

Joint Working Meeting  
State Board of Regents & Institutional Boards of Trustees  
Thursday, July 14, 2016  
Southern Utah University – Hunter Conference Center

2:00 – 2:50 p.m.

Opening Session

Location: Great Hall

- Welcoming Remarks (Chair Daniel W. Campbell)
- Overview of Strategic Plan and Priorities (Commissioner David L. Buhler)

10 minute break

3:00 – 3:50 p.m.

Workshops 1 & 2

**Program Approval & Program Review Process** (Associate Commissioner Elizabeth Hitch)

Location: Yankee Meadows

**Capital Development Process** (Associate Commissioner Kimberly L. Henrie & Assistant Commissioner Rich Amon)

Location: Charles Hunter Room

10 minute break

4:00 – 4:50 p.m.

Workshops 3 & 4

**Program Approval & Program Review Process** (Associate Commissioner Elizabeth Hitch)

Location: Yankee Meadows

**Capital Development Process** (Associate Commissioner Kimberly L. Henrie & Assistant Commissioner Rich Amon)

Location: Charles Hunter Room

40 minute break

5:30 p.m.      **Reception and Dinner**

Location: Southern Utah Museum of Art

7:10 p.m. **Green Show**

Location: Theater

8:00 p.m.      **Shakespearean Play “Much Ado About Nothing”**

STATE BOARD OF REGENTS  
HUNTER CONFERENCE CENTER  
SOUTHERN UTAH UNIVERSITY, CEDAR CITY, UTAH  
FRIDAY, JULY 15, 2016

AGENDA

8:00 – 9:20 AM            BREAKFAST MEETING – STATE BOARD OF REGENTS, SOUTHERN UTAH UNIVERSITY  
BOARD OF TRUSTEES, PRESIDENT WYATT, COMMISSIONER BUHLER  
Location: Charles Hunter Room

9:20 – 9:30 AM    TRANSITIONAL BREAK

9:30 – 11:00 PM MEETINGS OF BOARD COMMITTEES

**ACADEMIC AND STUDENT AFFAIRS COMMITTEE**

Regent Robert W. Prince, Chair

Location: Yankee Meadows

**ACTION:**

- |  |        |
|--|--------|
| 1. University of Utah – Bachelor of Science in Construction Engineering  | TAB A  |
| 2. University of Utah – Master of Science in Business Analytics  | TAB B  |
| 3. Weber State University – Associate of Applied Science in Controls Technology  | TAB C  |
| 4. Dixie State University – Bachelor of Science in Digital Film  | TAB D  |
| 5. Utah Valley University – Bachelor of Arts/Bachelor of Science/Minor in Psychology   | TAB E  |
| 6. Preface to TAB F – TAB J – Utah Valley University's Preparation for Offering Additional Masters Degrees                           | TAB EE |
| 7. Utah Valley University – Master of Accountancy  | TAB F  |
| 8. Utah Valley University – Master of Computer Science   | TAB G  |
| 9. Utah Valley University – Master of Public Service   | TAB H  |
| 10. Utah Valley University – Master of Science in Cybersecurity  | TAB I  |
| 11. Utah Valley University – Master of Social Work   | TAB J  |
| 12. Revision of Regent Policy R205, <i>Presidential Appointment, Term of Office, and Compensation and Benefits</i>                   | TAB K  |
| 13. Adoption of Regent Policy R256, <i>Student Disciplinary Processes</i>  | TAB L  |
| 14. Revision of Regent Policy R312, <i>Configuration of the Utah System of Higher Education and Institutional Missions and Roles</i> | TAB M  |
| 15. Adoption of Regent Policy R431, <i>State Authorization Reciprocity Agreement</i>   | TAB N  |
| 16. College and Career Readiness Recommendations   | TAB O  |

**CONSENT:**

Please see the General Consent Calendar at TAB FF

**INFORMATION:**

- |  |       |
|--|-------|
| 1. Institutional Completion Update: Southern Utah University | TAB P |
|--|-------|

**FINANCE/FACILITIES COMMITTEE**

Regent Robert S. Marquardt, Chair

Location: Vermillion Cliffs

**ACTION:**

- |   |       |
|---|-------|
| 1. Southern Utah University - Campus Master Plan Approval | TAB Q |
|---|-------|

