreed that they're satisfied with their advising experiences.
 - Overall, 82.3% agreed/strongly agreed that their advisor is knowledgeable regarding degree/major requirements.
 - Overall, 84.9% agreed/strongly agreed that their advisor accurately communicates policies and procedures.
 - Overall, 83% agreed/strongly agreed that their advisor is a reliable source of information about their degree/college.
- Academic Advising has been busy with fall registration and in the next two weeks as that demand dies down, the advisors will start registering the 1200+ new students who have already submitted TTQs and are in the queue awaiting their fall schedules.

Career Center

- The Career Center held a workshop for graduating students to discuss resume writing, job search tips, how to succeed in a career job, etc.
- Newly remodeled suite this semester which now includes an employer lounge where employers can conduct business while recruiting and interviewing SUU students.
- Partnered with the Leavitt Center to provide a resume workshop for students.
- Career Center was selected as the recipient of the program award by the School of Integrative and Engaged Learning and the EDGE Program for outstanding achievement in experiential learning.

Center for Diversity and Inclusion (CDI)

- The CDI and the Native American Student Association (NASA) hosted a traditional social Pow Wow, Indigenous Roots Matter, on March 30th & 31st at the Paiute Indian Tribe of Utah headquarters. Although the yearly Pow wow is generally held on SUU's campus, the students chose to plan it off campus to allow the club to sell concessions and raise funds for student scholarships. There were nearly 150 individuals in attendance each day with over 20 dancers in 11 various categories.
- The CDI applied for and received a \$4,000 grant from the Mexican Consulate in Salt Lake City to directly fund student scholarships. Since these funds are from a private donor, undocumented students are eligible to apply and receive the funds, and will be given priority in the application process.
- The CDI received a \$5,000 grant from AT&T to fund the Latino Families and Higher Education program for 2018-19. Despite the title, the CDI will be expanding outreach to all historically underrepresented communities with a culminating high school conference on SUU's campus in the spring.

Disability Center (DRC)

- The number of students served has increased to 426 total this year. This number includes 284 active students, 97 inactive (being contacted), and 45 who are graduating.
- We implemented multiple software programs to better serve our students and to be more efficient in regards of disability services.
 - Kurzweil which helps students with books in alternative format (audio books depending upon their disability). The software is also used to read exams to students as indicated in their documentation.

- SAMS, which is a record keeping software used to manage data for the DRC. This program manages information in regards to student confidentiality which aids in the management of student notes, registration, graduation, disabilities, and GPAs.
- Sonocent is a new note-taking program created to help students record lectures with sound bars in their own computers and code the important information given in the classroom. It also allows students to include Power Point presentations in the page if needed. Students with the Dragon Speak program in their computer will be able to print lectures recorded with Sonocent.
- A mentorship program had been created to track our freshman students and teach them skills such as:
 - Study Skills
 - Time Management
 - Organization
 - Goal Setting

The program will start summer semester and will be in collaboration with The State of Utah Office of Vocational Rehabilitation Services.

- In March, the Disability Center implemented new monthly training for its staff members and student workers to learn more about different types of disabilities. Training includes speakers from the community and campus including CAPS, that speak about topics such as anxiety, ADHD, Autism spectrum, Depression etc. The monthly trainings will bring awareness to the Disability Center in regards to how it can better serve students.

Parent and Family Services

- Communicating with families via email, phone, monthly family newsletters, and Facebook
- Preparing for Parent Orientation- August 23 and Parent & Family Weekend- October 12-13
- Coordinating off-campus housing options for students

Registrar's Office

- Fall registration with a new registration interface has begun. The Registrar's Office is fielding feedback from students regarding this new system.
- The Registrar's Office has been working closely with the Provost's Office to launch Curriculum and clean up discrepancies between the catalog and Banner.

Student Connection and Completion

- Saved 55 students (9.27% of withdrawal cohort), allowing the institution to retain a net investment of \$230,000.
- Deferred 98 students (16.50% of withdrawal cohort), in deferring rather than withdrawing entirely.

