

1:00p.m.	Welcome and Call to Order		
	Swearing in of new Trustee Carson Brown		
1:10p.m.	ACTION ITEMS		
	1	Approval of Minutes from March 31, 2023	Tab A
	2	Policy 6.1 Faculty Evaluation, Promotion, and Tenure	Tab B
	3	Policy 6.49 Undergraduate Graduation Requirements	Tab C
	4	Policies 6.61, 6.62, and 6.63 - Revision of Graduate Studies	Tab D
2:00p.m.	CONSENT ITEMS		
	5	R401s: Notification of Various Changes	Tab E
	6	Early Retirements	Tab F
	7	Investment Report: February 2023	Tab G
2:20p.m.	INFORMATION & DISCUSSION ITEMS		
	8	FY24 Budget	Tab H
	9	R401: MS in Nursing in Family Nurse Practitioner	Tab I
	10	Board Report: Jodi Hart Wilson (HSS) & Mike Wankier (BUS & Athletics) Next Time: Sydney Nakken (CPVA & Library) & Eric Schmutz (CoECS & USF)	
	11	Faculty Senate Report	
	12	Staff Association Report	
	13	President's Report	
	ADJOURN		

Regular Business Meeting

Trustees Present: Jodi Hart Wilson, Eric Schmutz, Marilee Eyre, Beverly Burgess, Lance Hatch, Michael Wankier (Virtually), Sydney Nakken, McKay Pollmann, Caytee Wankier.

Others Present: Mindy Benson, Jon Anderson, Marvin Dodge, Stuart Jones, Jared Tippets, Daneka Souberbielle, Bailey Bowthorpe, Jessi Reed, Reese Badger, Tydon Bullard, Brook Ober, Allison Hanks, Jess Christensen, Matt Zufelt, John Lisonbee, Mary Jo Anderson, James Sage, Maureen Redeker, Abigail Larson, Katya Konkle, Shauna Mendini, Nikki Koontz, Carson Brown, Carlos Medina, Ashleigh Zimmerman, Heather Garcia, Michael Blake, Trisha Robertson, Jeff Miller, Steve Carpenter, David Nguyen, Caleb O’Neill.

Welcome and Call to Order by Chair Jodi Hart Wilson

Chair Jodi Hart Wilson called the meeting to order at 1:00 p.m.

Public Comment

Tydon Bullard, an SUU student, shared the frustration of several students who were in the room regarding the recent commencement speaker decision. They explained that they helped organize one of the protests and walkouts that happened recently on campus, and have been sitting in on cabinet meetings and other meetings like this one today. The group has been well organized and meeting regularly to represent students who are hurt by the decision that was made. Tyson asked the trustees about how the decision was made and if the listening sessions and protests had any impact on the decisions.

Chair Wilson thanked Tydon for sharing and said the last few weeks have been filled with a lot of learning. The efforts of the students have not gone unnoticed and the Trustees have been listening. Moving forward, we are looking at a policy to put in place a formal process to select a commencement speaker that involves more input from across campus. That policy process takes time so it will not happen overnight, but it is coming through the process very soon.

ACTION ITEMS

Minutes from previous meeting

The minutes of the January 20, 2023 and March 10, 2023 meetings were presented for approval by Chair Jodi Hart Wilson. Beverly Burgess made the motion to approve both of the minutes. Second by Marilee Eyre. Vote was unanimous.

Policy 0.0 Policy Development Authority

President Benson explained the changes to the “policy on policies”. The three main changes were changing the President’s Council to the President’s Leadership Council to reflect new

changes to that body, removing two readings by the President's Leadership Council to make the process more efficient and still allow for 21-day campus review, and lastly we extended the time frame for emergency authorization of a policy. Motion to Approve Policy 0.0 by Eric Schmutz. Second by Caytee Wankier. Vote was unanimous.

Policy 5.68 Religious Accommodations

Provost Jon Anderson explained more about the revised 5.68 Religious Accommodations policy. Part of the changes are to make sure we are in compliance with new Utah code and federal regulations. After going through the policy process, it was sent out to campus for review and received a lot of very thoughtful feedback. We made some additional modifications based on that feedback and that is the policy in front of you today. Religious accommodation has to be based on a sincerely held religious belief, it doesn't have to be a traditional religious belief, but it does have to meet that definition. This policy is particularly important for students. If a student has a religious belief that needs to be accommodated, we now have a formal process they can go through to request that accommodation. They need to talk with the faculty member teaching the course if it has to do with the content within a course, if it has to do with the program, meaning across multiple courses, the student would start with the department chair. If after those conversations they can't find a reasonable plan to accommodate the religious beliefs, then the student has the opportunity to fill out a form that goes to Associate Provost Souberbielle. The associate provost will then meet with all parties involved and work to find some way to respect the religious beliefs as well as ensure the student is receiving the content. Motion to approve Policy 5.68 Religious Accommodations by Trustee Sydney Nakken, second by Lance Hatch. Vote was unanimous.

Policy 8.2.5 Holidays

Marvin Dodge presented this policy for modifying our holidays policy to include Juneteenth which was recently passed by the state and federal level. Motion to approve by Beverly Burgess, second by McKay Pollmann. Vote was unanimous.

Policy 13.5 Bookstore Committee (REPEAL)

Marvin Dodge repeal of the bookstore committee which has not met in several years. The bookstore has other ways of gathering the information they need from faculty and campus partners and so much of this process has been automated that this policy and committee are no longer needed.

Motion to repeal Policy 13.5 Bookstore Committee by Marilee Eyre, second by Caytee Wankier. Vote was unanimous.

Course/Program Fee Recommendations

Provost Anderson shared the annual recommendation for course and program fee changes. These fees are charged to current students in courses/programs and by policy, the money generated by these fees must be spent on the students who are enrolled in those courses. There are some modifications that are increasing fees relative to student teaching in particular, and some that are decreasing based on previous balances and the expenditures anticipated for this coming year. Modifications in aviation course fees are due to the cost of fuel and other changes with the aircraft. In total, we anticipate this year we'll receive an additional \$124,760 in program and course fee revenues. The hope is that this is the last year SUU has program fees. We intend to move to a differential tuition model in the future. The recommendation is to adopt and approve the fees as presented. Chair Wilson asked if the students had input on this? The Provost said yes, there were students on the committee.

Motion to approve Course and Program Fee Recommendations by Lance Hatch, second by Eric Schmutz. Vote was unanimous.

Student Fee Recommendations

Trustee McKay Pollmann presented the student fee recommendations. The student fee advisory committee met and made recommendations that they would like to see considered, but without the ability to increase fees this year, have asked that the administration seek to find ways to fund these, or that when we can raise fees that these increases are considered in the future. Recommended increases to fees include the Community Engagement Center/HOPE Pantry, the Marching Band, SUU Connect software, and Testing Center fees. Trustee Caytee Wankier asked if all of these funds are being used to the full extent or if there could be some wiggle room with existing fees to cover some of these costs. VP Jared Tippetts explained that the current use of the fees are being used to their full extent. The advisory committee does an extensive review of every single fee to make sure the dollars are being spent in accordance with their proposal. All offices are fully utilizing their fee dollars.

McKay also mentioned the student fee committee would like the administration to consider additional recreation options using the money coming from bond fees that expire at the end of this fiscal year. After a survey of 800 students, this is a high priority for expanded recreation options (i.e. bigger rock climbing wall, more pickleball courts, etc.). VP Tippetts shared the context of asking for this fee and what happens after one of our bonds expires. The idea is that the money that would come off their student fee is repurposed into student services like expanding recreational opportunities. It will be a separate request that will likely go through the process next year.

Motion to approve Student Fee Recommendations by Caytee Wankier, second by McKay Pollmann. Vote was unanimous.

Property Lease Authorization

VP Marvin Dodge presented this agenda item. SUU is proposing to lease a property in town and needs authorization from this body and the board of higher education in order to do so. We were contacted by a real estate agency handling the former Vivint or Convergys call center on highway 56 to see if they were interested in leasing the space. This building does give us the opportunity for additional office space that is so needed for our faculty and staff. The building was built as a call center and was recently renovated in 2017. It has been very well maintained and is a little over 19,000 square feet. There has been discussion about who makes sense to be housed out there. One of those components is the aviation maintenance technician program. They don't have a lot of classroom space and this is a very convenient office space that is close to the airport. We already have other SUU operations in the same business park such as Head Start. This would be a nice addition to help with space needs. It will be initially a 5 year lease. He ran through the specs of the building, this property was originally a call center. The aviation maintenance technician program has grown and this will give them office and classroom space. We also have the SUU Head Start program in this business park so SUU could be an anchor for this whole business park area. This is a 5 year lease \$344 thousand annual lease. There is an opportunity to lease or buy. Eric Schmutz asked if we could consider a lease to purchase option. Marvin said there will be language in the lease that will allow us to buy it at any point. We could begin a formal lease purchase agreement but it is a more complicated process per Board of Higher Ed policy. Our intent is to go the legislative route and make a land banking request. Caytee Wankier asked about how many offices and/or classrooms could fit in the space? There will be some construction required but we'll try to leave the space as open as we can to provide flexibility for the departments or offices who may move there. We have thought through ideas about who makes sense to be in that space. It is a mile and half away from the main campus.

Motion to approve the Property Lease Authorization by Eric Schmutz. Second by Beverly Burgess. Vote was unanimous.

Public Comment

Chair Wilson opened up the floor for additional public comment since we were ahead of schedule and the public comment period was listed on the agenda as beginning at 1:15 p.m. SUU student Tydon Bullard spoke again expressing disappointment in the decision to keep Jeffrey Holland as the commencement speaker. It is very hurtful and frustrating to a lot of students. They feel disheartened and undervalued by the decision. This does not feel like a win and it doesn't feel over. They will be there to protest at commencement and hope to continue the discussions.

CONSENT ITEMS

- Personnel
 - Recommending new appointments for faculty. 12 new faculty have been appointed and 2 new administrators in this round. Right now we are in the process of 34 searches and another 14 before this fall. So it gives us 48 positions we are

trying to fill. The Provost publicly thanked all those serving on search committees. It is a lot of work, many faculty have to go out and aggressively search and get people interested in being here at SUU. Recruiting faculty is a big part of these search committees.

- Recommendations for Tenure & Rank Advancement
 - To the faculty this is the most important meeting of the year. Tenure and rank advancement is typically a 12-15 year process, so this is a culmination of a lot of work. 19 faculty received tenure, 31 were rank advancement. We have about 200 faculty that have been hired in the last 7 years. So there will continue to be a large group up for advancements each year. Trustee Beverly Burgess asked if they get a pay increase when they advance. Yes, there are different pay levels to \$2-5 thousand depending on the level of rank.

Motion to approve the Personnel and Tenure & Rank Advancement by McKay Pollmann second by Lance Hatch. Vote was Unanimous. Eric Schmutz asked about what is preventing recruiting faculty and is housing a part of that? Provost Anderson said housing is a piece of it, but that is matched with pay. We need to bring up our faculty salaries to meet at least the median of CUPA.

- Investment Reports

Motion to approve the Investment Reports Marilee Eyre, second by Eric Schmutz. Vote unanimous.

- R401 Notification Items

This is our list of updates to our academic catalog. It's important to see where we've been in the last few years. 84 R401's have been approved by the Board in the last 3 years. We've consolidated 4 programs, made 10 administrative unit changes, discontinued 13 programs that were no longer viable or shrinking. We updated 12 names to programs and added a total of 43 new academic programs including 14 bachelor's degrees, 8 master's degrees or master's program emphasis, and our first doctorate program. We are actively working to ensure our programs match with industry needs. The Provost and Deans then went through each of the 14 proposals and explained the rationale for changes and adjustments being made.

Motion to approve the R401 Notification Items by Caytee Wankier. Second by Sydney Nakken. Vote was unanimous.

INFORMATION & DISCUSSION ITEMS

R401 AAS Software Development (1st Reading)

This is a full new program and information item. Dean Miller explained that a software development associate's degree is the more applied hands on programming aspect being the field as opposed to our associates of computer science which is more theoretical. This program will give students who may be majoring in other fields the opportunity to learn programming skills to apply with any field or major. We coordinated with STECH on this, we are not conflicting with any programs they are offering. Actually some of the classes we have in our associate degree program. This is an articulated program with southwest tech so it allows STECH students who are taking classes there to transfer those credits from SUU and earn the Associate's Degree.

Board Report: Marilee Eyre, College of Education & Human Development, Head Start

Marilee Eyre started with her report on SUU Head Start. Right now every school has a waiting list, which is exciting. Head Start is hoping to have a 3rd building in Washington County in two weeks and will be ready to open next academic year. Head Start is also hiring for open positions. They have been able to install new playgrounds and updates to buildings and create new SUU Head Start signs. Adding classes every Friday to better follow Iron County School District calendars and create more stability and consistency for the families who come to head start, as well as the staff. Marilee shared the annual report provided by Head Start and talked more about the statistics from last year.

College of Education & Human Development update:

Trustee Eyre expressed appreciation for Dean Shawn Christiansen and everything he has done for the college. She started with sharing stats from the family life and human development department which has grown to 284 students this spring. The Bachelor's of Social Work program started in the fall of 2022 and currently there are 34 pre-social work and 25 social work majors. Social workers are desperately needed in southern Utah and throughout our state. Elementary Education has increased enrollment 264 to 397. Some of this growth is attributed to online programs. Top 10 best value to students from Online U for value and affordability. Faculty members Nichole Wangsgard and Jennifer McKenzie received a \$180,000 grant from the Utah Board of Education to support learners earning a master's degrees in special education and to support projects to increase the number of qualified special educators in Utah.

Faculty Senate Report:

Faculty Senate President Abigail Larson shared that faculty have been busy working on a revised promotion and tenure policy for the last 6 months, with a big push over the last month. It was approved by the deans council and faculty senate last week. Very excited about that. We will be making those revisions and getting it to the trustees at the April meeting. There has also been discussion from the faculty senate about commencement and the commencement speaker and the future role we would like to play in bringing in staff and faculty and especially students into the process to make it more transparent and more of a shared governance process which is the foundation of our campus community and culture. We believe it's important that students should have a say since commencement is a celebration of them and their accomplishments.

Staff Association Report:

Staff Association President Elect Jon Lisonbee is filling in for Jayson Matlock while he is involved in a recruitment event. The staff association has started to explore an employee mentorship program with HR and student affairs. We feel like there's an opportunity there for more mentoring from employee to employee. We have formally submitted our health and wellness policy to the cabinet. Appreciate the work that's gone into the policy, the main purpose of which is to emphasize the importance of health and wellness for employees. We recently opened up staff association elections and will have a new executive board and board members at the new fiscal year. The Staff Association appreciates the opportunity to share feedback and voice concerns with the administration.

President's Report & Campus Updates

President Benson shared that she is proud of our students for being engaged in what's been a rocky, emotional and educational few weeks. Student elections recently took place, and President Benson introduced Carson Brown as the new student body president. We have a new police chief, Carlos Medina, he has been at SUU for the last 10 years and has been in the police force for 18 years. Jared Tippets shared about the new student health clinic that opened on campus a few weeks ago. It has been a tremendous resource for our students. It has been full and busy every day. This is in partnership with Paiute Indian Tribe of Utah and their 4 Points Health medical clinic as the provider. McKay Pollmann added that he's heard from many students who are very happy to have that option on campus.

As a legislative update, this session, we received over \$37 million total. SUU was the only school that got performance and growth funding which is remarkable. We received funding for an expansion of our business building and we also received additional money for the music building that was partly funded last year. Compensation was a big topic on the Hill this session. There is an 8.75% increase with some leeway depending on what some universities can match. We will work with the faculty senate and staff association to talk through compensation as we work through the budget process. McKay came to the Hill for SUU Day on the Hill and he also joined the President in presenting about SUU's student fees process to the Board of Higher Education Committee. There was a revamp of the Board of Higher Education by Sen. Millner. The Board will move from 18 members to 10 members. It also outlines new roles for the Board of Higher Education and Board of Trustees. The Board of Higher Education is oversight and the Trustees will handle the management of the institutions.

We have launched a Strategic Plan, a Strategic Enrollment Planning Committee, a Facilities Master Plan Committee, and a Culture Committee. There are 250 people from across campus engaged in setting a vision for the next 5 years at SUU.

Congratulations and kudos to our mens and women's basketball teams who did so well in the WAC tournament and our Women's team for making it to the NCAA tournament. The Utah Shakespeare Festival is preparing for its summer season and is about to launch a search for a new Artistic Director.

MOTION TO ADJOURN

Motion to adjourn by Eric Schmutz. Second by Beverly Burgess. Vote was unanimous. Meeting adjourned at 2:35 p.m.

Office of the Provost
Old Main #303
435-586-7704

Date: April 25, 2023
To: Board of Trustees
From: Jon Anderson, Provost
RE: Policy Revision 6.1 - Faculty Evaluation, Promotion and Tenure

We are submitting for your consideration a complete revision to SUU Policy 6.1: Faculty Evaluation, Promotion and Tenure.

After a long and thorough process of development, this policy was last revised in July of 2018. The 2018 revisions included a new model of mentorship for faculty members working through the promotion and tenure process. In addition to other changes, the 2018 model included an evaluative function for each faculty member's mentors. Over approximately four years of implementing the new model, it became apparent that having the same colleagues mentor and evaluate faculty in the promotion and tenure process was problematic. Two minor revisions to the policy were also completed in March of 2021 and August of 2022.

As a result of receiving feedback and reviewing the process, in the Fall of 2022, the SUU Faculty Senate led an effort to revise this policy. The revisions submitted to you today retain many elements of the mentoring process which were successful, but also separate the mentors from the evaluators in the promotion and tenure process. Additionally, a number of administrative processes including committee membership, committee appointments, and the role of tenure-track, tenured, and non tenure track in the process have been clarified.

The Academic Affairs Committee of the Faculty Senate should be acknowledged for their tireless work in this policy revision. In addition to teaching, service, and scholarly responsibilities, members of this committee spent many hours revising, receiving feedback, and drafting the new version of this policy for your consideration. Their efforts are acknowledged and appreciated.

Thank you for considering this updated policy and we look forward to discussing it with you.

Policy #6.1

Subject: Faculty Evaluation, Promotion and Tenure

I. Purpose and Value Statement

The Evaluation, Promotion and Tenure process at Southern Utah University (hereafter the University) develops, supports, and celebrates Student-Centric Faculty Engagement in alignment with the values and mission of the University.

This Policy establishes clear expectations, roles, and timelines for faculty support, development, and advancement. This framework also guides Departments in creating a culture of shared responsibility for continuous improvement as well as the development of clear and current criteria for Faculty advancement.

This Policy establishes a framework of expectations and processes for Faculty Evaluation, Promotion and Tenure for Non-Tenure-Track (NTT), Tenure-Track (TT), and Tenured Faculty and Academic Administrators. While the granting of Tenure for individual applicants is not guaranteed, this Policy is grounded in the belief that all Faculty can achieve Promotion and Tenure (as applicable to their position) and deserve transparency, open communication, and support as they progress through that advancement process.

II. References

- A. *American Association of University Professors (AAUP) (accessed February 25, 2018)*
- B. *Association of American Colleges and Universities (AAC&U), High Impact Practices (accessed February 25, 2018)*
- C. *Southern Utah University Policy 0.0 Policy Development Authority*
- D. *Southern Utah University Policy 5.18 Nepotism*
- E. *Southern Utah University Policy 6.0 Definition of Faculty*
- F. *Southern Utah University Policy 6.15 Faculty Leaves*
- G. *Southern Utah University Policy 6.2 Academic Officers*
- H. *Southern Utah University Policy 6.22 Faculty Due Process*
- I. *Southern Utah University Policy 6.28 Faculty Professional Responsibility*
- J. *Southern Utah University Policy 9.7 Family and Medical Leave*
- K. *Utah System of Higher Education Policy R312 Utah System of Higher Education and Institutional Missions and Roles*
- L. *Utah System of Higher Education Policy R481 Academic Freedom, Professional Responsibility, Tenure, Termination, and Post-Tenure Review*

III. Definitions

- A. **Academic Administrator:** A Faculty member who serves as a non-executive-level academic leader and administrative head of a Department or unit (e.g., Department Chair, or Associate Department Chair).
- B. **Advanced Faculty:** Associate NTT Professors, Associate Professors and Professors with Tenure, and Academic Administrators with Tenure at the Associate Professor or Professor rank.
- C. **Alignment and Integration Meeting (AIM):** The AIM is an annual meeting where the Department Chair and Faculty member come together to align and integrate the areas of focus for the Faculty member with the Department's needs. During this meeting, they discuss and agree upon the expected Teaching, Service/Leadership, and Scholarly/Creative Activities (as applicable) for the upcoming academic year. The goal of the meeting is to ensure that the discussions and determinations made by the Faculty member and Department Chair align with the DEC.
- D. **Conflict of Interest:** Any circumstance in which an individual's financial, professional, or personal considerations may directly or indirectly affect, or reasonably appear to affect, an individual's professional judgment in exercising any University duty or responsibility.
- E. **Departmental Evaluation Criteria (DEC):** Department-created and maintained standards and expectations for Promotion and Tenure and Good Standing for Non-Tenure-Track, Tenure-Track, Tenured Faculty, and Academic Administrators.
- F. **Evaluative Entity:** A Faculty member, Administrator, or Committee responsible for evaluating Faculty. Evaluative Entities include the Department Promotion and Tenure (P&T) Committee, Department Chair, College/School P&T Committee, Dean, University P&T Committee, and Provost.
- G. **Evaluative Letter:** A document written by any Evaluative Entity that assesses an evaluated Faculty member's activities as documented in a FEC Report or Mid-Point Review, Promotion, Tenure, or Five-Year Review application, and the alignment of those documented activities with DEC, the definition of Faculty Engagement, and the University Mission.
- H. **Evaluative Ratings:** Ratings assigned by an Evaluative Entity and included as part of an Evaluative Letter. Evaluative Entities assign one of the following Evaluative Ratings for Annual FEC Reports (Non-tenured faculty), and Mid-Point Review applications:

- 1. Acceptable Progress or

2. Development is Required or
3. Recommendation for Non-Reappointment

For all other applications (i.e., Promotion and/or Tenure and Five-Year Review), Evaluative Entities provide either a "yes" or "no" vote (including the number of "yes" and "no" votes) for recommending or not recommending Promotion and/or Tenure or continuing in Good Standing (in the case of a Five-Year Review).

- I. **Evidence-Based Practices:** Teaching and Scholarly/Creative practices and other engagement strategies that are supported with qualitative and/or quantitative data.
 - J. **Faculty:** See [Policy 6.0](#).
 - a. **Non-Tenure Track Faculty (NTT):** Faculty with term appointments who are not eligible for Tenure as set out in [Policy 6.0](#). NTT Faculty may hold the following ranks in order of rank progression.
 - i. **Lecturer:** The title of Lecturer is an entry-level (NTT) Faculty position. Lecturers have the primary responsibility for effective teaching while maintaining currency in their field and a secondary responsibility for Departmental participation.
 - ii. **Assistant Professor (NTT):** This rank is an appointment for those with at least five (5) years of experience at the University as a Lecturer or those who have been directly hired into the rank of Assistant Professor. Assistant Professors (NTT) have demonstrated ability in the areas of teaching and professional services. They have maintained currency in their field and are capable of undertaking college-wide responsibilities consistent with the college's mission and goals. Application for advancement to Assistant Professor (NTT) may be submitted at the conclusion of the fourth complete academic year as a full-time Lecturer.
 - iii. **Associate Professor (NTT):** This rank is an appointment for those with at least seven (7) years of experience at the University as an Assistant Professor (NTT). Associate Professors (NTT) have exhibited continued growth in Faculty Engagement. They have contributed significantly to the University's mission in exemplary ways, especially with regard to Teaching Effectiveness. Their teaching, service, and engagement with students must reflect high professional competence and currency in their field. Applications for advancement to Associate Professor (NTT) may be submitted at the conclusion of the sixth complete academic year as a full-time Assistant Professor (NTT).

- iv. **Clinical Faculty:** Clinical Faculty as well as their promotion criteria and evaluation procedures are defined in [Policy 6.0](#).

- b. **Tenure-Track (TT) and Tenured Faculty:** Tenure-Track and Tenured Faculty are defined in [Policy 6.0](#). Tenure-Track Faculty will hold the rank of Assistant Professor, Associate Professor, or Professor. Tenured Faculty will hold either the rank of Associate Professor or Professor. If DEC is not developed for the ranks below, Evaluative Entities should use the definitions in this Policy. Rank descriptions are listed below in order of rank progression.
 - i. **Assistant Professor:** The rank of Assistant Professor is an initial appointment in the Tenure-track. Assistant Professors exhibit potential for effective Teaching, Service/Leadership, and Scholarly/Creative Activities. They are engaged in their academic discipline and in continuing study that will permit them to increase their competence in their fields which will qualify them for Promotion to a higher rank.

 - ii. **Associate Professor:** The rank of Associate Professor is an appointment for those with at least seven (7) full years of experience at Southern Utah University as an Assistant Professor (minus any years granted toward tenure/rank advancement at the time of hire) or those who have been directly hired into the rank of Associate Professor. Associate Professors have exhibited continued growth in Faculty Engagement. They have contributed significantly to the University Mission, and they are prepared to mentor other Faculty members. Their Teaching, Service/Leadership, and Scholarly/Creative Activities reflect high professional competence. Applications for advancement to Associate Professor (and Tenure) are submitted at the conclusion of the sixth academic year as a full-time Assistant Professor. Early Tenure applications are possible. The process for this is given elsewhere in this Policy.

 - iii. **Professor:** The rank of Professor is an appointment granted to those who have earned a terminal degree in their field and have completed at least five years of service at the University as an Associate Professor. A Professor is a Faculty member who has demonstrated excellence in Teaching, Service/Leadership and Scholarly/Creative Activities over a sustained period, typically at least five years after being granted Tenure. Professors are recognized as leaders in their field and have achieved a high level of professional achievement and recognition, as evidenced by a strong record of publications, presentations, grants, awards, and other Scholarly/Creative Activities. Professors are expected to contribute to the academic community by mentoring Junior Faculty, serving on committees,

and providing leadership in Departmental and institutional governance. The promotion to Professor is a significant milestone in an academic career and represents high achievement and recognition within the academic community. Applications for advancement to Professor may be submitted at the conclusion of the fifth complete academic year as a full-time Associate Professor.

- c. Special Appointments: Special Appointments (e.g., Professional in Residence, Artist in Residence, Distinguished Fellow) are defined in [Policy 6.0](#).
 - d. Professor Emeritus: Emeritus Faculty are defined in [Policy 6.0](#).
- K. **Faculty Dashboard:** A web page designed to support Faculty and Evaluators in the Promotion and Tenure process. This web page can be found on the SUU faculty portal. (*Link to Faculty Dashboard*)
- L. **Faculty Engagement and Contribution Report (FEC Report):** A reflective narrative in which evaluated Faculty describe those duties and activities they performed during the previous academic year and how the duties and activities align with their DEC, the Student-Centric Faculty Engagement Model, and the University Mission.
- M. **Good Standing:** A status Faculty members achieve by maintaining a high level of Teaching Effectiveness, Service/Leadership, Scholarly/Creative achievement, and professional conduct toward the University and profession. The status of Good Standing is exclusively applicable to the Five-Year Review.
- N. **Junior Faculty:** Junior Faculty consists of two groups of faculty members. The first group includes NTT Faculty who have been hired at the rank of Lecturer and are in their first full five years of employment with the University or who have been hired at the rank of Assistant and are in their first full seven years of employment with the University. The second group includes TT Faculty who have been hired at the rank of Assistant in their first full seven years of employment with the University or hired at the rank of Associate in their first full four years of employment with the University.
- O. **Late Submission:** The failure to comply with the schedule outlined in this Policy for submitting an annual FEC Report, or application for Mid-Point Review, Promotion and/or Tenure, or Five-Year Review.
- P. **Mentoring:** A non-evaluative process that provides Junior Faculty members with non-evaluative guidance and support as they navigate the challenges of academic life and pursue their professional goals that may include Promotion and Tenure.
- Q. **Mentee:** A Junior Faculty member being mentored by an Advanced Faculty member. A Mentee is typically pursuing Promotion and/or Tenure.

- R. **Mentor:** An Advanced Faculty member who provides non-evaluative guidance and support to a Junior Faculty Member, known as the Mentee, during the Promotion and Tenure process.
- S. **Non-Reappointment:** A separation by which the University ends its employment relationship with probationary- or term-contract Faculty members at the end of a contract period.
- T. **Peer Review:** The evaluation of a Faculty's Scholarly/Creative product by experts in the same or related occupation, profession, or industry (peers).
- U. **Pertinent Information:** Any significant and applicable data, facts, or particulars directly related to evaluating a Faculty member's qualifications for annual evaluation, Promotion or Tenure.
- V. **Promotion:** Advancement in rank as defined under **III.J Faculty**.
- W. **Promotion and Tenure (P&T) Committee:** An Evaluative Entity at the Department, College/School, or University level that evaluates Faculty in the Promotion and Tenure process.
- X. **Scholarly/Creative Activities:** Purposeful and intentional activities that seek to provide new knowledge or understanding to a particular field of study. These activities are skillfully interpreted and deployed and are deeply informed by current knowledge in a Faculty member's field of study and expertise. Scholarly and Creative Activities are of equal value and importance to the University and may lead to innovative curriculum, and/or integrate thoughts and ideas from diverse disciplines or areas of inquiry.
- Y. **Service/Leadership:** Participation (usually by term of appointment) in the operation or function of a Faculty member's Department, College/School, University, community, or professional field and its organizations. Such Service/Leadership is vital to the Shared Governance of the University.
- Z. **Shared Governance:** Shared Governance provides various individuals and groups a voice in key decision-making processes through elected, appointed, or volunteered representation. It allows for the primary decision-making responsibility or input and recommendation responsibility to be delegated to specific constituencies under well-defined conditions. The concept of Shared Governance recognizes the interdependence of the various individuals and groups involved in campus governance, requires communication, and provides opportunities for joint planning and effort.
- AA. **Student-Centric Faculty Engagement:** Purposeful and intentional activities or contributions in the areas of Teaching, Service/Leadership, or Scholarly/Creative

Activities, whether curricular, co-curricular, or extracurricular, that help students become informed, responsible, and productive members of society who explore diverse ideas, disciplines, skills, cultures, and places.

- BB. **Teaching Effectiveness:** The ability of a Faculty member to engage students in the learning process, facilitate critical thinking and intellectual growth, and achieve desired learning outcomes. Consistent with the University Mission, teaching is of primary importance. Teaching Effectiveness is a crucial component evaluated in the decision-making process for reviews and granting a Faculty member Promotion and/or Tenure. It is assessed through multiple measures, such as the documentation of and reflection on the use of approaches, and strategies that lead to improved student learning and achievement, student feedback, peer and Department Chair evaluations, classroom observations, professional development activities, and/or other Pertinent Information. Teaching efforts may involve the overlap of Teaching Effectiveness, Service/Leadership, and/or Scholarly/Creative Activities.
- CC. **Tenure:** A condition of a continuous appointment that can only be terminated under specific circumstances and after receiving the right to due process (see Policy 6.28).
- DD. **University Mission:** The mission statement of the University as defined in Utah System of Higher Education Policy R312.

IV. Policy

- A. **Scope and Limitations:** This Policy covers general criteria and processes for Faculty Evaluation, Promotion and Tenure. It also describes the types of criteria and processes to be defined at the Departmental level. It does not cover sabbatical leave (see Policy 6.15). If there is any contradiction or disagreement between this Policy and any other 6.0 policies, this Policy shall take precedence. In the event of a conflict with this Policy and other governing policies or laws, the order of precedence set out in [Policy 0.0](#) controls.
- B. **Applicability:** This Policy applies to Non-Tenure Track Faculty, Tenure-Track Faculty, Tenured Faculty, and Special Appointments at Southern Utah University with full-time or part-time appointments, on-campus or off-campus, and to Academic Administrators. This Policy does not apply to at will appointees, such as adjuncts, emergency hires, visiting Faculty, or Emeriti.
- C. **Policy Sections:** The Evaluation, Promotion and Tenure process hinges on 1) Departments carefully creating and maintaining standards and expectations for evaluation, Promotion and Tenure as articulated in the Departmental Evaluation Criteria (DEC) and making the DEC accessible to all Faculty; 2) Faculty having open

communication with the Department Chair via a formal Alignment and Integration Meeting (AIM) to discuss the upcoming academic year and related Faculty activities; 3) Junior Faculty receiving consistent support from Faculty Mentors as they progress toward P&T; and 4) Faculty receiving feedback on their progress toward P&T from thorough, thoughtful, and unbiased review. Thus, the Policy contains guidance on the following sections:

IV. D. Evaluation Criteria

IV. E. Alignment and Integration Meeting

IV. F. Mentoring

IV. G. Evaluation Process

D. Evaluation Criteria:

- 1. Departmental Evaluation Criteria (DEC) Committee:** The foundation of Promotion and Tenure Evaluations are carefully created and maintained DEC, which are critical to the success of the P&T process. Departments form a DEC Committee to create and maintain the DEC, though individual faculty may be tasked to accomplish drafts or other input for the DEC. The DEC Committee consists of at least three Department Faculty members, including a committee chair, who is, whenever possible, a Tenured Faculty member. The DEC Committee is created and organized according to Departmental guidelines for Faculty committee appointments. Committee members serve for three years on a rotating basis. At least one member should be replaced each year.
- 2. Required Elements of the DEC:** The University values academic contributions that support the student-centered University Mission. The central input into DEC are the elements of the Student-Centric Faculty Engagement Model shown below. Each category in the Student-Centric Faculty Engagement Model is defined in the Definitions section of this Policy. Note that the graphic is meant to illustrate the interconnected nature of Teaching Effectiveness, Service/Leadership, and Scholarly/Creative Activities but does not imply that DEC should place equal weight on these areas. The extent of overlap will vary by individual Faculty members and across Departments.

Student-Centric Faculty Engagement Model



Student-Centric Faculty Engagement Model

Using the Student-Centric Faculty Engagement Model as the basis of establishing evaluation criteria, the DEC Committee crafts the DEC based on input and feedback from Faculty within their Department. The DEC Committee may need to consider guidelines from programmatic accreditation in crafting the DEC.

While this Policy does not dictate the details of evaluation criteria, this Policy outlines required elements. The DEC shall:

- a.** Reflect the Student-Centric Faculty Engagement Model by defining specific standards and expectations that include evaluation guidelines for Teaching Effectiveness, Service/Leadership, and Scholarship/Creative Activity (including requirements for Peer Review) to achieve each specific Faculty rank, and thereafter remain in Good Standing, set forth in the “Faculty” definition (**III.J**) and Tenure (as applicable) for NTT Faculty, TT Faculty, Tenured Faculty, Academic Administrators, Faculty with partial reassignments, and Faculty wishing to apply for early Tenure.
 - i.** While participating as a Mentor is not a required activity for advancement, the DEC must specify that voluntary participation as a Mentor is considered one form of demonstrating Service/Leadership.
- b.** Define standards and expectations for Faculty with Special Appointments that include evaluation guidelines for Teaching Effectiveness, Service/Leadership, and Scholarship/Creative Activity (including requirements for Peer Review). Note that Faculty with Special Appointments are subject only to completing annual AIMs and submitting Annual FEC Reports.
- c.** Include a variety of measures of Teaching Effectiveness outside of student feedback. The University acknowledges that Teaching Effectiveness is difficult to measure, that student feedback results may be subject to bias,

and that student feedback results should not be the sole measure of evaluating Teaching Effectiveness. DEC measures of Teaching Effectiveness may include, but are not limited to, documentation of and reflection on 1) implementation of high-impact teaching practices; 2) professional development activities directly related to improving Teaching Effectiveness; 3) peer and/or Department Chair evaluations of teaching practices (Department Chairs may only evaluate their own Teaching Effectiveness as a self-reflection); or 4) Service/Leadership or Scholarly/Creative Activities that relate wholly or in part to Teaching Effectiveness.

- d. Include a variety of measures of each area of the Student-Centric Faculty Engagement Model. Examples may include, but are not limited to, utilizing High Impact Practices as defined by the Association of American Colleges and Universities, mentoring student projects and creative endeavors, co-authoring student-generated scholarly papers or professional presentations, participating in programs that enhance students' global perspective, being involved with student clubs and other organizations, participating in Scholarly/Creative Activities, participation in formalized community-engaged learning projects, providing educational opportunities for the University community, and implementing cooperative educational programs with community partners.
 - e. List required and suggested documents for Faculty to include in their FEC Reports or applications of Mid-Point Review, Promotion and/or Tenure, or Five-Year Review. University-driven student feedback is always required documentation for all FEC Reports and applications for Mid-Point Review, Promotion and/or Tenure, and Five-Year Review. Faculty members who serve as instructors of record for any course must include all such feedback provided by the University for those courses.
 - f. Define procedures for Faculty seeking redress relating to measures of Teaching Effectiveness including outliers in student feedback or evaluations of Scholarly/Creative work.
- 3. Approval of the DEC:** Approving the DEC occurs in the following order: Department Faculty, Department Chair, Dean, and Provost.

At any level of review, the reviewer can return the DEC to the previous approver for editing. The Department Chair, the Dean, and the Provost must approve the DEC. The approved DEC must be dated, labeled current, and posted on the Faculty Dashboard, at which point becomes effective.

In cases where a consensus cannot be reached at all levels for the completion of a DEC, the matter will be resolved by a committee comprised of the Provost, Dean, Department Chair, and the DEC Committee Chair.

The Department Chair shall make reasonable efforts so that the DEC Committee reviews the DEC at least every three years and revises as needed with the same approval process as above. Should the Department Chair fail to fulfill these responsibilities pursuant to Policy 6.2, participation in Faculty Promotion and Tenure process, the DEC Committee Chair will notify the Dean.

4. **Faculty Professional Responsibility:** It is the sole responsibility of the Faculty member to prepare and submit a complete FEC Report or application for Mid-Point Review, Promotion and/or Tenure, or Five-Year Review demonstrating alignment with DEC, Student-Centric Faculty Engagement, and the University Mission. Additionally, Faculty are expected to follow [Policy 6.28](#) in their professional efforts and adhere to the deadline schedule in Appendix B.

As described in **(IV.G) Evaluation Process**, when prioritizing their work and creating their FEC Report or application for Mid-Point Review, Promotion and/or Tenure, or Five-Year Review, Faculty articulate how their contributions align with the DEC. Faculty apply guidance received from their Department Chair at their annual AIM and advice from their Faculty Mentor to effectively integrate their Faculty responsibilities, DEC, and the student-centered University Mission. However, it is important to note that some Faculty contributions, especially in the areas of Service/Leadership and Scholarly/Creative Activities, may still align with DEC and the student-centered University Mission even when they do not directly relate to students.

E. Alignment and Integration Meeting (AIM):

The AIM is required for all full-time Faculty (except Academic Administrators) to facilitate communication between the Department Chair and Faculty members. The AIM must occur between January and April. Junior Faculty have an AIM annually. Advanced Faculty hold an AIM at least once prior to submitting an application for Five-Year Review. Note that, in addition to the annual AIM requirement for Junior Faculty, newly-hired Junior Faculty have an initial AIM within the first two weeks of the start of contract.

In the AIM, the Department Chair and Faculty communicate, discuss, and agree upon expected Teaching, Service/Leadership, and Scholarly/Creative Activities (as applicable) for the subsequent academic year. Associate Department Chairs or Program Directors may assist the Department Chair in completing the AIM including documenting the

meeting on the Faculty Dashboard. If an Associate Department Chair or Program Director completes the AIM with a Faculty member, the Department Chair reviews meeting comments on the Faculty Dashboard and marks the AIM as reviewed. Mentors may attend the AIM at the Mentee's request.

These activities should align with the Faculty member's DEC and University Mission and address professional development and learning advancement. If a Department's DEC is unclear or does not exist, the Department Chair and Faculty member should approach the AIM using the principles of Student-Centric Faculty Engagement, the University Mission, and the criteria outlined in this Policy. The AIM intends to increase communication and acknowledge Faculty contributions.

In relation to the AIM, Department Chairs are responsible for monitoring both the teaching and Service/Leadership workload of their Faculty to ensure that Faculty are assigned an appropriate amount of teaching and Department, College/School, and University/ad hoc committee work, and that equity exists among members of the Department.

The Department Chair and individual Faculty document their agreement or disagreement, including notes regarding expected Faculty activities in the Faculty Dashboard.

All Evaluative Entities may view any AIM documentation in the Faculty Dashboard but shall not use information from the documentation as primary criteria for assessment. Importantly, the outcome of the AIM, as documented in the Faculty Dashboard, does not determine progress in the Promotion and Tenure process; however, the AIM documentation in the Faculty Dashboard may provide important context to Evaluators in understanding and interpreting the Faculty's FEC Reports and applications for Mid-Point Review and Promotion and/or Tenure.

a. Faculty Responsibilities:

- i. Approach the AIM with the intent to grow and develop and to promote positive change.
- ii. Articulate their intended contributions for the upcoming academic year and how those contributions align with DEC, Student-Centric Faculty Engagement, and the University Mission.
- iii. Use the Faculty Dashboard to record the following required information: 1) completion of the AIM; 2) Faculty-specific Service or Teaching expectations; and 3) any points of disagreement between Department Chair and Faculty. Faculty may use the Faculty Dashboard to record

extenuating personal or professional circumstances that may provide relevant background to Evaluators in reviewing Faculty submissions.

- iv. Faculty are encouraged to meet annually with their assigned Mentor before the AIM until the successful completion of the Midpoint Review.

b. Department Chair Responsibilities:

- i. Schedule an AIM with Faculty at the appropriate frequency.
- ii. Assist Faculty in maintaining alignment with the DEC, Student-Centric Faculty Engagement, and the University Mission.
- iii. Discuss Faculty's alignment with teaching responsibilities, job description, and Departmental needs.
- iv. Discuss and assign a Mentor as applicable.
- v. Facilitate setting of Faculty goals and provide feedback as Faculty progress through the next academic year.
- vi. Use the Faculty Dashboard to record the following required information: 1) completion of the AIM; 2) Faculty-specific Service or Teaching expectations; and 3) any points of disagreement between Department Chair and Faculty.

c. Dean Responsibilities:

- i. Ensure that Department Chairs hold an AIM at the appropriate frequency.
- ii. In the case of a dispute between the Faculty member and the Department Chair regarding AIM discussions, the Dean or Associate Dean will serve as arbiter as Departmental needs and policies dictate. The Faculty Dashboard will be used to inform the Dean or Associate Dean of the issue.