2. Utah State University – Design of Interlocking Cross-Laminated Timbers Building	TAB R
3. Utah Valley University – West Campus Boundary Adjustment	TAB S
4. Utah Valley University – Main Campus Property Purchase	TAB T
5. Utah Valley University – Payson Land Purchase	TAB U
6. Utah Valley University – Wasatch Campus Right-of-way Transfer	TAB V
7. Weber State University – Non-State Funded Design and Construction of a Center for Interprofessional Education	TAB W
8. Weber State University – Non-State Funded Design and Construction of Community Outreach Center in Ogden	TAB X
9. USHE – FY18 Budget Development Process	TAB Y
10. Revision of Policy R590, <i>Issuance of Bonds for College and Universities</i>	TAB Z

**INFORMATION:**

1. USHE – 2016-17 Performance Funding Initiatives	TAB AA
2. USHE – 2016-17 Market Demand Programs Initiatives Revised	TAB BB
3. USHE – Report on Research and Development Funds Required by Senate Bill 156	TAB CC
4. University of Utah – Property Disposal	TAB DD

**11:00 – 11:15 AM Transitional Break**

**11:15 – 11:45 PM STATE OF THE UNIVERSITY – PRESIDENT WYATT**  
Location: Great Hall

**11:45 – 12:30 PM COMMITTEE OF THE WHOLE**  
Location: Great Hall

1. Resolution for Richard Davis
2. Report from Regent Jesselie B. Anderson on UCAT Board of Trustees
3. Report from Regent Patricia Jones on recent meeting of Western Interstate Commission for Higher Education (WICHE)
4. Open Meetings Law Training
5. General Consent Calendar
6. Reports of Board Committees

TAB FF

**12:30 – 12:45 PM TRANSITIONAL BREAK**

**12:45 – 2:15 PM EXECUTIVE SESSION**  
Location: Charles Hunter Room

**12:30 – 1:15 PM LUNCH**  
Location: Shooting Star Patio

Projected times for the various meetings are estimates only. The Board Chair retains the right to take action at any time. In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify ADA Coordinator, 60 South 400 West, Salt Lake City, UT 84180 (801-321-7124), at least three working days prior to the meeting. TDD # 801-321-7130.

July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Bachelor of Science in Construction Engineering

Issue

The University of Utah (UU) requests approval to offer a Bachelor of Science in Construction Engineering effective Fall Semester, 2016. This proposal was approved by the institutional Board of Trustees April 12, 2016.

Background

An expanded and improved physical infrastructure for public and commercial use is needed to promote population and economic development throughout the world. The UU reported that three independent changes in the construction industry will alter the manner in which infrastructure systems are designed and built. These changes are: 1) increases in the number of design/build projects, 2) utilization of 3-dimensional Building Information Modeling software; and 3) increases in sustainable/resilient development requirements. From beginning planning to final operation and maintenance, engineers are needed to ensure successful projects. Construction Engineers are educated to understand and solve the complexities that arise during the engineering and construction phases.

The proposed Construction Engineering degree provides a hybrid curriculum consisting of a civil engineering foundation coupled with experiential learning in architecture and construction practices. The institution plans to develop program courses for on-line delivery, enabling the program to serve populations in diverse locations. Several other tier-one institutions offer similar programs in construction engineering at the baccalaureate and graduate levels.

While the Utah Department of Workforce Services does not track Construction Engineers as a separate occupational group, it does project Civil Engineers, a related group, to have an annual average job growth rate of 3.6% between 2012 - 2022 and a median income of \$74,820 per year. Another related occupational group, Construction Managers, is projected to have a 2.9% growth rate and annual average median income of \$77,580.



### Policy Issues

The proposed program has been developed through established institutional procedures and Board of Regents policy. Chief academic officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided input. There are no additional policy issues that need to be addressed relative to approval of the program.

### Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the Bachelor of Science in Construction Engineering.

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David L. Buhler  
Commissioner of Higher Education

DLB/BKC  
Attachment

**Program Description – Full Template**  
**University of Utah**  
**Bachelor of Science, Construction Engineering**

**Section I: The Request**

University of Utah requests approval to offer a Bachelor of Science (BS) in Construction Engineering effective Fall Semester, 2016. This program has been approved by the institutional Board of Trustees.