Student Involvement and Leadership

- Over 90 students have applied for appointed positions on SUUSA, the Student Programming Board (SPB) and the STIL Marketing Team.
- Student Involvement and Leadership will be hosting the Utah Leadership Academy (ULA) on May 16-18. Over 300 student leaders and staff will be in attendance from universities and colleges in Utah.
- The annual Thunderbird Awards Ceremony will be held at 7 pm on April 21 at the Cedar City Heritage Theater. The event is free and open to the public.

Student Support Services

- Commencing Fall '18, SSS will offer two supplemental math instruction courses designed to assist students in testing out of remedial math courses.
- Commencing Fall '18, SSS will offer two UNIV courses designed to assist SSS students in their 1st and 2nd year(s) at SUU.
- Held our annual TRiO Achiever Luncheon where we honored 4 outstanding SSS students.
- Rhiannon Pitchford, Director of SSS, earned her Ed.D. in Higher Education Administration on March 9, 2018.

SUU Recreation and Wellness

- SUU Outdoors is currently undergoing a change in leadership. After many years of leadership and success, Rob Myers, Director of SUU Outdoors is advancing into a new position outside of SUU. The Division is incredibly excited for Rob and his new opportunity with Williamsburg Academy in St. George, Utah.
- With this said, the Division of Student Affairs has taken this unique opportunity to restructure and adjust SUU's approach to Campus Recreation both indoors and outdoors. The newly created department of SUU Recreation and Wellness will be comprised of three specific areas: SUU Outdoors, Campus Recreation, and Health and Wellness. These three areas are a natural fit together as they focus on recreation for our students and their health. By combining these three departments, a new appointed Director will be able to create a comprehensive recreation, health, and wellness plan for all students and combine programming opportunities to increase attendance and advocacy for students' health and wellness. In addition to this work, the Director will also work closely with the Department of Kinesiology and Outdoor Recreation, the Outdoor Engagement Center, Athletics, and the Student Involvement and Leadership office to help maximize the utilization of the J.L. Sorenson Building and provide new opportunities for students in relevant majors to apply theoretical concepts in a real-time environment.
- The Director of SUU Recreation and Wellness will have two Assistant Director's, two Coordinators, two Student Lead positions and an administrative assistant under the new structure. Position descriptions are available and the search processes are underway.

Veterans' Center

- 117 military-connected students will be graduating this spring.
- 126 degrees will be awarded as follows:
 - AS -12
 - AAS Aviation - 37
 - AAS Non-Aviation - 2
 - BA/BS - 68
 - MPA - 7
- 164 of our military-connected students have registered for 201820 (summer semester).
- The SUU Veterans Center was highlighted at the VA Utah Flight Training Seminar as the university that is excelling and leading the way for managing VA benefits in regards to military-connected students in aviation programs.

MEMORANDUM

Date: May 3, 2018
To: SUU Board of Trustees
From: Brad Cook, Provost
RE: Report from Academic Affairs for May 2018

Policy 6.1 Faculty Evaluation, Promotion, and Tenure: After working for 2 years through the Faculty Senate and all of this academic year through another work group, a final draft of the revised Policy 6.1 will be disseminated to faculty on April 6, 2018. The Faculty Senate will vote on the proposal on April 17, and the Deans' Council will vote on the proposal on April 23. Based on the results of these votes, the proposed revision may be presented to the President's Council soon.

General Education Program: Six pairs of faculty members proposed ideas for six new 6-credit GE courses that each integrate two Knowledge Areas. These faculty will attend a CETL workshop after Commencement to develop their ideas into full courses that will become part of the catalog in the coming years. The GE Committee reviewed the Physical Science GE courses, and created a formal process by which courses can be removed from the GE Program.

Honors Program: SUU is proud to recognize 26 students who will graduate this year from the Honors Program. These students completed a 4-year honors curriculum and honors capstone project that distinguishes them from their peers. Also, nearly half (7 of 16) of the Distinguished Student Presentations at the Festival of Excellence are members of the Honors Program.

Care and Support Team (CAST): To promote a culture of care at SUU, CAST offered three "Lunch & Learn" opportunities to faculty and staff this semester. They focused on *Disruptive vs Dangerous Behavior, Teaching Practices that Promote Wellbeing, and Suicide Prevention*.