F. Mentoring:

Mentoring is essential to supporting Junior Faculty in the first three years of the Promotion and Tenure process, but it is important to note: Current Mentors are not part of their Mentee's evaluation process. Mentors play a critical supportive role in guiding and encouraging Junior Faculty. In the event that a current Mentor is a member of an Evaluative Entity responsible for evaluating their Mentee, the Mentor must recuse themselves from that evaluation. The Evaluative Entity will then utilize an alternate Evaluator. Participation as a Mentor is entirely voluntary. Mentors must have a desire for and a strong commitment to active engagement with the Mentee.

1. Mentoring Process:

- a. The Department Chair assigns one Mentor to each newly-hired Junior Faculty member no later than the newly-hired Junior Faculty member's contract start date. Junior Faculty may request and be assigned a specific available Mentor with the approval of the Department Chair.
 - b. Mentors and Mentees hold at least one scheduled meeting per semester, whether virtual or in person, to discuss any Mentee needs related to job responsibilities or progress toward P&T. Mentors and Mentees document the date of the meeting in the Faculty Dashboard. Mentors and Mentees may include notes or comments from the meeting in the Faculty Dashboard.
 - c. The Department Chair annually assesses both the effectiveness of the mentoring relationship and Departmental Mentoring needs. The Department Chair may re-assign Mentors and Mentees as necessary. In addition, Mentees or Mentors may request a change in mentoring relationships. To the extent possible, Department Chairs ensure the continuity of effective mentoring relationships.
- a. Mentorship is required until the successful completion of the Mentee's Mid-Point Review. A Junior Faculty member continues Mentorship past this point only if the Junior Faculty member requests it or if the Department Chair deems further Mentorship necessary to the progression of the Junior Faculty member. Sufficient Mentors must be available, and a Mentor must agree to further Mentorship.

2. Mentor Requirements and Expectations:

Mentors will:

- a. Hold one of the following statuses: 1) Professor with tenure, 2) Advanced Faculty, or 3) NTT Faculty with seven (7) years of continuous employment at SUU and at least one rank advancement.
- b. Assist Mentees in understanding the DEC, offer guidance and support in navigating the P&T process. Mentors must be familiar with the DEC and this Policy to support Mentees effectively.
- c. Complete an annual training coordinated by the Dean. In circumstances where Mentors are from a different Department or College/School, Mentors will complete the annual training coordinated by the Mentee's Dean (or be trained by the dean) and become familiar with the Mentee

Department's DEC and culture. Department Chairs will provide any Department-specific reporting forms to Mentors from other Departments.

- d. Meet with any Mentees at least once per semester during contract (see **IV.F.1.b**).
- e. Prior to the annual AIM, Mentors are encouraged to meet with and help Mentees prepare for the AIM. Mentors will discuss Mentees' planned Teaching, Service/Leadership, and Scholarly/Creative Activities (when applicable). Mentors will provide feedback to help Mentees align their activities with DEC and the University Mission. Mentors may attend the AIM at the Mentee's request.
- f. Mentor no more than two Junior Faculty. However, Mentors may have more than two Mentees only if: 1) no other Mentors are available in the Department, College/School, and the Mentor agrees, 2) the Department Chair and Mentee agree that a Mentor within the same College/School is necessary for sufficient support toward P&T, the Mentor is within the same College/School as the Mentee, and the Mentor agrees, or 3) under careful consideration, Mentors from other Colleges/Schools may be chosen. Should there be insufficient Mentors available, the Department Chair will work with the Dean to remedy the situation ensuring that Junior Faculty are fully supported as intended for Mentorship in this policy.
- g. Notify the Department Chair in a timely manner if the Mentor chooses to discontinue Mentorship. The Department Chair would then assign a new Mentor as soon as possible. Mentors may discontinue mentorship without prejudice at any point in the mentoring relationship.

3. **Mentee Requirements and Expectations:**

Mentees will:

- a. Communicate with their Mentor regularly, as determined by Department expectations and needs of the Mentee, to discuss ideas, address questions and seek support regarding DEC and the P&T process.
- b. Meet with their Mentor at least once per semester (see **IV.F.1.b**).
- c. Meet with their Mentor prior to the annual AIM to share planned Teaching, Service/Leadership, and Scholarly/Creative Activities (as applicable) activities and seek feedback from their Mentor regarding the alignment of their activities with DEC and the University Mission.

- d. Notify the Department Chair and indicate whether they wish to keep their current Mentor or if the mentoring relationship is no longer productive or effective. Mentees may submit a letter of recommendation for their Mentor as evidence of service for the Mentor's Post-Rank Advancement or Annual Review (NTT Faculty) or Post-Tenure Five-Year Review (Tenured Faculty). Additionally, Mentees may request a change in Mentor without prejudice at any point in the mentoring relationship.

4. Department Chair Responsibilities:

Department Chairs will:

- a. Ensure that each Junior Faculty has one assigned Mentor. The Department Chair uses judgment and care to assign Mentors in order to provide Junior Faculty the best support possible. If a Department has insufficient Mentors, the Department Chair can request Mentors from other Departments within the College/School. If insufficient Mentors are still unavailable after exhausting Mentors from the College/School, the Department must seek Mentors from other University Colleges/Schools. The Department Chair may assign more than two Mentees to a Mentor only based on circumstances described in **IV.F.2.f**.
- b. Annually assess the effectiveness of mentoring relationships via formal or informal communication and adjust Mentoring relationships as needed to best support Junior Faculty in their progress toward P&T.
- c. Assign Mentors and facilitate mentoring relationships in cases where Mentorship continues past the successful completion of a Mid-Point Review.
- d. Provide training on DEC and Department culture for Mentors serving from outside the Mentee Department.
- e. Should the Department Chair fail to fulfill these responsibilities pursuant to Policy 6.2, participation in Faculty Promotion and Tenure process, the Mentor or Mentee will notify the Department P&T Committee Chair. The Department P&T Committee Chair will then inform their respective Dean.

5. Dean Responsibilities:

- a. Coordinate and ensure the timely delivery of an annual, high-quality Mentor training.

- a. Ensure that serving as a Mentor is given significant weight in DEC's from their College/School for Service/Leadership.
- b. Should the Dean fail to fulfill these responsibilities pursuant to Policy 6.2, participation in Faculty Promotion and Tenure process, the Department Chair will notify the Department P&T Committee Chair. The Department P&T Committee Chair will then notify the Provost.

G. Evaluation Process:

Southern Utah University shall have P&T Committees at the Department, College/School, and University levels. Faculty serving on P&T evaluation committees are limited to one level at a time and subject to the single-vote rule; additionally, they cannot evaluate the same individual in subsequent committees but may serve on other Departmental P&T committees as needed. The P&T Committee information table below shows the criteria for establishing P&T Committees. Faculty members related (as defined in [Policy 5.18](#)) to another Faculty member applying for Promotion, Tenure, or submitting a Mid-Point or Five-Year Review application are ineligible to serve on that Faculty member's P&T committee.

Promotion and Tenure (P&T) Committee Information

	Department P&T Committee	College/School P&T Committee	University P&T Committee
Voting Members	Minimum of three; maximum of five	Five	One from each College/School and one representative from the Library
Eligible Faculty	Tenured with a minimum rank of Associate Professor (To evaluate NTT Faculty members, the Department P&T Committee must have one Associate Professor (NTT).)	Tenured with a minimum rank of Associate Professor only	Tenured Professors only
Consecutive Membership Allowed*	No	No	No
Roster Submitted by	Department Chair	Dean	Each Dean
Voted by	See Department bylaws or committee formation procedures	See College/School bylaws or committee formation procedures	Tenured/Tenure-Track College/School Faculty
Members from Other Units	As needed	As needed	N/A
Administrators Serving	None	None	None
Exceptions Approved by	University P&T Committee	University P&T Committee	Faculty Senate

*Simultaneous membership on other P&T committees allowed only in the event the Evaluator does not evaluate any given report or application on more than one occasion during the annual review cycle.

The Evaluation Process section begins by defining the Department Promotion and Tenure Committee, which serves as the first and most thorough Evaluative Entity. The section also defines Faculty and Evaluator Responsibilities that apply to all evaluations. The following is a summary of subsections:

(IV.G.a) Department Promotion and Tenure (P&T) Committee

(IV.G.b) College/School Promotion and Tenure (P&T) Committee

(IV.G.c) University Promotion and Tenure (P&T) Committee

(IV.G.d) Faculty Responsibilities and Expectations

(IV.G.e) Evaluator Responsibilities and Expectations

(IV.G.f) Annual FEC Report (Junior Faculty only)

(IV.G.g) Mid-Point Review (Junior Faculty only)

(IV.G.h) Promotion (and Tenure, as applicable) (Junior Faculty only)

(IV.G.i) Rank Advancement Following Promotion

(IV.G.j) Post-Promotion Annual Report (NTT Faculty only)

(IV.G.k) Five-Year Review

(IV.G.l) Administrators Returning to Faculty Positions

(IV.G.m) Additional Considerations

- a. **Department Promotion and Tenure (P&T) Committee:** Each Department organizes and maintains a P&T Committee to evaluate Faculty based on current DEC. Department P&T Committee members will be required to undergo annual training provided by the Provost Office.

- i. **Role of the Department P&T Committee:**

The Department P&T Committee carefully adheres to **(IV.G.e) Evaluator Responsibilities and Expectations**. Of all Evaluative Entities, the Department P&T Committee provides the most detailed and thorough evaluation of annual FEC Reports and applications for Mid-Point Review, Promotion and/or Tenure, and Five-Year Review.

- ii. **Composition of the Department Promotion and Tenure Committee:**

1. Each Department forms a Department P&T Committee consisting of a minimum of three and a maximum of five members. In addition, Department P&T Committees must have an alternate committee member for cases where there may be a Conflict of Interest, such as, the evaluated Faculty member's Mentor must

recuse themselves from the Promotion and Tenure evaluation process, or a committee member is being evaluated for rank advancement.

2. The Department Chair may not serve on the Department P&T committee.
 3. The Department P&T Committee is comprised of Tenured Faculty with a minimum rank of Associate Professor; however, if an NTT Faculty member is being evaluated for promotion, one Associate Professor (NTT) must be part of the Department P&T Committee. All Department Faculty vote on the Department P&T Committee members unless Department bylaws dictate otherwise.
 4. If a Department does not have sufficient Tenured Faculty members with a minimum rank of Associate Professor to serve on the P&T Committee, or if there is no Associate Professor (NTT) Faculty member available to evaluate an NTT faculty member, the following steps should be taken. Priority should be given to identifying an Associate Professor (Tenured or NTT) within the same college. If no suitable candidates are available within the College/School, the Department may consider candidates from other Departments within the University. However, any committee member outside the Department must become familiar with the Department's DEC to ensure proper evaluation procedures. All committee members, regardless of their affiliation with the Department, must be voted on by the members of the Department.
 5. Each Department, in consultation with the Dean, determines specific rules regarding the length of committee service, the percentage of Faculty votes required to be on to the Promotion and Tenure Committee, and procedures for circumstances in which there is an insufficient number of eligible Faculty to serve on the Department P&T Committee. These rules and procedures will be publicly available on the Provost's Office website.
- b. **College/School Promotion and Tenure (P&T) Committee:** Each College/School organizes and maintains a College/School P&T Committee to evaluate Faculty based on the Faculty member's current DEC.
- i. **Role of the College/School Promotion and Tenure Committee:**

The College/School P&T Committee follows **IV.G.e Evaluator Responsibilities and Expectations**, with an emphasis on evaluating whether the Department P&T Committee and Department Chair conducted their evaluations with sufficient thoroughness and in accordance with the DEC from the Faculty member's Department. College/School P&T Committee members must evaluate Faculty based only on the applicant's DEC from the Faculty member's Department. To carry out this responsibility effectively, the College/School P&T Committee should:

1. Be familiar with the DEC for each evaluated Faculty.
2. While exercising diligence and care, perform a review primarily focused on equity and fairness in the process and secondarily on alignment between the Faculty member's duties and activities with and the Faculty member's DEC, Faculty Engagement Plans, and the University Mission.
3. Carefully review all previous Evaluative Letters and Ratings.
4. Carefully evaluate the reasoning and basis for all previous Evaluative Ratings and request clarifying information or documentation as needed.

ii. **Composition of the College/School Promotion and Tenure Committee:**

1. Each College/School forms a College/School P&T Committee comprised of five Tenured Faculty members with a minimum rank of Associate Professor. College/School P&T Committees must also have a Tenured Faculty alternate committee member for cases where there may be a Conflict of Interest.
2. Department Chairs, Associate Deans and Deans may not serve on the College/School P&T Committee.
3. The College/School P&T Committee membership should reflect, as much as possible, the breadth of disciplines represented in the Departments within the College/School.
4. All evaluated Faculty vote on the membership of the College/School P&T Committee.
5. If a College/School lacks sufficient Tenured Faculty members with a minimum rank of Associate Professor reflecting the breadth of

disciplines to serve on the P&T Committee, or if no suitable candidates are available within the College/School, the College/School may consider candidates from other Colleges/Schools within the University. However, any committee member outside the College/School must become familiar with the relevant P&T guidelines to ensure proper evaluation procedures. All committee members, regardless of their affiliation with the College/School, must be voted on by the respective College/School members.

6. Each College/School determines specific rules regarding the length of committee service and the percentage of Faculty votes required to be on the College/School P&T Committee. These rules and procedures will be publicly available on the Provost's Office website.

- c. **University Promotion and Tenure (P&T) Committee:** The University organizes and maintains a P&T Committee to evaluate Faculty based on the Faculty member's current DEC.

- i. **Role of the University Promotion and Tenure Committee:**

The University P&T Committee follows **IV.G.e Evaluator Responsibilities and Expectations**, but with modifications that focus more on evaluating whether the College/School P&T Committee conducted their evaluations with sufficient thoroughness and in accordance with the applicable DEC. University P&T Committee members must evaluate Faculty based only on the DEC from the Faculty member's Department. To carry out this responsibility effectively, the University P&T Committee should:

1. Carefully review all previous Evaluative Letters and Ratings.
2. Carefully evaluate the reasoning and basis for all previous Evaluative Ratings and request clarifying information or documentation as needed.
3. Perform only a high-level, limited assessment of the alignment of the evaluated Faculty's duties and activities with DEC, Faculty Engagement, and the University Mission as needed for clarification of all or portions of the reasoning and basis for previous Evaluative Ratings.

ii. **Composition of the University Promotion and Tenure Committee:**

1. The University P&T Committee is comprised of only Tenured Professors, with one representative from each College/School. Furthermore, each College/School must appoint a Tenured Professor as an alternate committee member to serve in case of potential Conflicts of Interest.
2. As vacancies in the University P&T Committee occur, the Provost's Office notifies the Dean of each College/School for which there is a vacancy by April 1 of each year.
3. By the last day of April, each Dean submits to the Faculty Senate Executive Committee and the appropriate representative from the Provost's Office the names of one representative and one alternate from their respective College/School who will serve on the University P&T Committee beginning in the next academic year. The Faculty Senate President assigns one member of the University P&T Committee to serve as chair.
4. Department Chairs, Associate Deans and Deans may not serve on the University P&T committee.
5. The Provost's Office determines specific rules regarding the selection of committee members and their length of committee service, with input from the Faculty Senate in cases where there is disagreement with the proposed rules.

d. **Faculty Responsibilities and Expectations:** Faculty members at all levels (i.e., NTT, TT, Tenured Faculty, Academic Administrators) have the following responsibilities:

- i. Obtain a copy of the current DEC from the Faculty Dashboard.
- ii. Perform duties and activities related to Teaching Effectiveness, Service/Leadership, and Scholarly/Creative Activities (as applicable) in alignment with the DEC, the Student-Centric Faculty Engagement, and the University Mission.
- iii. According to deadlines in Appendix B, complete a FEC Report or application for Mid-Point Review, Promotion and/or Tenure, or Five-Year Review, using templates in the Faculty Dashboard, that is 1-3 pages in length documenting and reflecting on the duties and activities they performed and how the duties and activities align with their DEC, Student-

Centric Faculty Engagement, and the University Mission. Faculty may include the following in their submission:

1. Justifications for deviations from duties required in **IV.G.d.ii**.
 2. Appendices that include a teaching portfolio and other Pertinent Information such as peer evaluations, instructional delivery/design, professional development activities, and/or other sources of evidence for Teaching Effectiveness, Service/Leadership, or Scholarly/Creative Activities as applicable (e.g., copies of published, Peer-Reviewed manuscripts).
- iv. Participate in the AIM according to **IV.E. Alignment and Integration Meeting** except for Administrators, who follow Policy 6.2.
- v. Follow Policy 6.28 including without limitation as related to integrity of documenting and reporting on activities from **IV.G.d.ii** and completing parts **IV.G.d.iii** and **IV.G.d.iv** according to deadlines in Appendix B.
1. Faculty are encouraged to review, in particular, Service/Leadership activities for completeness with the Department Chair or Dean (as applicable) prior to document submission deadlines in Appendix B.
 2. Late Submissions cause significant disruption to the evaluation process. To submit any materials past the deadlines in Appendix B, Faculty must receive approval from the Department Chair and/or Dean. If approved, these materials will be marked as late in the Faculty Dashboard and may contribute to an adverse Evaluative Rating at the Department Chair and/or Dean level. Faculty members are strongly advised to communicate with their Department Chair and/or Dean as soon as possible regarding any extenuating circumstances that may cause a Late Submission. The Department Chair and/or Dean will carefully evaluate the circumstances and determine whether or not the Late Submission should contribute to an adverse Evaluative Rating.
 3. A faculty member who fails to notify the Department Chair of Late Submission may be subject to corrective and/or disciplinary actions up to and including Non-Reappointment or termination in accordance with SUU Policy 6.28: Faculty Professional Responsibility.

- vi. For Junior Faculty, fulfill all Mentee responsibilities.
 - vii. Faculty members seeking to advance in rank may withdraw their application for Promotion at any point during the process before submission to the Board of Trustees without prejudice. If a Faculty member applying for Tenure in the final year that the Faculty member is eligible to be granted Tenure chooses to withdraw their application for Tenure, it will be treated as a resignation from their position effective at the end of the academic year. For Faculty members submitting a Five-Year Review, retracting their review would only be allowed under exceptional circumstances requiring significant justification and approval by the Department Chair, Dean and Provost.
 - viii. Faculty document their work in the FEC Report found in the Faculty Dashboard, where they 1) describe their accomplishments in Teaching, Service/Leadership, and Scholarly/Creative Activities (as applicable), 2) illustrate how their efforts meet their job description and engage students, 3) explain how their work aligns with their DEC and 4) describe how their contributions align with Student-Centric Faculty Engagement and the University Mission.
- e. **Evaluator Responsibilities and Expectations:** Evaluators play a crucial role in a substantive, supportive, and meaningful review process. To ensure that the evaluative process maintains its integrity and value, Evaluators have several key responsibilities and professional expectations:
- i. Write evaluations that are thorough and as fair and unbiased as possible. To increase the value and meaningfulness of the Evaluative Rating, Evaluators must include detailed feedback and (when needed) suggested improvements for the evaluated Faculty for *each* area of the following: Teaching Effectiveness, Service/Leadership, and Scholarly/Creative Activities (as applicable).
 - ii. Provide evaluations that are based on the current DEC from the Faculty member's Department. Should a DEC not exist or fail to provide clear guidance for a particular area to be evaluated for an evaluated Faculty member, Evaluators should base their Evaluative Rating on the alignment of the evaluated Faculty member's efforts and accomplishments, as documented in their FEC Report or Promotion and/or Tenure application, with Student-Centric Faculty Engagement, the University Mission, and the criteria outlined in this Policy.
 - iii. Maintain independence in fact and appearance.

1. In cases where Evaluators have a Conflict of Interest, they will recuse themselves from the Evaluation process. Examples include, but are not limited to, Evaluators serving as a Mentor to the Evaluated Faculty or Evaluators who, themselves, are the Evaluated Faculty.
- iv. Submit an Evaluative Letter, containing an Evaluative Rating with detailed explanation and feedback, to the appropriate succeeding Evaluative Entity according to deadlines as listed in Appendix B.

Evaluators assign an Evaluative Rating based *primarily* on the extent to which the evaluated Faculty's efforts and accomplishments—as documented in their FEC Report or application for Mid-Point Review, Promotion, Tenure, or Five-Year Review—align with DEC, Faculty Engagement, and the University Mission.

Evaluators shall base Evaluative Ratings related to Teaching Effectiveness on more than just student feedback results, if available in a Faculty submission, recognizing the inconsistent and sometimes inaccurate nature of student feedback results.

In the Evaluative Letter, Evaluators must include detailed, objective justification, based on requirements in the DEC, for the Evaluative Rating they assign:

For annual or Post-Promotion FEC Reports or applications for Mid-Point Review: “Acceptable Progress” or “Development Needed” or “Recommendation for Non-Reappointment”; OR

For Applications for Promotion and/or Tenure, “Yes” or “No”.

For Five-Year Review: “Acceptable Progress” or “Development Needed”

Evaluators may consider other Pertinent Information in assigning an Evaluative Rating, such as , peer evaluations, summaries of relevant activity, Faculty Professional Responsibility defined in [Policy 6.28](#), Evaluative Letters and Evaluative Ratings from preceding Evaluative Entities, and AIM documentation contained in the Faculty Dashboard; however, AIM documentation must not be a primary factor in determining an Evaluative Rating.

As needed to support assigning an Evaluative Rating or to address any uncertainties that may affect assigning an Evaluative Rating, Evaluators

may at any point in the evaluative process solicit additional documentation or information from the evaluated Faculty regarding a FEC Report or other application. Requests for additional documentation or information are, however, limited to clarifying relevant facts and circumstances only. Evaluators are prohibited from requesting information that substantively changes the content of a FEC Report or application or the evaluation criteria.

Department Chairs are strongly encouraged to review, in particular, Mid-Point and Promotion and/or Tenure application materials prior to the first submission deadline noted in Appendix B.

If Evaluators require and use additional documentation or information to assign an Evaluative Rating, they must document the request and describe the additional documentation or information's impact on the assigned Evaluative Rating in the Evaluative Letter. They must also upload the additional documentation or information to the Faculty Dashboard, which becomes part of the FEC Report or application that subsequent Evaluators will review.

Evaluators shall give consideration to Faculty members who have partial reassignment of duties, such as Chairs, fellows, those with administrative appointments, and part-time Faculty (not adjuncts). Although the *caliber* of work required of these Faculty should be held to the same standards as full-time Faculty, Promotion and Tenure expectations should be adjusted commensurate with their Faculty workload as determined by the DEC.

- v. Maintain strict confidentiality regarding all aspects of the evaluation process including, but not limited to, the following: committee deliberations, Evaluative Letters, discussions with evaluated Faculty, and discussions with Mentors. To maintain confidentiality, Evaluators are required to not disclose in any format or to any person any information learned or shared through the evaluation process, unless required by University Policy, applicable law, or court or other lawful order; provided however, Department Chairs, Deans, and the Provost may use information from their own evaluation of the applicable Faculty member and from committees in discussions with the Faculty member being reviewed and to write Evaluative Letters, which will be shared with the Faculty member being reviewed. In writing such Evaluative Letters, the anonymity of the committee members will be maintained by the Department Chair, Deans, and the Provost to the greatest extent possible by summarizing feedback for the Faculty member being reviewed.

1. Evaluators shall not engage in conduct that violates professional expectations, including, but not limited to, engaging in communications that could be construed as influencing the deliberations and decisions of other Evaluative Entities, unless responding to questions by the next level Evaluative Entity for clarification or other legitimate purposes.
 - vi. Follow the flow of review in Appendix C. Note that for all review processes for NTT and TT Faculty, the Departmental P&T Committee is always the first Evaluative Entity to review followed by the Department Chair.
 - vii. Complete required annual Evaluator training provided by the Provost Office. The Provost Office coordinates and ensures the timely delivery of required, high-quality training for Evaluators at all levels of the Evaluation Process.
- f. **Annual FEC Report (Junior Faculty only):**
- i. **Faculty:** Junior Faculty follow **(IV.G.d) Faculty Responsibilities** and upload required documents to the Faculty Dashboard per Appendix A.
 - ii. **Evaluators:** Follow **(IV.G.e) Evaluator Responsibilities** and upload required documents to the Faculty Dashboard based on the ordering of Department P&T Committee, Department Chair, and Dean.
 1. Each Evaluative Entities assigns an Evaluative Rating for each Faculty member being reviewed. The Evaluative Letter gets forwarded to each successive Evaluative Entity as a recommendation to the final decision maker for the applicable action, with all materials submitted via the Faculty Dashboard including Evaluative Letters and Evaluative Ratings with detailed justifications.
 2. The Provost makes the final determination regarding Non-Reappointment after completing the following:
 - a. Review the evaluated Faculty's application materials in the Faculty Dashboard including Evaluative Letters and Evaluative Ratings.
 - b. Consult with the evaluated Faculty's Dean, Department Chair, and Department P&T Committee Chair as needed.

- c. Consider other relevant factors including extenuating circumstances.
3. If the Provost makes the determination of Non-Reappointment, the Provost submits an Evaluative Letter via the Faculty Dashboard stating the determination of Non-Reappointment that includes written justification for the decision. The Provost’s Office also provides a Notice of Non-Reappointment in writing to the evaluated Faculty according to the schedule defined in the Utah Board of Higher Education Policy R481.
- g. **Mid-Point Review (Junior Faculty only):** The Mid-Point Review represents a major review of Junior Faculty contributions to determine whether Junior Faculty are making sufficient progress to receive Promotion and Tenure, as applicable. The Mid-Point Review occurs based on the table below. Junior Faculty who are also serving as Department Chairs prepare a Mid-Point Review according to the table below.

Mid-Point Review Timetable

Years Granted Toward Promotion (NTT) or Tenure (TT) at Time of Hiring	Years of Service Before Mid-Point Review
0	3 full years
1	3 full years
2	2 full years
3	1 full year

- i. **Faculty:** Junior Faculty follow **(IV.G.d) Faculty Responsibilities** and upload required documents to the Faculty Dashboard per Appendix A. Mid-point reviews are optional for Non-Tenure Track Junior Faculty if they choose not to pursue Promotion.
- ii. **Evaluators:** Follow **(IV.G.e) Evaluator Responsibilities** and upload required documents to the Faculty Dashboard based on the ordering of Department P&T Committee, Department Chair, Dean, and Provost.
 1. If three (3) consecutive Evaluative Entities assign an Evaluative Rating of “Non-Reappointment” for the Mid-Point Review application, the third Evaluative Entity to assign the “Non-

Reappointment” rating and the Provost/Provost’s Office follow the procedures listed in **IV.G.f.ii**.

h. Promotion (and Tenure, as applicable) (Junior Faculty only):

- i. **Faculty:** Junior Faculty follow **(IV.G.d) Faculty Responsibilities** and upload required documents to the Faculty Dashboard per Appendix A.
- ii. **Evaluators:** Follow **(IV.G.e) Evaluator Responsibilities** and upload required documents to the Faculty Dashboard based on the ordering of Department P&T Committee, Department Chair, College/School P&T Committee, Dean, University P&T Committee (TT Faculty only), and Provost.
 1. Evaluators assign either a “Yes” or “No” Evaluative Rating as to whether the evaluated Faculty member is recommended for Promotion (and Tenure, as applicable). In addition to assigning the Evaluative Rating, each P&T Committee documents the number of “Yes” and “No” votes in the Evaluative Letter and the Faculty Dashboard.
 2. If three (3) consecutive Evaluative Entities assign an Evaluative Rating of “No,” the third Evaluative Entity to assign a “No” rating forwards all application materials to the Provost via the Faculty Dashboard including Evaluative Letters and Evaluative Ratings with detailed justifications.
 3. The Provost makes the final recommendation to the President regarding awarding or not awarding Promotion (and Tenure, as applicable) after completing the following:
 - a. Review the evaluated Faculty’s application materials in the Faculty Dashboard including Evaluative Letters and Evaluative Ratings.
 - b. Consult with the evaluated Faculty’s Dean, Department Chair, and Department P&T Committee Chair as needed.
 - c. Consider other relevant factors including extenuating circumstances.
 4. If the Provost makes the recommendation of not awarding Promotion (and Tenure, as applicable), the Provost submits an Evaluative Letter via the Faculty Dashboard stating the

recommendation of not awarding Promotion (and Tenure, as applicable) that includes written justification for the decision.

5. Prior to submission of Tenure application materials to the Board of Trustees, any Evaluative Entity may, by majority vote, recall/reconsider an application for Tenure. Any such recall/reconsideration requires written detailed documentation and rationale submitted to the Provost.
6. The Provost's office notifies the evaluated Faculty in writing regarding the Board of Trustees' decision to award or not award Promotion (and Tenure, as applicable).
7. If the Faculty is not awarded Tenure, the University either gives the Faculty a terminal contract for the next year or otherwise arranges for compensation equivalent to the Faculty member's current base salary for a terminal year.

- iii. **Tenure Standard:** The University extends Tenure to approved members of the Faculty (those hired into Tenure-track appointments and those granted Tenure at time of hire). Tenure will be given only to those members of the Faculty who, at the time of application for tenure, meet the evaluation criteria as specified in Section IV.D .

Tenure is a legally recognized property interest in a Faculty appointment designed to protect the academic freedom of a Faculty member and to provide the Faculty member with a sufficient degree of employment security to make the profession attractive to persons of ability.

1. Tenure as a property right does not apply to the University as a whole, to a College/School, or to a Department. Rather, Tenure as a property right is restricted to the academic discipline for which a Faculty member has appropriate disciplinary expertise, credentials and degrees, teaching experience, Service/Leadership, and Scholarship/Creative contributions.
2. The awarding of Tenure signifies the Faculty member's strong commitment to serve students, colleagues, the discipline, and the University in a manner befitting an academic professional.
3. The existence of an opportunity for Promotion of a TT position does not imply the granting of Tenure.

4. Tenure indicates that an appointee can be terminated only for cause or under extraordinary circumstances such as financial exigency and program discontinuation (from AAUP) as defined in Policy [6.22](#) Faculty Due Process.
5. The terms and conditions of each appointment and any revisions will be stated in writing at the time of this appointment, be provided to the affected Faculty member, and be made a part of the University personnel file.
6. Administrators are not Tenured in administrative positions. A Faculty member holding a position with Tenure in an academic program does not lose Tenure upon accepting an administrative position at the University, assuming Good Standing, and may return to former rank and role at the conclusion of administrative service.
7. A Faculty member receives Tenure only when the Board of Trustees approves an effective date for an award of Tenure. If an award of Tenure has not been made on or before the thirtieth day of June of the final year of the probationary period, or an extension has not been approved in their final probationary year, the Faculty member will receive a terminal year of employment.
8. Tenured Faculty can be terminated for cause as otherwise defined in [6.28](#).

iv. **Summary Timetable for Promotion and/or Tenure Applications:** The table below displays a summary timetable for applying for Promotion and/or Tenure:

Timetable for Applying for Promotion (NTT)

Years Granted Toward Promotion (NTT) at Time of Hiring	Years of Service at SUU Before Promotion (NTT) Application	Application Submission	Granted (after a successful evaluation application)
0	6 full years	at the conclusion of the sixth complete academic year	at the conclusion of the seventh complete academic year
1	5 full years	at the conclusion of the fifth complete academic year	at the conclusion of the sixth complete academic year
2	4 full years	at the conclusion of the	at the conclusion of the

		fourth complete academic year	fifth complete academic year
3	3 full years	at the conclusion of the third complete academic year	at the conclusion of the fourth complete academic year

Timetable for Applying for Promotion and/or Tenure (TT)

Years Granted Toward Promotion and/or Tenure (TT) at Time of Hiring	Years of Service at SUU Before Promotion and/or Tenure (TT) Application	Application Submission	Granted (after a successful evaluation application)
0	6 full years	at the conclusion of the sixth complete academic year	at the conclusion of the seventh complete academic year
1	5 full years	at the conclusion of the fifth complete academic year	at the conclusion of the sixth complete academic year
2	4 full years	at the conclusion of the fourth complete academic year	at the conclusion of the fifth complete academic year
3	3 full years	at the conclusion of the third complete academic year	at the conclusion of the fourth complete academic year

v. **Probationary Period for Tenure:** Faculty on Tenure-Track appointments are in a probationary period until they receive either Tenure or a notice of Non-Reappointment (at which time they move to a terminal appointment) or are otherwise terminated under applicable University policy. The probationary period for granting Tenure is normally seven (7) years unless waived, reduced, suspended, or extended as specified below:

1. The Board of Trustees may award Tenure to the President of the University. Other academic officers may receive Tenure as provided in [Policy 6.2](#).
2. Based on full-time service at other institutions of higher education, the probationary period may be reduced by as many as three (3) years. Faculty with considerable experience may be hired at the rank of Associate Professor or Professor. The probationary period for Tenure for Faculty hired at the rank of Associate Professor or

Professor is three (3) years. Under exceptional circumstances, the probationary period may be waived and Tenure awarded at the time of hiring. Any reduction or waiver of the probationary period or hiring at a rank other than Assistant Professor requires 1) careful scrutiny of the applicant's credentials, 2) detailed documentation justifying the exception, 3) the recommendation of the Department Chair, Dean, and the Provost, and 4) approval by the President and the Board of Trustees. If credit for prior full-time service at another institution is granted, this determination must be stated in the recommendation for initial appointment. No retroactive amendments to initial appointment contracts will be allowed.

3. A Faculty member may apply to have the probationary period reduced by one (1) year only if all the following conditions are met:
 - a. Faculty has completed three (3) full academic years of service at the University and was granted fewer than three (3) years toward Tenure at the time of hiring. Faculty granted three (3) years toward Tenure at the time of hiring are not eligible to apply for early Tenure.
 - b. Faculty not only meets but also exceeds all DEC related to Tenure.
 - c. Faculty discusses the merits, challenges, and expectations of reducing the probationary period with the Department Chair and Dean and obtains a letter of support from both by April 1 of the calendar year in which the Faculty will submit a Tenure application. Faculty applying for early Tenure must include the support letters from the Department Chair and Dean in their Tenure application. Including the support letters is not a guarantee that the Faculty will be awarded Tenure.
4. Except for conditions stated in Sections **IV.G.h.v.2** and **IV.G.h.v.3** above, only complete academic years served at the University will count toward the probationary period for an award of Tenure.
5. Unless a one-year reduction in the probationary period has been granted, Faculty members must apply for Tenure in the last year of the probationary period that begins with the Faculty member's Tenure-track appointment.

6. Certain situations such as family medical leave or military duty (see [Policy 9.7](#)) may merit temporary suspension of the probationary period. The Faculty member must make a written request for approval of the suspension to the Department Chair, the Dean, and the Provost. Periods of duty spent off campus or on Scholarly/Creative Activities are counted as part of the probationary period unless other written agreement is made.
 - a. Under [Policy 6.15](#) Faculty Leaves, Parental Caregiving with Modified Duties (PCMD), or when otherwise required by law, a Tenure-eligible Faculty member may request a one-year extension of their pre-Tenure probationary period.
 - b. Applications for extensions waive rights or claims for de facto Tenure.
 7. At the request of the Faculty member, and as approved by the Department P&T Committee, Department Chair, Dean, Provost, and the Board of Trustees, years granted toward Tenure at the time of hiring may be rescinded by the Board of Trustees. Such requests must be in writing. If approved, the rescinding of years will be for all years granted and the Faculty member is then ineligible for early Tenure.
- i. **Rank Advancement Following Promotion:** Promotion opportunities encourage continuous Faculty development following the achievement of Promotion and/or Tenure. Advanced Faculty may apply for Promotion to the next succeeding rank.
 - i. **Advanced Faculty:** Follow guidance in **(IV.G.d) Faculty Responsibilities** and Appendix A.
 - ii. **Evaluators:** Follow **(IV.G.e) Evaluator Responsibilities** and upload required documents to the Faculty Dashboard based on the ordering of Department P&T Committee, Department Chair, College/School P&T Committee, Dean, University P&T Committee (Tenured Faculty only), and Provost except Administrators, whose evaluations begin at the next highest Evaluative Entity after the Administrator's position.
 1. Evaluators assign either a "Yes" or "No" Evaluative Rating as to whether the evaluated Faculty is recommended for Promotion. In addition to assigning the Evaluative Rating, each P&T Committee

documents the number of “Yes” and “No” votes in the Evaluative Letter and the Faculty Dashboard.

2. Each Evaluative Entity assigns an Evaluative Rating at their review level. Each Evaluative Rating is considered a recommendation. The subsequent Evaluative Entities may consider the Evaluative Rating and detailed justifications of prior Evaluative Entities and also follow the requirements for Evaluative Entities. The Provost then makes any final decision applicable based on the Provost’s own Evaluative Rating, or when applicable, makes a recommendation of the applicable decision to the Board of Trustees. If three consecutive levels recommend against supporting the application, the application is forward to the Provost.
3. Prior to submission of materials to the Board of Trustees or other final decision of the University, if new information becomes available that is relevant to applicable evaluation criteria (such as the DEC), the applicable Dean and the Provost may consider that information in making a final decision and/or in the recommendation referred for final decision making. Other Evaluative Entities will not reopen the evaluation process after submitting the Evaluation Letter(s).
4. The Provost’s office notifies the evaluated Faculty in writing regarding the Board of Trustees’ decision to award or not award Promotion.

iii. **Other Considerations**

1. Administrators and Faculty applying for Promotion may retract and retrieve their application at any point of the process without prejudice.
- j. **Post-Promotion Annual FEC Report (NTT Faculty only):** After Promotion to Assistant or Associate Professor, NTT Faculty continue to submit an Annual FEC.
- k. Report following procedures in **IV.G**. In the case that an NTT Faculty at the Assistant or Associate Professor rank has a contract period longer than one year, the NTT Faculty may submit a written request within two weeks of the start of the contract period to the Department Chair and Dean to submit a FEC Report at an interval longer than one year. The Department Chair and Dean may either reject the request or determine a reporting interval not to exceed five years. In the case of a dispute among the Department Chair, Dean, and NTT Faculty regarding a

request for a longer reporting interval, the Department P&T Committee Chair or Associate Dean will serve as arbiter.

1. **Five-Year Review:** Associate Professors with Tenure, Professors, and Academic Administrators with Tenure at the Associate or Professor rank (hereafter, Five-Year Review Faculty) are required to submit a FEC Report five years after the initial P&T date, subsequent Promotion, or most recent Five-Year Review. The Dean's office will notify all scheduled Five-Year Review Faculty in writing that a Review will take place during the following academic year. If a Review falls in the same academic year as a subsequent Promotion, Five-Year Review Faculty may submit both the Five-Year Review and Promotion applications and required supporting documents as listed in Appendix A in a combined submission in the Faculty Dashboard.

Exceptions to submission of a Five-Year Review at five years include [Policy 6.15](#) Faculty Leaves, Parental Caregiving with Modified Duties (PCMD) or when otherwise required by law, where an eligible Faculty member may seek a one-year extension of their requisite five-year period.

Five-Year Review Faculty are expected to conscientiously discharge their duties as outlined in (IV.G.d) Faculty Responsibilities. Evaluators generally assess Five-Year Review Faculty based on the criteria and ratings in Section IV.D. unless otherwise determined by the Faculty of each Department in the DEC.

The evaluation will be discipline- and role-specific, including consideration for those receiving a Review while serving as a Department Chair. In addition, Faculty serving as Mentors receive significant weight in their Service/Leadership category. It is the intent of this to acknowledge that there will be different expectations in different disciplines and changing expectations at different stages of Faculty careers. The evaluation should be consistent with specialized accreditation requirements and this Policy.

- i. **Five-Year Review Faculty:** Follow guidance in (IV.G.d) Faculty Responsibilities and Appendix A. Five-Year Review Faculty may submit a written request to the Provost's office for the University P&T Committee to review the Five-Year Report before submission to the Provost's Office.
- ii. **Evaluators:** Follow (IV.G.e) Evaluator Responsibilities and upload required documents to the Faculty Dashboard based on the ordering of Department P&T Committee, Department Chair, and Dean.
- iii. **Other Considerations:**

1. Between Five-Year Reviews, if there is evidence that the Five-Year-Review Faculty member is not fulfilling professional responsibilities per [Policy 6.28](#), the Department Chair collaborates with the Faculty member to address the issues. If issues remain unresolved, the Department Chair, in consultation with the Dean, can petition the Provost's Office for a change in the nature and/or frequency of AIMs, reporting, and evaluation. After consulting with the Faculty member, Department Chair, and Dean, the Provost's Office will render a final decision that includes details of modifications to the nature and/or frequency of AIMs, reporting, and evaluation.
2. At the time of Five-Year Review, if the Department Chair, Dean, and Provost determine that the Five-Year-Review Faculty member has not sufficiently fulfilled requirements from **(IV.G.d) Faculty Responsibilities** and is not in Good Standing, they work together to create a development plan. The Five-Year-Review Faculty member returns to the annual FEC Report process, similar to annual AIMs and the process for Tenure-Track Faculty, until they meet the expectations described in the development plan.
3. In accordance with the Utah System of Higher Education Policy R481, a Faculty member's failure to successfully remediate deficiencies (which may be evaluated at any time or a specified deadline) may result in disciplinary action up to and including termination following the process in [Policy 6.28](#).
4. In the case of a dispute between the Five-Year-Review Faculty member and the Department P&T Committee and/or Department Chair, the Dean or Associate Dean will serve as arbiter.
5. Five-Year Reviews of Department Chairs at the Associate- or Full-Professor level begin with the College/School P&T Committee.

m. Administrators Returning to Faculty Positions:

- i. When an Administrator leaves their administrative assignment and returns to a full-time Faculty position within their Department, they must hold an AIM within two weeks of starting their full-time Faculty contract. P&T expectations return to those described in the DEC commensurate with their Faculty status.

n. Additional Considerations:

i. Hiring with Academic Rank

1. After evaluating the appointee's educational training and experience, the Dean, Department Chair, and the affected search committee jointly recommend to the Provost a rank that is consistent with University policies.
2. There may be circumstances where, in addition to the initial rank assignment, an appointee is granted a specified number of years toward the next rank. Any such credit must be negotiated between the appointee and the responsible Department Chair, approved by the Dean and Provost, and specified and clearly stated in the initial contract. A maximum of three (3) years may be credited toward Promotion. The number of years awarded for Promotion for a Tenure-track Assistant Professor is the same as the number of year's reduction to the probationary period for Tenure.
3. At hiring, academic officers receive academic rank according to this Policy.

ii. Time in Rank

1. NTT Faculty:

- a. **Assistant Professor (NTT):** Four (4) years as Lecturer before applying. The rank of Assistant Professor (NTT) will be granted normally after five (5) years of employment with the University as a Lecturer.
- b. **Associate Professor (NTT):** Six (6) years as Assistant Professor (NTT) before applying. The rank of Associate Professor (NTT) will be granted normally after seven (7) years of employment with the University as an Assistant Professor (NTT).