**Section II: Program Description**

**Complete Program Description**

Physical infrastructure (roads, buildings, water distribution and treatment, etc.) is needed to promote population and economic developing throughout the world. From beginning planning to final operation and maintenance, engineers are needed to ensure successful projects. Construction Engineers are educated to understand and solve the complexities that arise during the engineering and construction phases. This comprehensive approach includes initial design through the completion of the exterior building façade. The Construction Engineering degree will teach students to work in both public and private industry positions, improving graduate's skills to meet this growing trend. The program will be offered by the Department of Civil & Environmental Engineering.

**Purpose of Degree**

According to the American Institute of Steel Construction, three independent movements are converging to radically alter the manner in which infrastructure systems are designed and constructed. These factors represent the emergence of: 1) design/build projects, 2) 3-dimensional Building Information Modeling (BIM) software; and 3) sustainable/resilient development requirements. The national trend for Construction Engineering is very evident in both the public and private sectors. (e.g. \$1.59 billion dollar I-15 reconstruction project, 12300 South Design Build Project in Draper and Riverton Utah, both using the design/build in order to maximize cost saving and innovative design). The Construction Engineering degree requires a hybrid education consisting of a civil engineering foundation coupled with experiential learning in architecture and construction practices. By providing the degree online, the institution anticipates Utah and the surrounding region.

**Institutional Readiness**

This new degree is a natural extension of Civil & Environmental Engineering Department's offerings as the department already provides electives courses in existing programs that support this degree. Civil Engineering has also been working with the College of Engineering Dean's Office, UOnline, and other institutional support offices to develop and provide on-line options for the program. The Department of Civil & Environmental Engineering has also been in contact with large construction firms that support this effort and that will be represented on the institution's Industry Advisory Board. Resources are in place from Engineering Initiative funds to support the program.

## Departmental Faculty

The institution plans to hire 4 additional adjunct faculty members from industry to teach part-time in the program.

To meet ABET requirements, the accrediting body for engineering at the U of U, the program must demonstrate that the majority of faculty who teach design courses are qualified to teach the subject matter by virtue of professional licensure, or by education and design experience. The faculty must include at least one member who has had full-time experience and decision-making responsibilities in the construction industry. The institution will meet this requirement by hiring two full time career-line lecturers with the appropriate experience. Funds for new faculty will come from Engineering Initiative funds and from differential tuition.

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
<b>With Doctoral Degrees</b> (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	21.5	1	22.5
Full-time Non-Tenured	1	2	3
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
<b>With Master's Degrees</b>			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
<b>With Bachelor's Degrees</b>			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	0	0	0
<b>Other</b>			
Full-time Tenured	0	0	0
Full-time Non-Tenured	0	0	0
Part-time Tenured	0	0	0
Part-time Non-Tenured	4	4	8
<b>Total Headcount Faculty in the Department</b>			
Full-time Tenured	21.5	1	22.5
Full-time Non-Tenured	1	2	3
Part-time Tenured	0	0	0
Part-time Non-Tenured	4	4	8
<b>Total Department Faculty FTE</b> (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	26.5	X	33.5

**Staff**

Engineering Initiative funds have been allocated to hiring one additional staff person. This person will serve as the online coordinator in the department, advise the online students, be a point of contact for the UOnline office, and coordinate the creation and recording of classes. One teaching assistant was also budgeted in the request.

**Library and Information Resources**

The library has verified it has sufficient resources available to provide for any faculty or student research needs.

**Admission Requirements**

Students are required to be admitted to the University as well as complete a separate admissions application specific to the Construction Engineering program.

**Student Advisement**

The new staff hire will provide advisement services to students using technology for face-to-face appointments, telephone calls, email correspondence, open house events, or company presentations. A faculty advisor will also be assigned to each student.

**Justification for Graduation Standards and Number of Credits**

The BS Construction Engineering degree will require 125.5 credit hours with a minimum engineering GPA of 2.50. Students will be expected to maintain an overall 2.0 cumulative GPA. This is consistent with institutional graduation requirements.

**External Review and Accreditation**

This program will be reviewed by ABET and adhere to ABET accreditation requirements and guidelines.