A.P.E.X. Events: A.P.E.X. Events produced 23 events during the academic year, featuring guests in all areas of the scholarly spectrum. The series continues to see a rise in attendance at events, and, in addition to the CONVO 2010 course will host an Honors Section in the fall of 2018. A.P.E.X. is honored to continue to host the Eccles Visiting Scholar speakers with the continued support of the George S. and Dolores Doré Eccles Visiting Scholars program.

School of Graduate & Online Studies: Cynthia Davis applied to host the *Association for Interdisciplinary Studies* annual conference at SUU and was awarded the year 2021.

College of Education & Human Development: The College of Education and Human Development received recognition as a College of Distinction for its quality programs and degrees and focus on High Impact Practices. The Department of Kinesiology and Outdoor Recreation was awarded the Outstanding Achievement in Experiential Learning from the School of Integrative and Engaged Learning and the EDGE Program. The Master of Science in Sports Conditioning and Performance Program is enjoying year 2 as a *National Strength and Conditioning Association* Educational Recognized Program. Scholarly efforts in Outdoor Recreation include monitoring impacts of recreation activities for the Bureau of Land Management, Arizona Strip District publications from study of visitors to Southern Utah national Parks, developing protocols to monitor visitor use in Bryce Canyon National Park, and the study of rock climbing. Family Life and Human Development has hired two new faculty members, one of which is a specialist in Early Childhood Education and will serve as the Executive Director of the Child Care and Preschool once it is constructed. Teacher Education's continual

improvement process led to changes in Secondary Block placements in Northern Utah that included high income, low income, and charter school placements. We have established new partnerships that are emphases in K12 and have a pathway to our Masters in Education program.

College of Humanities & Social Sciences: The College of Humanities and Social Sciences continues to experience growth in undergraduate and graduate programs. Our Psychology program now is one of the most popular on campus, with 397 undergraduates. The Master of Public Administration has grown rapidly, now with 122 declared Masters Candidates. Communication, Criminal Justice, English, History, Spanish, Psychology, and Public Administration will bring aboard new assistant professors and lecturers in the fall. HSS faculty are at the forefront of experiential learning, with leadership roles in community engagement, Semester in the Parks, and Jumpstart. Our faculty have led study abroad trips to places such as Guatemala, the United Kingdom, Mexico City, New Zealand, Paris, Peru, and Spain. Fifteen students taking strategic communication courses were the first cohort from Wuhan Polytechnic University to come to SUU from China. Our curriculum remains current and applied with a new emphasis is Rhetoric and Writing in English, a Criminal Justice track in the MPA program, a Certificate in Sports Communication, and the development of several professional Badges.

School of Business: The School of Business has many great things in store for Fall 2018. New Programs include a MAcc with emphasis in Business Analytics, MBA with emphasis in Business Analytics, MBA with emphasis in Cyber Security, a Business Analytics emphasis for the Economics degree, and expanded partnerships in Entrepreneurship with Southwest Tech, SUU Engineering & Technology, and SUU Small Business Resource Center. New faculty and staff positions for Business in Fall 2018 include a Professor of Accounting, Professor of Business Analytics, an Entrepreneur in Residence, an Assistant Director of Entrepreneurship, a Director of Finance and Investment, and an MBA Director. The MAcc program was recognized as 10th in the nation for the Best Masters of Accounting Programs by Best Value Schools. In March, four business students qualified for the national PBL competition after taking 1st place in several categories against other universities in Utah.

School of Integrative and Engaged Learning: The School of Integrative and Engaged Learning, through its Experiential Learning Leadership Institute (ELLI), hosted a "Leadership Retreat" in February wherein nearly 50 representatives from nine different schools in five different states came to Moab, Utah to work with SUU experts to develop and refine experiential learning programs for their campuses. Teams were required to apply for inclusion in the retreat and not all were accepted. The event was very successful with many team members asking about participating again next year. One prominent type of project that several teams worked on was to develop a campus experiential learning requirement similar to the SUU EDGE Program.

College of Performing and Visual Arts: As the "University of the Parks" PVA's Department of Art and Design and the Arts Administration program has supported a decade of meaningful collaboration and learning opportunities through the Zion National Park Artists-in-Residence Program. During the past six years, it has extended to include a Student Zion Artist-in-Residency Program whereby SUU students spend spring break living in the small house located in the Grotto with access to the park to create their art. A year later, their work is exhibited in the Zion National Park Museum.