2. Tenure-Track and Tenured Faculty:

- a. **Associate Professor:** Six (6) years as Assistant Professor before applying, unless years toward the next rank have been granted. The rank of Associate Professor will be granted normally after seven (7) years of employment with the University. The rank of Associate Professor will be granted with the awarding of Tenure.

- b. **Professor:** Minimum of five (5) years as Associate Professor before applying. The rank of Professor will be granted at least six (6) years after being granted the rank of Associate Professor.

iii. Implementation

1. Faculty hired prior to January 28, 2005 may choose, via written communication to the Department Chair, to be subsequently evaluated for advancement in rank according to Policy 6.1 approved on November 2, 1990; Policy 6.1 approved on January 28, 2005; or this Policy.
2. Faculty hired on or after January 28, 2005 apply for Promotion and/or Tenure according to this Policy.

V. Relevant Forms/Links

Please refer to the Faculty Dashboard for templates of all Promotion and Tenure forms.

Policy 6.1 APPENDIX A

Required Documents for Reports and Applications

Purpose: Specify the required documents Faculty submit for Annual FEC Reports, and Applications for Mid-Point Review, Promotion and/or Tenure, and Five-Year Review

Table of Required Documents	
Annual FEC Report (All NTT Faculty and TT Faculty)	
Submit documents to	Departmental P&T Committee via the Faculty Dashboard
Required Documents	<ol style="list-style-type: none">1. FEC Report2. Supporting documentation, as determined by the department and approved by the Dean, attached to the application in the Faculty Dashboard
Faculty Dashboard Deadline	All required documents must be submitted according to the schedule of deadlines in Appendix B
Mid-Point Review (TT Assistant Professors)	
Submit documents to	Departmental P&T Committee via the Faculty Dashboard
Required Documents	<ol style="list-style-type: none">1. All prior annual FEC Reports and Evaluative Letters2. Documentation of years granted toward Promotion and/or Tenure3. Completed application for Mid-Point Review found in the Faculty Dashboard4. Supporting documentation, as determined by the department and approved by the Dean, attached to the application in the Faculty Dashboard
Faculty Dashboard	All required documents must be submitted according to the schedule of deadlines in Appendix B

Deadline	
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Policy 6.1 APPENDIX A

Required Documents for Reports and Applications

Purpose: Specify the required documents Faculty submit for Annual FEC Reports, and Applications for Mid-Point Review, Promotion and/or Tenure, and Five-Year Review

Table of Required Documents	
Promotion and/or Tenure (Faculty applying for tenure)	
Submit documents to	Departmental P&T Committee via the Faculty Dashboard
Required Documents	<ol style="list-style-type: none"> 1. All prior annual FEC Reports and Evaluative Letters 2. Documents from Mid-Point Review including Mid-Point Review Evaluative Letters 3. Documentation of years granted toward Promotion and/or Tenure 4. Completed application for Promotion and/or Tenure found in the Faculty Dashboard 5. Supporting documentation, as determined by the department and approved by the Dean, attached to the application in the Faculty Dashboard
Faculty Dashboard Deadline	All required documents must be submitted according to the schedule of deadlines in Appendix B

Policy 6.1 APPENDIX A

Required Documents for Reports and Applications

Purpose: Specify the required documents Faculty submit for Annual FEC Reports, and Applications for Mid-Point Review, Promotion and/or Tenure, and Five-Year Review

Table of Required Documents	
Rank Advancement Promotion (Assistant NTT Professors, Associate Professors with Tenure, and Academic Administrators with Tenure at the Associate Professor rank)	
Submit documents to	Departmental P&T Committee via the Faculty Dashboard <i>except</i> Academic Administrators. Academic Administrators submit to next-highest Evaluative Entity based on the Academic Administrator’s position.
Required Documents	<ol style="list-style-type: none"> 1. Previous annual FEC Reports and Evaluative Letters since the most recent Promotion (Academic Administrators and NTT Faculty only) 2. FEC Report based on previous years of service since the most recent Promotion 3. Completed application for Promotion found in the Faculty Dashboard 4. Supporting documentation, as determined by the department and approved by the Dean, attached to the application in the Faculty Dashboard
Faculty Dashboard Deadline	All required documents must be submitted according to the schedule of deadlines in Appendix B
Post-Promotion Annual Report NTT Faculty Only	
Submit documents to	Departmental P&T Committee via the Faculty Dashboard
Required Documents	<ol style="list-style-type: none"> 1. FEC Report
Faculty Dashboard Deadline	All required documents must be submitted according to the schedule of deadlines in Appendix B

Policy 6.1 APPENDIX A

Required Documents for Reports and Applications

Purpose: Specify the required documents Faculty submit for Annual FEC Reports, and Applications for Mid-Point Review, Promotion and/or Tenure, and Five-Year Review

Table of Required Documents	
Five-Year Review (Associate Professors with Tenure, Professors and Academic Administrators with Tenure at the Associate and Professor rank)	
Submit documents to	Departmental P&T Committee via the Faculty Dashboard <i>except</i> Academic Administrators. Academic Administrators, via the Faculty Dashboard, submit to next-highest Evaluative Entity based on the Academic Administrator's position.
Required Documents	<ol style="list-style-type: none">1. FEC Report based on previous five years of service2. Completed application for Five-Year Review found in the Faculty Dashboard3. Supporting documentation, as determined by the department and approved by the Dean, attached to the application in the Faculty Dashboard
Faculty Dashboard Deadline	All required documents must be submitted according to the schedule of deadlines in Appendix B

Policy 6.1 APPENDIX B

Faculty Dashboard Deadline Schedule

Purpose: Specify the Faculty Dashboard deadline schedule for Non-Tenure Track (NTT) and Tenure-Track Faculty

Faculty Dashboard Deadline Schedule for NTT Faculty

	FEC Report	Mid-Point Review	Promotion	Post-Promotion FEC Report
Department P&T Committee	First Friday of September	First Friday of September	First Friday of September	First Friday of September
Department Chair	Third Monday of September	Third Monday of September	Third Monday of September	Third Monday of September
College/School P&T Committee	N/A	Second Monday of October	Second Monday of October	N/A
Dean	Second Monday of October	First Monday of November	First Monday of November	Second Monday of October
University P&T Committee	N/A	N/A	First Monday of December	N/A
Provost	N/A	Third Monday of November	Last Monday of January	N/A
Review by Department Chair with Faculty	Second Friday of December	Second Friday of December	N/A	Second Friday of December

Policy 6.1 APPENDIX B

Faculty Dashboard Deadline Schedule

Purpose: Specify the Faculty Dashboard deadline schedule for Non-Tenure Track (NTT) and Tenure-Track Faculty

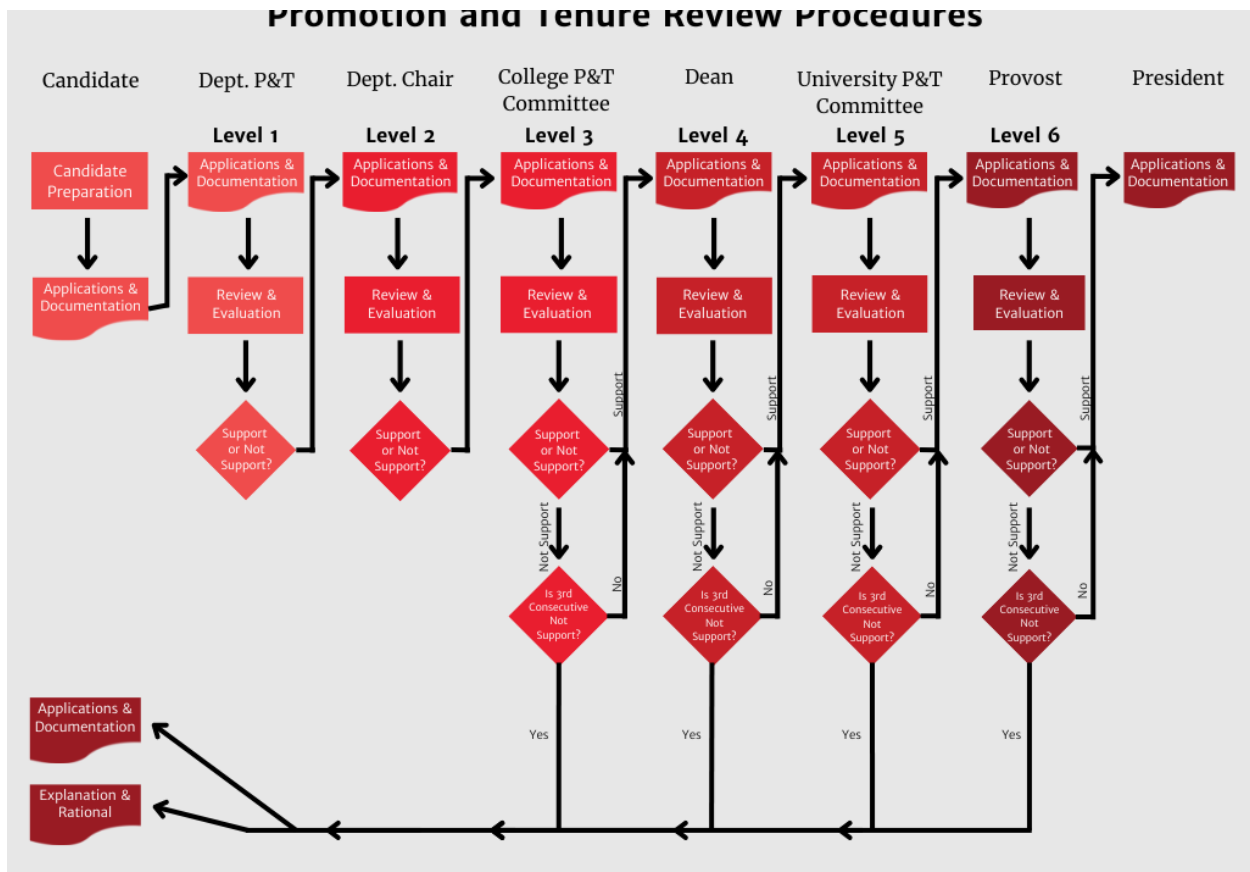
Faculty Dashboard Deadline Schedule for Tenure-Track Faculty

	FEC Report	Mid-Point Review	Promotion	Tenure	Five-Year Review
Department P&T Committee	First Friday of September	First Friday of September	First Friday of September	First Friday of September	First Friday of September
Department Chair	Third Monday of September	Third Monday of September	Third Monday of September	Third Monday of September	Third Monday of September
College/School P&T Committee	N/A	Second Monday of October	Second Monday of October	Second Monday of October	Second Monday of October
Dean	Second Monday of October	First Monday of November	First Monday of November	First Monday of November	First Monday of November
University P&T Committee	N/A	N/A	First Monday of December	First Monday of December	N/A
Provost	N/A	Third Monday of November	Last Monday of January	Last Friday of December	Second Monday of December
Review by Department Chair with Faculty	Second Friday of December	Second Friday of December	N/A	N/A	N/A

Policy 6.1 APPENDIX C

Promotion and Tenure Review Flowchart

Purpose: Illustrate the flow of review for Promotion and Tenure applications



Current Policy 6.1

Disclaimer: Printing and/or saving these policies may result in portions of the policies being incorrect or not current, as policies may be amended or removed from time to time. All current and updated official policies are available on the live SUU Policies website in HTML format. All links to official policy must be directed to the SUU Policies website. Do not download this policy and repost it to individual entities' pages or other webpages.

~~SUU Policy 6.1 – Faculty Evaluation, Promotion, and Tenure~~

~~[suu.edu/policies/06/01.html](https://www.suu.edu/policies/06/01.html) (<https://www.suu.edu/policies/06/01.html>)~~

~~POLICY #6.1-~~

~~SUBJECT: Faculty Evaluation, Promotion, and Tenure~~

~~I. PURPOSE~~

~~This Policy establishes a framework for the promotion, Tenure, and post-Tenure processes for Faculty. It describes a career-long process that acknowledges and encourages each Faculty member's development as a teacher, mentor, scholar, and contributor within their discipline. It also describes the collaborative responsibilities of colleagues and administrators in assisting with this development.~~

~~The framework established in this policy guides departments in defining specific parameters for Faculty contributions, leading to a culture of shared responsibility for continuous improvement at all stages of a Faculty member's career. The Tenure and promotion process at SUU develops, supports, and celebrates Faculty Engagement in alignment with the values and mission of the institution.~~

~~II. REFERENCES~~

- ~~A. American Association of University Professors (<https://www.aaup.org/issues/Tenure>) (AAUP) (accessed February 25, 2018)~~
- ~~B. Association of American Colleges and Universities (AAC&U), *High Impact Practices* (<https://www.aacu.org/resources/high-impact-practices>) (accessed February 25, 2018)~~
- ~~C. Southern Utah University Policy 5.18 Nepotism (<https://www.suu.edu/./05/18.html>)~~
- ~~D. Southern Utah University Policy 6.0 Definition of Faculty (<https://www.suu.edu/00.html>)~~
- ~~E. Southern Utah University Policy 6.2 Academic Officers (<https://www.suu.edu/02.html>)~~
- ~~F. Southern Utah University Policy 6.22 Faculty Due Process (<https://www.suu.edu/22.html>)~~
- ~~G. Southern Utah University Policy 6.28 Faculty Professional Responsibility (<https://www.suu.edu/28.html>)~~

- H. Utah System of Higher Education Policy R312 *Utah System of Higher Education and Institutional Missions and Roles* (<https://public.powerdms.com/Uta7295/tree/documents/2028680>)
- I. Utah System of Higher Education Policy R481 *Academic Freedom, Professional Responsibility, Tenure, Termination, and Post-Tenure Review* (<https://public.powerdms.com/Uta7295/tree/documents/1826328>)

III. DEFINITIONS

A. ~~**Evidence-Based Practices:** Evidence-Based Practices include teaching and scholarly practices and other engaged strategies that are supported with qualitative and/or quantitative data.~~

B. Faculty

1. ~~**Tenured and Tenure-track Faculty:** Tenured and Tenure-track Faculty are defined in Policy 6.0 (<https://www.suu.edu/00.html>) and consist of Faculty holding the following academic ranks: professor, Associate Professor, and Assistant Professor. Individuals in administrative positions may also hold a Faculty position and be awarded Tenure in an academic program. Tenured and Tenure-track Faculty are expected to engage in teaching, Scholarship, and Service/Leadership in accordance with their assigned responsibilities.~~
 - a. ~~**Full Professor:** The rank of Full Professor is an appointment for persons with an earned terminal degree in the field of their appointment and at least five (5) years of experience at SUU as an Associate Professor. Full Professors have exhibited continued development in Faculty Engagement. They have contributed significantly to SUU's mission, and they have taken advantage of appropriate opportunities to mentor other SUU Faculty members. Their teaching, Scholarship, and Service/Leadership reflect high professional competence. Departmental evaluation criteria delineate specific standards required for promotion to Full Professor. Applications for advancement to Full Professor may be submitted at the conclusion of the fifth complete academic year as a full-time Associate Professor.~~
 - b. ~~**Associate Professor:** The rank of Associate Professor is an appointment for persons with at least seven (7) years of experience at SUU as an Assistant Professor. Associate Professors have exhibited continued growth in Faculty Engagement. They have contributed significantly to SUU's mission, and they are prepared to mentor other SUU Faculty members. Their teaching, Scholarship, and Service/Leadership reflect high professional competence. Departmental evaluation criteria delineate specific standards required for promotion to Associate Professor. Applications for advancement to Associate Professor (and Tenure) are submitted after the sixth complete academic year as a full-time Assistant~~

Professor. Early Tenure applications are possible, please see relevant section below.

- c. **Assistant Professor:** The rank of Assistant Professor is an initial appointment in the Tenure track. Assistant Professors exhibit potential for effective teaching, Scholarship, and Service/Leadership. They are engaged in disciplined and continuing study that will permit them to increase their competence in fields that will qualify them for promotion to a higher rank.

2. **Non-Tenure Track Faculty (NTT):** Non-Tenure track (NTT) Faculty are defined in Policy 6.0 (<https://www.suu.edu/00.html>) and consist of Faculty holding the following academic ranks: Associate Professor (NTT), Assistant Professor (NTT), or Lecturer. Non-Tenure Track Faculty are Faculty who are under contract but not ultimately eligible for Tenure. Non-Tenure track Faculty hold a graduate degree in their field of appointment or 18 graduate hours in their field and a relevant graduate degree. Non-Tenure track Faculty are expected to engage in teaching, Scholarship, and Service/Leadership in accordance with their assigned responsibilities, as determined by the department.

- a. **Associate Professor (NTT):** This rank is an appointment for Faculty with at least seven (7) years of experience at SUU as an Assistant Professor (NTT). Associate Professors (NTT) have exhibited continued growth in Faculty Engagement. They have contributed significantly to SUU's mission in exemplary ways, especially with regard to Teaching Effectiveness. Their teaching, service, and engagement with students should reflect high professional competence and currency in their field. Departmental evaluation criteria delineate specific standards required for promotion to Associate Professor (NTT). Applications for advancement to Associate Professor (NTT) may be submitted at the conclusion of the sixth complete academic year as a full-time Assistant Professor (NTT).
- b. **Assistant Professor (NTT):** This rank is an appointment for persons with at least five (5) years of experience at SUU as a Lecturer. Assistant Professors (NTT) have demonstrated ability in the areas of teaching and professional services. They have maintained currency in their field and are capable of undertaking college-wide responsibilities consistent with the college's mission and goals. Departmental evaluation criteria delineate specific standards required for promotion to Assistant Professor (NTT). Application for advancement to Assistant Professor (NTT) may be submitted at the conclusion of the fourth complete academic year as a full-time Lecturer
- c. **Lecturer:** The title of Lecturer is an entry level (NTT) Faculty position. Lecturers have a primary responsibility for effective

~~teaching while maintaining currency in their field and a secondary responsibility for departmental participation.~~

- ~~3. **Special Appointments:** Special Appointments (e.g., Professional in Residence, Artist in Residence, Distinguished Fellow) require a minimum of a bachelor's degree. A professional in residence or artist in residence requires prominence and experience in the field the appointee will be teaching or a specialized certification in the discipline. Indicators/attributes for prominence and experience are articulated by the search committee and the Department Chair and are subject to action by the Dean and Provost.~~
 - ~~4. **Professor Emeritus:** The University recognizes the title of Professor Emeritus for Faculty who have retired from SUU. A Professor Emeritus may be employed on a part time basis or may not be currently employed at all.~~
- ~~C. **Faculty Engagement:** Faculty at SUU actively engage with students in ways that deepen learning and enhance the overall university experience. Faculty Engagement consists of evidence based curricular, co-curricular, and extracurricular activities that help students become informed, responsible, and productive members of society who explore diverse ideas, disciplines, skills, cultures, and places. Efforts in Faculty Engagement may include, but are not limited to, using evidence based teaching practices, mentoring student projects and creative endeavors, coauthoring student generated scholarly papers or professional presentations, participating in Scholarship, utilizing High Impact Practices as defined by the Association of American Colleges and Universities, supervising alternative breaks or other formalized community engaged learning projects, supervising student clubs and other organizations, providing educational opportunities for the university community, implementing cooperative educational programs with community partners, and participating in programs that enhance students' global perspective. Faculty Engagement also extends to meaningful participation in Service/Leadership and the Shared Governance of the University, Faculty Promotion and Tenure (P&T) Mentorship Teams, Service/Leadership opportunities outside the university, and scholarly contributions in their fields of expertise. The specific types of activities and expected level of Faculty Engagement are outlined in departmental evaluation criteria.~~
- ~~D. **Peer Review:** Peer Review involves evaluation of a person's scholarly product by experts in the same or related occupation, profession, or industry (peers). Scholarship at SUU is subject to Peer Review. Each department outlines appropriate criteria for Peer Review for various scholarly contributions.~~
- ~~E. **Promotion and Tenure (P&T) Committees:** College/School and University P&T Committees evaluate Faculty contributions according to procedures described in subsequent sections. These committees are established according to the criteria in the table below. Faculty members who are related (as defined in SUU Policy 5.18~~

~~(<https://www.suu.edu/..05/18.html>) to another Faculty member who is applying for Tenure are ineligible to serve on any P&T Committee. Committee procedures will be in accordance with existing policies of SUU.~~

Promotion and Tenure (P&T) Committee Information		
	College/School P&T Committee	University P&T Committee
Voting Members	5	1 from each College/School that has Tenured Faculty
Tenured Members	All	All & Professors (Full)
Successive Membership	No (but P&T Mentorship Team members can serve on College/School P&T Committee)	No (but P&T Mentorship Team members can serve on University P&T Committee)
Roster Submitted by	Dean	Each Dean
Voted by	Tenured/ Tenure-Track College/School Faculty	Tenured/Tenure-Track College/School Faculty
Members from Other Units	As Needed	N/A
Administrators Serving	None	None
Exceptions Approved by	University P&T Committee	Faculty Senate

~~F. **Promotion and Tenure (P&T) Mentorship Team:** A Promotion and Tenure (P&T) Mentorship Team is part of a supportive, collaborative, and communication-based relationship that provides guidance to a Faculty member. Each department creates a process to construct a P&T Mentorship Team for Assistant Professors (both Tenure Track and Non Tenure Track) and Lecturers (Non Tenure Track). Tenure track Faculty hired at the rank of Associate Professor or Professor also receive a P&T Mentorship Team until they earn Tenure. Faculty in this situation will be treated as Assistant Professors for the purposes of this policy. The principal objective of the P&T Mentorship Team is to provide consistent formation, guidance, and support to the Faculty member that contributes to a campus culture of continuous improvement.~~

~~G. **Scholarship:** Scholarly work is deeply informed by current knowledge in a field, skillfully interpreted, and deployed with purpose and intention that seeks to provide new knowledge or understanding, leads to innovative curriculum and improved pedagogical practices, helps address issues or problems within the community, and/or integrates thoughts and ideas from diverse disciplines or areas of inquiry. Scholarly work culminates in a form of dissemination that is reviewed by peers and is acceptable by approved departmental evaluation criteria. Scholarly work includes creative activity when defined through departmental evaluation criteria. As approved by the Department Chair and the Dean of the College/School, the Faculty of each department develop or adopt ideas such as the Boyer model's inclusive view of Scholarship or other guidelines that reflect the overarching framework and shared values of SUU.~~

~~H. **Service/Leadership:** Participation (usually by term of appointment) in the operation or function of a member's department, College/School, University, community, or professional field and its organizations. Such Service/Leadership is vital to the Shared Governance of SUU. Department Chairs are responsible for monitoring the Service/Leadership workload of their faculty to ensure that an inordinate amount of department/College/School/University/ad hoc committee work has not been assigned, and that some level of equity exists among members of the department.~~

~~I. **Shared Governance:** Shared Governance provides various individuals and groups a contributive voice in key decision-making processes through elected, appointed, or volunteered representation. It allows for the primary decision-making responsibility to be delegated to specific constituencies under well-defined conditions. The concept of Shared Governance recognizes the interdependence of the various individuals and groups involved in campus governance, requires communication, and provides opportunities for joint planning and effort.~~

~~J. **Teaching Effectiveness:** Consistent with SUU's mission as defined in Board of Higher Education Policy R312, teaching is of primary importance at SUU. Teaching Effectiveness is evaluated through the documentation of and reflection on student, peer, and Department Chair evaluations (except Department Chairs may only evaluate their own Teaching Effectiveness as a self-reflection); self-reflections; professional development activities; and/or other pertinent information. Teaching efforts may involve the overlap of Teaching Effectiveness, Scholarship, and/or Service/Leadership.~~

~~K. **Tenure:** Tenure is an indefinite appointment that includes the right to due process. Tenure indicates that an appointee can be terminated only for cause or under extraordinary circumstances such as financial exigency and program discontinuation (from AAUP). A more detailed description of Tenure is included in Section IV.H. Faculty Tenure Process.~~

IV. POLICY

A. Scope and Limitations

~~This Policy covers general criteria and processes for Faculty evaluation, promotion, and Tenure. It also describes the types of criteria and processes to be defined at the departmental level. It does not cover sabbatical leave or merit. In the event of a conflict between this Policy and any policy of the SUU Board of Trustees or Utah Board of Higher Education, the latter shall prevail.~~

B. Applicability

~~This Policy applies to Tenured, Tenure Track, and Non Tenure Track Faculty at Southern Utah University (SUU) with full-time or part-time appointments, on-campus or off-~~

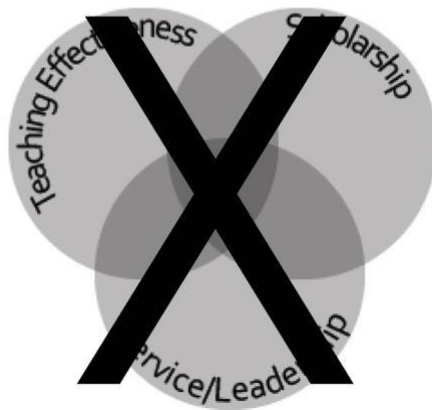
campus, as well as to Faculty serving as administrators having Faculty standing. The Policy does not apply to appointees with limited terms, such as adjuncts, visiting Faculty, or emeriti.

C. Value Statement

Southern Utah University recruits, rewards, and retains Faculty who are committed to helping students become educated, engaged, and productive members of society. Faculty contributions include engagement with students inside and outside of the classroom through a wide array of evidence-based pedagogical practices, Teaching Effectiveness, Scholarship, and service. Faculty at SUU participate in Scholarship, Shared Governance, leadership, and other activities that support SUU's mission and vision. Faculty advance SUU's mission in many notable and relevant ways that can defy simple classification within the traditional categories of evaluation. Departmental evaluation criteria clearly outline contributions appropriate to their disciplines and to SUU's mission.

D. Evaluative Criteria

Student-Centric Faculty Engagement Model



1. Criteria: SUU values academic work that supports the student-centered mission of the university in Teaching, Scholarship, and Service/Leadership. Some contributions, especially in Scholarship and Service/Leadership, support SUU's student-centered mission even when they do not directly relate to students. Faculty articulate how their contributions relate to SUU's mission in the Faculty Engagement and Contribution Report/Plan (Appendix A (#v)). Although some contributions and efforts fall neatly within one of the discrete categories, many contributions integrate two or all three categories. The conceptual *Student-Centric Faculty Engagement Model* below illustrates such contributions.

Each category in the *Student-Centric Faculty Engagement Model* is defined in the Definitions section of this policy. As described in the Evaluation Process section (Section IV.E.), Faculty members receive mentorship from peers within their department and/or College/School to ensure alignment between the Faculty contributions, SUU's mission, and departmental evaluation criteria. This mentorship

~~process facilitates ongoing professional Faculty development, including documentation of continued effort to improve as engaged Faculty. Departmental evaluation criteria indicate differing expectations for each rank.~~

~~Consideration should be taken for Faculty members who have partial reassignment of duties, such as Chairs, fellows, those with administrative appointments, Professionals in Residence, and part-time Faculty (not adjuncts). Although the caliber of work required of these Faculty should be held to the same standards as full-time Faculty, Promotion and Tenure expectations should be adjusted commensurate with their Faculty workload as determined by departmental criteria.~~

- ~~2. Approval of Department Criteria: Faculty within each department create draft departmental evaluation criteria following the definition of Faculty Engagement and the *Student-Centric Faculty Engagement Model* described above. The Department Chair sends the draft departmental evaluation criteria to the Dean for approval. Upon the Dean's approval, the Dean's Office forwards the draft departmental evaluation criteria to the Provost's Office for final approval. Disputes over the departmental evaluation criteria are resolved by a consensus of a committee consisting of the Dean, Department Chair, and one (1) Faculty member selected by the Faculty affected. Departmental evaluation criteria are regularly reviewed by the department and revised as needed with the same approval process as above.~~
- ~~3. Faculty Responsibilities: Each Faculty member develops an annual plan (for Tenure Track and Non-Tenure Track Assistant Professors and Lecturers) or five-year plan (for Professors and both Tenured and Non-Tenure Track Associate Professors) in alignment with the University mission, departmental evaluation criteria, and the *Student-Centric Faculty Engagement Model* described above. Recommendations regarding evaluation, promotion, and Tenure are based on each Faculty member's progress toward their plan and in accordance with the departmental evaluation criteria and SUU's mission. Additionally, Faculty are expected to follow Policy 6.28 (<https://www.suu.edu/28.html>) in all of their professional efforts. The evaluation process is described in a subsequent section of this Policy.~~
- ~~4. Ratings: All full-time Faculty members and Faculty members with Special Appointments/reduced loads are evaluated according to the above criteria using one (1) of the following ratings:
 - ~~a. Acceptable Progress toward Faculty Engagement & Contribution Plan~~
 - ~~b. Development Required (followed by a detailed justification and a description of necessary actions)~~~~

~~E. Faculty Evaluation Process~~

1. Purpose: To establish guidelines and procedures for the evaluation of Faculty for promotion and Tenure. This section describes both the developmental process and the evaluative process. With regard to the latter, Faculty involvement in the evaluative process is an important aspect of Shared Governance. The very act of having one's peers evaluate one's performance as a professional in higher education ensures that the most qualified people are giving feedback and driving the process. In this respect, the evaluator's role is crucial to a successful review process and includes several key responsibilities. Among these responsibilities is to provide an evaluation that is thorough, complete, and fair. Likewise, it is also important to provide an evaluation that is based on the criteria agreed upon by the Faculty member's home department. The evaluator's role in the process also includes several key professional expectations, including the expectation of confidentiality. The P&T Committee evaluations, and particularly any committee deliberations, should be kept strictly confidential. In so doing, P&T Committee deliberations will enjoy some measure of legal, statutory protection. Any violation of confidentiality will likely negate these protections. No aspect of the P&T Committee's deliberation should be shared with anyone outside the committee's meeting chambers unless specified by University policy, applicable statute, or court order. These professional responsibilities and expectations help to ensure that the evaluative process maintains its integrity and value, which are important to the Faculty members being evaluated, as well as to the Faculty members conducting the evaluation.
2. Annual Review Procedure for Tenure track Professors, Assistant Professors (NTT), and Lecturers
 - a. Assistant Professors (Tenure Track and Non Tenure Track) and Lecturers will meet and collaborate with a Promotion and Tenure (P&T) Mentorship Team at the beginning of each academic year to evaluate the Faculty Engagement & Contribution Report that describes progress toward the previous year's Faculty Engagement & Contribution Plan and to develop a new Faculty Engagement & Contribution Plan for the coming year. The P&T Mentorship Team is selected through a process defined by each department. The department defined selection process also includes provisions to change the P&T Mentorship Team when necessary. Each department determines whether the P&T Mentorship Team must include members from within the same department, or whether it can include members from other departments. Department Chairs cannot serve on P&T Mentorship Teams.
 - b. The P&T Mentorship Team for Assistant Professors (NTT) and Lecturers consists of at least one (1) Associate Professor (Tenured or Non Tenure Track) or Professor, selected through a process defined by each department.
 - c. The P&T Mentorship Team for Tenure track Assistant Professors consists of at least two (2) Tenured Faculty members, selected through a process defined by each department.

- d. All departments use a general Faculty Engagement & Contribution Report/Plan format consisting of:
 - i. A 1 to 3 page reflective narrative called the Faculty Engagement & Contribution Report that describes the previous year's progress toward their most recent Faculty Engagement & Contribution Plan and additional information that can include justifications for deviations from the plan. An example of the content and format of the Faculty Engagement & Contribution Report/Plan is contained in Appendix A (#v);
 - ii. Appendices that include teaching portfolio and other pertinent information such as student evaluations, peer evaluations, instructional delivery/design, professional development activities, and/or other sources of evidence for Teaching Effectiveness; and
 - iii. A Faculty Engagement & Contribution Plan outlining contributions that meet the Faculty Engagement definition and align with SUU's mission and the Faculty member's departmental evaluation criteria.
- e. The P&T Mentorship Team meets face to face with the Faculty member and prepares an evaluative letter that includes one (1) of the following ratings:
 - i. Acceptable Progress toward Faculty Engagement & Contribution Plan
 - ii. Development Required (followed by a detailed justification and a description of necessary actions).
- f. Through the mentorship process, the P&T Mentorship Team and the Faculty member consider the evaluation of the previous year's contributions summarized in the Faculty Engagement & Contribution Report as they collaboratively create the Faculty Engagement & Contribution Plan for the upcoming year.
- g. The Faculty member has an opportunity to review and respond to the P&T Mentorship Team's evaluation before it is forwarded to the Department Chair, according to the schedule of deadlines in Appendix B (#v).
- h. The Faculty member and P&T Mentorship Team forward the Faculty Engagement & Contribution Report/Plan and evaluative letter to the Department Chair according to the schedule of deadlines in Appendix B (#v).
- i. The Department Chair reviews the Faculty Engagement & Contribution Report/Plan. The Department Chair's review involves three (3) steps according to the schedule of deadlines in Appendix B (#v):
 - i. Discuss with the Faculty member their Faculty Engagement & Contribution Report, which describes the progress toward the previous year's plan, and any additional and/or sensitive issues pertaining to the quality of the Faculty member's contributions to the University.

- ii. Determine whether the Faculty Engagement & Contribution Plan is acceptable with respect to the Faculty Engagement definition, SUU's mission, and the departmental evaluation criteria. There are two (2) options:
 - A. The Faculty Engagement & Contribution Plan for the upcoming year is acceptable. In this case, the Department Chair moves to Step Three.
 - B. The Faculty Engagement & Contribution Plan for the coming year is unacceptable. In this case, the Department Chair consults with the Faculty member and the P&T Mentorship Team to revise the Faculty Engagement & Contribution Plan. After it is revised, Step One is repeated.
- iii. Send a written review of the Faculty Engagement & Contribution Report/Plan to the Faculty member and the Dean's Office according to the schedule of deadlines in Appendix B (#v). This review includes the P&T Mentorship Team's evaluative letter. The Department Chair's review to the Dean's Office includes one (1) of the following ratings:
 - A. Acceptable Progress toward Faculty Engagement & Contribution Plan
 - B. Development Required (followed by a detailed justification and a description of necessary actions)
- j. Before the Department Chair sends written reviews to the Dean's Office, all Faculty present their Faculty Contribution Plans (and Five-Year Plans for Full and Associate Professors, see below) to their entire department. The Department Chair creates a mechanism for this presentation that is appropriate for the specific department. These presentations are intended to increase the transparency, dialogue, equity, accountability, and collaboration within departments.
- k. In the case of a dispute between the Faculty member, the P&T Mentorship Team, and/or the Department Chair, the Dean will serve as arbitrator.

~~3. Five Year Post Tenure Review Procedure for Associate Professors and Professors~~

- a. All Associate Professors (Tenure Track and Non Tenure Track) and Professors, except those applying for rank advancement, create a Five-Year Plan. This Five Year Plan is valid for the entire post Tenure review period. All Associate Professors (Tenure Track and Non Tenure Track) and Professors meet with the Department Chair annually to formally discuss progress toward the Five Year Plan. No written record is required unless annual adjustments are made at the Faculty member's request. At the conclusion of each Five Year Plan, the Faculty member submits a post Tenure review report and a Five-Year Plan for the next review cycle.

- ~~b. If there is evidence that the Faculty member is not fulfilling professional responsibilities (Policy 6.28 (<https://www.suu.edu/28.html>)) and their Five Year Plan, the Department Chair collaborates with the Faculty member to address the issues. If issues remain unresolved, the Department Chair, in consultation with the College/School Dean, can petition the Provost's Office for a change in the nature and/or frequency of reporting and evaluation. After consulting with the Faculty member, Department Chair, and College/School Dean, the Provost's Office will render a final decision that includes an updated plan.~~
- ~~e. All departments use a general Five Year Plan format consisting of a 1- to 3- page narrative describing the Faculty member's Five Year Plan and any pertinent additional information. The Five Year Plan outlines contributions that meet the Faculty Engagement definition and align with SUU's mission and the Faculty member's departmental evaluation criteria. An example of the content and format of the Five Year Plan is contained in Appendix A (#v).~~
- ~~d. The Faculty member forwards the Five Year Plan to the Department Chair according to the schedule of deadlines in Appendix B (#v).~~
- ~~e. The Department Chair reviews the Five Year Plan. The Department Chair's review involves three (3) steps according to the schedule of deadlines in Appendix B (#v)
 - ~~i. Determine whether the Five Year Plan is acceptable with respect to the Faculty Engagement definition, SUU's mission, and the departmental evaluation criteria. There are two (2) options:
 - ~~A. The Five Year Plan is acceptable. In this case, the Department Chair moves to Step Two.~~
 - ~~B. The Five Year Plan is unacceptable. In this case, the Department Chair consults with the Tenured Faculty member to revise the Faculty Contribution Plan. After the Faculty Contribution Plan is revised, Step One is repeated.~~~~
 - ~~ii. Discuss any additional and/or sensitive issues pertaining to the Faculty member's performance.~~
 - ~~iii. Send a written review of the Five Year Plan to the Faculty member and the Dean's Office according to the schedule of deadlines in Appendix B (#v).~~~~
- ~~f. Before the Department Chair sends written reviews to the Dean's Office, all Faculty present their Five Year Plans (and Faculty Contribution Plans for Lecturers and Assistant Professors, see above) to their entire department. The Department Chair creates a mechanism for this presentation that is appropriate for the specific department. These presentations are intended to increase the transparency;~~

dialogue, equity, accountability, and collaboration within departments.

- ~~g.—At the conclusion of each Five Year Plan period, the Department Chair, College/School Dean, and Provost all review the Faculty member's Five Year Report according to the schedule of deadlines in Appendix B (#v). The Faculty member also submits a Five Year Plan for the upcoming review cycle that follows the same three (3) steps described above.~~
 - ~~i.—All departments use a general Five Year Report format found in Appendix A (#v) that consists of:
 - ~~A. A 1 to 3 page narrative called the Five Year Report describing progress toward their most recent Five Year Plan, and additional information that can include justifications to deviations from the plan; and~~
 - ~~B. Appendices that include teaching portfolio and other pertinent information such as student evaluations, peer evaluations, instructional delivery/design, professional development activities, and/or other sources of evidence for Teaching Effectiveness.~~~~
- ~~h.—If the Department Chair, College/School Dean, and Provost determine that the Faculty member has not made sufficient progress toward the Five Year Plan, they work together to create a development plan. The Faculty member then returns to the annual review process, similar to the Tenure track process, until the Faculty member meets the expectations described in the development plan. The Faculty member's Five Year Plan, however, still must be achieved within the original five year schedule.~~
- ~~i.—In the case of a dispute between the Faculty member and the Department Chair, the Dean will serve as arbitrator.~~
- ~~j.—For Five Year reviews of Department Chairs at the Associate or Full Professor level, an ad hoc departmental committee comprised of no less than three (3) Tenured Faculty members, is commissioned by the senior member of the Faculty to provide an initial Review of the five-year report and five year plan before forwarding the documentation to the dean of the college. If there are insufficient Tenured Faculty members in a department, Tenured Faculty from other departments may be recruited to participate. In case of a dispute or conflict of interest between the Department Chair and the ad hoc departmental committee, the Department Chair can petition the Dean of the College/School, who will attempt to resolve the dispute informally, or reconstitute the ad hoc committee with as many Tenured Faculty from the department as possible. If there are insufficient Tenured Faculty~~

members in the department, Tenured Faculty from other departments within the College/School may be recruited to participate.

4. Responsibilities-

a. Responsibilities of the P&T Mentorship Team

- i. The P&T Mentorship Team meets with the Lecturer or Assistant Professor at the beginning of each academic year according to the schedule of deadlines in Appendix B (#v). The P&T Mentorship Team mentors the Faculty member to appropriately document progress toward the previous year's Faculty Engagement & Contribution Plan and to appropriately create a Faculty Contribution Plan for the upcoming year. Evaluation templates are found in Appendix C (#v). Flow charts for evaluation processes are found in Appendix B (#v). The P&T Mentorship Team submits an evaluative letter to the Department Chair that includes one (1) of the following ratings:
 - A. Acceptable Progress toward Faculty Engagement & Contribution Plan
 - B. Development Required (followed by a detailed justification and a description of necessary actions).

b. Responsibilities of the Department Chair

- i. The Department Chair collaborates with the department to create a system by which P&T Mentorship Teams are constituted. This system takes into account the capabilities and characteristics of the department as well as the individual needs and professional goals of the Assistant Professors (Tenure Track and Non-Tenure Track) and Lecturers. The system includes a process to change P&T Mentorship Team members when appropriate. P&T Mentorship Teams for Assistant Professors (NTT) and Lecturers (NTT) consist of at least one Associate Professor (Tenured or Non-Tenure Track) or Professor. P&T Mentorship Teams for Tenure Track Faculty members consist of at least two (2) Tenured Faculty members.
- ii. The Department Chair reviews and evaluates all Faculty Engagement & Contribution Reports/Plans for all Assistant Professors (both Tenure Track and Non-Tenure Track) and Lecturers in the department. The Department Chair also reviews and evaluates all Five Year Plans and Five Year Reports for all Associate Professors (both Tenured and Non-Tenure Track) and Professors in the department. In addition to the material provided by the Faculty member, the Department Chair may consider other information such as personal interviews, peer evaluations, summaries of relevant activity, and other pertinent information. Evaluation templates are found in Appendix C (#v). Flow charts for evaluation processes are found in Appendix B (#v).