ABET defined expected learning outcomes include:

- a). an ability to apply knowledge of mathematics, science, and engineering
- b). an ability to design and conduct experiments, as well as analyze and interpret data
- c). an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- d). an ability to function on multidisciplinary teams
- e). an ability to identify, formulate, and solve engineering problems
- f). an understanding of professional and ethical responsibility
- g). an ability to communicate effectively
- h). the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- i). an ability to explain basic concepts in management, business, public policy, and leadership; and explain the importance of professional licensure
- j). a knowledge of contemporary issues
- k). an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice

In addition to student outcomes listed above, ABET requires program educational objectives (PEO). The Construction Engineering PEOs are:

1. Construction Engineering graduates will be engaged in the practice of construction engineering, or related field, or will be pursuing advanced knowledge through post-graduate study and research.
2. Construction Engineering graduates will be on the path towards licensure, when appropriate, and will be active in professional organizations, seeking opportunities for professional development and participating in the betterment of their profession.
3. Construction Engineering graduates will be ascending into leadership roles and be advocating for their profession utilizing their accumulated education and experience solving complex societal issues for the broader good of the community.

### Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
<b>Data for Proposed Program</b>						
Number of Graduates in Proposed Program	X	0	10	20	25	25
Total # of Declared Majors in Proposed Program	X	25	30	40	45	50
<b>Departmental Data – For All Programs Within the Department</b>						
Total Department Faculty FTE <i>(as reported in Faculty table above)</i>	22.5	23.5	24.5	24.5	25.5	26.5
Total Department Student FTE <i>(Based on Fall Third Week)</i>	296	306	321	346	371	396
Student FTE per Faculty FTE <i>(ratio of Total Department Faculty FTE and Total Department Student FTE above)</i>	13.16	13.02	13.10	14.12	14.55	14.94
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_____)	-	-	-	-	-	-

### Expansion of Existing Program

This is essentially a new degree aimed at a new audience even though it does have some common elements with the Civil and Environmental Engineering curriculum.

### Section III: Need

#### Program Need

The proposal was submitted to further meet objectives of the Engineering Initiative and was approved by Dean of Engineering for funding.

According to the American Institute of Steel Construction, three independent movements are converging to radically alter the manner in which infrastructure systems are designed and constructed. These factors represent the emergence of: 1) design/build projects, 2) 3-dimensional Building Information Modeling (BIM) software; and 3) sustainable/resilient development requirements. These factors have transformed the construction process into a more seamless collaborative team effort between engineers, architects, and contractors. This integrated approach has already begun to revolutionize the delivery of projects designed and constructed to meet client needs for timely delivery of high quality, economically sensitive projects that minimize environmental and energy impacts.

In speaking with several local construction firms the institution understands that the demand for project managers with engineering backgrounds will continue to grow. In light of 2015 legislation raising the gas tax for infrastructure improvements and the law allowing local communities the option of raising sales taxes to help pay for transit, the institution believes the combination of transportation and construction engineering will represent an area of growth area. This is also part of a national movement with a few large universities already moving to address the long-term needs for individuals in this area.

### **Labor Market Demand**

According to the US Bureau of Labor Statistics, employment of construction managers is projected to grow 5 percent from 2014 to 2024, faster than the average for all occupations. Construction managers will be needed as overall construction activity increases over the coming decade. Those with a bachelor's degree in construction science, construction management, or civil engineering, coupled with construction experience, will have the best job prospects. Locally, population growth projections for the state of Utah exceed the national average and we expect job demand to expand even more rapidly. Therefore, an undergraduate degree in Construction Engineering will address an important labor demand.

### **Student Demand**

Currently the department offers four construction related courses that will be used in the Construction Engineering program. These courses are well populated by existing students. In examining national trends and in speaking with several local construction firms the institution believes the demand for project managers with engineering backgrounds will continue to grow.

### **Similar Programs**

While there are no other Construction Engineering programs within the Utah System of Higher Education, baccalaureate program in Construction Management, a somewhat related discipline, are offered by Weber State University, Southern Utah University, and Utah Valley University

### **Collaboration with and Impact on Other USHE Institutions**

The proposed program has been developed through established institutional procedures and Board of Regents policy. Chief academic officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided helpful input.