Sherratt Library: OER Fellow Rosalyn Liljenquist's ongoing tabulation of open-textbook use in SUU courses shows that low-cost or no-cost textbooks saved students just over \$45,000 during Fall 2017. If the findings related by Andrew Misseldine in his math courses are generalizable, that savings helps increase per-course completion rates increase by around 15%, though a detailed study has not been done on the fall-term classes.

PERSONNEL

Board of Trustees
May 3, 2018

RECOMMENDATION FOR APPOINTMENT

It is recommended that **Dr. Sarah Allen** be appointed Assistant Professor of Family Life and Human Development in the Department of Teacher Education and Family Development, College of Education and Human Development, tenure-track but without tenure, effective August 16th, 2018. It is recommended that two years be granted towards rank and tenure. She holds a B.S. and M.S. from Brigham Young University and a Ph.D. from University of Guelph-Humber. This is an appointment to replace Kim Mendenhall.

It is recommended that **Ryan Barney** be appointed Lecturer of Biology in the Department of Biology, College of Science and Engineering, non-tenure track, effective August 16, 2018. He holds a B.S. from Southern Utah University and an M.S. from Marshall University-West Virginia. This is a new position.

It is recommended that **Jennifer Behm** be appointed Assistant Professor of Teacher Education in the Department of Teacher Education and Family Development, tenure track but without tenure, effective January 7, 2019. She holds a B.S. from Southern Utah University, an M.S. from University of Utah, and is completing a Ph.D. (ABD) from Grand Canyon University. This is an appointment to replace Katy Herbold.

It is recommended that **Dr. Jacob Bishop** be appointed Assistant Professor of Mechanical Engineering in the Department of Engineering and Technology, College of Science and Engineering, tenure-track but without tenure, effective August 16, 2018. It is recommended that one year be granted toward rank and tenure. He holds a B.S. from Brigham Young University- Idaho, an M.S. from Brigham Young University, and a Ph.D. from Utah State University. This is an appointment to replace Megan Boston.

It is recommended that **Dr. Tenille Cannon** be appointed Assistance Professor of Mathematics in the Department of Mathematics, College of Science and Engineering, tenure-track but without tenure, effective August 16, 2018. She holds a B.S. and M.A. from Brigham Young University, and Ph.D. from Pennsylvania University. This is an appointment to replace Emma Schafer.

It is recommended that **Rebekah Lynn Karpel** be appointed Lecturer of Chemistry in the Department of Physical Science, College of Science and Engineering, non-tenure track, effective August 16, 2018. She holds a B.A. from San Jose State University, CA, and an M.S. from University of California, Davis. This is a one-year, emergency appointment.

It is recommended that **Dr. Kevan LaFrance** be appointed Assistant Professor of Psychology in the Department of Psychology, College of Humanities and Social Sciences, tenure-track but without tenure, effective August 16, 2018. He holds a B.S. from Evangel University, and an M.S. and Ph.D. from University of Utah. This is a new position.

It is recommended that **Brionne G. Neilson** be appointed Assistant Professor of Family Life and Human Development, and Executive Director of the Child and Family Development Center, in the Department of Teacher Education and Family Development, College of Education and Human Development, tenure-track but without tenure, effective August 16, 2018. She holds an A.S. from College of Eastern Utah, and a B.S. and M.Ed. from Utah State University. She is in the process of completing her Ph.D. at Utah State University. This is an appointment to replace James McCoy.

PERSONNEL

Board of Trustees
May 3, 2018

It is recommended that **Michelle Ramos** be appointed Assistant Professor of Dance (Ballet), in the Department of Theatre Arts and Dance, College of Performing and Visual Arts, tenure-track but without tenure, effective August 16, 2018. She holds a B.F.A. from Boston Conservatory and an M.F.A. from New York University, Tisch. This is an appointment to replace Patricia Meredith.

It is recommended that **Dr. Jason Stinnett** be appointed Assistant Professor of Spanish in the Department of Languages & Philosophy, College of Humanities and Social Sciences, tenure-track but without tenure, effective August 16, 2018. He holds a B.A. from Murray State University, an M.A. from Southern Illinois University, and Ph.D. from the University of Tennessee. This is an appointment to replace Todd Mack.