- iii. ~~The Department Chair meets with Assistant Professors (both Tenure-Track and Non-Tenure-Track) and Lecturers to discuss progress toward the previous Faculty Contribution Plan, the Faculty Contribution Plan for the upcoming year, and any additional and/or sensitive issues pertaining to the Faculty member's performance. The Faculty member may request in writing at any time that the Department Chair consider changes to the P&T Mentorship Team according to departmentally defined procedures. The Department Chair also meets annually with Associate Professors (both Tenured and Non-Tenure-Track) and Professors to discuss progress toward their Five-Year Plan, although these Faculty members are not responsible for an annual report.~~
- iv. ~~If a Faculty Engagement & Contribution Plan or a Five-Year Plan is found to be unacceptable, the Department Chair consults with the P&T Mentorship Team (for Assistant Professors and Lecturers) and the Faculty member to revise the plan.~~
- v. ~~The Department Chair prepares a letter for each Assistant Professor (both Tenure-Track and Non-Tenure-Track) and Lecturer that evaluates their progress toward the previous year's Faculty Contribution Plan, their Faculty Contribution Plan for the upcoming year, and any additional and/or sensitive issues pertaining to the Faculty member's performance.~~
- vi. ~~The Department Chair prepares a letter for each Associate Professor (both Tenured and Non-Tenure-Track) and Professor that evaluates the Five-Year Plan at the beginning of each five-year period, any annual updates when necessary, and any additional and/or sensitive issues pertaining to the Faculty member's performance.~~
- vii. ~~For all Faculty members, the Department Chair forwards the Faculty Engagement & Contribution Report/Plan or Five-Year Plan with the Department Chair's evaluative letter and the P&T Mentorship Team's evaluative letter to the Dean. Both evaluative letters include one (1) of the following ratings:

 - A. ~~Acceptable Progress toward Faculty Engagement & Contribution Plan~~
 - B. ~~Development Required (followed by a detailed justification and a description of necessary actions).~~~~
- viii. ~~Department Chairs also prepare their own Faculty Engagement & Contribution Report/Plan or Five-Year Report/Plan, depending on their rank, to be reviewed by an ad hoc departmental policy outlined in Section IV.E.3.j. above, and the Dean~~
- c. ~~Responsibilities of the College/School Dean

 - i. ~~The Dean preliminarily approves departmental evaluation criteria before forwarding the criteria to the Provost's Office for final approval. The Dean also ensures departmental evaluation criteria maintain parity across the College/School and remain in alignment with SUU's mission and this policy's evaluative criteria.~~~~

- ii. ~~The Dean reviews Faculty Engagement & Contribution Reports/Plans and Five Year Reports/Plans and evaluative letters from the P&T Mentorship Teams and Department Chairs to ensure general alignment across the College/School.~~
- iii. ~~The Dean notifies the appropriate Department Chairs of any aberrant Faculty Engagement & Contribution Reports/Plans or Five Year Reports/Plans according to the schedule of deadlines in Appendix B (#v).~~
- iv. ~~In the case of a dispute between the Faculty member, the P&T Mentorship Team, and/or the Department Chair, the Dean serves as arbitrator.~~
- v. ~~All recommendations for non-reappointment, with supporting documentation, are forwarded to the Provost's Office. Notice of non-reappointment shall be given to the affected Faculty member according to the schedule defined in Board of Higher Education Policy R481.~~
- vi. ~~The Dean retains all Faculty Engagement & Contribution Reports/Plans, Five Year Reports/Plans, and evaluations on file.~~

F. ~~Mid-Point Review Process~~

- 1. ~~Purpose: To establish guidelines and procedures for the Mid-Point Review process. For Tenure track Faculty, this is a major review conducted during the probationary period to ascertain whether the individual is on track to receive Tenure.~~
- 2. ~~Mid-Point Review Process for Tenure track Faculty: The Mid-Point Review is conducted according to the table below. Deadlines are provided in Appendix B (#v). The Mid-Point Review is part of the criteria for rank advancement and Tenure for Tenure track Faculty.~~

Mid-Point Review, Early Tenure, and Tenure Timetable

Years Granted Toward Tenure at Time of Hiring	Years of Service Before Mid-Point Review	Years Before Early Tenure Application (Optional)	Years at SUU Before Tenure Application
0	3 full years	5 full years	6 full years
1	3 full years	4 full years	5 full years
2	2 full years	3 full years	4 full years
3	1 full year	Not eligible for early Tenure	3 full years

~~3. Responsibilities~~

~~Member:
a
annual~~



~~a. Responsibility of the Faculty
The Tenure-track Faculty member prepares portfolio that consists of (1) the prior reviews, (2) progress toward each Faculty Engagement & Contribution Plan, including the following year's Faculty Engagement & Contribution Plan, (3) work done that resulted in years granted toward Tenure, 4) the application template for Mid-Point Review found in the Faculty Dashboard, and (5) supporting documentation as determined by the department and approved by the Dean, attached to the application in the Faculty Dashboard. This portfolio is submitted to the P&T Mentorship Team according to the schedule of deadlines in Appendix B (#v). The Faculty member may request in writing to the Department Chair, at least two (2) weeks prior to the beginning of Fall semester, that the Mid-Point Review be evaluated by an ad hoc Department P&T Committee rather than their P&T Mentorship Team. The ad hoc committee will be composed of three (3) Tenured Faculty members elected by Tenured and Tenure-track members of the department. Tenured Faculty members from another unit may serve as needed.~~

- ~~i. Mid-Point Review Procedure for Tenured Faculty: Tenured Faculty do not submit Mid-Point Reviews as they follow the requirements for rigorous post-Tenure review, described in Section IV.I. of this Policy.~~
- ~~ii. Mid-Point Review Procedure for Non-Tenure-Track Faculty: Non-Tenure-track Faculty members do not submit Mid-Point Reviews. They follow the rank advancement procedure described in Section IV.G. of this Policy.~~

~~b. Responsibilities of P&T Mentorship~~

- ~~i. The P&T Mentorship Team reviews the Mid-Point Review for alignment with the Faculty Engagement definition, SUU's mission, and departmental evaluation criteria. The P&T Mentorship Team prepares a letter that evaluates the Faculty member's Faculty Engagement & Contribution Reports/Plans. Evaluation templates are completed through the Faculty Dashboard. Flow charts for evaluation processes are found in Appendix B (#v).~~
- ~~ii. The P&T Mentorship Team's evaluative letter includes one (1) of the following ratings:
 - ~~A. Acceptable Progress toward Faculty Engagement & Contribution Plans~~
 - ~~B. Development Required (followed by a detailed justification and a description of necessary actions).~~~~

- iii. ~~The Faculty member has an opportunity to review and respond to the P&T Mentorship Team's evaluation before it is forwarded to the Department Chair, according to the schedule of deadlines in Appendix B (#v).~~
- iv. ~~The P&T Mentorship Team forwards the Mid-Point Review portfolio, evaluation, and recommendation to the Department Chair according to the schedule of deadlines in Appendix B (#v).~~
- c. ~~Responsibilities of the Department Chair~~
 - i. ~~The Department Chair reviews all Mid-Point Reviews for all Tenure-track Faculty members in the department. In addition to the portfolio provided by the Faculty member, the Department Chair may consider other information such as personal interviews, peer evaluations, student evaluations, summaries of relevant activity, and other pertinent information. The Department Chair also prepares a letter that evaluates alignment with the Faculty Engagement definition, SUU's mission, and departmental evaluation criteria. Evaluation templates are completed through the Faculty Dashboard. Flow charts for evaluation processes are found in Appendix B (#v). The letter includes one (1) of the following ratings:-~~
 - A. ~~Acceptable Progress toward Faculty Engagement & Contribution Plans~~
 - B. ~~Development Required (followed by a detailed justification and a description of necessary actions).~~
 - ii. ~~For all Faculty members completing the Mid-Point Review, the Department Chair forwards the Mid-Point Review portfolio with the P&T Mentorship Team's evaluative letter and the Department Chair's evaluative letter to the College/School P&T Committee.~~
 - iii. ~~After receiving back from the Dean the Mid-Point Review portfolio with evaluative letters, the Department Chair discusses the evaluative letters with the Faculty member by the deadline in the schedule that is attached as Appendix B (#v).~~
 - iv. ~~Department Chairs who are on the Tenure-track also prepare their own Mid-Point Review portfolio to be reviewed by the College/School P&T Committee.~~
- d. ~~Responsibilities of the College/School P&T Committee~~
 - i. ~~The College/School P&T Committee receives the Mid-Point Review portfolio from the P&T Mentorship Team and prepares an evaluative letter for each Tenure-track Faculty member in the College/School. The College/School P&T Committee utilizes the Faculty member's portfolio, evaluative letters of the P&T Mentorship Team and Department Chair, and may also utilize peer evaluations, student evaluations, summaries of relevant activities, and other pertinent~~

information. Evaluation templates are completed through the Faculty Dashboard. Flow charts for evaluation processes are found in Appendix B (#v).

- ii. The College/School P&T Committee also prepares a letter that evaluates alignment with the Faculty Engagement definition, SUU's mission, and departmental evaluation criteria. The letter includes one (1) of the following ratings:
 - A. Acceptable Progress toward Faculty Engagement & Contribution Plans
 - B. Development Required (followed by a detailed justification and a description of necessary actions).
- iii. For all Faculty members completing the Mid-Point Review, the College/School P&T Committee forwards the Mid-Point Review portfolio with the P&T Mentorship Team's evaluative letter, the Department Chair's evaluative letter, and the College/School P&T Committee to the College/School Dean.
- e. Responsibilities of the College/School Dean
 - i. The Dean reviews all Mid-Point Reviews and evaluative letters.
 - ii. The Dean prepares an evaluative letter for all Faculty members who completed a Mid-Point Review. Evaluation templates are completed through the Faculty Dashboard. Flow charts for evaluation processes are found in Appendix B (#v).
 - iii. All recommendations for non-reappointment, with supporting documentation, are forwarded to the Provost's Office. Notice of non-reappointment shall be given to the affected Faculty member according to the schedule defined in Board of Higher Education Policy R481.
 - iv. The Dean forwards all Mid-Point Review portfolios and all reviews to the Provost's Office as indicated in the table in Appendix B (#v).

G. ~~Academic Rank Advancement Process~~

1. ~~Purpose: To establish policy regarding the awarding of academic rank.~~
2. ~~Hiring with Academic Rank~~
 - a. ~~After evaluating the appointee's educational training and experience, the Dean, Department Chair, and the affected search committee jointly recommend to the Provost a rank that is consistent with SUU policies.~~
 - b. ~~There may be circumstances where, in addition to the initial rank assignment, an appointee is granted a specified number of years toward the next rank. Any such credit must be determined between the appointee and the responsible Department Chair, approved by the Dean and Provost, and specified and clearly stated in the initial contract. A maximum of three (3) years may be credited toward rank advancement. The number of years~~

awarded for rank advancement for a Tenure-track Assistant Professor is the same as the number of year's reduction to the probationary period for Tenure.

- c. At hiring, academic officers receive academic rank according to this Policy.

3. Implementation

- a. Faculty hired prior to January 28, 2005 are allowed to choose either to be subsequently evaluated for advancement in rank according to Policy 6.1 approved on November 2, 1990; Policy 6.1 approved on January 28, 2005; or this Policy.
- b. Faculty hired on or after January 28, 2005 apply for rank and Tenure according to this Policy.

4. Qualifications for Rank Advancement

- a. Time in rank
 - i. Tenure-track and Tenured Faculty
 - A. Associate Professor: Six (6) years as Assistant Professor before applying, unless years toward the next rank have been granted. The rank of Associate Professor will be granted normally after seven (7) years of employment. The rank of Associate Professor will be granted with the awarding of Tenure.
 - B. Professor: Minimum of five (5) years as Associate Professor before applying. The rank of Professor will be granted at least six (6) years after being granted the rank of Associate Professor.
 - ii. Non-Tenure-track Faculty
 - A. Assistant Professor (NTT): Four (4) years as Lecturer before applying.
 - B. Associate Professor (NTT): Six (6) years as Assistant Professor (NTT) before applying. The rank of Associate Professor (NTT) will be granted normally after seven (7) years of employment as an Assistant Professor (NTT).
- b. Accomplishments: Every applicant for academic rank advancement will be evaluated according to the Faculty evaluation criteria in Section IV.D. All annual reviews since hiring to the University or advancement to current rank, including the Mid-Point Review, will be part of the decision for promotion.

5. Procedure for Rank Advancement for Non-Tenure-track Faculty

- a. The non-Tenure-track Faculty member prepares an application portfolio consisting of all prior annual reviews covering (1) the minimum number of years required for advancement to the next rank, (2) the application template for rank advancement found in the Faculty Dashboard, (3) supporting documentation as determined by the department and approved

by the Dean, attached to the application in the Faculty Dashboard. Applications for rank advancement are submitted to the P&T Mentorship Team according to the schedule of deadlines that is attached as Appendix B (#v). The candidate may retract and retrieve their application at any point of the process, without prejudice.

The non-Tenure-track Faculty application for rank advancement is reviewed in progression by the P&T Mentorship Team, Department Chair, College/School P&T Committee, College/School Dean, and the Provost's Office according to the schedule in Appendix B (#v).

6. Procedure for Rank Advancement for Tenured Faculty

- a. The Tenured Faculty member prepares an application portfolio consisting of all prior Five Year Reviews covering (1) the minimum number of years required for advancement to the next rank, (2) the application template for rank advancement found in the Faculty Dashboard, (3) supporting documentation as determined by the department and approved by the Dean, attached to the application in the Faculty Dashboard. Applications for rank advancement are submitted to the Department Chair according to the schedule of deadlines that is attached as Appendix B (#v). The candidate may retract and retrieve their application at any point of the process, without prejudice.

When a Tenured Faculty member applies for rank advancement from Associate to Full Professor, the senior Faculty member and department chair commissions an ad hoc departmental committee comprised of at least three (3) Tenured Faculty to review the application materials. In those departments where there are insufficient numbers of Tenured Faculty, committee members are solicited from other departments.

- b. The Tenured Faculty application for rank advancement is reviewed in progression by the Ad Hoc Department Review Committee (if necessary), Department Chair, College/School P&T Committee, College/School Dean, University P&T Committee, and the Provost's Office according to the schedule in Appendix B (#v).

7. Procedure for Rank Advancement for Administrators

- a. The administrator prepares an application portfolio consisting of all prior annual reviews covering (1) the minimum number of years required for advancement to the next rank, (2) the application template for rank advancement found in the Faculty Dashboard, (3) supporting documentation as determined by the Faculty in the applicant's College/School, attached to the application in the Faculty Dashboard. Applications for rank advancement are submitted to the next highest evaluative entity according to the schedule of deadlines that is attached as Appendix B (#v). The candidate may retract and retrieve their application at any point of the process, without prejudice.

8. Responsibilities

- a. ~~Responsibility of the Faculty Member: The Faculty member applying for rank advancement prepares a portfolio that consists of (1) the prior annual reviews, (2) progress toward each Faculty Engagement & Contribution Plan or Five-Year Plan, including the following year's Faculty Engagement & Contribution Plan or Five-Year Plan, (3) the application template for rank advancement found in the Faculty Dashboard, and (4) supporting documentation as determined by the department and approved by the Dean, attached to the application in the Faculty Dashboard. This portfolio is submitted according to the schedule of deadlines in Appendix B (#v) to the P&T Mentorship Team in the case of Tenure Track and Non-Tenure Track Faculty, and to the Department Chair in the case of Tenured Faculty.~~
- b. ~~Responsibility of the P&T Mentorship Team~~
 - i. ~~The P&T Mentorship Team reviews the rank advancement portfolio for alignment with the Faculty Engagement definition, SUU's mission, and departmental evaluation criteria. The P&T Mentorship Team prepares a letter that evaluates the Faculty member's progress toward the Faculty Contribution Plans.~~
 - ii. ~~The P&T Mentorship Team's evaluative letter includes a "yes" or "no" vote regarding whether the rank advancement should be granted (completed through the Faculty Dashboard).~~
 - iii. ~~The P&T Mentorship Team forwards the rank advancement portfolio, evaluation, and recommendation to the Department Chair according to the schedule of deadlines in Appendix B (#v).~~
- c. ~~Responsibilities of the Department Chair~~
 - i. ~~The Department Chair reviews all rank advancement portfolios. In addition to the portfolio provided by the Faculty member, the Department Chair may consider other information such as personal interviews, peer evaluations, student evaluations, summaries of relevant activity, and other pertinent information. The Department Chair prepares a letter that evaluates alignment with the Faculty Engagement definition, SUU's mission, and departmental evaluation criteria. The letter includes a "yes" or "no" vote regarding whether the rank advancement should be granted (completed through the Faculty Dashboard).~~
 - ii. ~~For all Faculty members applying for rank advancement from Lecturer to Assistant Professor and from Assistant Professor to Associate Professor, the Department Chair forwards the portfolio with the P&T Mentorship Team's evaluative letter and the Department Chair's evaluative letter to the College/School P&T Committee as indicated in the table in Appendix B (#v).~~
 - iii. ~~For all Faculty members applying for rank advancement from Associate Professor to Professor, the Department Chair forwards the portfolio and the Department Chair's evaluative letter to the College/School P&T Committee as indicated in Appendix B (#v).~~

- d. ~~Responsibilities of the College/School P&T Committee~~
 - i. ~~The College/School P&T Committee reviews all rank advancement portfolios and prepares a letter that evaluates alignment with the Faculty Engagement definition, SUU's mission, and departmental evaluation criteria. The letter includes a "yes" or "no" vote regarding whether the rank advancement should be granted (completed through the Faculty Dashboard).~~
 - ii. ~~For all Faculty members applying for rank advancement, the College/School P&T Committee forwards the portfolio with the P&T Mentorship Team's evaluative letter (for Lecturers and Assistant Professors), the Department Chair's evaluative letter, and the College/School P&T Committee's evaluative letter to the College/School P&T Dean.~~
- e. ~~Responsibilities of the College/School Dean~~
 - i. ~~The Dean reviews all rank advancement applications and evaluative letters.~~
 - ii. ~~If there are any concerns, the Dean directs them to the Department Chair and to the P&T Mentorship Team, and requests a response.~~
 - iii. ~~The Dean prepares an evaluative letter. The letter includes a "yes" or "no" vote regarding whether the rank advancement should be granted (completed through the Faculty Dashboard).~~
 - iv. ~~All recommendations for non-renewal, with supporting documentation, are forwarded to the Provost's Office. Notice of non-reappointment shall be given to the affected Faculty member according to the timeline designated in the Board of Higher Education Policy R481.~~
 - v. ~~The Dean forwards Tenure-track and Tenured rank advancement applications and associated reviews to the University P&T Committee as indicated in the table in Appendix B (#v). The Dean forwards non-Tenure-track rank advancement applications to the Provost's Office as indicated in the table in Appendix B (#v).~~
- f. ~~Responsibilities of the University P&T Committee~~
 - i. ~~The University P&T Committee reviews all Tenure-track and Tenured rank advancement portfolios and prepares a letter that evaluates alignment with the Faculty Engagement definition, SUU's mission, and departmental evaluation criteria. The letter includes a "yes" or "no" vote regarding whether the rank advancement should be granted (completed through the Faculty Dashboard).~~
 - ii. ~~For all Faculty members applying for Tenure-track and Tenured rank advancement, the University P&T Committee forwards the portfolio with all evaluative letters to the Provost's Office as indicated in the table in Appendix B (#v).~~

9. ~~Process and Review~~

- a. ~~Any evaluative entity will receive additional information when requested.~~

- b. ~~The initial and most thorough peer evaluation should occur at the department level by the P&T Mentorship Team in the case of Assistant Professors (Tenure Track and Non Tenure Track) and Lecturers, and by the Department Chair in the case of Associate Professors and Professors. The P&T Mentorship Team and Department Chair are best qualified to provide an evaluation of the applicant's contributions to SUU's mission and the departmental evaluation criteria. The P&T Mentorship Team and the Department Chair will make a critical evaluation of the evidence in the application.~~
- c. ~~Applications for rank advancement for non-Tenure track Faculty are evaluated in the same manner as Mid-Point Reviews except that the University P&T Committee does not review applications for rank advancement of non-Tenure track Faculty. The candidate will receive an overall ranking, either "Yes" or "No," as to whether or not the candidate should be advanced in rank.~~
- d. ~~If evaluations (levels) fail to support the rank advancement, then it is denied. If rank advancement is denied, materials submitted by Faculty are returned. The Dean will outline areas of improvement for rank advancement.~~
- e. ~~The applicant will be notified in writing by the Provost's Office as to the awarding, or not, of rank advancement by the Board of Trustees.~~

H. ~~Faculty Tenure Process~~

1. ~~Purpose: To establish policy regarding awarding of Tenure according to evaluative criteria in Section IV.D.~~
2. ~~General Policy~~
 - a. ~~SUU extends Tenure to approved members of the Faculty (those hired into Tenure track appointments and those granted Tenure at time of hire). Tenure track appointments will only be given to those members of the Faculty who, at the time of such appointments, meet the minimum requirements specified in Section IV.D.~~
 - b. ~~Tenure is a legally recognized property interest in a Faculty appointment designed to protect the academic freedom of a Faculty member and to provide the Faculty member with a sufficient degree of employment security to make the profession attractive to persons of ability.~~
 - i. ~~Tenure as a property right does not apply to the University as a whole, to a College/School, or to a department. Rather, Tenure as a property right is restricted to the academic discipline for which a Faculty member has appropriate disciplinary expertise, credentials and degrees, teaching experience, Service/Leadership, and Scholarship.~~
 - ii. ~~The awarding of Tenure signifies the Faculty member's strong commitment to serve students, colleagues, the discipline, and SUU in a manner befitting an academic professional.~~

- iii. ~~The terms and conditions of every appointment and any revisions will be stated in writing at the time of this appointment, be provided to the affected Faculty member, and be made a part of the university personnel file.~~
 - iv. ~~Administrators are not Tenured in administrative positions. A Faculty member holding a position with Tenure in an academic program does not lose Tenure upon accepting an administrative position at SUU, assuming good standing, and may return to former rank and role at the conclusion of administrative service.~~
 - v. ~~A Faculty member receives Tenure only when the Board of Trustees approves an effective date for an award of Tenure. If an award of Tenure has not been made on or before the thirtieth day of June of the final year of the probationary period, or an extension has not been approved in their final probationary year, the Faculty member will receive a terminal year of employment.~~
 - vi. ~~Tenured Faculty can be terminated for cause as otherwise defined in Policies 6.22 (<https://www.suu.edu/22.html>) and 6.28 (<https://www.suu.edu/28.html>).~~
- c. ~~The probationary period for granting Tenure is normally seven (7) years unless waived, reduced, or extended as specified below.~~
- i. ~~The Board of Trustees may award Tenure to the President of the University. Other academic officers may receive Tenure as provided in Policy 6.2 (<https://www.suu.edu/02.html>).~~
 - ii. ~~Based on full time service at other institutions of higher education, the probationary period may be reduced by as many as three (3) years, or under exceptional circumstances the probationary period may be waived and Tenure awarded at the time of hiring. Any reduction or waiver of the probationary period requires careful scrutiny of the applicant's credentials, documentation consistent with this policy, and the recommendation of the P&T Mentorship Team, Department Chair, College/School P&T Committee, College/School Dean, and the Provost, as well as approval by the President and the Board of Trustees. If credit for prior full time service at another institution is granted, this determination must be stated in the recommendation for initial appointment. No retroactive amendments to initial appointment contracts will be allowed, except as specified in Section IV.H.2.c.iv below.~~
 - iii. ~~Faculty may apply to have the probationary period reduced by one (1) year if the following conditions are met~~
 - A. ~~Three (3) full academic years of service at SUU have been completed. Faculty members who are granted three (3) years towards Tenure at the time of hiring are not eligible to apply for early Tenure.~~
 - B. ~~All departmental Tenure requirements are not only met, but exceeded. Standards for reducing the probationary~~

period are included in the departmental evaluation criteria.

- C. The Faculty member discusses merits, challenges, and expectations of reducing the probationary period with their Chair and Dean, and obtains a letter of support from both by April 1 of the calendar year in which the Tenure application will be submitted. These letters must be included in the Faculty member's Tenure application but are not a guarantee that Tenure will be awarded.
 - D. If the probationary period is reduced and Tenure is not subsequently awarded, the Faculty member will be given a terminal contract for the next year, or the University may initiate a buyout.
- iv. Except for conditions stated in Sections IV.H.2.c.ii. and IV.H.2.C.iii. above, only complete academic years served at SUU will count toward the probationary period for an award of Tenure.
 - v. Unless a one-year reduction in the probationary period has been granted, Faculty members must apply for Tenure in the last year of the probationary period that begins with the Faculty member's Tenure-track appointment.
 - vi. In exceptional cases, the Board of Trustees may grant extensions of the probationary period. The Faculty member's request for extension must be in writing and approved by the P&T Mentorship Team, Department Chair, Dean, and Provost. Applications for extensions waive rights or claims for de facto Tenure.
 - vii. At the request of the Faculty member, and as approved by the P&T Mentorship Team, Department Chair, Dean, Provost, and the Board of Trustees, years granted toward Tenure at the time of hiring may be rescinded. Such requests must be in writing. If approved, the rescinding of years will be for all years granted.

3. Procedure for Tenure for Tenure-track Faculty

- a. The Tenure-track Faculty member prepares a Tenure application portfolio consisting of (1) all prior Faculty Engagement Contribution Plans, Reports, and annual reviews, (2) the Mid-Point Review, (3) the application template for Tenure found in the Faculty Dashboard, and (4) supporting documentation as determined by the department, which are attached to the application in the Faculty Dashboard. The applicant is responsible to document performance related to departmental evaluation criteria. Department Chairs or other supervisors will verify the application and documentation. Applications for Tenure will be submitted to the P&T Mentorship Team according to the schedule of deadlines that is attached as Appendix B (#v).

4. Responsibilities and Process

- a. Responsibilities of the P&T Mentorship Team, Department Chair, Dean and P&T Committees
 - i. Applications for Tenure are evaluated in the same manner as rank advancement reviews and according to the schedule of deadlines that is attached as Appendix B (#v). Responsibilities for each evaluative entity remain the same as in previously described processes.
 - ii. The Faculty member may request in writing to the Department Chair, at least two (2) weeks prior to the beginning of Fall semester, that the application for Tenure be evaluated by an ad hoc Department P&T Committee rather than their P&T Mentorship Team. The ad hoc committee will be composed of three (3) Tenured Faculty members elected by Tenured and Tenure track members of the department. Tenured Faculty members from another unit may serve as needed.
 - iii. Additional information will be received by any evaluation entity when requested.
 - iv. Each evaluative entity will evaluate each Tenure portfolio according to the criteria in Section IV.D.
 - v. If three (3) consecutive evaluations (levels) fail to support the Tenure application, Tenure is denied. If Tenure is denied, all materials submitted by Faculty are forwarded to the Provost.
 - vi. Prior to submission of materials to the Board of Trustees, any evaluative entity may recall/reconsider an application for Tenure. P&T Committees require a majority vote for recall or reconsideration. Any such recall/reconsideration requires written documentation and rationale.
 - vii. The candidate also will receive an overall ranking, either “Yes” or “No,” as to whether or not the candidate should receive Tenure. In every P&T Committee, the number of those voting in favor of granting Tenure and those voting against granting Tenure will be reported.
 - viii. The applicant will be notified in writing by the Provost’s office as to the awarding, or not, of rank advancement by the Board of Trustees.
 - ix. If Tenure has not been awarded, a terminal contract is given for the next year or the University may initiate a buy-out.

I. Post-Tenure Review Process

1. Purpose: To establish policy regarding a rigorous post-Tenure review process according to evaluative criteria in Section IV.D.
2. General Policy:

- a. ~~Post-Tenure review provides a rigorous process of periodic evaluation of Tenured Faculty. The purpose of post-Tenure review is to encourage continuous Faculty development following the award of Tenure.~~
3. ~~Process for Post-Tenure Review for Tenured Faculty~~
 - a. ~~The Faculty member prepares a portfolio consisting of (1) the Five-Year Report describing progress toward the previous Five-Year Plan, (2) the application cover sheet for post-Tenure review and/or rank advancement in Appendix D (#v) or through the Faculty Dashboard, and (3) supporting documentation as determined by the department, which are attached to the cover sheet in Appendix D (#v) or the application in the Faculty Dashboard. The applicant is responsible to document performance according to the criteria defined in Section IV.D.~~
4. ~~Responsibilities and Process~~
 - a. ~~Responsibilities of the Department Chair, Dean, and P&T Committees~~
 - i. ~~Post-Tenure review is done within the department/College/School review structure and is conducted according to the timetable in Appendix B (#v). The Five-Year Report/Plan will be reviewed by the Department Chair (or Ad Hoc Department Committee, if necessary) and College/School Dean before being submitted to the Provost's Office. Responsibilities for each evaluative entity remain the same as in previously described processes.~~
 - ii. ~~Faculty members can petition for the University P&T Committee to also review the Five-Year Report/Plan before submission to the Provost's Office if desired.~~
 - iii. ~~Additional information will be received by any evaluative entity when requested.~~
 - iv. ~~Post-Tenure review will occur five (5) years after the initial Tenure date, rank advancement, or latest post-Tenure review. The Dean's office will notify all scheduled Tenured Faculty members in writing that post-Tenure review will take place during the following academic year. If a post-Tenure review falls in the same year as a rank advancement evaluation, the two (2) evaluations can be combined.~~
 - v. ~~Tenured Faculty are not required to submit a written report in years between post-Tenure reviews. Instead, Tenured Faculty will annually discuss progress toward the Five-Year Plan with the Department Chair. Updates to the Five-Year Plan will occur at this time when necessary.~~
 - vi. ~~The basic standard for appraisal will be whether or not the Tenured Faculty member under review discharges conscientiously, and with professional competence and conduct, their duties. During post-Tenure review, Tenured Faculty members shall generally be assessed with the criteria and ratings in Section IV.D., unless otherwise determined by the Faculty of each department~~

- vii. ~~The evaluation will be discipline and role specific, including consideration for those receiving a post-Tenure review while serving as a Department Chair. It is the intent of this policy to acknowledge that there will be different expectations in different disciplines and changing expectations at different stages of Faculty careers. The evaluation should be consistent with department accreditation requirements and this Policy.~~

~~V. RELEVANT FORMS/LINKS~~

- ~~Evaluation, Promotion, and Tenure Appendices A, C, & D~~
- ~~Evaluation, Promotion, and Tenure Appendix B~~
- ~~Faculty Dashboard~~

~~VI. QUESTIONS/RESPONSIBLE OFFICE~~

~~The responsible office for this Policy is the Provost/Vice President for Academic Affairs
(<https://www.suu.edu/.../academics/provost/index.html>).~~

~~VII. POLICY ADOPTION AND AMENDMENT DATES~~

~~**Date Approved:** November 2, 1990~~

~~**Amended:** January 28, 2005 (<https://www.suu.edu/.../old/06/p601-2005-01-28.pdf>); November 29, 2007 (<https://www.suu.edu/.../old/06/p601-2007-11-29.pdf>); December 4, 2009 (<https://www.suu.edu/.../old/06/p601-2009-12-04.pdf>); May 6, 2011 (<https://www.suu.edu/.../old/06/p601-2011-05-06.pdf>); March 22, 2012 (<https://www.suu.edu/.../old/06/p601-2012-03-22.pdf>); June 13, 2013 (<https://www.suu.edu/.../old/06/p601-2013-06-13.pdf>); January 31, 2014 (<https://www.suu.edu/.../old/06/p601-2014-01-31.pdf>); March 24, 2016 (<https://www.suu.edu/.../old/06/p601-2016-03-24.pdf>); July 19, 2018 (<https://www.suu.edu/.../old/06/p601-2018-07-19.pdf>); March 19, 2021 (<https://www.suu.edu/.../old/06/p601-2021-03-19.pdf>); August 15, 2022 (non-substantive)~~

Date: 3/21/2023
To: President's Leadership Council and Board of Trustees
From: James Sage, Associate Provost
RE: Revised Policy – Policy 6.49 Undergraduate Graduation Requirements

We are submitting for your consideration and review a revised University policy, Policy 6.49 Undergraduate Graduation Requirements. The Provost's Office has worked closely with the Registrar's Office to incorporate student feedback to allow them to earn multiple undergraduate degrees simultaneously, as well as clean up general and outdated language. The main revisions are as follows:

1. We have added the option for a Dual Degree. We have clarified what a Double Major is (two distinct majors within the same type of degree, such as a Bachelor of Science) and how a Dual Degree will be different. The Dual Degree option will now allow students to major in two (or more) programs that have different types of degrees, such as a Bachelor of Arts and a Bachelor of Science. Under the current policy, students who double major must select a "primary" major and graduate only under that degree type, which lead to cases of students graduating with degrees that we do not technically offer, such as a Bachelor of Science in Spanish, which is only offered with the Bachelor of Arts option.
2. We are removing a previous "carve out" for students earning second bachelor's degrees when the first is from SUU. Instead of only requiring them to complete a minimum of an additional 18 credits, students who are seeking a second bachelor's degree from SUU will now need to complete an additional 30 credits, which is the minimum number of credits required for an individual major. Students will still be allowed to complete a second bachelor's degree with a combination of previous and new coursework.
3. We have added a section on undergraduate certificates, outlining the requirements as per USHE Policy R401 for each certificate type. We also expanded the information on Institutional Certificates, which more and more areas across campus are offering to students. Providing clarification on the process and requirements for Institutional Certificates will better serve all of campus.
4. We have made several smaller modifications to ensure consistency between this policy and the graduation requirements as outlined in the University General Catalog and to help ensure longevity of this policy, such as removing the enumerated list of types of bachelor's degrees (which can easily become outdated), better defining the course number range for undergraduate upper-division coursework, and eliminating the requirement that students earning a second Bachelor of Science degree must take an additional 12 credits of math or science courses above what may have been completed in their General Education program.

Overall, we feel that the revised policy will better serve our students as they seek to be recognized for the hard work they have put in when completing the requirements for more than one type of degree. It will also better ensure consistency across SUU's policies, General Catalog, and practice when awarding undergraduate credentials.

Thank you for considering this revised policy, 6.49 Undergraduate Graduation Requirements. Please let us know if you have any questions or concerns about the proposed policy.



POLICY NUMBER: 6.49

SUBJECT: Undergraduate Graduation Requirements

I. PURPOSE

This policy establishes undergraduate requirements for graduation, including student honors.

II. REFERENCES

- ~~A. Southern Utah University Policy 6.5 *Undergraduate Admissions*~~
- A. Southern Utah University Policy 6.8 *Development and Revision of Curriculum and General Education*
- B. Southern Utah University Policy 6.13 *Grading*
- ~~C. Southern Utah University Policy 6.19 *Grade Appeal*~~
- ~~D.C. _____ Southern Utah University Policy 6.31 *Academic Standards*~~
- ~~E.D. _____ Southern Utah University Policy 6.47 *Transfer Credits*~~
- ~~• Southern Utah University Policy 6.62 *Graduate Studies: Grading and Graduation Requirements*~~
- ~~F. Southern Utah University Policy 11.2 *Student Conduct Code*~~
- ~~_____ Southern Utah University Policy 11.4 *Student Complaints*~~
- E. Utah System of Higher Education Policy R401 *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports*
- G.F. _____ Utah System of Higher Education Policy R470 *General Education, Common Course Numbering, Lower-Division Pre-Major Requirements, Transfer of Credits, and Credit by Examination*

III. DEFINITIONS

- A. **Degree Type:** A classification for the kind of academic credential awarded at the undergraduate level. For example, a Bachelor of Arts is a different Degree Type than a Bachelor of Fine Arts.
- B. **Double Major:** A simultaneous program of study that combines two (2) distinct baccalaureate Majors within the same Degree Type.
- C. **Dual Degree:** A simultaneous program of study that combines two (2) distinct baccalaureate Majors with different Degree Types.
- D. **General Education:** A broad program of study comprised of specifically designated courses in Core and Knowledge Areas. Requirements are outlined in Utah System of Higher Education Policy R470.
- E. **Major:** A focused area of study in a Utah System of Higher Education-approved discipline that is nationally classified by the U.S. Department of Education. A baccalaureate Major requires a minimum of 30 credit hours. An associate Major does not have a minimum number of required credit hours.

F. **Minor:** A focused area of study in a Utah System of Higher Education-approved discipline that may only be awarded in conjunction with a baccalaureate degree. A Minor requires a minimum of 16 credit hours.

A-G. **Upper-Division Credits:** Credit Hours earned by undergraduate students through courses that are numbered 3000-or above-4999.

IV. POLICY

A. Associate Degree General Requirements

1. Degree Types

- a. SUU is authorized to offer associate degrees. For current associate Degree Types, see the University's General Catalog.
- b. Not all associate Degree Types are offered for all associate Majors. Each degree may have specific course requirements that must be completed as outlined in the University's General Catalog.

2. Minimum Degree Requirements: All associate degrees from SUU must complete the following, unless otherwise specified.

- a. A minimum of 63 credits must be completed for the A.A.S. degree. The A.A. and A.S. degrees each require a minimum of 60 credits. The A.P.E. requires 68 credits.
- b. A minimum of 24 credits must be completed from the University. Military credit, special examination, experiential credits, and credits awarded by department decision do not qualify for resident hours.
- c. For the A.A.S and A.P.E. degrees, students must complete a minimum number of credits of the SUU General Education requirements in accordance with Utah System of Higher Education Policy R401 (specific details are included in the SUU General Catalog). Students completing the A.A. and A.S. degrees must complete all of the General Education requirements currently required for the baccalaureate degree.
 - ~~— A.A.S. degrees offered as part of the General Technology program articulation with must complete a minimum number of credits of General Education coursework in accordance with Board of Higher Education Policy R401 (specific details are included in the SUU Catalog).~~
 - i. Some departments may require completion of specific General Education courses. A.A.S. degree candidates only are exempt from the American Institutions requirement.
 - ~~— Students completing the A.A. and A.S. degrees must complete all of the General Education requirements currently required for the baccalaureate degree.~~

d. A minimum cumulative Grade Point Average (GPA) of 2.0 for all work completed from SUU, as well as 2.0 for a combined SUU/transfer overall GPA. See Policy 6.13 for how GPA is calculated and Policy 6.47 for transfer credit grading.

3. Completed/Awarded Degree

a. Once a student has been awarded an associate's degree, the degree title and program cannot be changed. If a student advances to earn a baccalaureate degree, grades earned toward the associate's degree will be used in calculating the GPA for the baccalaureate degree. Courses taken for the associate's degree ~~can~~ may be repeated to improve the baccalaureate GPA, but academic renewal cannot be applied to courses taken as part of the associate's degree.

A.B. Undergraduate Degrees: Baccalaureate General Requirements

1. Degree Types

- a. SUU is authorized to offer baccalaureate degrees. For current baccalaureate Degree Types, see the University's General Catalog.
- b. Not all baccalaureate Degree Types are offered for all baccalaureate Majors. Each degree may have specific course requirements that must be completed as outlined in the University's General Catalog.

2. Minimum Degree Requirements: All baccalaureate degrees from SUU must complete the following, unless otherwise specified.

- a. A minimum of 120 ~~semester-credit~~ hours in courses ~~numbering~~ numbered 1000 or higher.
- i. Of the minimum total of 120 credit hours, 40 ~~semester hours~~ credit hours must be in ~~upper division~~ Upper-Division Credits, courses (3000 or above); and
- ii. Of the minimum total of 120 credits ~~hours~~ hours required for graduation, at least 30 credit hours must be completed in residence (in courses that originate from ~~SUU~~ the University, either on campus or through classes offered via distance education by ~~SUU~~ the University).
- A. A minimum of 20 out of these 30 credit hours must be completed in ~~upper division courses~~ Upper-Division Credits, of which at least 10 credit hours must be completed in courses required by the student's ~~major~~ Major.
- B. Military credit, special examination, experiential credits, and credits awarded by department decision do not qualify for resident credits.
- A.C. Each ~~major~~ Major may have residency requirements in addition to the ~~SUU~~ University requirements.

- b. A minimum cumulative Grade Point Average (GPA) of 2.0 for all work completed from ~~SUU~~the University, as well as a combined overall GPA of 2.0, must be attained; some ~~major~~Majors and ~~minor~~Minors may require a higher GPA.
- c. Completion of SUU ~~general education~~General Education, ~~experiential education,~~ ~~major~~Major (or composite ~~major~~Major), and/or ~~minor~~Minor coursework.
- d. ~~All financial obligations to the university must be cleared.~~

3. SUU offers the following baccalaureate degrees: Bachelor of Arts (B.A.); Bachelor of Science (B.S.); Bachelor of Science/ ~~in~~ Nursing (B.S.N.); Bachelor of Applied Science (B.A.S.); Bachelor of Fine Arts (B.F.A.); Bachelor of Music (B.M.); Bachelor of Social Work (B.S.W.); Bachelor of General Studies (B.G.S.); and Bachelor of Interdisciplinary Studies (B.I.S.). Not all baccalaureate degree types are offered in all majors. Each degree has ~~may have~~ specific course requirements that must be completed as outlined in the University General Catalog. Requirements for a Double Major

- a. Students may pursue two (2) different baccalaureate Majors within the same Degree Type by declaring those Majors. A student may be allowed to pursue a Double Major within a single academic department if the department's policies allow this unless prohibited by the department.
 - i. The Bachelor of Arts/Bachelor of Science in General Studies is a stand-alone credential and may not be one of the baccalaureate Majors used in a Double Major.
- b. A student seeking a Double Major will be required to meet all of the requirements outlined in Section IV.B.2. and must possess a minimum of 60 unduplicated credit hours in the Double Major.
- c. One (1) diploma listing both Majors will be awarded if both Majors require the same baccalaureate Degree Type. Students who declare two (2) Majors with different baccalaureate Degree Types will fall under a Dual Degree (see Section IV.B.4).
- d. If a student graduates with a single Major in a semester prior to completing the second Major, the policy and regulations concerning a Second Baccalaureate Degree will then apply (see Section IV.B.7.).

4. Requirements for a Dual Degree

- a. Students may pursue two (2) different baccalaureate Degree Types by declaring a Major within each Degree Type, unless prohibited by department policy.
 - i. The Bachelor of Interdisciplinary Studies and the Bachelor of General Studies are stand-alone Degree Types and may not be combined with another Degree Type for a Dual Degree.

- b. A student seeking a Dual Degree will be required to meet all of the requirements outlined in Section IV.B.2. and must possess a minimum of 60 unduplicated credit hours between the Majors.
- c. Two (2) individual diplomas listing each Major will be awarded (e.g., a B.A. in English on the first diploma and a B.S. in Biology on the second diploma). Students who declare two (2) Majors with the same baccalaureate Degree Type will fall under a Double Major (see section IV.B.3).
- d. If a student graduates with a single degree in a semester prior to completing the requirements for the second degree, the policy and regulations concerning a Second Baccalaureate Degree will then apply. (See Section IV.B.7.)

5. Honors at Graduation

- a. Candidates for graduation may receive honors in relation to their academic achievement. Honors are based on the cumulative GPA and will have the appropriate designation indicated on transcripts and diplomas.
 - i. GPA criteria for honors in a baccalaureate degree program are *Summa Cum Laude* (3.8 or higher) and *Magna Cum Laude* (3.6 – 3.799).
- b. The Honors Program awards University Honors. To attain University Honors, a student must complete a minimum of 20 credits in University Honors classes with a cumulative GPA of 3.5 or higher the program requirements as outlined in the University's General Catalog.