### **Benefits**

Population growth in the state of Utah is projected to significantly increase the need for infrastructure for the foreseeable future. There is a need to expand the number of engineering graduates having the skills to assist in constructing roads, buildings, water/wastewater systems, etc. It is anticipated that this program will benefit the community and state by developing a needed workforce and benefit the University by attracting high caliber engineering students and building the University of Utah's reputation.

### Consistency with Institutional Mission

The University of Utah contributes to the quality of life and economic development at the local, state, and national levels. This proposed program fits well within the mission of the institution by providing graduates who are prepared to build and improved and expanded public infrastructure required to improve the quality of life and promote economic development.

## Section IV: Program and Student Assessment

### Program Assessment

The department will implement student surveys, consult with ABET, and query professionals from industry to ensure industry trends are adapted into the program.

### Expected Standards of Performance

Program outcomes will be routinely monitored by ABET to maintain relevancy with practicing construction professionals. Likewise, course content will be developed that contribute to these outcomes. It is expected that graduates will maintain a 2.50 GPA.

## Section V: Finance

### Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	2,164,973	342,000	2,421,973	0	2,421,973	0	2,421,973
Benefits	669,008	118,070	780,278	0	780,278	0	780,278
Total Personnel Expense	\$2,833,981	\$460,070	\$3,202,251	\$0	\$3,202,251	\$0	\$3,202,251
Non-Personnel Expense							
Travel	1,000	0	1,000	0	1,000	0	1,000
Capital	0	0	0	0	0	0	0
Library	0	0	0	0	0	0	0
Current Expense	84,100	19,930	104,030	0	104,030	0	104,030
Total Non-Personnel Expense	85,100	19,930	105,030	0	105,030	0	105,030
Total Expense (Personnel + Non-Personnel)	\$2,919,081	\$480,070	\$3,207,281	\$0	\$3,207,281	\$0	\$3,207,281

Current)							
<b>Departmental Funding</b>							
Appropriated Fund	2,443,576	480,000	3,307,281	0	2,443,576	0	2,443,576
Other:	13,813	0	13,813	0	13,813	0	13,813
Special Legislative Appropriation	0	0	0	0	0	0	0
Grants and Contracts	0	0	0	0	0	0	0
Special Fees / Differential Tuition	376,432	0	376,432	0	376,432	0	376,432
<b>Total Revenue</b>	<b>\$2,833,821</b>	<b>\$480,000</b>	<b>\$3,307,281</b>	<b>\$0</b>	<b>\$3,307,281</b>	<b>\$0</b>	<b>\$3,307,281</b>
<b>Difference</b>							
Revenue-Expense	\$-85,260	\$0	\$6,540	\$0	\$6,540	\$0	\$6,540
Departmental Instructional Cost / Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$	\$	\$	\$	\$	\$	\$

\* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

### Funding Sources

The Engineering Initiative will fund this program along with differential tuition generated by engineering courses.

### Reallocation

No reallocation is necessary.

### Impact on Existing Budgets

None. This program will be managed without diverting existing budget into operations.

## Section VI: Program Curriculum

In order to receive ABET Accreditation, the program must prepare graduates to apply knowledge of mathematics through differential and integral calculus, probability and statistics, general chemistry, and calculus-based physics; to analyze and design construction processes and systems in a construction engineering specialty field, applying knowledge of methods, materials, equipment, planning, scheduling,



safety, and cost analysis; to explain basic legal and ethical concepts and the importance of professional engineering licensure in the construction industry; to explain basic concepts of management topics such as economics, business, accounting, communications, leadership, decision and optimization methods, engineering economics, engineering management, and cost control. The curriculum shown below was designed to accomplish these goals. Eight new courses will be developed.