6. Completed/Awarded Degree

- a. Once a student has been awarded a baccalaureate degree, no factors related to that degree can be changed. Courses cannot be repeated to improve the GPA. Majors or Minors cannot be added.

7. Second Baccalaureate Degree

- a. The first baccalaureate degree must have been previously conferred by an accredited or otherwise recognized college or university. ~~The first and second baccalaureate degree may not be awarded during the same semester or term.~~

~~A minimum of 30 credits must be earned from SUU. These 30 credits represent academic work beyond the requirements for the first degree and therefore must be in courses that were not applied towards the requirements for the first degree.~~

- ~~For students whose first baccalaureate degree is also from SUU, credits earned in conjunction with but beyond the minimum credits required for the first degree may be applied toward the second baccalaureate degree. However, a minimum of 18 credits must be earned from SUU after the first baccalaureate degree is conferred.~~

- b. A minimum of 30 credits beyond the first baccalaureate degree must be earned from SUU. All of theThe requirements of the second declared Major associated with the second baccalaureate degree mustmay be fulfilled by a combination of previous coursework and the required additional 30 credits.
- c. A Minor may be required for a second baccalaureate degree as specified by the Major department.
- d. Additionally:
 - i. Foreign Language Requirement: If the first degree is not a Bachelor of Arts degree and the second baccalaureate degree is to be a Bachelor of Arts, the current SUU foreign language requirement must be met by some combination of courses taken as part of the first baccalaureate degree and/or courses taken in conjunction with the second degree.
 - ii. Science Requirement: If the first degree is not a Bachelor of Science/Bachelor of Science in Nursing degree and the second baccalaureate degree is to be a Bachelor of Science/Bachelor of Science in Nursing, the current SUU science requirement must be met by some combination of courses taken as part of the first baccalaureate degree and/or courses taken in conjunction with the second degree. The courses used to satisfy this requirement must be over and above the General Education requirements for science.
- e. The General Education requirements associated with the second baccalaureate degree shall be considered satisfied if the first baccalaureate degree was conferred by an accredited or otherwise recognized college or university.

~~2. A major requires a minimum of 30 credits. A minimum of 16 credits is required for a minor.~~

~~NOTE: Limiting the number of credits for composite degrees to 60, is NOT current practice at SUU, although the above statement is in the catalog. A quick review of a few programs in the catalog showed that beyond general education and electives credit hours required in composite majors: Physical Science, 65; Chemistry Professional, 69; Geology Professional, 79; Computer Science, 77; Computer Science in GIS, 72; and Integrated Engineering, 82.~~

~~B. Undergraduate Degrees: Associate Degree General Requirements~~

- ~~1. SUU offers the Associate of Applied Science (A.A.S.); the Associate of Arts (A.A.); the Associate of Science (A.S.); and the Associate of Pre-Engineering (A.P.E.) in selected disciplines and departments.~~
- ~~2. A minimum of 64 credits must be completed for the A.A.S. degree. The A.A. and A.S. degrees each require a minimum of 60 credits. The A.P.E. requires 68 credits.~~

- ~~3. A minimum of 24 credits must be completed from SUU. Military credit, special examination, experiential credits and credits awarded by department decision do not qualify for resident hours.~~
- ~~4. For the A.A.S and A.P.E. degrees students must complete a minimum number of credits of the SUU general education requirements in accordance with Regent policy R401 (specific details are included in the SUU Catalog). A.A.S. degrees offered as part of the General Technology program articulation with Southwest Technical College (STECH) must complete a minimum number of credits of GE course work in accordance with Regent policy R401 (specific details are included in the SUU Catalog). Some departments may require completion of specific general education courses. A.A.S. degree candidates only are exempt from the American Institutions requirement. Students completing the A.A. and A.S. degrees must complete all of the general education requirements currently required for the Bachelors Degree.~~
- ~~5. A minimum cumulative GPA of 2.0 for all work completed from SUU, as well as 2.0 for a combined SUU/Transfer overall GPA.~~

~~C. Completed Undergraduate Degrees~~

- ~~1. Once a student has been awarded a baccalaureate degree, no factors related to that degree can be changed. Courses cannot be repeated to improve the GPA. Majors or minors cannot be added.~~
- ~~2. Once a student has been awarded an associate's degree, the degree title and program cannot be changed. If a student advances to earn a baccalaureate degree, grades earned toward the associate's degree will be used in calculating the GPA for the baccalaureate degree. Courses taken for the associate's degree can be repeated to improve the baccalaureate GPA, but academic renewal cannot be applied to courses taken as part of the associate's degree.~~

~~D. Requirements for Double Majors~~

- ~~1. Students may pursue two different baccalaureate majors simultaneously by declaring a major in each academic department. A student may be allowed to pursue a double major within a single academic department.~~
- ~~2. One diploma (B.S. or B.A.) listing both majors will be awarded. The student must choose to fulfill the requirements for either a bachelor of science or bachelor of arts degree, and the requirements for both majors must be satisfied accordingly.~~
- ~~3. If either or both of the two declared majors requires a minor program of study, that requirement is waived, unless the number of additional hours required for the second major is less than 15 credits. If a student later decides to complete only one of the two major programs, any minor requirements are reinstated.~~
- ~~4. The requirements for both majors must be completed when the student files for graduation.~~
- ~~5. If a student decides to graduate with a single major and to continue work towards the second major at a later time, the policy and regulations concerning a Second Baccalaureate Degree will then apply. (See below.)~~

E.C. Institutional Certificates: General Requirements

1. Certificate Types

- a. SUU offers the following types of undergraduate certificates: Certificates of Completion, Certificates of Proficiency, and Institutional Certificates.

2. Minimum Certificate Requirements

- a. A Certificate of Completion requires a minimum of 30 credits and typically does not exceed 33 credits. A Certificate of Proficiency requires 16 to 29 credits. An Institutional Certificate may be credit-bearing or non-credit-bearing, but may not exceed 29 credits if credit-bearing.
- b. For Certificates of Completion, students must complete a minimum number of credits of the SUU General Education requirements in accordance with Utah System of Higher Education Policy R401 (specific details are included in the SUU General Catalog). Certificates of Proficiency may include General Education courses but they are not required.
- c. Certificates of Completion and Certificates of Proficiency may not include Upper-Division Credits nor any prerequisite courses, conditions, or degrees for admission to the certificate(s).
- d. A minimum of 9 credit hours must be completed from the University for Certificates of Completion and Certificates of Proficiency. Military credit, special examination, experiential credits, and credits awarded by department decision do not qualify for resident credits.

3. Special Considerations for Institutional Certificates

- a. Institutional Certificates do not require proposal and approval through the University Curriculum process as outlined in Policy 6.8. Any University department, organization, or division may offer a non-credit-bearing Institutional Certificate, but any credit-bearing Institutional Certificate must be sponsored by an academic College/School. (Each College/School is responsible for developing its own process for approving Institutional Certificates.)
- b. Non-credit-bearing Institutional Certificates should require an investment of time and effort by the participant appropriate to the subject matter but should not exceed more than 900 clock hours' worth of work.
- c. Institutional Certificates will appear on a student's Continuing Education transcript upon completion of the certificate. The department, organization, or division that offers the Institutional Certificate is responsible for tracking students' enrollment in the certificate and for notifying the Registrar's Office when students have completed the requirements.
- d. Institutional Certificates are not eligible for Federal financial aid as a stand-alone credential.

- ~~1. A minimum of 9 credits must be completed from SUU. Military credit, special examination, experiential credits and credits awarded by department decision do not qualify for residential hours.~~
- ~~2. Requirements for institutional certificates are described in the department listings in the university catalog.~~

~~F. Second Baccalaureate Degree~~

- ~~1. The first baccalaureate degree must have been previously conferred by an accredited or otherwise recognized college or university. The first and second baccalaureate degree may not be awarded during the same semester or term.~~
- ~~2. A minimum of 30 credits must be earned from SUU. These 30 credits represent academic work beyond the requirements for the first degree and therefore must be in courses that were not applied towards the requirements for the first degree.~~
- ~~3. For students whose first baccalaureate degree is also from SUU, credits earned in conjunction with but beyond the minimum credits required for the first degree may be applied toward the second baccalaureate degree. However, a minimum of 18 credits must be earned from SUU after the first baccalaureate degree is conferred.~~
- ~~4. All of the requirements of the second declared major must be fulfilled by a combination of previous course work and the required additional 30 credits.~~
- ~~5. A minor may be required for a second baccalaureate degree as specified by the major department.~~
- ~~6. Additionally,~~
 - ~~a. Foreign Language Requirement: If the first degree is not a Bachelor of Arts degree and the second baccalaureate degree is to be a Bachelor of Arts, the current SUU foreign language requirement must be met by some combination of courses taken as part of the first baccalaureate degree and/or courses taken in conjunction with the second degree.~~
 - ~~b. Science Requirement: If the first degree is not a Bachelor of Science degree and the second baccalaureate degree is to be a Bachelor of Science, the current SUU science requirement must be met by some combination of courses taken as part of the first baccalaureate degree and/or courses taken in conjunction with the second degree. The courses used to satisfy this requirement must be over and above the general education requirements for science.~~
- ~~7. The general education requirements associated with the second baccalaureate degree shall be considered satisfied if the first baccalaureate degree was conferred by an accredited or otherwise recognized college or university.~~

~~G. Honors at Graduation~~

- ~~1. Candidates for graduation may receive honors in relation to their academic achievement. Honors are based on the cumulative GPA and will have the appropriate designation indicated on transcripts and diplomas.~~

- ~~2. GPA criteria for honors in a baccalaureate degree program are *Summa Cum Laude*, 3.8 or higher; *Magna Cum Laude*, 3.6—3.799.~~
- ~~3. The Honors Program awards University Honors. To attain University Honors, a student must complete a minimum of 20 credits in University Honors classes with a cumulative GPA of 3.5 or higher.~~

~~H. Awarding of Multiple Degrees~~

- ~~1. Students may receive two degrees (an A.P.E./A.A.S. in a specific academic area and a baccalaureate degree or baccalaureate degree in a specific academic area and a master's degree) during the same academic year.~~
- ~~2. Students must apply for, and are subject to, a separate graduation fee for each degree requested.~~

~~I. Waiver of Requirements~~

~~A petition for waiver of any graduation requirement must be requested from the Registrar's Office. The Registrar's Office will inform the student of the appropriate procedures to be followed based on the type of waiver requested.~~

V. RELEVANT FORMS/LINKS

N/A

- General Catalog: <https://catalog.suu.edu>
- Graduation Information: <https://www.suu.edu/graduation/>

VI. QUESTIONS/RESPONSIBLE OFFICE

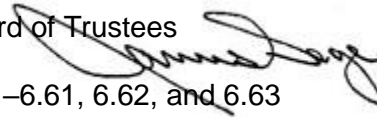
The responsible office for this policy is the Provost/Vice President for Academic Affairs. For questions about graduation requirements and the graduation process, contact the Office of the Registrar.

VII. POLICY ADOPTION AND AMENDMENT DATES

Date Approved: January 28, 2005

Amended: January 30, 2006; November 29, 2007; March 22, 2013; December 4, 2019

Date: March 11, 2023
To: President's Leadership Council & Board of Trustees
From: James Sage, Associate Provost
RE: Revision of Graduate Studies Policies –6.61, 6.62, and 6.63



We are submitting for review and approval revisions to three SUU Policies: 6.61 Graduate Studies: Admissions, 6.62 Graduate Studies: Graduation Requirements, and 6.63 Graduate Studies: Capstone. These policies were shared previously with the President's Council and distributed for campus review in May 2022. Based on feedback received during the campus review period, these policies have been adjusted.

The Office of the Provost has worked closely with the Graduate Council in order ensure these policies have been updated to reflect current practices and procedures related to the operation of the Graduate Council and graduate studies at SUU, and to be in alignment with other SUU policies.

Key revisions to these policies are as follows:

Policy 6.61 Graduate Studies: Admissions

- Replaced enumerated non-discrimination statuses with a reference to the SUU Nondiscrimination Statement.
- Removed the requirement for all graduate programs' students to have earned a 3.0 GPA in the last 60 semester or 90 quarter credits. Individual programs will be able to determine entering students' undergraduate GPA minimums.
- Updated the admissions and transfer credit processes to reflect current practices. The minimum grade for transfer courses has also been changed to "C" to align with minimum grades in most graduate programs.
- Replaced references to the "Dean of Graduate Studies" with either the Chair of Graduate Council or the academic Dean over the program, as appropriate.
- Ensured that all references to "master's" degrees or capstones have been replaced with "graduate" degrees/capstones so this policy also applies to doctoral programs.
- Clarified the "shelf life" of academic credit for graduate programs for credit transferred in.

Policy 6.62 Graduate Studies: Graduation Requirements

- Removed the section on grading, as this information is now included in Policy 6.13.
- Created a "general" section of graduation requirements that apply to all graduate-level programs, both master's and doctorate degrees. The text for this section came from a combination of text already within this policy and the SUU General Catalog.
- Created a section dedicated to master's degree graduation requirements. Clarified that a second master's degree can be earned either concurrently or consecutively with a first master's degree (from SUU).
- Added a section on doctorate degree graduation requirements. The key differences from master's degrees are as follows:
 - Doctoral students have seven (7) years to complete their degree, but individual programs may set shorter time requirements.
 - Students enrolled in doctoral internships must be enrolled in a minimum of one (1) credit to be considered full-time.
- Updated the awarding of degree procedures to reflect current practices.

Policy 6.63 Graduate Studies: Capstone

- Added a definition for “capstone” and clarified that not all graduate programs require the completion of a capstone.
- Ensured that all references to “master’s” degrees/capstones have been replaced with “graduate” degrees/capstones so this policy also applies to doctoral programs.
- Added wording that not all capstones require a committee and may instead be supervised by a single faculty member.
- Added a statement that some capstones may be “sanitized” in the final submitted document to protect privacy and maintain healthy relationships.
- Removed graduation requirement information that is a repeat of information already contained in Policy 6.62.

Thank you for considering these revisions to the graduate studies policies. Please let us know if you have any questions or concerns about the proposed revisions.

POLICY #6.61

SUBJECT: Graduate Studies: Admissions

I. PURPOSE

The purpose of this Policy is to provide general policy guidelines for admitting graduate students.

II. REFERENCES

- A. Southern Utah University [Policy 6.26 Credit Hour Loads](#)
 - B. Southern Utah University [Policy 6.47 Transfer Credits](#)
-

III. DEFINITIONS

N/A

IV. POLICY

- A. Admission to SUU graduate studies is based on the academic and personal qualifications of the respective applicants ~~without regard to race, age, gender, religion, national origin, disability, marital status, or status as a veteran~~ in accordance with the SUU Nondiscrimination Statement. The selection process identifies students whose academic ability, past performance, and motivation indicate a reasonable chance for success at SUU.
 - 1. Requirements for admission to a SUU graduate degree program are as follows:
 - a. A completed application form ~~accompanied by the application fee~~ sent to the SUU Admissions Office.
 - b. A bachelor's degree that will be completed before matriculation into the graduate program. ~~Some~~ As some programs require a specific undergraduate foundation, candidates lacking such preparation may be required to complete additional coursework. The applicant ~~should~~ must have the Registrar's Office of the other universities, where academic credit or a degree was earned, send official transcripts of credit directly to the SUU Admissions Office.
 - c. ~~A 3.0 or higher grade point average on the last 60 semester or 90 quarter credits.~~
 - 2. Programs may have additional requirements, (e.g., GPA requirements, GMAT, GRE, interviews, etc.).
 - 3. ~~The~~ Each graduate program makes the final admission decision and notifies the applicant and the Graduate and Online Admissions Office of that decision.

4. Students who do not enroll in the semester-term in which they are admitted and who do not notify the program must reapply for admission. Students who do not plan to enroll in the term in which they are admitted must request a deferral from the Director of the graduate program.
5. Prospective students may apply for admission to the University as either degree or non-degree students.
6. Students who are formally accepted into a program are considered degree-seeking students.

B. International Graduate Student Admission: Refer to Policy 6.16.

- ~~1.—Students who are not United States citizens or permanent residents are considered International Students. The Admissions Office is responsible for issuing certificates of eligibility to attend graduate school. Before issuing the appropriate certificate of eligibility, the Admissions Office must confirm that the student has the necessary English language proficiency, spoken and written; official evidence of satisfactory financial sponsorship; and payment of the first semester of health and repatriation insurance. The Admissions Office assists students in maintaining non-immigrant status, and provides support for them in acclimating to the campus environment.~~
- ~~2.—International applicants must satisfy all University and College requirements for admission that apply to U.S. citizens, as set forth above. In addition, international applicants are required to:
 - ~~a.—Provide a professional transcript evaluation of all courses taken at a college/university outside the United States on which the application for admission is being based.~~
 - ~~b.—Furnish evidence of proficiency in English. This is accomplished by taking the Test of English as a Foreign Language (TOEFL), or comparable test (as determined by the Registrar), within the past two (2) years and have the score, with the communication subsection score, sent directly to the Admission Office by the testing service.~~
 - ~~c.—Complete the Certification of Financial Responsibility form, provide evidence of sufficient financial resources and the exact amount expected from each source of income (this is required for students who need a Student Visa).~~
 - ~~d.—Submit a Health Form to the Wellness Center attesting to the good health and current immunizations of the applicant, with proof of major medical insurance coverage.~~~~
- ~~3.—International students on F-1 or J-1 visas are not eligible to enroll as nondegree-seeking students. Students on F-1 visas are required to register for a full time course load.~~

C. Conditional Provisional Admission

Applicants for admission may be accepted into a graduate program with the provision that they complete deficiencies as noted in ~~and by the date specified in their acceptance letter~~ by the date specified. Following the date specified in the acceptance letter, the program notifies the applicant and the ~~Dean of Graduate Studies~~ academic Dean of the final action to be taken on the student's admission, either fully accepting the student or dropping the student from degree-seeking status. ~~This decision by the program will be based on the student's academic performance in completing the noted deficiencies.~~

D. Admissions Appeals

An applicant who has been denied admission to a graduate program or who has received Conditional Admission may request reconsideration by writing to the ~~Dean of Graduate Studies~~ Chair of Graduate Council within 30 calendar days of the date of denial. Requests should include the reasons for requesting reconsideration, along with supporting materials and information that were not submitted with the original application. The ~~Dean of Graduate Studies~~ Chair of Graduate Council will coordinate with the appropriate graduate program Program Director and the academic Dean to address and resolve the appeal.

E. Transfer of Graduate Credit from Other Institutions

1. ~~Requests for credit to be transferred toward a graduate degree at the University are reviewed and a decision as to accepting them is made by the student's program, after which the decision is~~ and communicated to the student by the program. The desired transferred credit must represent graduate-level work relevant to the degree being sought, with course content and level of instruction resulting in student competencies at least equivalent to those of currently enrolled students at the University as determined by the program.

a. ~~Students seeking transfer credit must provide the following: a course syllabus, or equivalent, to the Program Director for each course to be transferred.~~

b. ~~The Program Director may request additional information.~~

c. ~~The Program Director makes the final determination.~~

a-d. ~~See Policy 6.47 for further information.~~

b. ~~Published course description,~~

c. ~~Course requirements, including assignments and grading criteria,~~

d. ~~Information on the textbook, types of tools, methods, etc. that were used to engage students in learning, and~~

e. ~~Official transcripts sent directly to the Dean of Graduate Studies from the prior university noting the earned credit for the course.~~

2. The following guidelines apply:

a. Grades earned on transferred courses must be equivalent to "C" ~~B~~ or better.

- b. Graduate internship credit transferred from another institution will be considered for transfer credit. Other courses taken on a pass/fail or satisfactory/unsatisfactory basis do not receive transfer credit.
 - c. ~~Thesis credit, or credit for a master's~~Credit for a capstone project, does not receive transfer credit.
 - d. Students, after beginning their graduate program of study at the University, and wishing to take one or more courses at another university for graduate credit, must first consult their ~~program~~Program Director. If permission is granted, the procedure for transferring the credits earned to the University is the same as described above.
 - e. Non-credit courses, including lifetime learning seminars and programs, or courses taken for Continuing Education do not receive transfer credit.
3. Upon approval by the program, up to 12 credit hours required for the ~~master's graduate~~ degree may be transferred from another approved institution.
 4. Courses transferred into an SUU program are considered as earned in the first term of enrollment at SUU. No credit that is more than 10 years old at the time the degree is awarded may be counted toward a graduate degree at SUU. Individual programs may have varying requirements.~~Credits transferred have a life of 10 years from when earned.~~

V. RELEVANT FORMS/LINKS

N/A

- [Graduate Studies \(suu.edu/graduatestudies\)](http://suu.edu/graduatestudies)
- [International Admissions \(suu.edu/international\)](http://suu.edu/international)
- [SUU Online \(suu.edu/online\)](http://suu.edu/online)

VI. QUESTIONS/RESPONSIBLE OFFICE

The responsible office for this Policy is the [Provost/Vice President for Academic Affairs](#). For questions about the admissions process, contact [SUU Online](#) or [International Admissions](#). For questions regarding transfer credits, contact the [Office of the Registrar](#).

VII. POLICY ADOPTION AND AMENDMENT DATES

Date Approved: January 20, 2015

Amended: N/A

POLICY #6.62

SUBJECT: Graduate Studies: ~~Grading and~~ Graduation Requirements

I. PURPOSE

The purpose of this Policy is to provide policy relating to ~~grading and~~ graduation requirements for graduate students.

II. REFERENCES

- A. Northwest Commission on Colleges and Universities *Accreditation Standards*
 - ~~A.~~B. Southern Utah University [Policy 6.13 *Grading*](#)
 - C. Southern Utah University Policy 6.61 *Graduate Studies: Admissions*
 - ~~B.~~ Southern Utah University [Policy 6.19 *Grade Appeal*](#)
 - ~~C.~~ Southern Utah University [Policy 6.26 *Credit Hour Loads*](#)
 - ~~D.~~ Southern Utah University [Policy 11.4 *Student Complaints*](#)
 - ~~E.~~D. Utah System of Higher Education [Policy R401 *Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports*](#)
-

III. DEFINITIONS

N/A

IV. POLICY

- ~~A.~~ Grading
 - ~~1.~~ The grading system for graduate students is the same as the undergraduate grading system. SUU has a plus/minus (+/-) grading system. However, at the graduate level, a C+ or lower grade may be indicative of unsatisfactory work and may not be accepted toward graduation for some programs.
 - ~~2.~~ Students may not earn graduate credit on the basis of examinations taken, (e.g., testing-out, course challenge).
 - ~~3.~~ A student may elect to repeat a course for grade change or improvement. In courses where the subject matter does not change, additional credit hours are not earned by repeating a course. Courses taken at another college/university and repeated at SUU will not qualify for change of grade unless the student can provide the program written evidence that the courses involved were of similar content. The program will notify the

Registrar that the course taken at the other university was of similar content. Then, the highest grade received will be used in computing the grade average at graduation with "E" added to all other attempts at that course.

A. General

1. If applicable and with approval of the graduate Program Director, coursework completed as a non-degree student may be credited subsequently to a degree program. The number of credits that can be completed as a non-degree-seeking student and accepted into a graduate program is limited to a maximum of 12 credit hours.
2. A minimum cumulative grade point average (CGPA) of 3.0 is required on all work completed in a graduate program. See Policy 6.13 for the graduate grading scale.
3. Graduate Research: All theses, projects, etc. involving research must complete with SUU policies governing research.
4. Residency Requirement: The minimum number of credit hours taken in residence will be determined by the College/School offering the degree.
5. Recency of Credit: See Policy 6.61.
6. Transfer Credit: See Policy 6.61.

B. Graduation RequirementsMaster's Degrees

1. First Master's Degree Requirements

- a. A minimum of 30 credit hours (not including repeated courses), is required for any master's degree. Depending upon the student's undergraduate preparation and the particular graduate program of study, additional graduate hours may be required as specified by the program. Credit ranges for master's programs must be consistent with the requirements outlined in Utah System of Higher Education Policy R401.
- b. At least two-thirds (2/3) of the credits in any master's degree program (including capstone thesis, internship, or project) must be designated as 6000-level courses, or above, and meet department-~~al~~ or program-~~approved~~ standards. The student's ~~department chair~~Department Chair, Program Director, or designee must approve all courses applied to graduation.
- c. ~~Coursework completed as a non-degree student may be credited subsequently to a degree program with the approval of the program director. The number of credits that can be completed as a nondegree student and accepted into a graduate program is limited to 12 semester hours.~~
- d. ~~A minimum cumulative grade point average (CGPA) of 3.0 is required on all work completed in a graduate program.~~
- e. ~~All theses, projects, etc. involving research must comply with SUU policies governing research.~~

f.c. ~~A graduate master's degree~~ student has six (6) calendar years from the date of first registration in the ~~SUU graduate master's~~ program to complete the degree. Departments or programs may set shorter time requirements. During this time, the student's graduate program is governed by the rules and procedures of the catalog under which the student is admitted, unless the student opts to adopt the rules and procedures of a later catalog.

- i. When extenuating circumstances warrant, a student may request an extension of the degree time limit. The student must first file a petition with the academic program stating the reasons why the extension is requested. The program decides on the petition and notifies the ~~Dean of Graduate Studies~~ Provost's Office, Registrar's Office, and student in a timely manner. Should the request for a time extension be granted and the student not complete the program requirements, no additional time extension is granted to complete the degree requirements.
- ii. If graduate study is interrupted by active military service, or service to the Peace Corps, VISTA, or the equivalent, as much as two (2) years of that time will not count toward the six-year time limit. Such graduate students do not need to be continuously enrolled when in the ~~thesis~~ capstone stage of their program.

2. ~~Second Graduate Master's Degree~~ Requirements

- a. A second master's degree may be earned at SUU either concurrently or consecutively. All degree requirements must be met for both graduate degrees. When a course is required for both graduate degrees, another course is not substituted; taking the required course satisfies the requirements of both graduate degrees. However, the total number of credits for the second master's degree must be at least an additional 15 unique credit semester hours from the first degree sought or earned.

C. Doctorate Degrees

1. The minimum number of credits for a doctorate degree is established by the individual program.
2. Generally, students complete 6000- and 7000-level courses for a doctorate degree. Courses at other levels may be applied with permission of the Program Director.
3. A doctorate degree student has seven (7) calendar years from the date of first registration in the doctoral program to complete the degree. Departments or programs may set shorter time requirements. During this time, the student's graduate program is governed by the rules and procedures of the catalog under which the student is admitted, unless the student opts to adopt the rules and procedures of a later catalog.
 - a. When extenuating circumstances warrant, a student may request an extension of the time degree limit. The student must first file a petition with the academic

program stating the reasons why the extension is requested. The program decides on the petition and notifies the Provost's Office, Registrar's Office, and student in a timely manner. Should the request for a time extension be granted and the student not complete the program requirements, no additional time extension is granted to complete the degree requirements.

b. If graduate study is interrupted by active military service, or service to the Peace Corps, VISTA, or the equivalent, as much as two (2) years of that time will not count toward the seven-year time limit. Such graduate students do not need to be continuously enrolled when in the thesis capstone stage of their program.

4. Specialized graduation requirements for doctorate degrees may be established by individual programs. These specialized graduation requirements may include, but are not limited to, clinical components, dissertations or other capstone experiences, oral defenses, etc.

-a. For terms in which doctoral students are registered for an internship, students must be registered in a minimum of one (1) credit to be considered a full-time student.

B-D. _____ Award of Degree

4.1. Graduation Procedure: Students are responsible for all degree requirements. Each student who plans to graduate must complete the online graduation process by the appropriate dates.

4.2. Conditions and Timetable for Graduation: Students are urged to form their capstone committees as early as possible, if applicable. SUU will confer the ~~master's graduate~~ degree when the following conditions have been met:

~~b.a.~~ submission of the required application for degree;

b. confirmation through a degree audit that all degree requirements have been ~~met~~ certification by the academic dean that all requirements of the degree being sought have been completed;

~~b.c.~~ achievement of the grade requirements as defined by the department or program; and

~~b.d.~~ satisfactory completion of a capstone experience, if required, following program guidelines and submission of one (1) copy of the approved capstone document to the dean by the date specified in the academic calendar.

5.3. The Registrar's Office will promptly notify the candidate and the College/ School if graduation is not approved for any reason.

V. RELEVANT FORMS/LINKS

- [Southern Utah University General Catalog](#)

VI. QUESTIONS/RESPONSIBLE OFFICE

The responsible office for this Policy is the [Provost/Vice President for Academic Affairs](#). For questions about graduation requirements and the graduation application process, contact the [Registrar's Office](#).

VII. POLICY ADOPTION AND AMENDMENT DATES

Date Approved: [January 30, 2015](#)

Amended: March 24, 2016

POLICY #6.63

SUBJECT: Graduate Studies: Capstone ~~and Research~~

I. PURPOSE

The purpose of this Policy is to provide policy guidelines for ~~capstone and research~~ Capstone activities in graduate studies.

II. REFERENCES

- A. Southern Utah University [Policy 5.52 Intellectual Property](#)
 - B. Southern Utah University [Policy 5.54 Copyright Policy](#)
 - C. Southern Utah University [Policy 6.60 Graduate Studies: Personnel and Curriculum](#)
 - D. Southern Utah University [Policy 6.62 Graduate Studies: ~~Grading and~~ Graduation Requirements](#)
-

III. DEFINITIONS

N/A

- A. **Capstone:** A graduate student thesis, project, internship, or equivalent experience at the culminating level.
-

IV. POLICY

A. General

- 1. Graduate programs are not required to have a Capstone.
- 2. All copyrights to papers prepared in the Capstone belong to the student-author.
 - a. Some Capstones may contain proprietary information from the student's work with a business or organization. This information will be removed in the final document in order to protect privacy and maintain healthy relationships between the University and various publics.

A.B. Capstone Supervisory Committee

- 1. Not all master's programs require a capstone experience, which may be a thesis, project, or internship at the capstone/culminating level.
- 1.2. Graduate Capstones can be supervised by a single faculty member or by a Capstone Committee.

~~2.3. For programs that require a Capstone that includes a Capstone Committee, the graduate Program Director or designee will determine the composition of the committee, timing, and other expectations. For programs that require a capstone project and/or capstone committee, students are urged to form their capstone committees as early as possible. SUU will confer the master's degree when the following conditions have been met:~~

- ~~a. submission of the required graduation application for degree;~~
- ~~b. completion of all degree course requirements;~~
- ~~c. satisfactory completion of a capstone experience (for applicable programs); and~~
- ~~d. certification of capstone completion by the capstone committee (for applicable programs).~~

~~The Registrar's Office will promptly notify the candidate and the College/School if graduation is not approved for any reason.~~

- ~~3. The appointing of the committee members, and changes thereto, is by mutual agreement between the student and the Program Director, or Department Chair where there is not a Program Director. The committee members are selected so that relevant emphasis is given to all areas of the capstone topic.~~
- ~~4. The supervisory committee has a minimum of two (2) and normally no more than five (5) members. With the approval of the Program Director (or Department Chair where there is no Program Director) and Dean, members of the supervisory committee may be outside the program (outside the department, College/School, or University), when they have specialized knowledge in the capstone topic. Otherwise, all members of the supervisory committee must be members of the graduate faculty in the program in which the student is seeking a graduate degree. The chairperson must have specialized academic competence in the student's capstone topic, as determined by the Program Director or Department Chair.~~

C. Storage and Publication

- ~~1. All master's theses are~~Capstones may be submitted in digital format and stored at the SUU Library. A program/department may have additional requirements for storing papers arising from a ~~capstone experience~~Capstone.
- ~~2. The student-author may choose to send the thesis (or other written document arising from the capstone experience~~Capstone) to a body of knowledge database and pay all costs of doing so.

V. RELEVANT FORMS/LINKS

- [Capstone Approval Form \(suu.edu/registrar/pdf/capstonecompletion.pdf\)](http://suu.edu/registrar/pdf/capstonecompletion.pdf)
- [Thesis Permission Form](#)

VI. QUESTIONS/RESPONSIBLE OFFICE

The responsible office for this Policy is the [Provost/Vice President for Academic Affairs](#). For questions about this Policy, contact the Chair of the [Graduate Council](#).

VII. POLICY ADOPTION AND AMENDMENT DATES

Date Approved: January 30, 2015

Amended: N/A

MEMORANDUM

Date: April 5, 2023
To: SUU Board of Trustees
From: James Sage, Associate Provost
RE: R401s: Notification of Various Changes



On behalf of Provost Jon Anderson and the Deans' Council, we are submitting for your consideration a collection of relatively minor curriculum updates that are required to be submitted to the Commissioner's Office as "notification" items. These curriculum updates do not require any further approval and include the following 21 updates across 5 College/Schools:

1 – College of Health Sciences (3):

- a. New Program: Sports Coaching (Minor)
- b. Program Restructure: Physical Education – Coaching Emphasis and Physical Education – Teaching Emphasis (Bachelor of Science)
- c. Name Change: Physical Education (Minor)

2 – College of Humanities and Social Science (2):

- a. New Program: Chinese (Minor)
- b. Program Discontinuation: Sports Communication (Certificate of Proficiency)

3 – College of Performing and Visual Arts (1):

- a. New Program: Audio Engineering (Post-Bachelor Certificate)

4 – WMG College of Sciences (1):

- a. Administrative Unit Change: WMG College of Natural Sciences

5 – School of Business (14):

- a. New Program: Business Analytics (Post-Bachelor Certificate)
- b. New Program: Finance (Post-Bachelor Certificate)
- c. New Program: Healthcare Administration (Post-Bachelor Certificate)
- d. New Program: Human Resource Management (Post-Bachelor Certificate)
- e. New Program: Leadership (Post-Bachelor Certificate)
- f. New Program: Marketing (Post-Bachelor Certificate)
- g. New Program: Operations and Supply Chain Management (Post-Bachelor Certificate)
- h. New Program: Project Management (Post-Bachelor Certificate)
- i. New Program: Master of Business Administration – Hospitality and Tourism Management Emphasis (MBA)
- j. New Program: Master of Business Administration – Human Resource Management Emphasis (MBA)
- k. New Program: Master of Business Administration – International Business Emphasis (MBA)
- l. New Program: Master of Business Administration – Operations and Supply Chain Management Emphasis (MBA)
- m. New Program: Master of Business Administration – Project Management Emphasis (MBA)
- n. Name Change & Program Restructure: International Business (Post-Bachelor Certificate)

Thank you for considering these curriculum updates and notifications. Please let us know if you have any questions or concerns.

**Utah System of Higher Education
Notification of New Academic Program**

Institution Submitting Request: Southern Utah University
Proposed or Current Program Title: Sports Coaching
Sponsoring School, College, or Division: College of Health Sciences
Sponsoring Academic Department(s) or Unit(s): Department of Kinesiology and Outdoor Recreation
Classification of Instructional Program Code¹ : 13.1314
Min/Max Credit Hours Required of Full Program: 37 / 38
Proposed Beginning Term²: Fall 2023
Institutional Board of Trustees' Approval Date:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	CTE CP
<input type="checkbox"/>	Certificate of Completion	<input type="checkbox"/>	CTE CC
<input checked="" type="checkbox"/>	Minor		
<input type="checkbox"/>	Post-Baccalaureate Certificate		
<input type="checkbox"/>	Post-Masters Certificate		
<input type="checkbox"/>	K-12 Endorsement Program		
<input type="checkbox"/>	NEW Emphasis for Existing Program		
<input type="checkbox"/>	Out of Service Area Delivery Program	<input type="checkbox"/>	Attach signed MOU

Program Description/Narrative

Brief describe new program. If a CTE certificate, describe collaboration with other state-funded CTE providers in service area.

The Sports Coaching minor will provide appropriate training to students interested in entering the coaching profession. Typically, students who complete this minor enter the coaching field at the youth, high school, or collegiate levels, either in paid positions or as volunteers. The content of the core coursework includes the scientific and practical competencies that athletes, administrators, parents, and the public should expect of coaches; it provides prospective coaches with the knowledge and skills necessary to become competent and effective coaches.

Sports Coaching (37-38 Credits)

- BIOL 1020 - Human Biology 3 Credit(s) (can be used to fulfill General Education Life Sciences Knowledge Area)
- BIOL 1025 - Human Biology Lab 1 Credit(s) (can be used to fulfill General Education Life Sciences Knowledge Area)
- KIN 2020 - Functional Kinesiology 2 Credit(s)
- KIN 3070 - Exercise Physiology 3 Credit(s)

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 Trustees' approval that students may declare this program.

- KIN 3080 - Athletic Training and Sports Medicine 3 Credit(s)
- KIN 4010 - Methods of Sports Conditioning 3 Credit(s)
- KIN 4070 - Advanced Exercise Physiology 3 Credit(s)
- PE 1543 - Advanced First Aid-Emergency Care-CPR 1 Credit(s) (*must either take class or have current card of completion at graduation*)
- PE 4740 - Coaching Leadership and Administration 3 Credit(s)
- PE 4750 - Psycho-Social Aspects of Athletics 3 Credit(s)
- COMM 4507 - Sports Administration and Management 3 Credit(s)
- NFS 3020 - Nutrition as Related to Fitness and Sports 3 Credit(s) (*Pre-requisite: NFS 1020*)
- SOC 3270 - Sociology of Sports 3 Credit(s)

Select 2 credits from the following:

- PE 2800 - Individual and Dual Sports, Coaching and Officiating (Tennis, Golf, Wrestling) 2 Credit(s)
- PE 2810 - Football Coaching and Officiating 2 Credit(s)
- PE 2820 - Soccer Coaching and Officiating 2 Credit(s)
- PE 2830 - Volleyball Coaching and Officiating 2 Credit(s)
- PE 2840 - Basketball Coaching and Officiating 2 Credit(s)
- PE 2850 - Baseball Coaching and Officiating 2 Credit(s)
- PE 2860 - Softball Coaching and Officiating 2 Credit(s)
- PE 2870 - Track and Field Coaching and Officiating 2 Credit(s)

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.

Date:

I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education
Notification of Changes to Existing Academic Program**

Institution Submitting Request: Southern Utah University

Current *NEW (if applicable)*

Program Title: Physical Education - Teaching/Coaching Physical Education - Teaching Emphasis & Physical Education - Coaching Emphasis

Sponsoring School, College, or Division: College of Health Sciences

Sponsoring Academic Department(s) or Unit(s): Department of Kinesiology and Outdoor Recreation

Classification of Instruction Program Code¹: 13.1314

Min/Max Credit Hours Required for Full Program: 120 / 134 120 / 120

Proposed Effective Term for Program Change²: Fall 2023

Institutional Board of Trustees' Approval Date:

Award Type: BS

<input type="checkbox"/>	Name Change of Existing Program
<input checked="" type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Program Transfer to a new academic department or unit
<input type="checkbox"/>	Program Suspension
<input type="checkbox"/>	Program Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Program
<input type="checkbox"/>	Out of Service Area Delivery Program -- <i>Attached Signed MOU</i>

Program Change Type (check all that apply):

Program Change Description/Narrative

Briefly describe program change. For program discontinuance or suspension, include teach out plan.

The Department of Kinesiology and Outdoor Recreation is restructuring the PE Teaching/Coaching major to contain two official emphases instead of tracks. Currently, the PE Teaching/Coaching program consists of two tracks: the Teaching Track and the Coaching Track. Therefore, to improve clarity for students, the Department is converting the tracks into emphases: Teaching Emphasis and Coaching Emphasis. The major would then consist of the following:

CORE PHYSICAL EDUCATION COURSES

Required Support Courses (7 Credits)

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

² "Proposed Effective Term" refers to term when change to program is published. For Suspensions and Discontinuations, "effective term" refers to the term the program will suspend admissions.

- PE 1098 - Wellness Dynamics 3 Credit(s)
- BIOL 1020 - Human Biology 3 Credit(s)
- BIOL 1025 - Human Biology Lab 1 Credit(s)

Core Requirements (35-36 Credits)

- KIN 2020 - Functional Kinesiology 2 Credit(s)
- KIN 3050 - Motor Learning 3 Credit(s)
- KIN 3060 - Sport and Exercise Biomechanics 3 Credit(s)
- KIN 3065 - Sport and Exercise Biomechanics Lab 1 Credit(s)
- KIN 3070 - Exercise Physiology 3 Credit(s)
- KIN 3075 - Exercise Physiology Lab 1 Credit(s)
- KIN 3080 - Athletic Training and Sports Medicine 3 Credit(s)
- KIN 3085 - Athletic Training and Sports Medicine Lab 1 Credit(s)
- KIN 4010 - Methods of Sports Conditioning 3 Credit(s)
- NFS 1020 - Scientific Foundations of Human Nutrition 3 Credit(s)
- PE 1543 - Advanced First Aid-Emergency Care-CPR 1 Credit(s) *(must either take class or have current card of completion at graduation)*
- PE 1830 - Fundamentals of Individual, Dual, and Team Sports I 2 Credit(s)
- PE 1870 - Fundamentals of Individual, Dual, and Team Sports II 2 Credit(s)
- PE 2000 - Introduction to Physical Education & Coaching 2 Credit(s)
- PE 3090 - Adaptive Physical Education 3 Credit(s)
- PE 4710 - Evaluation in Physical Education 3 Credit(s)

Teaching Emphasis (40 Credits)

- PE 3900 - Methods of Teaching Elementary Physical Education 3 Credit(s)
- PE 4900 - Methods of Teaching Secondary Physical Education 3 Credit(s)
- PE 4980 - Student Teaching 3 Credit(s)
- Secondary Education Licensure (31 Credits) courses

Coaching Emphasis (33 Credits)

- COMM 1030 - Introduction to Social Media 3 Credit(s)
- COMM 4507 - Sports Administration and Management 3 Credit(s)
- KIN 4070 - Advanced Exercise Physiology 3 Credit(s)
- NFS 3020 - Nutrition as Related to Fitness and Sports 3 Credit(s)
- PE 4740 - Coaching Leadership and Administration 3 Credit(s)

- PE 4750 - Psycho-Social Aspects of Athletics 3 Credit(s)
- PE 4860 - Physical Education Practicum 1 Credit(s) (student must obtain 3 credits from this course to meet course requirements) 3 Credit(s)
- PSY 4330 - Theories of Learning 3 Credit(s)
- SOC 3270 - Sociology of Sports 3 Credit(s)

Select 6 credits from the following:

- PE 2800 - Individual and Dual Sports, Coaching and Officiating (Tennis, Golf, Wrestling) 2 Credit(s)
- PE 2810 - Football Coaching and Officiating 2 Credit(s)
- PE 2820 - Soccer Coaching and Officiating 2 Credit(s)
- PE 2830 - Volleyball Coaching and Officiating 2 Credit(s)
- PE 2840 - Basketball Coaching and Officiating 2 Credit(s)
- PE 2850 - Baseball Coaching and Officiating 2 Credit(s)
- PE 2860 - Softball Coaching and Officiating 2 Credit(s)
- PE 2870 - Track and Field Coaching and Officiating 2 Credit(s)

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.

Date:

I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education
Notification of Changes to Existing Academic Program**

Institution Submitting Request: Southern Utah University

Current *NEW (if applicable)*

Program Title: Physical Education - Teaching/Coaching Physical Education

Sponsoring School, College, or Division: College of Health Sciences

Sponsoring Academic Department(s) or Unit(s): Department of Kinesiology and Outdoor Recreation

Classification of Instruction Program Code¹: 13.1314

Min/Max Credit Hours Required for Full Program: 39 / 40 37 / 38

Proposed Effective Term for Program Change²: Fall 2023

Institutional Board of Trustees' Approval Date:

Award Type: Minor

<input checked="" type="checkbox"/>	Name Change of Existing Program
<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Program Transfer to a new academic department or unit
<input type="checkbox"/>	Program Suspension
<input type="checkbox"/>	Program Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Program
<input type="checkbox"/>	Out of Service Area Delivery Program -- <i>Attached Signed MOU</i>

Program Change Type (check all that apply):

Program Change Description/Narrative

Briefly describe program change. For program discontinuance or suspension, include teach out plan.

The Department of Kinesiology and Outdoor Recreation has reviewed their curriculum and determined that students would be best served by offering two distinct minors: one in Physical Education, which would prepare students to receive a teaching endorsement from the State of Utah, and one in coaching, instead of relying on one minor to serve both populations. The Department is simultaneously submitting a proposal for a new minor in Sports Coaching. This name change will reduce potential confusion among students and help differentiate it from the new Sports Coaching minor.

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.

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

² "Proposed Effective Term" refers to term when change to program is published. For Suspensions and Discontinuations, "effective term" refers to the term the program will suspend admissions.

Date:

I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education
Notification of New Academic Program**

Institution Submitting Request: Southern Utah University
Proposed or Current Program Title: Chinese
Sponsoring School, College, or Division: College of Humanities and Social Sciences
Sponsoring Academic Department(s) or Unit(s): Department of Languages and Philosophy
Classification of Instructional Program Code¹ : 16.0301
Min/Max Credit Hours Required of Full Program: 20 / 20
Proposed Beginning Term²: Fall 2023
Institutional Board of Trustees' Approval Date:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	CTE CP
<input type="checkbox"/>	Certificate of Completion	<input type="checkbox"/>	CTE CC
<input checked="" type="checkbox"/>	Minor		
<input type="checkbox"/>	Post-Baccalaureate Certificate		
<input type="checkbox"/>	Post-Masters Certificate		
<input type="checkbox"/>	K-12 Endorsement Program		
<input type="checkbox"/>	NEW Emphasis for Existing Program		
<input type="checkbox"/>	Out of Service Area Delivery Program	<input type="checkbox"/>	Attach signed MOU

Program Description/Narrative

Brief describe new program. If a CTE certificate, describe collaboration with other state-funded CTE providers in service area.

Program Summary

As the Chinese language and culture is becoming increasingly more prevalent in international discourses, the Department of Languages and Philosophy offers a minor in Chinese for students interested in developing language and cultural competency related to Chinese-speaking countries, regions, and communities. Students will have the opportunity to take a variety of courses in language, literature, visual arts, film, and culture. The minor has also been designed to support students who wish to pursue a future career connected to a greater Chinese-speaking region, including mainland China, Hong Kong, Taiwan, Singapore, Malaysia, etc. Graduates will not only develop Chinese language skills, but also engage deeply with cultural practices.

Learning Outcomes

Students who acquire a minor in Chinese will be able to:

- Communicate in speech and writing about a variety of different topics
- Be familiar with the Chinese writing system and be able to recognize and write Chinese

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 Trustees' approval that students may declare this program.

characters

- Demonstrate knowledge of the history, culture, and literature of Chinese and the Sinophone societies
- Critically analyze and interpret cultural artifacts and a wide variety of texts

Program Information

- All courses must be passed with a “C” or better to be counted in the minor.
- Students may only count two (2) courses in which English is the language of instruction toward the Chinese minor.
- The Chinese program will accept no more than **six (6)** credits of upper-division Chinese taken at another institution or on study abroad toward the minor.
- Students must complete at least **two (2)** upper-division courses offered on-campus by the SUU Chinese program. Credits not covered by articulation must be approved by the Chair of the Department of Languages and Philosophy. Other than transfer credit, study abroad credits should not exceed three (3) credits per denomination.

Chinese Minor Curriculum (20 Credits)

Program Prerequisites

All students must satisfy these requirements before achieving advanced standing. All Chinese minors have the following core courses which must be satisfied:

- CHIN 1010 - Elementary Chinese 4 credit(s)
- CHIN 1020 - Elementary Chinese II 4 credit(s)

Required Courses (8 credits)

- CHIN 2010 - Intermediate Chinese I 4 credit(s)
- CHIN 2020 - Intermediate Chinese II 4 credit(s)

Electives (12 credits)

Select 12 credits from the following:

- CHIN 3116 - Exploring China: Past, Present and You 3 credit(s)**
- CHIN 3117 - Chinese Legacies: Tradition and Modernity 3 credit(s)**
- CHIN 3118 - Chinese Popular Culture 3 credit(s)**
- CHIN 3210 - Advanced Chinese Conversation and Composition 3 credit(s)
- CHIN 3310 - Introduction to Chinese Culture (*taught in English*) 3 credit(s)
- CHIN 3410 - Women and Women’s Writing in Modern China (*taught in English*) 3 credit(s)
- CHIN 4610 - Special Topics in Chinese Literature and Culture 3 credit(s)*
- CHIN 4110 - Contemporary Chinese Society and Popular Culture 3 credit(s)
- CHIN 3510 - Sinophone Literature and Film (*taught in English*) 3 credit(s)

Total Credits, Minor: 20

* CHIN 4610 - Special Topics in Chinese Literature and Culture may be taken for credit more than once under different titles/topics.

** These courses are part of the State of Utah Chinese Bridge Program and are taught only in

high schools and for high school students. They are not taught at SUU for university students.

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.

Date:

I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education
Notification of Changes to Existing Academic Program**

Institution Submitting Request: Southern Utah University
Current *NEW (if applicable)*

Program Title: Sports Communication

Sponsoring School, College, or Division: College of Humanities and Social Sciences

Sponsoring Academic Department(s) or Unit(s): Department of Communication

Classification of Instruction Program Code¹: 09.0906

Min/Max Credit Hours Required for Full Program: 18 / 18 /

Proposed Effective Term for Program Change²: Fall 2023

Institutional Board of Trustees' Approval Date:

Award Type: Certificate of Proficiency

<input type="checkbox"/>	Name Change of Existing Program
<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Program Transfer to a new academic department or unit
<input type="checkbox"/>	Program Suspension
<input checked="" type="checkbox"/>	Program Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Program
<input type="checkbox"/>	Out of Service Area Delivery Program -- Attached Signed MOU

Program Change Type (check all that apply):

Program Change Description/Narrative

Briefly describe program change. For program discontinuance or suspension, include teach out plan.

The Department of Communication is discontinuing its Certificate of Proficiency in Sports Communication. Now that the department offers a baccalaureate emphasis within its Communication major in Sports Communication, they feel that the certificate is redundant. Students who are currently enrolled in this certificate will have until Spring 2024 to complete the required courses and be awarded the certificate, as the courses are still being taught in the department.

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.

Please type your first and last name _____

Date:

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

² "Proposed Effective Term" refers to term when change to program is published. **For Suspensions and Discontinuations**, "effective term" refers to the term the program will suspend admissions.

I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education
Notification of New Academic Program**

Institution Submitting Request: Southern Utah University
Proposed or Current Program Title: Audio Engineering
Sponsoring School, College, or Division: College of Performing and Visual Arts
Sponsoring Academic Department(s) or Unit(s): Department of Music
Classification of Instructional Program Code¹ : 50.0913
Min/Max Credit Hours Required of Full Program: 12 / 12
Proposed Beginning Term²: Fall 2023
Institutional Board of Trustees' Approval Date:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	CTE CP
<input type="checkbox"/>	Certificate of Completion	<input type="checkbox"/>	CTE CC
<input type="checkbox"/>	Minor		
<input checked="" type="checkbox"/>	Post-Baccalaureate Certificate		
<input type="checkbox"/>	Post-Masters Certificate		
<input type="checkbox"/>	K-12 Endorsement Program		
<input type="checkbox"/>	NEW Emphasis for Existing Program		
<input type="checkbox"/>	Out of Service Area Delivery Program	<input type="checkbox"/>	Attach signed MOU

Program Description/Narrative

Brief describe new program. If a CTE certificate, describe collaboration with other state-funded CTE providers in service area.

This post-baccalaureate certificate is a focused study of the use of Digital Audio Workstations (primarily Pro Tools) and supplemental audio software in Audio Recording, Live Sound, and Audio Mixing. After completing this certificate, learners will be able to record, edit, mix, and master their own music or the music of others in a studio environment either at home, in a studio, or on site.

Requirements (12 credits)

- MUSC 6323 Audio Recording I (3 credits)
- MUSC 6303 Applications in Live Sound (3 credits)
- MUSC 6333 Audio Recording II (3 credits)
- MUSC 6313 Techniques in Mixing (3 credits)

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.

Date:

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 Trustees' approval that students may declare this program.

I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education
Notification of Administrative Unit Change**

Institution Submitting Request: Southern Utah University

Proposed Effective Date¹: 07/01/2023

Institutional Board of Trustees' Approval Date:

Existing Unit Title: Walter Maxwell Gibson College of Sciences

Sponsoring School, College, or Division: Walter Maxwell Gibson College of Sciences

Sponsoring Academic Department(s) or Unit(s):

Proposal Type:

<input checked="" type="checkbox"/>	Name Change of Existing Unit to Walter Maxwell Gibson College of Natural Sciences
<input type="checkbox"/>	Administrative Unit Transfer
<input type="checkbox"/>	Administrative Unit Restructure (with or without Consolidation)
<input type="checkbox"/>	Administrative Unit Suspension
<input type="checkbox"/>	Administrative Unit Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Administrative Unit
<input type="checkbox"/>	Reinstatement of Previously Discontinued Administrative Unit

Administrative Unit Description/Rationale

Briefly describe the changes to the administrative unit.

"Science" is a general term describing a systematic approach to building knowledge using testable explanations and predictions, and the study of science includes diverse fields ranging from the social sciences to computer science. With programs in Biology, Chemistry, Physics, Geosciences, and Environmental Science, SUU's College of Sciences focuses exclusively on describing, understanding, and predicting natural phenomena. The name "College of Natural Sciences" gives a more accurate description of the programs offered within the college. Furthermore, the new name helps to distinguish the College of Natural Sciences from several other SUU colleges with the word "sciences" in their name (such as the College of Health Sciences or the College of Engineering & Computational Sciences).

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.

Jon Anderson, Provost _____

Date:

¹ "Proposed Effective Date" refers to date after Trustee approval when change to unit is published.

I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education
Notification of New Academic Program**

Institution Submitting Request: Southern Utah University
Proposed or Current Program Title: Business Analytics
Sponsoring School, College, or Division: Dixie L. Leavitt School of Business
Sponsoring Academic Department(s) or Unit(s): Department of Economics, Marketing, and Analytics
Classification of Instructional Program Code¹ : 52.1301
Min/Max Credit Hours Required of Full Program: 9 / 12
Proposed Beginning Term²: Fall 2023
Institutional Board of Trustees' Approval Date:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	CTE CP
<input type="checkbox"/>	Certificate of Completion	<input type="checkbox"/>	CTE CC
<input type="checkbox"/>	Minor		
<input checked="" type="checkbox"/>	Post-Baccalaureate Certificate		
<input type="checkbox"/>	Post-Masters Certificate		
<input type="checkbox"/>	K-12 Endorsement Program		
<input type="checkbox"/>	NEW Emphasis for Existing Program		
<input type="checkbox"/>	Out of Service Area Delivery Program	<input type="checkbox"/>	Attach signed MOU

Program Description/Narrative

Brief describe new program. If a CTE certificate, describe collaboration with other state-funded CTE providers in service area.

A post-baccalaureate certificate in Business Analytics will allow professionals to expand their knowledge and move up in their career by having a better understanding of the data science methods used in businesses. It is becoming increasingly important and strongly desired by employers to have employees that can think analytically. It is important for entrepreneurs, government workers, and other organizational workers to be able to use data analytics to improve business systems.

Business Analytics (9-12 Credits)

- BA 6000: Business Foundations
- ANLY 6010: Business Analytics I
- ANLY 6020: Business Analytics II
- ANLY 6030: Data Management and Visualization

Note: BA 6000 - Business Foundations will be waived for students with an undergraduate business degree from an AACSB- accredited institution.

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 Trustees' approval that students may declare this 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.

Date:

I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education
Notification of New Academic Program**

Institution Submitting Request: Southern Utah University
Proposed or Current Program Title: Finance
Sponsoring School, College, or Division: Dixie L. Leavitt School of Business
Sponsoring Academic Department(s) or Unit(s): Department of Accounting and Finance
Classification of Instructional Program Code¹ : 52.0801
Min/Max Credit Hours Required of Full Program: 9 / 12
Proposed Beginning Term²: Fall 2023
Institutional Board of Trustees' Approval Date:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	CTE CP
<input type="checkbox"/>	Certificate of Completion	<input type="checkbox"/>	CTE CC
<input type="checkbox"/>	Minor		
<input checked="" type="checkbox"/>	Post-Baccalaureate Certificate		
<input type="checkbox"/>	Post-Masters Certificate		
<input type="checkbox"/>	K-12 Endorsement Program		
<input type="checkbox"/>	NEW Emphasis for Existing Program		
<input type="checkbox"/>	Out of Service Area Delivery Program	<input type="checkbox"/>	Attach signed MOU

Program Description/Narrative

Brief describe new program. If a CTE certificate, describe collaboration with other state-funded CTE providers in service area.

Finance is an important subject in all businesses and organizations. With this post-baccalaureate certificate, students will be able to understand the tools used in creating, running, and valuing companies. Students will have the opportunity to learn more about entrepreneurial finance and gain skills that companies desire.

Finance (9-12 Credits)

- BA 6000: Business Foundations
- FIN 6100: Managerial Finance
- FIN 6400: Entrepreneurial Finance
- FIN 6750: Investments

Note: BA 6000 - Business Foundations will be waived for students with an undergraduate business degree from an AACSB- accredited institution.

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.

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 Trustees' approval that students may declare this program.

Date:

I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education
Notification of New Academic Program**

Institution Submitting Request: Southern Utah University
Proposed or Current Program Title: Healthcare Administration
Sponsoring School, College, or Division: Dixie L. Leavitt School of Business
Sponsoring Academic Department(s) or Unit(s): Department of Accounting and Finance
Classification of Instructional Program Code¹ : 52.0701
Min/Max Credit Hours Required of Full Program: 9 / 12
Proposed Beginning Term²: Fall 2023
Institutional Board of Trustees' Approval Date:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	CTE CP
<input type="checkbox"/>	Certificate of Completion	<input type="checkbox"/>	CTE CC
<input type="checkbox"/>	Minor		
<input checked="" type="checkbox"/>	Post-Baccalaureate Certificate		
<input type="checkbox"/>	Post-Masters Certificate		
<input type="checkbox"/>	K-12 Endorsement Program		
<input type="checkbox"/>	NEW Emphasis for Existing Program		
<input type="checkbox"/>	Out of Service Area Delivery Program	<input type="checkbox"/>	Attach signed MOU

Program Description/Narrative

Brief describe new program. If a CTE certificate, describe collaboration with other state-funded CTE providers in service area.

The post-baccalaureate certificate in Healthcare Administration certificate will give students an overview of the U.S Healthcare System and an opportunity to explore advanced principles and techniques related to healthcare accounting and financial management.

Healthcare Administration (9 Credits)

- HCA 6100: Introduction to Healthcare Administration 3 Credit(s)
- HCA 6300: Accounting and Finance for Healthcare Administration 3 Credit(s)
- HCA 6400: Policy, Law, Ethics, and Regulations for Healthcare Administration 3 Credit(s)

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.

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 Trustees' approval that students may declare this program.

**Utah System of Higher Education
Notification of New Academic Program**

Institution Submitting Request: Southern Utah University

Proposed or Current Program Title: Human Resource Management

Sponsoring School, College, or Division: Dixie L. Leavitt School of Business

Sponsoring Academic Department(s) or Unit(s): Department of Management, Hotel, Resort, and Hospitality Management

Classification of Instructional Program Code¹ : 52.1001

Min/Max Credit Hours Required of Full Program: 9 / 9

Proposed Beginning Term²: Fall 2023

Institutional Board of Trustees' Approval Date:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	CTE CP
<input type="checkbox"/>	Certificate of Completion	<input type="checkbox"/>	CTE CC
<input type="checkbox"/>	Minor		
<input checked="" type="checkbox"/>	Post-Baccalaureate Certificate		
<input type="checkbox"/>	Post-Masters Certificate		
<input type="checkbox"/>	K-12 Endorsement Program		
<input type="checkbox"/>	NEW Emphasis for Existing Program		
<input type="checkbox"/>	Out of Service Area Delivery Program	<input type="checkbox"/>	Attach signed MOU

Program Description/Narrative

Brief describe new program. If a CTE certificate, describe collaboration with other state-funded CTE providers in service area.

Students with a post-baccalaureate certificate in Human Resources will be able to learn the essential skills of a human resource manager. This certificate will allow students to expand their knowledge and be able to walk into a human resource position with an understanding of labor laws and regulations.

Human Resource Management (9 Credits)
 MGMT 6300 - Human Resource Management I
 MGMT 6320 - Human Resource Management II
 MGMT 6340 - Human Resource Management III

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.

 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 Trustees' approval that students may declare this program.

**Utah System of Higher Education
Notification of New Academic Program**

Institution Submitting Request: Southern Utah University

Proposed or Current Program Title: Leadership

Sponsoring School, College, or Division: Dixie L. Leavitt School of Business

Sponsoring Academic Department(s) or Unit(s): Department of Management and Hotel, Resort, and Hospitality Management

Classification of Instructional Program Code¹ : 52.0213

Min/Max Credit Hours Required of Full Program: 9 / 9

Proposed Beginning Term²: Fall 2023

Institutional Board of Trustees' Approval Date:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	CTE CP
<input type="checkbox"/>	Certificate of Completion	<input type="checkbox"/>	CTE CC
<input type="checkbox"/>	Minor		
<input checked="" type="checkbox"/>	Post-Baccalaureate Certificate		
<input type="checkbox"/>	Post-Masters Certificate		
<input type="checkbox"/>	K-12 Endorsement Program		
<input type="checkbox"/>	NEW Emphasis for Existing Program		
<input type="checkbox"/>	Out of Service Area Delivery Program	<input type="checkbox"/>	Attach signed MOU

Program Description/Narrative

Brief describe new program. If a CTE certificate, describe collaboration with other state-funded CTE providers in service area.

Students who earn a post-baccalaureate certificate in Leadership will be able to walk into management positions with the knowledge, skills, and abilities needed to become an effective and authentic leader. Students will learn what it takes to build effective teams and learn practical leadership strategies for leading teams.

Leadership (9 Credits)

MGMT 6150: Leadership 3 Credit(s)
 MGMT 6250: Authentic Leadership 3 Credit(s)
 MGMT 6260: Effective Teams 3 Credit(s)

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.

 Date:

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 Trustees' approval that students may declare this program.

I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education
Notification of New Academic Program**

Institution Submitting Request: Southern Utah University

Proposed or Current Program Title: Marketing

Sponsoring School, College, or Division: Dixie L. Leavitt School of Business

Sponsoring Academic Department(s) or Unit(s): Department of Economics, Marketing, and Analytics

Classification of Instructional Program Code¹ : 52.1401

Min/Max Credit Hours Required of Full Program: 9 / 9

Proposed Beginning Term²: Fall 2023

Institutional Board of Trustees' Approval Date:

<input type="checkbox"/> Certificate of Proficiency	<input type="checkbox"/> CTE CP
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> CTE CC
<input type="checkbox"/> Minor	
<input checked="" type="checkbox"/> Post-Baccalaureate Certificate	
<input type="checkbox"/> Post-Masters Certificate	
<input type="checkbox"/> K-12 Endorsement Program	
<input type="checkbox"/> NEW Emphasis for Existing Program	
<input type="checkbox"/> Out of Service Area Delivery Program	<input type="checkbox"/> <i>Attach signed MOU</i>

Program Description/Narrative

Brief describe new program. If a CTE certificate, describe collaboration with other state-funded CTE providers in service area.

A post-baccalaureate certificate in Marketing will provide students with analytical marketing skills that will be useful in any marketing role. Students will explore key marketing strategies related to communicating value regarding products and services through cases, readings, and research.

Marketing (9 Credits)

MKTG 6200: Marketing 3 Credit(s)
MKTG 6300: Marketing Analytics 3 Credit(s)
MKTG 6930: Integrated Marketing 3 Credit(s)

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.

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 Trustees' approval that students may declare this program.

**Utah System of Higher Education
Notification of New Academic Program**

Institution Submitting Request: Southern Utah University

Proposed or Current Program Title: Operations and Supply Chain Management

Sponsoring School, College, or Division: Dixie L. Leavitt School of Business

Sponsoring Academic Department(s) or Unit(s): Department of Management and Hotel, Resort, and Hospitality Management

Classification of Instructional Program Code¹ : 52.0203

Min/Max Credit Hours Required of Full Program: 9 / 12

Proposed Beginning Term²: Fall 2023

Institutional Board of Trustees' Approval Date:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	CTE CP
<input type="checkbox"/>	Certificate of Completion	<input type="checkbox"/>	CTE CC
<input type="checkbox"/>	Minor		
<input checked="" type="checkbox"/>	Post-Baccalaureate Certificate		
<input type="checkbox"/>	Post-Masters Certificate		
<input type="checkbox"/>	K-12 Endorsement Program		
<input type="checkbox"/>	NEW Emphasis for Existing Program		
<input type="checkbox"/>	Out of Service Area Delivery Program	<input type="checkbox"/>	Attach signed MOU

Program Description/Narrative

Brief describe new program. If a CTE certificate, describe collaboration with other state-funded CTE providers in service area.

Students with a Operations and Supply Chain Management post-baccalaureate certificate will learn to use valuable quantitative tools and techniques which are necessary for career advancement. Students will develop a deep understanding of supply chain management and learn how to best optimize supply chains to get products from manufacturing to consumers efficiently and profitably.

Operations and Supply Chain Management (9 - 12 Credits)

- BA 6000 - Business Foundations 3 Credit(s)
- MGMT 6140 - Operations and Supply Chain Management 3 Credit(s)
- MGMT 6141 - Modeling and Optimizing Processes 3 Credit(s)
- MGMT 6142 - Global Supply Chain Management 3 Credit(s)

Note: BA 6000 - Business Foundations will be waived for students with an undergraduate business degree from an AACSB-accredited institution.

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.

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 Trustees' approval that students may declare this program.

Date:

I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education
Notification of New Academic Program**

Institution Submitting Request: Southern Utah University

Proposed or Current Program Title: Project Management

Sponsoring School, College, or Division: Dixie L. Leavitt School of Business

Sponsoring Academic Department(s) or Unit(s): Department of Management and Hotel, Resort, and Hospitality Management

Classification of Instructional Program Code¹ : 52.0211

Min/Max Credit Hours Required of Full Program: 9 / 9

Proposed Beginning Term²: Fall 2023

Institutional Board of Trustees' Approval Date:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	CTE CP
<input type="checkbox"/>	Certificate of Completion	<input type="checkbox"/>	CTE CC
<input type="checkbox"/>	Minor		
<input checked="" type="checkbox"/>	Post-Baccalaureate Certificate		
<input type="checkbox"/>	Post-Masters Certificate		
<input type="checkbox"/>	K-12 Endorsement Program		
<input type="checkbox"/>	NEW Emphasis for Existing Program		
<input type="checkbox"/>	Out of Service Area Delivery Program	<input type="checkbox"/>	Attach signed MOU

Program Description/Narrative

Brief describe new program. If a CTE certificate, describe collaboration with other state-funded CTE providers in service area.

Students who earn a post-baccalaureate certificate in Project Management will be able to develop and foster adaptable strategies for various projects, learn to continually improve organizations and their practices, and cultivate globally aware and culturally responsive teams and organizations. The Project Management certificate will allow students to advance in their career by having satisfied the educational requirements for both the entry-level CAPM certification and the industry gold standard PMP exam offered by the Project Management Institute.

Project Management (9 Credits)

MGMT 6260: Effective Teams
MGMT 6500: Project Management
MGMT 6520: Applied Project Management

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.

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 Trustees' approval that students may declare this program.

Date:

I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education
Notification of New Academic Program**

Institution Submitting Request: Southern Utah University
Proposed or Current Program Title: Master of Business Administration
Sponsoring School, College, or Division: Dixie L. Leavitt School of Business
Sponsoring Academic Department(s) or Unit(s): Department of Management and Hotel, Resort, and Hospitality Management
Classification of Instructional Program Code¹ : 52.0201
Min/Max Credit Hours Required of Full Program: 33 / 36
Proposed Beginning Term²: Fall 2023
Institutional Board of Trustees' Approval Date:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	CTE CP
<input type="checkbox"/>	Certificate of Completion	<input type="checkbox"/>	CTE CC
<input type="checkbox"/>	Minor		
<input type="checkbox"/>	Post-Baccalaureate Certificate		
<input type="checkbox"/>	Post-Masters Certificate		
<input type="checkbox"/>	K-12 Endorsement Program		
<input checked="" type="checkbox"/>	NEW Emphasis for Existing Program		
	<i>NEW Emphasis Title</i>		Hospitality and Tourism
	<i>Credit Hours for NEW Emphasis Only:</i>	9	/ 9
	<i>Current Program BOR Approval Date:</i>		
	Propose a NEW Emphasis		
<input type="checkbox"/>	Out of Service Area Delivery Program	<input type="checkbox"/>	Attach signed MOU

Program Description/Narrative

Brief describe new program. If a CTE certificate, describe collaboration with other state-funded CTE providers in service area.

Potential careers in hospitality and tourism include general managers of resorts and hotels, as well as directors of food and beverage, directors of event planning, and many other positions. There are many opportunities in a variety of sectors within hospitality and tourism management for MBA graduates with an emphasis in Hospitality and Tourism Management to have a rewarding career.

The demand for Hospitality and Tourism Management is growing. The Bureau of Labor Statistics predicts that 1.9 million jobs will be added in the leisure and hospitality industry. The Bureau also reports that 7 of the top 20 fastest growing industries are in leisure and hospitality. In addition, it is predicted that promoters of events, agents, and managers will be the fastest, growing at 3.4 percent annually.

The demand for a degree in Hospitality and Tourism Management has increased due to big increases in travel. The

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 Trustees' approval that students may declare this program.

average salary for a career in hospitality and leisure is roughly \$40,000 a year. However, it is anticipated that MBA graduates with an emphasis in Hospitality and Tourism Management will be prepared to step into general management positions in a variety of hospitality and tourism companies with a significant increase in compensation.

The Hospitality and Tourism Management emphasis seeks to prepare students for success in the hospitality and tourism industries by delivering courses that are academically rigorous, and provide engaging learning opportunities and prepare students to be strong leaders in the industry.

CURRICULUM

Foundation Course (3 credits, waived with an AACSB undergraduate business degree)

BA 6000 - Business Foundations (3 credits)

Core Requirements (24 Credits)

ACCT 6100 - Advanced Managerial Accounting (3 credits)

ECON 6200 - Managerial Economics (3 credits)

FIN 6100 - Managerial Finance (3 credits)

MGMT 6100 - Managing People and Organizations (3 credits)

MGMT 6140 - Operations and Supply Chain Management (3 credits)

MGMT 6150 - Leadership (3 credits)

MGMT 6400 - Strategy (3 credits)

MKTG 6200 - Marketing (3 credits)

Emphasis Courses (9 Credits)

HRHM 6100 - Hospitality Analytics (3 credits)

HRHM 6200 - Current Issues in Hospitality and Tourism Management (3 credits)

Any additional available MBA elective (3 credits)

TOTAL CREDITS: 33 - 36

Note: Students with undergraduate business degrees may choose to replace the required core course that corresponds to their undergraduate major with an elective course. Only one course may be waived and it must be replaced with an elective course.

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.

Date:

I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education
Notification of New Academic Program**

Institution Submitting Request: Southern Utah University

Proposed or Current Program Title: Master of Business Administration

Sponsoring School, College, or Division: Dixie L. Leavitt School of Business

Sponsoring Academic Department(s) or Unit(s): Department of Management and Hotel, Resort, and Hospitality Management

Classification of Instructional Program Code¹ : 52.0201

Min/Max Credit Hours Required of Full Program: 33 / 36

Proposed Beginning Term²: Fall 2023

Institutional Board of Trustees' Approval Date:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	CTE CP
<input type="checkbox"/>	Certificate of Completion	<input type="checkbox"/>	CTE CC
<input type="checkbox"/>	Minor		
<input type="checkbox"/>	Post-Baccalaureate Certificate		
<input type="checkbox"/>	Post-Masters Certificate		
<input type="checkbox"/>	K-12 Endorsement Program		
<input checked="" type="checkbox"/>	NEW Emphasis for Existing Program		
	<i>NEW Emphasis Title</i>		Human Resource Management
	<i>Credit Hours for NEW Emphasis Only:</i>	9	/ 9
	<i>Current Program BOR Approval Date:</i>		
	Propose a NEW Emphasis		
<input type="checkbox"/>	Out of Service Area Delivery Program	<input type="checkbox"/>	Attach signed MOU

Program Description/Narrative

Brief describe new program. If a CTE certificate, describe collaboration with other state-funded CTE providers in service area.

Human Resource Management is an essential function in all companies. The demand for human resource specialists is expected to grow at 8 percent from 2021 to 2023, according to the Bureau of Labor Statistics. Human resource generalists are essential in dealing with the increasingly complex employment laws and benefit options.

There are many different fields in which one of SUU's MBA graduates with a Human Resource Management emphasis can enter, including professional, scientific, and technical services; government; manufacturing; healthcare and social assistance; employment services; and non-profit organizations. The median salary for human resource specialists was \$62,290 in May 2021.

An MBA with an emphasis in Human Resource Management will allow SUU graduates to start their career prepared to step into the role of human resource specialist or generalist. Companies rely on human resource management to ensure that employees are properly trained, compensated, and motivated. Students pursuing the Human Resource Management emphasis will learn

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 Trustees' approval that students may declare this program.

how to design effective HR policies, compensation plans, and key roles within a company. Students will learn about all the various rules and regulations through rigorous coursework and engaging learning assignments.

CURRICULUM

Foundation Course (3 credits, waived with an AACSB undergraduate business degree)

BA 6000 - Business Foundations (3 credits)

Core Requirements (24 Credits)

ACCT 6100 - Advanced Managerial Accounting (3 credits)

ECON 6200 - Managerial Economics (3 credits)

FIN 6100 - Managerial Finance (3 credits)

MGMT 6100 - Managing People and Organizations (3 credits)

MGMT 6140 - Operations and Supply Chain Management (3 credits)

MGMT 6150 - Leadership (3 credits)

MGMT 6400 - Strategy (3 credits)

MKTG 6200 - Marketing (3 credits)

Emphasis Courses (9 Credits)

MGMT 6350 - Human Resource Management I (3 credits)

MGMT 6360 - Human Resource Management II (3 credits)

MGMT 6370 - Human Resource Management III (3 credits)

TOTAL CREDITS: 33 - 36

Note: Students with undergraduate business degrees may choose to replace the required core course that corresponds to their undergraduate major with an elective course. Only one course may be waived and it must be replaced with an elective course.

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.

Date:

I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education
Notification of New Academic Program**

Institution Submitting Request: Southern Utah University

Proposed or Current Program Title: Master of Business Administration

Sponsoring School, College, or Division: Dixie L. Leavitt School of Business

Sponsoring Academic Department(s) or Unit(s): Department of Management and Hotel, Resort, and Hospitality Management

Classification of Instructional Program Code¹ : 52.0201

Min/Max Credit Hours Required of Full Program: 33 / 36

Proposed Beginning Term²: Fall 2023

Institutional Board of Trustees' Approval Date:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	CTE CP
<input type="checkbox"/>	Certificate of Completion	<input type="checkbox"/>	CTE CC
<input type="checkbox"/>	Minor		
<input type="checkbox"/>	Post-Baccalaureate Certificate		
<input type="checkbox"/>	Post-Masters Certificate		
<input type="checkbox"/>	K-12 Endorsement Program		
<input checked="" type="checkbox"/>	NEW Emphasis for Existing Program		
	<i>NEW Emphasis Title</i>		International Business Management
	<i>Credit Hours for NEW Emphasis Only:</i>	9	/ 9
	<i>Current Program BOR Approval Date:</i>		
	Propose a NEW Emphasis		
<input type="checkbox"/>	Out of Service Area Delivery Program	<input type="checkbox"/>	Attach signed MOU

Program Description/Narrative

Brief describe new program. If a CTE certificate, describe collaboration with other state-funded CTE providers in service area.

An MBA with an emphasis in International Business Management will provide students with an understanding in the conduct of business across national boundaries and diverse cultures. A degree in international business helps students to gain relevant skills sought after by employers. SUU's program will help students to understand the current global economy and emerging markets.

With an understanding of how to lead a diverse workforce and maximize global business opportunities, there are many skills gained that are desirable to employers in both the private and public sectors and lead to job opportunities like Director of Business Development, Management Control Manager, and Corporate Financial Analyst, among many others. SUU's graduates will develop the necessary skills and knowledge to be able to be successful in helping manage an international business.

MBA students with an emphasis in International Business Management will gain invaluable leadership skills and develop a

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 Trustees' approval that students may declare this program.

deep understanding in globalization, digitization, and new technologies that are transforming current markets and the economy. This emphasis will prepare students for success in management positions that specialize in international affairs.

CURRICULUM

Foundation Course (3 credits, waived with an AACSB undergraduate business degree)

BA 6000 - Business Foundations (3 credits)

Core Requirements (24 Credits)

ACCT 6100 - Advanced Managerial Accounting (3 credits)

ECON 6200 - Managerial Economics (3 credits)

FIN 6100 - Managerial Finance (3 credits)

MGMT 6100 - Managing People and Organizations (3 credits)

MGMT 6140 - Operations and Supply Chain Management (3 credits)

MGMT 6150 - Leadership (3 credits)

MGMT 6400 - Strategy (3 credits)

MKTG 6200 - Marketing (3 credits)

Emphasis Courses (9 Credits)

MGMT 6550 - International Business Management (3 credits)

Select two of the following:

BA 6900 - International Study Abroad (3 credits)

FIN 6300 - International Finance (3 credits)

MGMT 6142 - Global Supply Chain Management (3 credits)

TOTAL CREDITS: 33 - 36

Note: Students with undergraduate business degrees may choose to replace the required core course that corresponds to their undergraduate major with an elective course. Only one course may be waived and it must be replaced with an elective course.

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.

Date:

I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education
Notification of New Academic Program**

Institution Submitting Request: Southern Utah University

Proposed or Current Program Title: Master of Business Administration

Sponsoring School, College, or Division: Dixie L. Leavitt School of Business

Sponsoring Academic Department(s) or Unit(s): Department of Management and Hotel, Resort, and Hospitality Management

Classification of Instructional Program Code¹ : 52.0201

Min/Max Credit Hours Required of Full Program: 33 / 36

Proposed Beginning Term²: Fall 2023

Institutional Board of Trustees' Approval Date:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	CTE CP
<input type="checkbox"/>	Certificate of Completion	<input type="checkbox"/>	CTE CC
<input type="checkbox"/>	Minor		
<input type="checkbox"/>	Post-Baccalaureate Certificate		
<input type="checkbox"/>	Post-Masters Certificate		
<input type="checkbox"/>	K-12 Endorsement Program		
<input checked="" type="checkbox"/>	NEW Emphasis for Existing Program		
	<i>NEW Emphasis Title</i>		Operations and Supply Chain Management
	<i>Credit Hours for NEW Emphasis Only:</i>	9	/ 9
	<i>Current Program BOR Approval Date:</i>		
	Propose a NEW Emphasis		
<input type="checkbox"/>	Out of Service Area Delivery Program	<input type="checkbox"/>	Attach signed MOU

Program Description/Narrative

Brief describe new program. If a CTE certificate, describe collaboration with other state-funded CTE providers in service area.

An MBA with an emphasis in Operations and Supply Chain Management will provide students with an understanding of the logistical and operational aspects of a business and will help students gain relevant skills sought after by employers. SUU's program will help students understand the current global and domestic supply chain challenges. Students will learn solutions to making supply chains and operations effective in various types of industries. Students who complete the operations emphasis will demonstrate the ability to use various quantitative tools and techniques to create models and evaluate operation processes.

There are many different paths a student can take with an emphasis in Operations and Supply Chain Management. With an understanding of how to successfully implement a productive supply chain and address operational issues, students will be prepared to begin a career in operations management. The median salary for an operations manager is \$97,970, according to the Bureau of Labor Statistics. Some occupations available in this field include Operations Research Analyst, Supply Chain Analyst, Project Coordinator, and Operations Supervisor.

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 Trustees' approval that students may declare this program.

CURRICULUM

Foundation Course (3 credits, waived with an AACSB undergraduate business degree)

BA 6000 - Business Foundations (3 credits)

Core Requirements (24 Credits)

ACCT 6100 - Advanced Managerial Accounting (3 credits)

ECON 6200 - Managerial Economics (3 credits)

FIN 6100 - Managerial Finance (3 credits)

MGMT 6100 - Managing People and Organizations (3 credits)

MGMT 6140 - Operations and Supply Chain Management (3 credits)

MGMT 6150 - Leadership (3 credits)

MGMT 6400 - Strategy (3 credits)

MKTG 6200 - Marketing (3 credits)

Emphasis Courses (9 Credits)

MGMT 6140 - Operations and Supply Chain Management (3 credits)

MGMT 6141 - Modeling and Optimizing Processes (3 credits)

MGMT 6142 - Global Supply Chain Management (3 credits)

TOTAL CREDITS: 33 - 36

Note: Students with undergraduate business degrees may choose to replace the required core course that corresponds to their undergraduate major with an elective course. Only one course may be waived and it must be replaced with an elective course.

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.

Date:

I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education
Notification of New Academic Program**

Institution Submitting Request: Southern Utah University
Proposed or Current Program Title: Master of Business Administration
Sponsoring School, College, or Division: Dixie L. Leavitt School of Business
Sponsoring Academic Department(s) or Unit(s): Department of Management and Hotel, Resort, and Hospitality Management
Classification of Instructional Program Code¹ : 52.0201
Min/Max Credit Hours Required of Full Program: 33 / 36
Proposed Beginning Term²: Fall 2023
Institutional Board of Trustees' Approval Date:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	CTE CP
<input type="checkbox"/>	Certificate of Completion	<input type="checkbox"/>	CTE CC
<input type="checkbox"/>	Minor		
<input type="checkbox"/>	Post-Baccalaureate Certificate		
<input type="checkbox"/>	Post-Masters Certificate		
<input type="checkbox"/>	K-12 Endorsement Program		
<input checked="" type="checkbox"/>	NEW Emphasis for Existing Program		
	<i>NEW Emphasis Title</i>		Project Management
	<i>Credit Hours for NEW Emphasis Only:</i>	9	/ 9
	<i>Current Program BOR Approval Date:</i>		
	Propose a NEW Emphasis		
<input type="checkbox"/>	Out of Service Area Delivery Program	<input type="checkbox"/>	Attach signed MOU

Program Description/Narrative

Brief describe new program. If a CTE certificate, describe collaboration with other state-funded CTE providers in service area.

Project Management is the use of specific knowledge, skills, tools and techniques to deliver something of value to people. The Project Management Institute (PMI®) expects project management jobs to grow by more than 31% through 2027, creating a total of 22 million new project management jobs, and the profession is expected to grow by \$6.61 trillion. The earnings potential for project management workers is also strong – particularly for workers with the PMP certification. A 2020 PMI survey found that PMP-certified workers earned 22% more than those without certification. In addition, according to a report from the Project Management Institute, 60% of organizations rank developing project management as a priority in their future plans, and 80% of companies report that project management was a key reason they weathered last decade’s economic recession.

SUU's courses can satisfy the educational requirement for both the entry level CAPM® certification and the industry gold standard PMP® exam offered by the Project Management Institute. These industry-recognized credentials demonstrate proven project management skills and could help boost career growth and earning potential. The MBA emphasis in Project Management is focused on balance of theory and practical, insightful, and adaptable knowledge, the tools and skills students

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 Trustees' approval that students may declare this program.

learn can be immediately applied on the job while remaining relevant, useful, and valuable to students' career growth for years to come.

MBA graduates with an emphasis in Project Management are prepared to develop and foster adaptable strategies for various projects, learn to continually improve organizations and their practices, and create globally aware and culturally responsive teams and organizations.

CURRICULUM

Foundation Course (3 credits, waived with an AACSB undergraduate business degree)

BA 6000 - Business Foundations (3 credits)

Core Requirements (24 Credits)

ACCT 6100 - Advanced Managerial Accounting (3 credits)

ECON 6200 - Managerial Economics (3 credits)

FIN 6100 - Managerial Finance (3 credits)

MGMT 6100 - Managing People and Organizations (3 credits)

MGMT 6140 - Operations and Supply Chain Management (3 credits)

MGMT 6150 - Leadership (3 credits)

MGMT 6400 - Strategy (3 credits)

MKTG 6200 - Marketing (3 credits)

Emphasis Courses (9 Credits)

MGMT 6260 - Effective Teams (3 credits)

MGMT 6600 - Project Management (3 credits)

MGMT 6610 - Applied Project Management (3 credits)

TOTAL CREDITS: 33 - 36

Note: Students with undergraduate business degrees may choose to replace the required core course that corresponds to their undergraduate major with an elective course. Only one course may be waived and it must be replaced with an elective course.

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.

Date:

I understand that checking this box constitutes my legal signature.

**Utah System of Higher Education
Notification of Changes to Existing Academic Program**

Institution Submitting Request: Southern Utah University

Current *NEW (if applicable)*

Program Title: International Business International Business Management

Sponsoring School, College, or Division: Dixie L. Leavitt School of Business

Sponsoring Academic Department(s) or Unit(s): Department of Management and Hotel, Resort, and Hospitality Management

Classification of Instruction Program Code¹: 45.0901 52.1101

Min/Max Credit Hours Required for Full Program: 12 / 12 9 / 12

Proposed Effective Term for Program Change²: Fall 2023

Institutional Board of Trustees' Approval Date:

Award Type: Graduate Certificate

<input checked="" type="checkbox"/>	Name Change of Existing Program
<input checked="" type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Program Transfer to a new academic department or unit
<input type="checkbox"/>	Program Suspension
<input type="checkbox"/>	Program Discontinuation
<input type="checkbox"/>	Reinstatement of Previously Suspended Program
<input type="checkbox"/>	Out of Service Area Delivery Program -- Attached Signed MOU

Program Change Type (check all that apply):

Program Change Description/Narrative

Briefly describe program change. For program discontinuance or suspension, include teach out plan.

The post-baccalaureate certificate in International Business Management will teach students the importance of cross-border relationships. Increasing globalization of the marketplace affects all businesses and those who must make decisions within a business. It is critical for students to understand the international business environment. With a certificate in international business, students will develop an in-depth understanding of micro- and macroeconomic topics that are critical to the global economy.

The current certificate requires students complete a minimum of a 2-week study abroad experience. In order to increase the accessibility for students to earn this certificate, that requirement will be removed and replaced with other curricular requirements.

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

² "Proposed Effective Term" refers to term when change to program is published. **For Suspensions and Discontinuations**, "effective term" refers to the term the program will suspend admissions.

International Business (9-12 Credits)

Core Requirements (3-6 Credits)

BA 6000 - Business Foundations 3 Credit(s)

MGMT 6550 - International Business Management 3 Credit(s)

Select Two of the Following (6 Credits)

BA 6900 - International Study Abroad 3 Credit(s)

FIN 6300 - International Finance 3 Credit(s)

MGMT 6142 - Global Supply Chain Management 3 Credit(s)

Note: BA 6000 - Business Foundations will be waived for students with an undergraduate business degree from an AACSB-accredited institution.

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.

Date:

I understand that checking this box constitutes my legal signature.

PERSONNEL- EARLY RETIREMENT

Michael Smith submitted an application for early retirement effective September 1, 2023. He started working at the University August 16, 1994. He has worked in maintenance throughout his career. He started as a maintenance tech and was promoted to Supervisor of upper campus on July 1, 2006 then Area Supervisor September 1, 2007. He was then promoted to Manager of Building Maintenance September 16, 2016 where he is currently working.

Mark DeBeliso submitted an application for early retirement effective July 1, 2023. Mark was hired at SUU on August 16, 2010 as an Assistant Professor of Kinesiology. He has served in that role for nearly 13 years.



INVESTMENT REPORT

February 28, 2023

- Page 2 - Summarized Investment Balances and Asset Mix
- Pages 3-4 - Summary Report of Investment Activity and Income
- Page 5 - Detail of Current Month Transactions
- Pages 6-13 - Investment Portfolio

Prepared by:
Tiffany Greenhalgh
3/28/2023

Public Treasurer's Assertion

To the best of my knowledge, the University is in compliance with the State Money Management Act, the Rules of the State Money Management Council, the Uniform Prudent Management of Institutional Funds Act, Board of Regents Policy R541, and Southern Utah University's Investment Policy 10.12.

 3/31/23

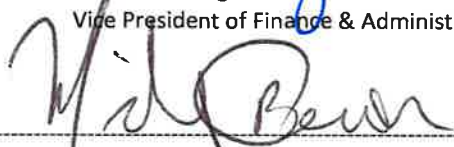
A. Mitchell Bealer
Public Treasurer

Date

 3/31/23.

Marvin L. Dodge
Vice President of Finance & Administration

Date

 4/4/23

Mindy Benson
President

Date

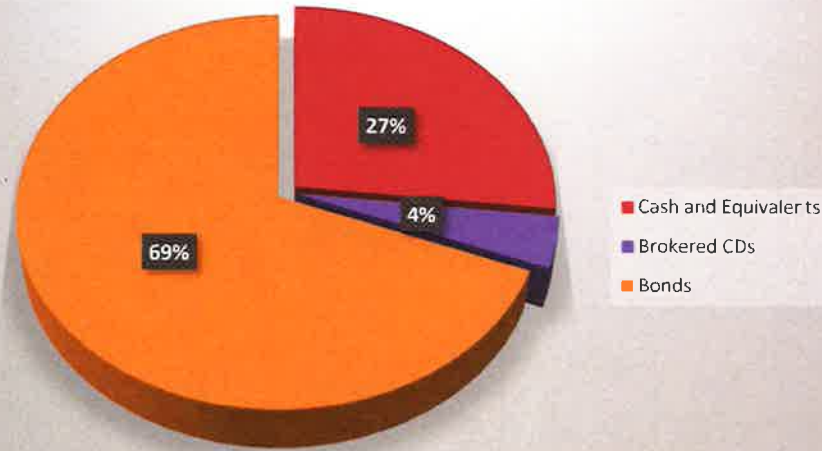
Summarized Investment Balances and Asset Mix
For the Month Ended February 28, 2023

INVESTMENT BALANCES BY CJSTODIAN (Market Value)

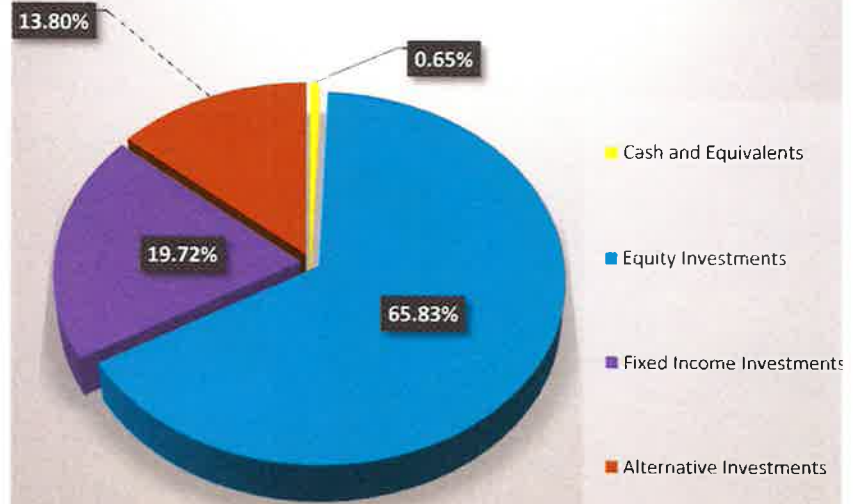
Investment Pool	Moreton Capital Markets	Soltis Investment Advisors	State Treasurer	Alternative Investments	TOTAL
Cash Management Pool	\$ 88,473,937	\$ -	\$ 32,224,313	\$ -	\$ 120,698,300
Endowment Pool	9,289,157	21,962,687	-	1,110,825 *	32,362,669
Trust Fund Pool	534,511	-	-	-	534,511
Debt Service Pool	-	-	1,087,009	-	1,087,009
Ending Monthly Balance	\$ 98,297,655	\$ 21,962,687	\$ 33,311,322	\$ 1,110,825	\$ 154,682,489

* This is a private equity stock that is recorded at net asset (book) value rather than market value

**Institutional Investments Asset Mix
(100% Fixed Income)**



Endowment Pool Asset Mix



Summary Report of Investment Activity and Income
For the Month Ended February 28, 2023

INVESTMENT ACTIVITY						
Cash Management Pool						
	Moreton Capital		State			
	Markets		Treasurer		TOTAL	
Beginning Balance	\$ 84,255,879	\$	34,097,969		\$ 118,353,847	
Cash Transfers In	6,262,468		5,000,000		11,262,468	
Cash Transfers Out	(7,363,571)		(7,000,000)		(14,363,571)	
Interest Revenue	107,368		126,344		233,712 ^a	
Market Value Change	(1,050,625)		-		(1,050,625)	
Cash Management Pool Ending Balance	\$ 88,473,987	\$	32,224,313		\$ 120,698,300	
Endowment Pool						
	Moreton Capital		Soltis Investment	Soltis Investment	Alternative	
	Markets		Advisors (SUU)	Advisors (ISG)	Investments	TOTAL
Beginning Balance	\$ 9,452,825	\$	22,379,978	\$ 120,914	\$ 1,110,825	\$ 33,064,542
Cash Transfers In	2,665		682,059	\$ -	-	684,725
Cash Transfers Out	(11,465)		(684,626)	\$ -	-	(696,091)
Dividends/Capital Gains	11,690		8,286	\$ 308	-	20,283 ^b
Interest Received	-		2,500	\$ -	-	2,500 ^a
Acquisitions	7,640		684,626	\$ -	-	692,266
Dispositions	(2,723)		(693,626)	\$ -	-	(696,349)
Realized Gains/(Losses) on Dispositions	58		11,567	\$ -	-	11,625 ^c
Market Value Change	(171,533)		(548,077)	\$ (1,221)	-	(720,831)
Endowment Pool Ending Balance	\$ 9,289,157	\$	21,842,686.30	\$ 120,000	\$ 1,110,825	\$ 32,362,669
Trust Fund Pool						
	Moreton Capital					
	Markets				TOTAL	
Beginning Balance	\$ 548,022				\$ 548,022	
Dividends/Capital Gains	1,307				1,307 ^b	
Market Value Change	(14,818)				(14,818)	
Trust Fund Pool Ending Balance	\$ 534,511				\$ 534,511	
Debt Reserves Pool						
					TOTAL	
Beginning Balance					\$ 1,083,074	
Interest Earnings					3,934 ^a	
Debt Reserves Pool Ending Balance					1,087,009	
Total Investment Pools Ending Balance					\$ 154,682,489	



Summary Report of Investment Activity and Income
For the Month Ended February 28, 2023

Investment Income			
	Current Month	YTD	
Interest Received	\$ 240,146		sum of a
Additional Interest Accrued	82,372		
Total Interest Income	322,518	\$ 2,073,780	
Dividends	21,590	714,500	sum of b
Gains/Losses on Sale	11,625	(642,373)	sum of c
Investment Income	\$ 355,733	\$ 2,145,907	

Detail of Current Month Transactions
For the Month Ended February 28, 2023

	Cash Management Pool	Endowment Pool	Trust Fund Pool	Debt Service Pool	Total
Public Treasurer's Investment Fund (PTIF)					
PTIF Deposits	\$ 5,000,000	\$ -	\$ -	\$ -	5,000,000
PTIF Withdrawals	(7,000,000)				(7,000,000)
Interest Revenue	126,344				126,344
Total PTIF	(1,873,656)	-	-	-	(1,873,656)
Moreton Capital Markets					
Cash deposits to purchase new securities	6,262,468				6,262,468
Interest Revenue	107,368				107,368
Funds used to purchase securities	(6,262,468)				(6,262,468)
Cash transferred to SUU	(1,101,103)				(1,101,103)
Investment Purchases	6,262,468				6,262,468
Decrease in market value of securities	(1,050,625)				(1,050,625)
Sub-Total Moreton Capital Markets	4,218,108	-	-	-	4,218,108
Cash proceeds from sale of securities		2,665			2,665
Dividend/Capital Gain Revenue-Cash		11,690			11,690
Funds used to purchase securities		(5,013)			(5,013)
Cash transferred to SUU		(6,451)			(6,451)
Dividends/Capital Gains Reinvested		5,013			5,013
Stock Gifts		2,627			2,627
Investment Sales Proceeds		(2,723)			(2,723)
Net Realized (Gain)/Loss on Sale of Securities		58			58
Increase in market value of securities		(171,533)			(171,533)
Sub-Total Moreton Capital Markets	-	(163,668)	-	-	(163,668)
Dividend/Capital Gain Revenue-Cash			1,307		1,307
Decrease in market value of securities			(14,817.76)		(14,818)
Sub-Total Moreton Capital Markets	-	-	(13,510)	-	(13,510)
Total Moreton Capital Markets	4,218,108	(163,668)	(13,510)	-	4,040,930
Soltis Investment Advisors					
Cash proceeds from sale of securities		682,059			682,059
Dividends/Capital Gains Revenue-Cash		6,023			6,023
Funds used to purchase securities		(684,626)			(684,626)
Investment Purchases		684,626			684,626
Dividends/Capital Gains/Stock Reinvested		4,763			4,763
Investment Sales Proceeds		(693,626)			(693,626)
Net Realized (Gain)/Loss on Sale of Securities		11,567			11,567
Increase/(Decrease) in market value of securities		(548,077.03)			(548,077)
Sub-Total Soltis Investment Advisors-SUU Share	-	(537,291)	-	-	(537,291)
Dividend Revenue-Cash		308			308
Increase/(Decrease) in market value of securities		(1,221)			(1,221)
Sub-Total Soltis Investment Advisors-ISG Share	-	(914)	-	-	(914)
Total Soltis Investment Advisors	-	(538,205)	-	-	(538,205)
Public Treasurer's Investment Fund - Debt Reserves					
Dividend Revenue-Cash				3,934	3,934
Total Public Treasurer's Investment Fund - Debt Reserves	-	-	-	3,934	3,934
Net Increase (Decrease) in Investments	\$ 2,344,453	\$ (701,873)	\$ (13,510)	\$ 3,934	\$ 1,633,003

Investment Portfolio
For the Month Ended February 28, 2023

CASH MANAGEMENT PORTFOLIO

	Yield	Maturity	Cost	Market	Unrealized Gain/(Loss)
PUBLIC TREASURER'S INVESTMENT FUND (PTIF)					
Public Treasurer's Investment Fund (PTIF)	0.0000%	N/A	\$ 32,224,313.01	\$ 32,224,313.01	\$ -
Cash and Money Market:					
Cash Management Cash			\$ 6,265.10	\$ 6,265.10	\$ -
Total Cash and Money Market			\$ 6,265.10	\$ 6,265.10	\$ -
Fixed Income Investments:					
Brokered Certificates of Deposit:					
Firstier BK Kimball Nebraska	1.9273%	8/23/2023	\$ 240,000.00	\$ 236,599.20	\$ (3,400.80)
Merrick BK South Jordan Utah	2.0115%	2/28/2024	240,000.00	232,665.60	(7,334.40)
Capital One National Association McClean	2.1908%	8/14/2024	240,000.00	230,054.40	(9,945.60)
Capital One BK USA National Association	2.1908%	8/14/2024	240,000.00	230,054.40	(9,945.60)
Enerbank USA Salt Lake City Utah	2.0393%	8/15/2024	240,000.00	229,488.00	(10,512.00)
CFBank Fairlawn Ohio	1.9382%	8/19/2024	240,000.00	229,072.80	(10,927.20)
Medallion BK Salt Lake City Utah	1.9892%	8/19/2024	240,000.00	229,243.20	(10,756.80)
Washington Federal Seattle	2.0415%	8/28/2024	240,000.00	229,245.60	(10,754.40)
Preferred BK Los Angeles California	1.9911%	8/30/2024	240,000.00	229,015.20	(10,984.80)
BMW Bank North American Salt Lake City Utah	0.6969%	10/8/2024	240,000.00	223,833.60	(16,166.40)
Morgan Stanley NK N A	1.9647%	2/6/2025	240,000.00	225,988.80	(14,011.20)
Morgan Stanley Pvt Bk	1.9647%	2/6/2025	240,000.00	225,988.80	(14,011.20)
Salle Mae BK Murray Utah	0.7200%	7/29/2025	240,000.00	216,679.20	(23,320.80)
State BK India New York NY	0.7200%	7/30/2025	240,000.00	216,657.60	(23,342.40)
First National Bank East Lansing Michigan	0.7227%	9/8/2025	240,000.00	215,863.20	(24,136.80)
Texas Exchange BK Crowley	0.7358%	2/26/2026	240,000.00	212,004.00	(27,996.00)
SunWest Bank Irvine California	0.7961%	4/30/2026	240,000.00	211,034.40	(28,965.60)
UBS Banks USA Salt Lake City Utah	0.9662%	6/16/2026	240,000.00	211,128.00	(28,872.00)
Toyota Financial SVGS Bank Henderson Nevada	1.0821%	9/2/2026	240,000.00	210,698.40	(29,301.60)
Goldman Sachs Bank USA New York	1.1944%	9/2/2026	240,000.00	210,984.00	(29,016.00)
Synchrony Bank	1.2535%	11/12/2026	240,000.00	210,612.00	(29,388.00)
JP Morgan Chase Bank Na Columbus	1.1993%	11/17/2026	240,000.00	210,129.60	(29,870.40)
Live Oak Bank Wilmington N C	1.2568%	11/30/2026	240,000.00	210,064.80	(29,935.20)
Total Certificates of Deposit			\$ 5,520,000.00	\$ 5,087,104.80	\$ (432,895.20)

Investment Portfolio
For the Month Ended February 28, 2023

CASH MANAGEMENT PORTFOLIO (continued)

	Yield	Maturity	Cost	Market	Unrealized Gain/(Loss)
Bonds, Notes & Bills:					
Mitsubishi (\$1,000,000 Par)	5.5180%	3/2/2023	999,957.53	1,000,000.00	42.47
Mizuho Fin Group (\$1,000,000 Par)	2.1364%	3/5/2023	999,917.82	1,000,050.00	132.18
Mizuho Fin Group (2) (\$1,600,000 Par)	3.4183%	3/5/2023	1,599,930.26	1,600,080.00	149.74
Canadian Imperial Bank (\$1,500,000 Par)	0.8498%	3/17/2023	1,499,466.23	1,500,360.00	893.77
Banco Santander SA (\$1,000,000 Par)	5.0339%	4/12/2023	1,001,275.73	1,001,010.00	(265.73)
Mizuho Bk Ltd (\$1,000,000 Par)	5.7264%	9/11/2023	1,004,196.13	1,001,500.00	(2,696.13)
HSBC Holdings Plc Sr Flt Nt (\$750,000 Par)	2.5427%	3/11/2025	751,453.74	754,050.00	2,596.26
HSBC Holdings Plc Sr Flt Nt (\$1,000,000 Par)	3.3903%	3/11/2025	1,001,598.89	1,005,400.00	3,801.11
American Honda Fin Group (\$1,500,000 Par)	4.9612%	5/10/2023	1,498,339.11	1,500,240.00	1,900.89
JP Morgan Chase (\$1,300,000 Par)	4.3002%	6/23/2025	1,297,400.91	1,296,698.00	(702.91)
Bank of America (\$1,500,00 Par)	4.7641%	11/10/2025	1,500,000.00	1,495,545.00	(4,455.00)
Bank of America (\$1,000,000 Par)	5.5683%	2/5/2026	1,009,366.35	1,001,390.00	(7,976.35)
Federal Home Loan Bank (\$1,000,000 Par)	1.1127%	7/25/2024	999,296.89	943,660.00	(55,636.89)
Federal Home Loan Bank (\$2,500,000 Par)	1.1779%	11/15/2024	2,484,892.30	2,334,700.00	(150,192.30)
Federal Home Loan Bank (\$1,000,000 Par)	1.2331%	12/10/2024	998,162.51	932,640.00	(65,522.51)
Federal Home Loan Bank (\$1,000,000 Par)	0.7900%	12/27/2024	995,712.58	924,030.00	(71,682.58)
Federal Home Loan Bank (\$1,000,000 Par)	1.3431%	1/28/2025	999,842.11	930,700.00	(69,142.11)
Federal Home Loan Bank (\$1,000,000 Par)	1.0835%	2/28/2025	1,000,000.00	922,930.00	(77,070.00)
Federal Home Loan Bank (\$1,000,000 Par)	1.2142%	2/28/2025	997,054.69	926,500.00	(70,554.69)
Federal Home Loan Bank (\$1,500,000 Par)	2.7601%	4/21/2025	1,494,641.91	1,426,575.00	(68,066.91)
Federal Home Loan Bank (\$1,000,000 Par)	2.8843%	4/21/2025	1,000,000.00	953,440.00	(46,560.00)
Federal Home Loan Bank (\$2,000,000 Par)	1.2987%	4/28/2025	1,995,668.53	1,847,980.00	(147,688.53)
Federal Home Loan Bank (\$1,000,000 Par)	0.8229%	5/19/2025	993,997.12	911,370.00	(82,627.12)
Freddie Mac (\$1,632,000 Par)	3.3851%	6/27/2025	1,630,417.88	1,566,850.56	(63,567.32)
Federal Home Loan Mtg (\$1,183,000 Par)	3.1014%	6/30/2025	1,183,000.00	1,144,304.07	(38,695.93)
Freddie Mac (\$2,500,000 Par)	3.7656%	6/30/2025	2,497,084.09	2,423,250.00	(73,834.09)
Freddie Mac (\$1,000,000 Par)	0.7229%	9/9/2025	1,000,000.00	899,140.00	(100,860.00)
Federal Home Loan Bank (\$1,500,000 Par)	3.2421%	10/20/2025	1,500,000.00	1,429,635.00	(70,365.00)
Federal Home Loan Bank Mtg Bank (\$1,000,000 Par)	0.7230%	10/27/2025	998,208.15	899,030.00	(99,178.15)
Federal Farm Credit Bank (\$2,500,000 Par)	3.5090%	12/8/2025	2,500,000.00	2,400,950.00	(99,050.00)
Freddie Mac (\$1,000,000 Par)	0.7847%	12/23/2025	987,065.95	892,050.00	(95,015.95)
Federal Home Loan Bank (\$2,000,000 Par)	1.5121%	12/26/2025	1,997,112.51	1,818,680.00	(178,432.51)
Federal Home Loan Bank (\$1,250,000 Par)	5.0364%	2/17/2026	1,248,763.60	1,240,975.00	(7,788.60)
Federal Home Loan Bank (\$1,000,000 Par)	0.7346%	2/24/2026	994,784.53	884,800.00	(109,984.53)
Federal Home Loan Bank (\$1,000,000 Par)	0.7373%	2/26/2026	995,662.77	881,640.00	(114,022.77)

Investment Portfolio
For the Month Ended February 28, 2023

CASH MANAGEMENT PORTFOLIO (continued)

	Yield	Maturity	Cost	Market	Unrealized Gain/(Loss)
Bonds, Notes & Bills:					
Federal Home Loan Bank (\$1,000,000 Par)	0.8995%	3/10/2026	999,397.71	889,390.00	(110,007.71)
Farmer Mac (\$520,000 Par)	0.9257%	3/27/2026	520,000.00	466,232.00	(53,768.00)
Federal Home Loan Bank (\$2,000,000 Par)	1.0106%	3/30/2026	2,000,000.00	1,781,180.00	(218,820.00)
Federal Home Loan Bank (\$1,500,000 Par)	0.9578%	3/30/2026	1,499,756.60	1,331,220.00	(168,536.60)
Federal Home Loan Bank (\$1,000,000 Par)	3.1815%	4/29/2026	1,000,000.00	942,940.00	(57,060.00)
Freddie Mac (\$2,500,000 Par)	5.0843%	7/30/2026	2,496,285.71	2,458,550.00	(37,735.71)
Federal Farm Credit Bank (\$1,300,000 Par)	1.0748%	9/28/2026	1,300,000.00	1,136,928.00	(163,072.00)
Federal Farm Credit Bank (\$1,500,000 Par)	4.9597%	9/28/2026	1,491,234.85	1,472,880.00	(18,354.85)
Federal Home Loan Bank (\$2,525,000 Par)	1.2506%	9/30/2026	2,520,311.61	2,220,914.25	(299,397.36)
Federal Farm Credit Bank (1,000,000 Par)	1.2896%	10/20/2026	1,000,000.00	884,020.00	(115,980.00)
Federal Farm Credit Bank (2,300,000 Par)	1.2896%	10/20/2026	2,295,718.04	2,033,246.00	(262,472.04)
Federal Home Loan Bank (1,000,000 Par)	1.2750%	10/28/2026	999,933.71	878,450.00	(121,483.71)
Federal Home Loan Bank (1,000,000 Par)	1.1984%	10/28/2026	997,806.41	876,150.00	(121,656.41)
Federal Home Loan Bank (\$1,000,000 Par)	1.4688%	11/24/2026	997,821.33	885,100.00	(112,721.33)
Freddie Mac (\$1,500,000 Par)	5.0403%	11/24/2026	1,499,257.07	1,488,015.00	(11,242.07)
Federal Farm Credit Bank (\$2,000,000 Par)	1.7866%	12/14/2026	1,998,838.12	1,791,120.00	(207,718.12)
Federal Home Loan Bank (\$1,100,000 Par)	1.7932%	12/17/2026	1,098,930.69	981,508.00	(117,422.69)
Federal Home Loan Bank (\$1,000,000 Par)	4.2138%	1/27/2027	1,000,000.00	889,930.00	(110,070.00)
Federal Home Loan Bank (\$1,500,000 Par)	2.8092%	1/27/2027	1,493,019.02	1,334,895.00	(158,124.02)
Federal Home Loan Bank (\$1,525,000 Par)	1.8435%	1/27/2027	1,525,000.00	1,364,966.50	(160,033.50)
Federal Home Loan Bank (\$1,250,000 Par)	2.3154%	2/25/2027	1,250,000.00	1,133,700.00	(116,300.00)
Federal Home Loan Bank (\$2,000,000 Par)	2.6035%	3/29/2027	2,000,000.00	1,824,500.00	(175,500.00)
Federal Home Loan Bank (\$2,150,000 Par)	3.2162%	4/21/2027	2,144,656.22	2,005,455.50	(139,200.72)
Federal Home Loan Bank (\$2,115,000 Par)	3.3610%	4/26/2027	2,115,000.00	1,982,199.15	(132,800.85)
Freddie Mac (\$2,000,000 Par)	3.7357%	5/18/2027	2,000,000.00	1,900,600.00	(99,400.00)
Federal Home Loan Bank (\$950,000 Par)	4.2651%	6/30/2027	950,000.00	913,235.00	(36,765.00)
Federal Home Loan Mtg (\$3,000,000 Par)	3.2680%	6/30/2027	2,989,480.02	2,868,750.00	(120,730.02)
Federal Home Loan Bank (\$1,000,000 Par)	4.0110%	8/10/2027	1,000,000.00	952,390.00	(47,610.00)
Total Bonds, Notes and Bills			\$ 88,836,717.93	\$ 83,380,617.03	\$ (5,456,100.90)
Total Fixed Income Investments			\$ 94,362,983.03	\$ 88,473,986.93	\$ (5,888,996.10)
Total Cash Management Portfolio-Moretton Capital Markets			\$ 94,362,983.03	\$ 88,473,986.93	\$ (5,888,996.10)
TOTAL CASH MANAGEMENT PORTFOLIO			\$ 126,587,296.04	\$ 120,698,299.94	\$ (5,888,996.10)

Investment Portfolio
For the Month Ended February 28, 2023

ENDOWMENT POOL

	Cost/share	Shares	Cost	Market	Unrealized Gain/(Loss)
MORETON CAPITAL MARKETS					
Cash and Money Market:					
Endowment Cash				\$ -	\$ -
US Govt Money Market Fund	\$ 1.00	67,873.900	\$ 67,877.81	\$ 67,877.81	\$ -
Total Cash and Money Market			\$ 67,877.81	\$ 67,877.81	\$ -
Equity Investments:					
Mutual Funds, ETFs, and Common Stocks:					
Vanguard Intl Equity Index Fund Inc FTS	43.79	2,300.000	100,713.50	90,666.00	(10,047.50)
Ishares Trust Core MSCI Eafe ETF	61.47	4,200.000	258,181.00	273,126.00	14,945.00
Apple Inc	#DIV/0!	-	-	-	-
Apple Inc	154.50	17.000	2,626.50	2,505.97	(120.53)
Ishares Core S&P 500 ETF	313.47	3,450.000	1,081,470.50	1,372,996.50	291,526.00
Ishares Core S&P Mid-Cap ETF	192.18	1,525.000	293,072.70	395,493.50	102,420.80
Ishares: Russell Mid-Cap Growth ETF	44.92	5,596.000	251,377.00	503,416.16	252,039.16
Vanguard Mid-Cap ETF	120.15	2,080.000	249,922.00	445,286.40	195,364.40
Ishares: S&P 600 Small Cap Value Index ETF	64.22	5,452.000	350,110.90	547,653.40	197,542.50
Ishares: S&P 600 Growth Index ETF	58.42	4,290.000	250,625.00	492,835.20	242,210.20
Total Equity Investments			\$ 2,838,099.10	\$ 4,123,979.13	\$ 1,285,880.03
Fixed Income Investments:					
Mutual Funds and ETFs:					
PIMCO Income Fund Class A	11.49	97,742.065	1,123,398.74	1,014,562.63	(108,836.11)
Ishares: Core US Aggregate BD ETF	\$ 105.71	8,825.000	\$ 932,895.73	\$ 858,760.75	\$ (74,134.98)
Dodge & cox Income Fund Class I	12.33	80,129.897	\$ 988,027.58	\$ 989,604.23	\$ 1,576.65
JP Morgan Exchange Traded FD TR Ultra Short Income	50.72	25,075.000	1,271,784.63	1,261,272.50	(10,512.13)
Ishares: 0 to 5 Year Tips Bond ETF	99.32	10,000.000	993,215.00	973,100.00	(20,115.00)
Total Fixed Income Investments			\$ 5,309,321.68	\$ 5,097,300.11	\$ (212,021.57)
Total Endowment Pool-Moretton Capital Markets			\$ 8,215,298.59	\$ 9,289,157.05	\$ 1,073,858.46

Investment Portfolio
For the Month Ended February 28, 2023

ENDOWMENT POOL (continued)					
SOLTIS INVESTMENT ADVISORS					
SOUTHERN UTAH UNIVERSITY ENDOWMENT SHARE					
	Cost/share	Shares	Cost	Market	Unrealized Gain/(Loss)
Cash and Money Market:					
Fidelity Government Cash Reserves	\$ 1.00	40,516.380	\$ 40,516.38	\$ 40,516.38	\$ -
Total Cash and Money Market			\$ 40,516.38	\$ 40,516.38	\$ -
Stock Mutual Funds:					
Edgewood Growth Fund Instl CL	\$ 36.12	49,720.723	\$ 1,795,800.04	\$ 1,660,672.14	\$ (135,127.90)
Artisan Mid Cap Fund Instl	44.80	8,904.251	398,869.22	328,032.60	(70,836.62)
Cliffwater Corporate Lending Fund I	10.49	106,563.093	1,118,080.00	1,131,700.04	13,620.04
Grandeur Peak Gbl Reach Fund Instl	17.05	68,453.951	1,167,267.57	1,038,446.43	(128,821.14)
Grandeur Peak Global Stalwarts Instl	16.01	65,525.963	1,049,134.72	1,011,720.86	(37,413.86)
Oakmark Intl Advisor Fund	22.53	27,843.058	627,188.57	714,731.29	87,542.72
Oakmark Fund Advisor Class	79.88	21,904.915	1,749,710.95	2,464,083.88	714,372.93
Wasatch Small Cap Growth Fund Instl CL	45.96	16,518.912	759,197.79	549,914.58	(209,283.21)
Wasatch Small Cap Value Institutional	10.33	19,124.743	197,558.60	171,357.69	(26,200.91)
Total Stock Mutual Funds			\$ 8,862,807.46	\$ 9,070,659.51	\$ 207,852.05
Bond Mutual Funds:					
PIMCO Income Fund Class A	\$ 10.52	9,505.703	100,000.00	\$ 98,669.19	\$ (1,330.81)
Dodge & Cox Income CL I+	\$ 12.26	66,906.308	\$ 820,070.00	\$ 826,292.90	\$ 6,222.90
Total Bond Mutual Funds			\$ 920,070.00	\$ 924,962.09	\$ 4,892.09
Total Mutual Funds			\$ 9,782,877.46	\$ 9,995,621.60	\$ 212,744.14
Exchange Traded Funds:					
Equity ETFs:					
First TR Exchange-Traded FD Lunt US Factor	\$ 24.56	25,584.000	\$ 628,250.56	\$ 707,141.76	\$ 78,891.20
Ishares Core S&P 500 ETF	281.54	6,512.000	1,833,407.53	2,591,580.64	758,173.11
Ishares Core S&P Mid-Cap ETF	199.57	6,002.000	1,197,842.61	1,556,558.68	358,716.07
Ishares Core S&P Small-Cap ETF	88.07	5,878.000	517,667.28	601,848.42	84,181.14
Ishares Trust Core MSCI Eafe ETF	59.58	23,435.000	1,396,295.48	1,523,978.05	127,682.57
Vanguard Intl Equity Index Fund Inc FTS	42.99	14,590.000	627,166.50	575,137.80	(52,028.70)
Total Equity ETFs			\$ 6,200,629.96	\$ 7,556,245.35	\$ 1,355,615.39

Investment Portfolio
For the Month Ended February 28, 2023

ENDOWMENT POOL (continued)

	Cost/share	Shares	Cost	Market	Unrealized Gain/(Loss)
Fixed Income ETFs:					
Ishares: Core US Aggregate BD ETF	\$ 112.72	620.000	\$ 69,884.34	\$ 60,332.20	\$ (9,552.14)
Ishares TR 20 YR BD ETF	#DIV/0!	-	-	-	-
Ishares 0 - 5 Year Tips Bond ETF	105.64	1,400.000	147,901.88	136,234.00	(11,667.88)
Total Fixed Income ETFs			\$ 217,786.22	\$ 196,566.20	\$ (21,220.02)
Total Exchange Traded Funds			\$ 6,418,416.18	\$ 7,752,811.55	\$ 1,334,395.37
Common Stocks:					
Air Products and Chemicals Inc	235.86	151.000	\$ 35,614.11	\$ 43,182.98	\$ 7,568.87
Artisan Partners Asset Management Inc	29.48	1,185.000	34,929.06	39,069.45	4,140.39
Best Buy Co Inc Com	68.56	262.000	17,961.70	21,774.82	3,813.12
CVS Health Corporation Com	98.05	361.000	35,394.25	30,157.94	(5,236.31)
Chevron Corp New Com	146.67	116.000	17,013.87	18,649.32	1,635.45
Citigroup Inc	44.00	790.000	34,757.08	40,045.10	5,288.02
Coca-Cola Co	58.80	607.000	35,688.57	36,122.57	434.00
Corning Inc	30.31	732.000	22,185.90	24,851.40	2,665.50
Dominion Energy Inc Com	77.43	459.000	35,540.37	25,529.58	(10,010.79)
Duke Energy Corp New Com	103.56	344.000	35,625.22	32,425.44	(3,199.78)
Enbridge Inc Com	38.43	898.000	34,513.55	33,692.96	(820.59)
General Dynamics Corp Com	222.00	118.000	26,196.00	26,893.38	697.38
General Mills Inc Com	79.27	233.000	18,470.19	18,525.83	55.64
Genuine Parts Co Com	151.89	109.000	16,556.47	19,277.74	2,721.27
Huntington Bancshares Inc Com	13.09	2,013.000	26,340.11	30,839.16	4,499.05
International Bus Mach Corp Com	123.99	252.000	31,244.77	32,583.60	1,338.83
JPMorgan Chase & Co	108.13	324.000	35,034.12	46,445.40	11,411.28
Johnson & Johnson Com	166.13	162.000	26,913.06	24,828.12	(2,084.94)
Kellogg Company Com	72.91	183.000	13,343.35	12,067.02	(1,276.33)
Lockheed Martin Corp Com	412.78	64.000	26,417.92	30,352.64	3,934.72
Pfizer Inc	43.90	808.000	35,467.16	32,780.56	(2,686.60)
Price T Rowe Groups Com	105.95	167.000	17,693.65	18,750.76	1,057.11
Procter and Gamble Co Com	135.71	198.000	26,869.89	27,236.88	366.99
Rio Tinto ADR Each Rep I	52.00	650.000	33,799.94	45,324.50	11,524.56
Roche Holdings Adr	39.44	899.000	35,456.56	32,588.75	(2,867.81)
Skyworks Solutions inc	99.92	205.000	20,483.72	22,871.85	2,388.13
United Parcel Service Inc	163.22	161.000	26,278.69	29,380.89	3,102.20
Verizon Communications	41.73	364.000	15,189.98	14,126.84	(1,063.14)
Williams-Sonoma Inc	123.60	139.000	17,179.97	17,363.88	183.91
Total Common Stocks			\$ 788,159.23	\$ 827,739.36	\$ 39,580.13

Investment Portfolio
For the Month Ended February 28, 2023

ENDOWMENT POOL (continued)

	Cost/share	Shares	Cost	Market	Unrealized Gain/(Loss)
Alternative Investments:					
American Beacon AHL MNGD Futures	12.20	5,724.382	\$ 69,835.15	\$ 59,190.10	\$ (10,645.05)
Blackrock GL Long/Short Equity Instl	11.5054	5,793.336	66,654.90	69,577.96	2,923.06
JP Morgan Hedged Equity Class I	25.40	12,143.500	308,385.03	307,959.16	(425.87)
Stoneridge Alternative Lending Risk Premium	50.14	9,972.459	500,035.00	486,157.37	(13,877.63)
Cambria ETF TR Tail Risk	16.46	4,783.000	78,713.79	69,783.97	(8,929.82)
Innovator ETFS TR US Eqty Pwr Buf	31.37	9,889.000	310,245.83	311,009.05	763.22
Innovator ETFS TR US EQTY ULTRA BF	28.56	7,296.000	208,377.41	205,455.36	(2,922.05)
Innovator ETFS TR US EQTY ULTRA BF		1.000	28.42	28.16	(0.25)
Medtronics PLC	84.25	390.000	31,622.25	32,292.00	669.75
Morgan Stanley	100.00	2,000.000	200,000.00	179,390.00	(20,610.00)
Blackstone Real Estate Income	14.10	37,321.537	526,338.76	550,194.09	23,855.33
CNL Strategic Cap LLC Com CL	32.35	15,455.951	500,000.00	513,446.69	13,446.69
Gaming & Leisure P Com	45.66	474.000	21,644.50	25,539.12	3,894.62
GreenLake Real Estate Fund LLC	1,000.00	353.362	353,361.69	353,361.69	-
Iron Mtn Inc Del Com	46.77	282.000	13,189.45	14,875.50	1,686.05
Simon Property Group Inc	89.54	391.000	35,010.14	47,737.19	12,727.05
Total Alternative Investments			\$ 3,223,442.32	\$ 3,225,997.41	\$ 2,555.09
Total Endowment Share-SUU			\$ 20,253,411.57	\$ 21,842,686.30	\$ 1,589,274.74
INVESTMENT STUDENT GROUP ENDOWMENT SHARE					
Cash and Money Market:					
Fidelity Government Cash Reserves	\$ 1.00	96,086.920	\$ 96,086.92	\$ 96,086.92	\$ -
Total Cash and Money Market			\$ 96,086.92	\$ 96,086.92	\$ -
Equity ETFs:					
Select Sector SPDR Trust Consumer	164.94	56.000	\$ 9,236.36	\$ 8,150.24	\$ (1,086.12)
Total Equity ETFs			\$ 9,236.36	\$ 8,150.24	\$ (1,086.12)
Alternative Investments:					
Invesco DB Multi-Sector Commod Base Metals Fd	17.24	326.000	\$ 5,620.89	\$ 6,598.24	\$ 977.35
United States Gasoline FD LP Unites	27.53	156.000	4,294.54	9,165.00	4,870.46
Total Alternative Investments			\$ 9,915.43	\$ 15,763.24	\$ 5,847.81
Total Endowment Share-ISG			\$ 115,238.71	\$ 120,000.40	\$ 4,761.69
Total Endowment Pool-Soltis Investment Advisors			\$ 20,368,650.28	\$ 21,962,686.70	\$ 1,594,036.43
OTHER ALTERNATIVE INVESTMENTS					
State Bank of Southern Utah-Private Equity Partnership	42.56	14,811.000	630,408.00	1,110,825.00	480,417.00
Total Alternative Investments-Soltis Investment Advisors			\$ 630,408.00	\$ 1,110,825.00	\$ 480,417.00
TOTAL ENDOWMENT POOL INVESTMENTS			\$ 29,214,356.87	\$ 32,362,668.75	\$ 3,148,311.89

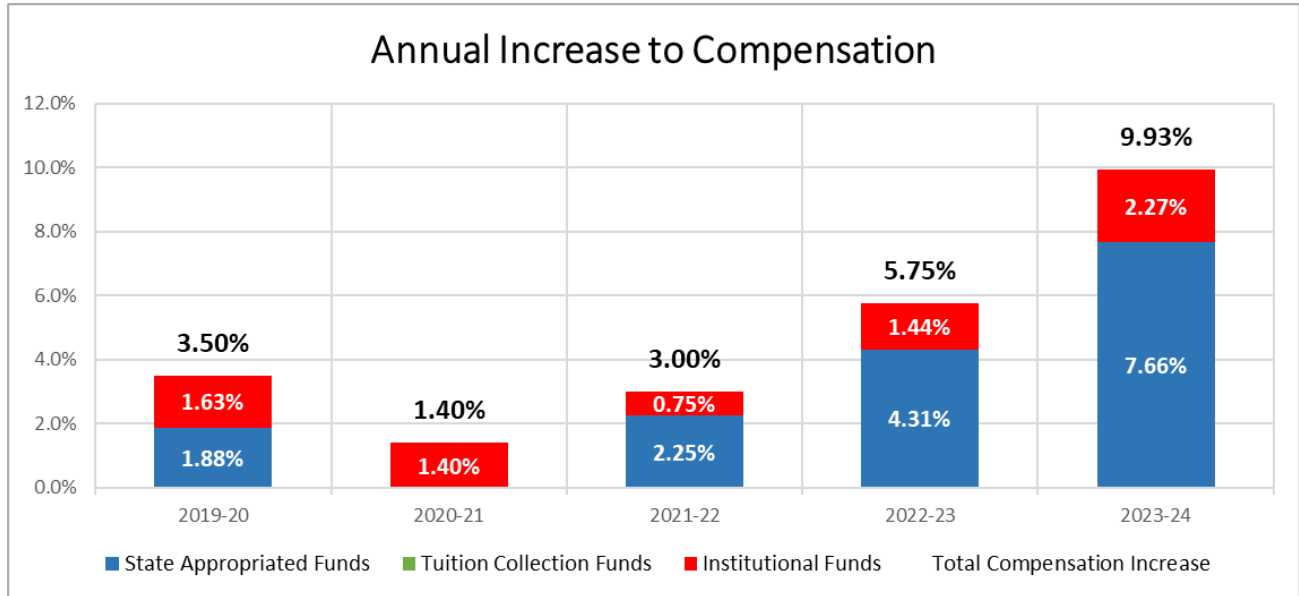
Investment Portfolio
 For the Month Ended February 28, 2023

TRUST FUND POOL						
	Cost/share	Shares	Cost	Market	Unrealized Gain/(Loss)	
MORETON CAPITAL MARKETS						
Cash and Money Market:						
US Govt Money Market Fund	\$ 1.00	10,333.260	\$ 10,333.26	\$ 10,333.26	\$	-
Total Cash and Money Market			\$ 10,333.26	\$ 10,333.26	\$	-
Fixed Income Investments:						
Mutual Funds and ETFs:						
PIMCO Total Return Fund Instl CL	10.46	61,740.653	\$ 646,022.16	\$ 524,178.14	\$	(121,844.02)
Total Mutual Funds and ETFs			\$ 646,022.16	\$ 524,178.14	\$	(121,844.02)
TOTAL TRUST FUND POOL			\$ 656,355.42	\$ 534,511.40	\$	(121,844.02)
PUBLIC TREASURER'S INVESTMENT FUND (PTIF)-DEBT RESERVES						
	Yield	Shares	Cost	Market	Unrealized Gain/(Loss)	
PTIF - Debt Reserves	1.6200%	N/A	\$ 1,087,008.64	\$ 1,087,008.64	\$	-
TOTAL PTIF - DEBT RESERVES			\$ 1,087,008.64	\$ 1,087,008.64	\$	-
GRAND TOTAL - INVESTED FUNDS			\$ 157,545,016.97	\$ 154,682,488.73	\$	(2,862,528.24)

FY 2024 APPROVED UNIVERSITY E&G BUDGET OVERVIEW

Campus Forum – April 24, 2023

THE YEAR OF COMPENSATION



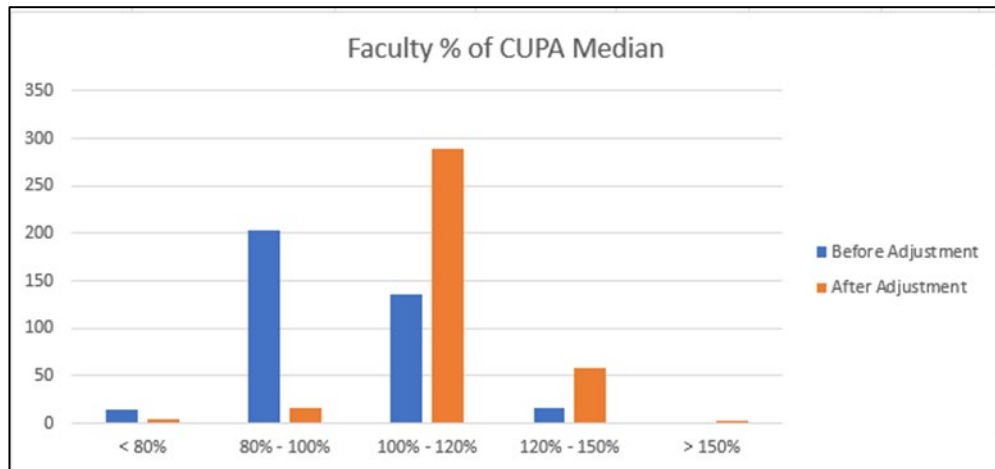
- 1) **8.75% compensation** adjustment appropriated by the Utah Legislature (July 1st eff. / 15th payroll)
- 2) **State funding at 87.5%** - covered half the University standard match requirement (Ongoing)
(Usually a 75/25% match requirement – aided the University due to tuition/fee freeze)
- 3) **Administration decision to distribute as follows**
 - a) Discussion well informed based on **Faculty Senate and Staff Association** committee work
 - b) **6.5% COLA** across the board cost of living adjustment (based on March 31st payroll base)
 - c) Departments with split funding responsible to cover the non-E&G salary portion
 - d) **\$2,500 flat salary increase** for all benefit eligible employees (.75 FTE and above)
 - e) Contract employees less than .75 FTE will receive a prorated amount based on %FTE
 - f) Positions partially or fully funded by E&G funds, the full \$2,500 will be covered by E&G
 - g) Positions funded through **grants, auxiliary operations, lab fees, or other soft dollars** increases based on funding available in accordance with the requirements of funding sources.
- 4) **Impact of Combined COLA and Flat amount**
 - a) **Lower-salary positions** receive a **higher percentage increase** to their base salary
 - b) **Effort to aid** employees in lower benchmarked positions
 - c) Adjust salaries to help the University be more **competitive in recruiting/hiring**

COLA Rate	6.50%										
Flat Amount	\$ 2,500										
Salary	\$ 30,000	\$ 40,000	\$ 50,000	\$ 60,000	\$ 70,000	\$ 80,000	\$ 90,000	\$ 100,000	\$ 110,000	\$ 120,000	
COLA	\$ 1,950	\$ 2,600	\$ 3,250	\$ 3,900	\$ 4,550	\$ 5,200	\$ 5,850	\$ 6,500	\$ 7,150	\$ 7,800	
Flat Rate (1.0 FTE)	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	
Total Increase (1.0 FTE)	\$ 4,450	\$ 5,100	\$ 5,750	\$ 6,400	\$ 7,050	\$ 7,700	\$ 8,350	\$ 9,000	\$ 9,650	\$ 10,300	
Percent Change (1.0 FTE)	14.83%	12.75%	11.50%	10.67%	10.07%	9.63%	9.28%	9.00%	8.77%	8.58%	

d) **Tipping point** is \$111,100 (approximately 1,000 of 1,100 employees below this amount)

5) Additional Faculty Compensation Adjustments

- a) University appropriated **\$1.0 million in additional funding to address compensation** issues for faculty and staff.
- b) **50% allocated to faculty** positions (\$500,000 including the benefit costs)
- c) Academic Affairs and **Faculty Senate Comp Committee** provided analysis and a recommendation to address market and compression issues throughout academic departments.
 - i) Last year moved average of all faculty salaries to **92% of CUPA median**
 - ii) \$500K in additional funds will move the average to **98% of CUPA median**
 - iii) Total combined adjustments on July 1st will move Average % of **CUPA median to 111.82%**



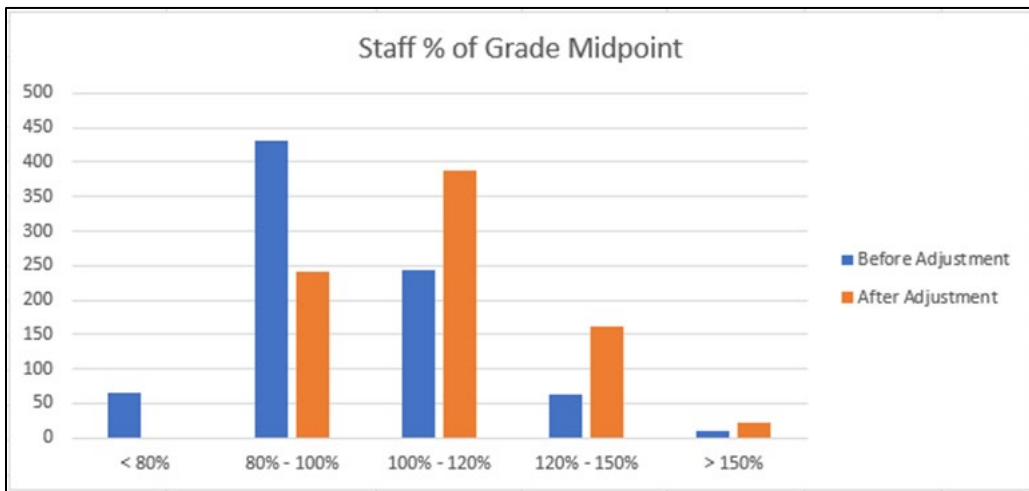
**This shows some faculty members below 100% of CUPA Median, but this is based on current salary (April 2023) amounts and the Budget Office must still make some adjustments for rank advancement, sabbatical changes, and some other manual adjustments. After adjustments there should not be any returning faculty members below 104% of CUPA Median.*

6) Additional Staff Compensation Adjustments

- a) **50% allocated to staff** positions (\$500,000 including the benefit costs)
- b) The **Staff Compensation Committee** in conjunction with the Department of Human Resources provided **analysis and recommendations to address market and compression issues** through the University staff through the following three steps.
 - i) Step 1: a) move every staff member to their **grade minimum**, and b) move all staff members at **grade 15 or lower to at least 92.5%** of the grade midpoint based on the new staff grade

levels. (Approximately \$176,000 including benefits)

- ii) Step 2: Move staff members to the **quartile minimum for their grade level** based on years in their current position - not years at the institution. (**Helps address compression issues** and move employees through their range where needed). (Approx. \$54,000 including benefits)
 - iii) Step 3: Allocate funding to the **divisions** to address **merit, market, and retention issues**. Allow Vice Presidents to address salary issues not otherwise addressed in prior steps.
- c) **The aggregate results** of the percentage COLA, flat amount, and adjustments from steps 1 and 2 outlined below.



d) Total combined adjustments on July 1st will move Average % of Grade Midpoint to 110.75%

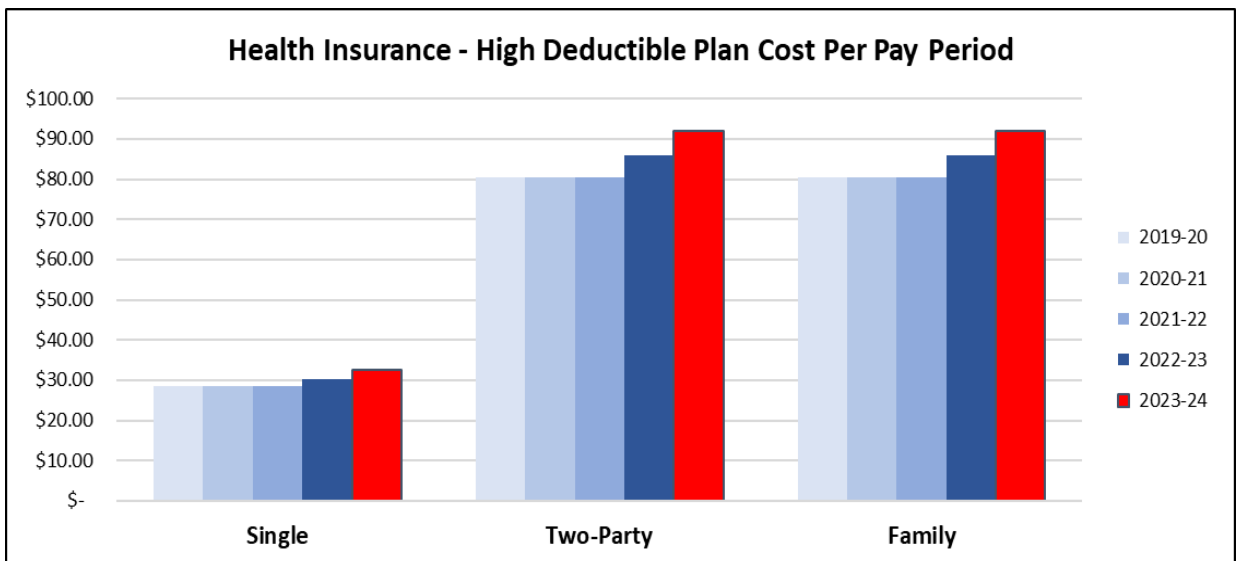
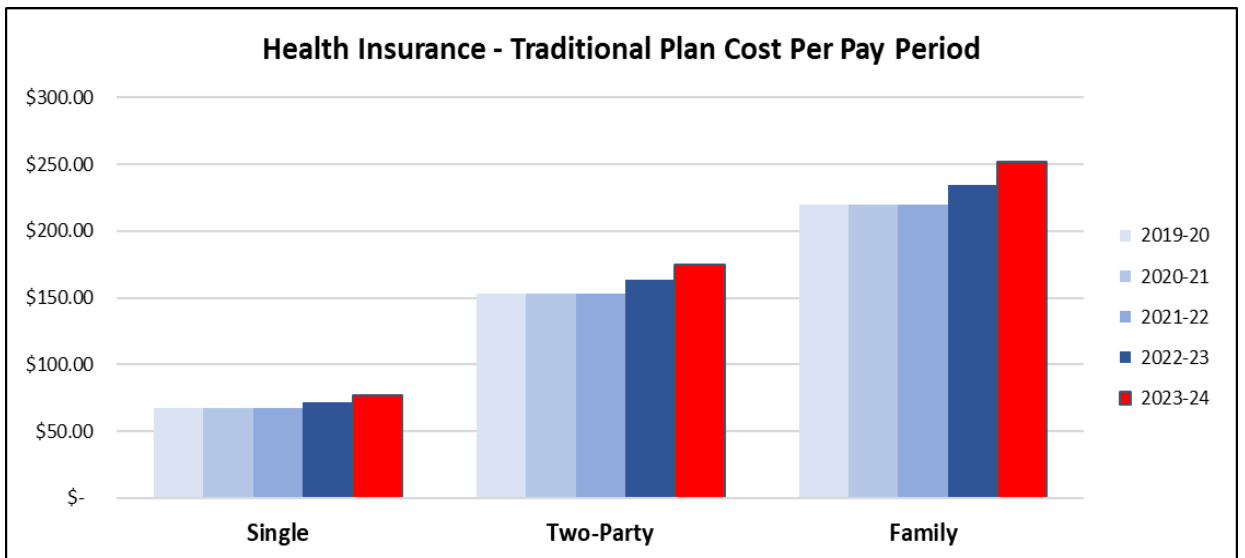
7) Health Insurance - 7.2% increase – July 1st

a) Flat compensation increase helps offset the health insurance premium increase

Traditional Plan – Employee Premium Increase			
	Per pay period	Monthly	Annual
Single	\$5.15	\$10.30	\$123.60
Two-Party	\$11.75	\$23.50	\$282.00
Family	\$16.90	\$33.80	\$405.60
University Cost - Single			\$6,553
University Cost – Two-Party			\$14,742
University Cost – Family			\$21,138

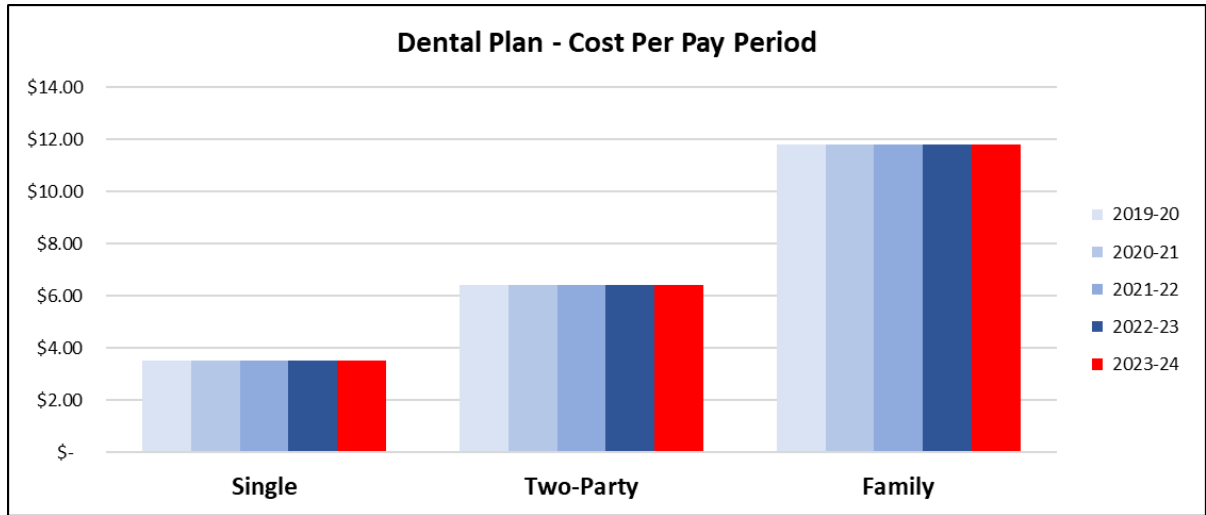
High Deductible Plan – Employee Premium Increase			
	Per pay period	Monthly	Annual*
Single	\$2.15	\$4.30	\$51.60
Two-Party	\$6.15	\$12.30	\$147.60
Family	\$6.15	\$12.30	\$147.60
<i>*75% of premium increase deposited into employee HSA account</i>			
University Cost - Single			\$6,553
University Cost – Two-Party			\$18,989
University Cost – Family			\$18,989

8) Five Year Premium Trends

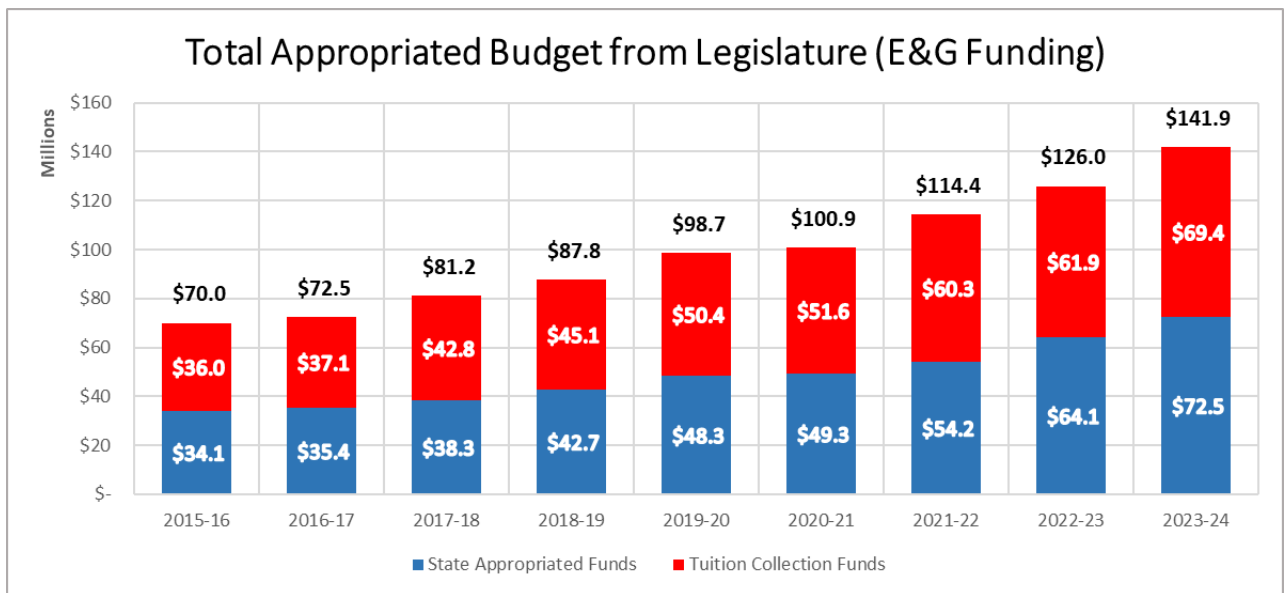


9) Dental Coverage - New Provider Beginning July 1, 2023

- a) **SameraHealth** was selected through a bid process to be SUU’s new dental plan administrator
- b) Provides **95% of current dental providers** with willingness to add more
- c) Should stop the threatened **loss of dentists** from previous plan
- d) **No premium increase**



10) Total E&G Budget Doubles



11) Appropriated Dollars – Department Budgets

- a) **New E&G Funding Available for FY 2024**
 - i) \$ 4.1 M Net tuition growth above current year budget
 - ii) \$ 6.6 M State funded compensation package 8.75% w/ additional match (12.5%)
 - iii) \$ 3.0 M Performance Funding (unfortunately all one-time but ongoing next year?)
 - iv) \$.6 M State Growth funding
 - v) \$14.4 M Total New Revenue

** \$8.5 million (60% of new dollars) being appropriated for compensation adjustments
** Over \$14 million in non-compensation requests received by Budget Office in November

b) Key Budget Initiatives Addressed

- i) Rank and Tenure Advancements (Always! And at higher rates based on last year increase)
- ii) Structural imbalance = 9% of new dollars used to partially resolve
 - (1) Marketing / Recruitment / Scholarships - \$1.2M (Institutional)
- iii) Continue moving Fee based salaries to E&G (required by recent Legislative Audit)
- iv) New faculty and staff positions to address enrollment growth
- v) Ongoing costs originally funded with Covid Relief Funds (which have now expired)

c) Detailed Tables

2023-24 Ongoing E&G Budget Summary

Revenue

Tuition Revenue

FY23 Unbudgeted Ongoing Revenue	\$	4,135,100
Additional Tuition Revenue 2022-23 (No Rate Increase)		-

State Appropriations

Comp, Health & Dental Insurance (87.5% from State) SB 8 S1	6,615,500
Performance Based Formula Funding for FY22 (estimated)	2,999,500
Legislative Growth Formula Funding	604,000
Internal Service Fund Rate Increases	248,700
Health Increase at 7.2%	615,800

Total Revenue Increase	\$	15,218,600
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Expenditures

Legislative Directives

Compensation adjustment for market and performance at 8.75%	\$	7,444,300
Health Insurance adjustment at 7.2%		615,800
Internal Service Funds Rate Increases		248,700

Total Legislative Directives	\$	8,308,800
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Funding Available for SUU Budget Process	\$	6,909,800
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2023-24 On-Going E&G Funding Allocated to Departments

Institutional Costs

Scholarship growth due to increased enrollment	\$	1,000,000
Additional Staff Compensation		500,000
Reserve for Fee Based Employee Cost Increases		114,855
FY23 AP Partnership Costs - Base budget increase		100,000
Internal Service Funds required match		83,000

New Academic Faculty Lines

13 New Faculty Lines (Computer Science, Construction Mgmt., Data Analytics, Economics, Education, English, Filmmaking/tech, MBA Management, Music Technology, Nursing (2), PsyD (2))	\$	1,406,973
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Other Academic Priorities

Additional Faculty Compensation	\$	500,000
Department Position Backfill/Corrections		208,200
Promotion, Rank, and Tenure Adjustments		180,560
SWI Funding Correction		150,000
PsyD Assistantships (10)		146,400
Engineering Initiative - Computer Science/General Engineering		120,000
Academic Affairs Operating Changes		81,900
Academic Advisor for MBA		67,320
Associate Dean Pay (Overloads)		60,000
Administrative Assistant		47,000
Early Literacy Outcome Match		30,000

Advancement & Enrollment Management

Recruitment Base Increase	\$	250,000
Marketing Base Increase		250,000
IT Position for Slate Maintenance		134,900
Diploma Software		20,000

Athletics

Athletics Reorganization	\$	170,000
Athletic Trainer		85,200
Athletic Aid Increase		60,000
Operating Budget for additional FTE		2,000

Finance & Administration

Move Positions from Fee Funds to E&G	\$	200,897
Operating Budget for 1X Software Purchases to On Going		150,000
Operating Budget for Software Maintenance Increases		130,000
Hourly Wage (Enterprise Risk, IT)		119,700
Operating Budget for HR-ZAMP		35,000
Operating Budget for NC-SARA		12,000
Operating budget for additional FTE		2,000

Student Affairs

Student wage increase (Aces/Leads, ADA Note Takers)	\$	152,880
Move Positions to E&G Funding		107,920
Operating Budget for 2 FTE		4,000

President's Direct Reports

Operating Budget Increases (Diploma, Events)	\$	75,500
Title IX Intake Coordinator		71,000
Faculty Fellows		36,000
Legal Position to 1.0 FTE		28,000
Operating Budget for Additional FTE		2,000

Total Funding Allocated to Departments	\$	6,895,205
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2023-24 One-Time E&G Budget Summary

Tuition Revenue

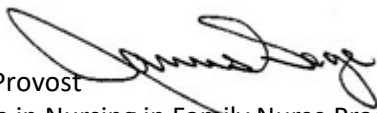
FY22 Carry Forward	\$	5,979,157
FY23 One-time revenue		4,135,100
Total One-Time Revenue Available	\$	10,114,257

One Time Allocations

FY22 Budget Roll Forward (to departments)	\$	4,449,895
FY23 Scholarship adjustment for growth		1,000,000
FY23 Fuel & Power		1,000,000
FY24 Fuel & Power		900,000
Lease for SUU on 56		671,000
FY24 Marketing/Recruitment/Retention		500,000
Institutional Remodels		500,000
Athletic One-time WAC Transitional Costs		400,000
FY24 Marching Band Costs (Approved Student Fee)		140,000
Emergency Phones for Labs Spaces/Rooms		100,000
FY23 USF O&M		100,000
University Policy & Procedure Analyst (Two Year position)		100,000
FY24 Community Engagement Center (Hope Pantry - Student		17,000
FY24 Testing Center (Student Fee)		17,000
FY24 SUU Connect (Student Fee)		9,000
Total One-Time Funding Allocated to Departments		9,903,895

MEMORANDUM

Date: April 13, 2023
To: SUU Board of Trustees
From: James Sage, Associate Provost
RE: R401: Master of Science in Nursing in Family Nurse Practitioner



On behalf of Provost Jon Anderson and Dean J. Tony Oliver, we are submitting for your preliminary review a new Master of Science in Nursing (MSN) in Family Nurse Practitioner. This new degree program builds on our successful programs within the Department of Nursing and addresses important needs within the healthcare industry. This proposed master's degree is also part of an overall strategy to increase our online educational offerings and address local and national workforce needs.

As a new degree program, the MSN in Family Nurse Practitioner proposal requires peer review by the Chief Academic Officers (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.

Thank you for considering this new program proposal. Please let us know if you have any 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: Family Nurse Practitioner

Are There New Emphases: Yes No

Names of New Emphases (Separated by Commas):

Sponsoring School, College, or Division: College of Health Sciences

Sponsoring Academic Department(s) or Unit(s): Department of Nursing

Classification of Instructional Program Code¹ : 51.3805

Min/Max Credit Hours Required of Full Program: 52 / 52

Proposed Beginning Term²: Fall 2024

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"/>	(BAS) Bachelor of Applied 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 checked="" type="checkbox"/>	Specialized Master Degree (specify award type ³ : Master of Science in Nursing)
<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 <input type="checkbox"/> Attached MOU
<input type="checkbox"/>	Out of Mission Program
<input type="checkbox"/>	NEW Professional School

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

Changes to Existing Programs or Administrative Units Required (check all that apply, if any):

<input type="checkbox"/>	Program Restructure with or without Consolidation
<input type="checkbox"/>	Emphases transfer from another program or academic unit
<input type="checkbox"/>	Name Change of Existing Program or Academic Unit
<input type="checkbox"/>	Program transfer to a different academic unit
<input type="checkbox"/>	Suspension or discontinuation of a unit or program
<input type="checkbox"/>	Reinstatement of a previously suspended/discontinued program or administrative unit
<input type="checkbox"/>	Other

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.

Please type your first and last name _____ Date:

I understand that checking this box constitutes my legal signature.

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): Family Nurse Practitioner effective Fall 2024. 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 Nursing - Family Nurse Practitioner (MSN FNP) program is designed for registered nurses with a bachelor's degree in nursing interested in becoming Certified Family Nurse Practitioners. The 52-credit program includes 750 direct patient clinical hours and the Advanced Practice Registered Nursing (APRN) core courses in Advanced Health Assessment (NURS 6630), Advanced Physiology/Pathophysiology (NURS 6610), and Advanced Pharmacology (NURS 6620), along with MSN core course in Leadership, Evidence-Based Practice, Innovation and Informatics, and Health Promotion and Population Care. The proposed MSN FNP program meets the requirements established by the National Task Force on Quality Nurse Practitioner Education (2022) Standards for Quality Nurse Practitioner Education 6th Edition, the current Commission on Collegiate Nursing Education (CCNE) Standards for Accreditation of Baccalaureate and Graduate Nursing Programs, and the American Association of Colleges of Nursing (AACN) Essentials of Master's Education in Nursing. The program prepares graduates to meet education eligibility requirements for authorization to practice in one (or more) states and for national Family Nurse Practitioner certification examinations.

Consistency with Institutional Mission

Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals (see mission and roles at higheredutah.org/policies/policy312) or, for "out of mission" program requests, the rationale for the request.

The MSN FNP program is consistent with Southern Utah University's Mission of "a dynamic teaching and learning community that engages students in experiential education, leading to personal growth, civic responsibility, and professional excellence." Also, the MSN FNP program aligns with SUU's role as a Regional University that "provides career and technical education, undergraduate associate and baccalaureate programs, and select master's degree programs to fill regional or state workforce demands" (Utah System of Higher Education, 2020).

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 SUU Administration and College of Health Sciences has requested the Department of Nursing (DON) develop an MSN Family Nurse Practitioner program to help meet the increasing demand for primary care practitioners in Utah and nationally. The National Academies of Sciences, Engineering, and Medicine (NASEM, 2021) Future of Nursing 2020-2030 report highlighted the need to increase the number of Advanced Practice Registered Nurses (APRNs) to meet the demand of an aging population, especially in rural and underserved communities.

There are two Doctorate of Nursing Practice (DNP) Family Nurse Practitioner programs in USHE institutions. These DNP programs require additional course work that are not requirements for national certification as a Family Nurse Practitioner. Providing students with the option of completing a Master of Science in Nursing FNP program would increase the number of graduates who are prepared to become Certified Family Nurse Practitioners and meet the health care needs of Utah in the future. MSN programs typically take less time (i.e., 9 to 12 months) to complete than DNP program. This would benefit SUU and USHE by allowing students to choose the best type of program (i.e., MSN or DNP) to meet their academic and professional goals.

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 MSN FNP degree would prepare registered nurses for work as Nurse Practitioners, rated a five-star occupation by the Utah Department of Workforce Services. According to the UDWS "Overall, job opportunities for Nurse Practitioners are likely to be excellent, particularly in medically underserved areas such as rural areas" (UDWS, 2022). The U.S. Bureau of Labor Statistics (2022, September 8) has projected a growth rate of 46% for nurse practitioners over the next ten years (<https://www.bls.gov/ooh/fastest-growing.htm>)

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.

There is limited data on student interest and demand. However, the DON Administration and faculty have reported that many graduates are interested in a MSN Family Nurse Practitioner program at SUU. Family Nurse Practitioner programs have the highest enrollment rate of any nursing graduate degree 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)?

The following Intermountain Region Universities currently offer Family Nurse Practitioner programs

Arizona State University DNP FNP - online/on campus
Brigham Young University MSN FNP - on campus
Grand Canyon University MSN FNP - on line/on campus
Northern Arizona University MSN FNP - online/on campus
Rocky Mountain University (Provo) DNP FNP - online/on campus
University of Nevada Las Vegas MSN FNP - online/on campus
University of Utah DNP FNP - on campus
Weber State University DNP FNP - online/on campus
Western Governors University MS FNP - online/on campus
Westminster University MSN FNP - on campus

The SUU MSN FNP program combines online courses, a campus based clinical intensive course, with 750 hours of direct care clinical hours to meet the curriculum requirements for certification as a Family Nurse Practitioner. The Regents should approve the SUU MSN FNP program because it would be the only MSN FNP program at a USHE institution, and the only MSN FNP program based in southern Utah.

The SUU MSN FNP program requires fewer credit hours than DNP FNP programs, and thereby allows students to graduate and qualify for national certification sooner than students enrolled in DNP FNP programs at the University of Utah and Weber State University.

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 higher.utah.gov/policies/policy315/. 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 SUU MSN FNP combines online courses with clinical courses that will take place in areas most convenient to students and where qualified clinical faculty are available. These clinical course sites may be in the SUU designated service area, but due to the shortage of qualified clinical faculty in many rural clinics there will likely be clinical courses outside of Iron, Beaver, and Garfield counties. This is no different than SUU undergraduate clinical courses that require students to travel to clinical sites in Washington and Salt Lake counties. SUU was contacted by Utah Tech University to request a letter of support for a FNP program at Utah Tech, but there are no plans to collaborate with Utah Tech University or other USHE institutions at this time. We do not believe the SUU MSN FNP program will significantly impact the DNP FNP programs at the University of Utah and Weber State University. Students who graduate from the SUU MSN FNP program would be eligible to enroll in a post-masters DNP program at the University of Utah or Weber State University.

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.

No external consultants were involved in the development of the proposed program. SUU has Commission on Collegiate Nursing Education (CCNE) accredited baccalaureate programs (e.g., pre-licensure BSN, RN to BSN, and Health Profession to BSN). The DON will be required to submit a complete self-study document and host an on-site evaluation by CCNE within 2 years of the date of application for accreditation. There is a CCNE new program fee of \$2,000 and an annual fee of \$3,350 for accreditation of two-degree programs (i.e., BSN & MSN). The new MSN FNP will have to complete a CCNE accreditation review to assess whether the program meets the standards and complies with standards for master's in nursing programs. The on-site evaluation is scheduled a minimum of 12 months in advance, and the program must have students enrolled for the equivalent of one academic year (e.g., two semesters) prior to hosting an on-site evaluation. The cost for the evaluation in FY2022 is \$1,750.

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 higher.utah.gov/policies/R401.

Students enrolled in the MSN FNP must maintain a semester grade point average of B- (GPA 2.70 on a 4.0 scale) and no failing courses to progress in, and graduate from, the MSN FNP program. Students must successfully complete 750 hours of direct patient care clinical hours and 52 credits to graduate. The National Task Force on Quality Nurse Practitioner Education (2022) Standards for Quality Nurse Practitioner Education 6th Edition, require 750 direct patient care clinical hours, and separate Advanced Practice Registered Nurse (APRN) core graduate courses in advanced health assessment, advanced physiology/pathophysiology, advanced pharmacology. Meeting the National Task Force Standards increases the number of required credits by 28 (i.e., 19 clinical and 9 APRN Core).

Admission Requirements

List admission requirements specific to the proposed program.

Requirements for students to enroll in the MSN FNP program include

1. Active unrestricted Registered Nursing License in the U.S.
2. Bachelor's degree in nursing from a nationally-accredited nursing program (e.g., CCNE, ACEN, or NLN-CNEA)
3. Cumulative GPA of 3.0 on a 4.0 scale in undergraduate BSN program.
4. One year work experience as a Licensed Practical Nurse or Registered Nurse.

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?

New organizational structures will be needed to develop and deliver the MSN FNP program. The National Task Force on Quality Nurse Practitioner Education (2022) Standards for Quality Nurse Practitioner Education, 6th Edition, requires a faculty member who holds an institutional appointment to provide direct oversight of the track. The MSN FNP Program Director must be doctorally prepared, currently licensed or authorized to practice, and nationally board certified as a Family Practice Nurse Practitioner. The MSN FNP program is not expected to impact the delivery of undergraduate education if sufficient faculty are hired to teach in the MSN programs. Currently DON faculty are expected to teach across programs (i.e., pre-licensure BSN, RN to BSN, HP to BSN), and the increase in undergraduate program enrollment required by USHE means that undergraduate nursing faculty are teaching more than required for their positions.

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 CCNE Standards for Accreditation (2018) require "Faculty are academically prepared for the areas in which they teach. Academic preparation of faculty includes degree specialization, specialty coursework, or other preparation sufficient to address the major concepts included in courses they teach" (p. 11). The DON currently has six faculty members who are academically prepared to teach in the MSN in FNP program, three of which are academically prepared to teach FNP specific didactic and clinical courses. Adjunct faculty may be required to teach develop and teach APRN core course in Advanced Pharmacology and Advanced Physiology/Pathophysiology. In addition, adjunct clinical faculty preceptors will need to be recruited for MSN FNP clinical courses outside southern Utah. Plans to secure resources and hire qualified faculty need to be developed by the DON in consultation with SUU Administration.

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.

Staff specific to the MSN FNP program will need to be hired to help with the on boarding of new students and with developing

and monitoring contracts with clinical sites for MSN FNP students. We anticipate the need for a 0.5 FTE Administrative Assistant to help with the MSN programs (i.e., Leadership and FNP) will need to be hired before the start of the MSN FNP program.

Student Advisement

Describe how students in the proposed program will be advised.

MSN FNP will be recruited by SUU and an OPM. All students will be advised by SUU MSN FNP faculty.

Library and Information Resources

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

According to Dr. Ann Diekema, MLS, PhD, Department Liaison and Associate Professor of Library & Information Science at SUU "we determined that three areas are either insufficiently covered by the current collection or require updated resources: 1) health assessment (outdated and somewhat limited coverage), 2) pharmacology (limited coverage), and 3) pathophysiology (limited coverage). We therefore recommend a one-time increase to the Sherratt Library book acquisition budget (\$1,000) earmarked to acquire and update relevant materials in the three areas mentioned above, as well as an ongoing increase to the annual library collections budget (\$350) to sustain ongoing additions of relevant materials. Please note that gaps in the areas of pharmacology and pathophysiology were previously identified in the collection analysis for the Master's in Nursing Leadership program in 2021, and have yet to be addressed" In addition, Dr. Diekema recommends adding the UpToDate database, an evidence-based support resource used by practicing nurses and doctors making clinical point-of-care decisions. Acquiring an UpToDate subscription (\$5,000 for year one with a 3-6% yearly increase per year) will allow MSN FNP students to gain experience with a tool that most will use regularly in practice (see attached Library Letter MSN FNP Program)

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 goal of the MSN FNP program is to provide students with the knowledge, skills, and experience to successfully pass national Family Nurse Practitioner certification exams and to become licensed to practice in one (or more) states. The system of assessment to be used to evaluate and develop the program will include development of a process evaluation to measure key milestones in the development of the program (e.g., qualified faculty assigned to course development and teaching, etc.) and a summative assessment at the end of each term and the end of the program to ensure students are prepared for practice.

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.

The Level 2 competencies and sub-competencies outlined in the most recent American Association of Colleges of Nursing (AACN) Essentials: Core Competencies for Professional Nursing Education will guide the MSN FNP curricula. According to the AACN (2021) Essentials "Level 2 sub-competencies

form the foundation for all advanced education, and as conceptualized, apply to all advanced nursing practice specialties and advanced nursing practice roles” (p. 15) These competencies were chosen because they are most likely to be adopted by nursing accreditation organizations (i.e., CCNE, ACEN). The MSN FNP Faculty developing the program will align course work with the Level 2 competencies and develop formative and summative assessment measures to ensure students are prepared to progress and provide high quality, safe, patient and family centered care to improve individual and population health outcomes. A full list of the AACN sub-competencies for Level 2 education is available at <https://www.aacnnursing.org/Portals/42/AcademicNursing/Tool%20Kits/Essentials/UMSON-Template-Curricular-Mapping-All-Domains-Level-2-Subcompetencies-mueller-burke.xlsx>

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					
+	-	NURS6110		Nursing Leadership Theory	3
+	-	NURS6610	×	Advanced Physiology/Pathophysiology	3
+	-	NURS6620	×	Advanced Pharmacology	3
+	-	NURS6630	×	Advanced Health Assessment	3
+	-	NURS6640	×	Health Promotion and Population Care for APRNs	3
+	-	NURS6320		Evidence-Based Practice in Nursing Leadership	3
+	-	NURS6650	×	Adult Primary Care for FNP	3
+	-	NURS6661	×	On Campus Clinical Intensive I	1
+	-	NURS6510		Innovation & Informatics in Nursing Leadership	3
+	-	NURS6710	×	Adult Primary Care Clinical I	3
Choose _____ of the following courses:					
+	-				
+	-	NURS6711	×	Adult Primary Care Clinical II	3
+	-	NURS6670	×	Pediatric Primary Care for FNP	3
+	-	NURS6720	×	Pediatric Primary Care Clinical I	3
+	-	NURS6721	×	Pediatric Primary Care Clinical II	3
+	-	NURS6680	×	Special Populations Primary Care for the FNP	3
+	-	NURS6840	×	FNP Capstone I	3
+	-	NURS6690	×	Transition to Practice and Certification Review	3
+	-	NURS6841	×	FNP Capstone II	3
Required Course Credit Hour Sub-Total					52
Elective Courses					
+	-				
Elective Credit Hour Sub-Total					
Core Curriculum Credit Hour Sub-Total					52

Program Curriculum Narrative

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

N/A there are no variable credits in the MSN FNP program

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	3	1	
Faculty: Part Time with Doctorate	0	0	0
Faculty: Full Time with Masters			10
Faculty: Part Time with Masters			1
Faculty: Full Time with Baccalaureate			
Faculty: Part Time with Baccalaureate			
Teaching / Graduate Assistants	////	////	
Staff: Full Time			3
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							
	Donna	De Silva	NTT	MSN	Western University of Health Sciences	75%	
	Selwyn	Layton	T	DNP	Capella University	20%	
	Mark	Siemon	TT	PhD	University of New Mexico	20%	
	Janelle	Brown	NTT	MSN	Western Governors University	20%	
	Sierra	Chowen Lund	NTT	MSN	Weber State University	20%	
	Suzie	Campbell	NTT	MSN	Western Governors University	20%	
	Hayley	Davis-Bartlett	NTT	MSN	University of Nevada Las Vegas	75%	
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 or DNP with currently certified and licensed as FNP	100%
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants					
Staff: Full Time			1	Administrative Assistant (shared with online programs)	50%
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)		10	20	20	20	20
# of Graduates from Department						
# Graduates in New Program(s)		0	10	10	20	30
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)		\$162,350	\$282,470	\$289,274		
Operating Expenses (equipment, travel, resources)		\$10,000	\$10,225	\$10,460		
Other: AP Contract Expense		\$109,688	\$219,380	\$219,380		
TOTAL PROGRAM EXPENSES		\$282,038	\$512,075	\$519,114		
TOTAL EXPENSES	\$0	\$282,038	\$512,075	\$519,114		
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		
Appropriation		\$0	\$0	\$0		
Special Legislative Appropriation		\$0	\$0	\$0		
Grants and Contracts		\$0	\$0	\$0		
Special Fees		\$0	\$0	\$0		
Tuition		\$219,375	\$438,670	\$438,670		
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		\$219,375	\$438,670	\$438,670		
TOTAL DEPARTMENT FUNDING	\$0	\$219,375	\$438,670	\$438,670		
Difference						
Funding - Expense	\$0	(\$62,663)	(\$73,405)	(\$80,444)		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

The MSN FNP program includes 1 FTE Tenure-Track faculty, a part-time administrative assistant, and adjunct/overload pay to support the program. The part-time administrative assistant will support the existing online programs. Overload pay will be used to pay full-time faculty teaching 15 credits (@ \$2000 per credit) during the summer. Adjuncts will be used to assist in teaching clinical preceptorships outside of south western Utah. Operating expenses include cost for faculty and staff travel, equipment, and teaching resources.

Part III: Describe funding sources

Revenue Narrative 1

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

Revenue for the MSN FNP will be from student tuition. Tuition dollars provided in the table above represent direct revenue to SUU and the Nursing Department from student tuition for 10, 20, and 30 students, respectfully. Federal funding for MSN FNP programs may be available in the future.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.

There are no plans for new funding sources at this time.