#### All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Required Courses		
MATH 1310	Engineering Calculus I	4
CHEM 1210	General Chemistry I	4
CHEM 1215	General Chemistry I Lab	1
WRTG 2010	Intermediate Writing	3
LEAP 1501 (BF)	Social and Ethical Implications of Engineering	3
CVEEN 1000	Introduction to Civil Engineering	2
MATH 1320	Engineering Calculus II	4
*CHEM 1220	General Chemistry II	4
PHYS 2210	Physics for Scientists and Engineers I	4
PHYS 2215	Physics for Scientists and Engineers Lab I	1
<b>CVEEN 1400</b>	<b>Computer-Aided Design</b>	<b>3</b>
MATH 2250	ODEs	4
GEO 1110	Introduction to Earth Systems	3
GEO 1115	Introduction to Earth Systems Lab	1
CVEEN 2000	Sophomore Seminar	0.5
CVEEN 2010	Statics	3
CVEEN 2310	Probability and Statistics	3
MG EN 2400	Surveying	3
LEAP 1500 (DV, HF)	LEAP Seminar in Humanities for Engineers	3
ECON 2010 (BF)	Principles of Microeconomics	3
CVEEN 2140	Strength of Materials	3
CVEEN 2300	Engineering Economics	2
<b>CVEEN 2750</b>	<b>Construction Computer Tools</b>	<b>3</b>
ARCH 1610 or 1615 (FF)	Architecture LEAP or Intro to Architecture	3
CVEEN 3210	Structural Analysis I	3
CVEEN 3310	Geotechnical Engineering I	3
CVEEN 3315	Geotechnical Engineering I Lab	1
CVEEN 3510	Civil Engineering Materials	3
<b>CVEEN 3800</b>	<b>Construction Engineering I</b>	<b>3</b>
AI Elective		3
Intellectual Exploration (HF)		3
CVEEN 3100	Technical Communication	3
CVEEN 3520	Transportation Engineering I	3
<b>**CVEEN 3810</b>	<b>Contract Specifications</b>	<b>3</b>
Intellectual Exploration (FF)		3

Course Prefix and Number	Title	Credit Hours
CVEEN 4221	Concrete Design I	3
<b>**CVEEN 4810</b>	<b>Horizontal Construction</b>	<b>3</b>
CVEEN 5830	Project Management & Contract Administration	3
CVEEN 5810	Cost Estimation and Proposal Writing	3
Intellectual Exploration (IR)		3
<b>**CVEEN 4830</b>	<b>Vertical Construction</b>	<b>3</b>
<b>CVEEN 4850</b>	<b>Façade Engineering I</b>	<b>3</b>
<b>***CVEEN 4920</b>	<b>Construction Design Capstone</b>	<b>3</b>
CVEEN 5820	Project Scheduling	3
	<b>Sub-Total</b>	<b>125.5</b>
Elective Courses		
	<b>Sub-Total</b>	
Track/Options (if applicable)		
	<b>Sub-Total</b>	
	<b>Total Number of Credits</b>	<b>125.5</b>

\*CHEM 1225 will not be required. Dr. Atwood, in the Chemistry Department, has ensured our students will not have to take the lab as a co-requisite.

\*\*Environmental issues in construction engineering will be addressed in these courses.

\*\*\*This course will explore options for community engaged learning.

## Program Schedule

### First Year:

#### Fall Semester:

MATH 1310 – 4 credits  
CHEM 1210 – 4 credits  
CHEM 1215 – 1 credit  
WRTG 2010 – 3 credits  
LEAP 1501 – 3 credits  
CVEEN 1000 – 2 credits  
*Total Credit Hours: 17*

#### Spring Semester:

MATH 1320 – 4 credits  
CHEM 1220 – 4 credits  
PHYS 2210 – 4 credits  
PHYS 2215 – 1 credit  
**CVEEN 1400** – 3 credits  
*Total Credit Hours: 16*

### Second Year:

#### Fall Semester:

MATH 2250 – 4 credits  
GEOL 1110/1115 – 4 credits  
CVEEN 2000 – 0.5 credits  
CVEEN 2010 – 3 credits  
CVEEN 2310 – 3 credits  
MG EN 2400 – 3 credits  
*Total Credit Hours: 17.5*

#### Spring Semester:

LEAP 1500 – 3 credits  
ECON 2010 – 3 credits  
CVEEN 2140 – 3 credits  
CVEEN 2300 – 2 credits  
**CVEEN 2750** – 3 credits  
*Total Credit Hours: 14*

### Third Year:

#### Fall Semester:

ARCH 1610 or 1615 – 3 credits

CVEEN 3210 – 3 credits

CVEEN 3310 – 3 credits

CVEEN 3315 – 1 credit

CVEEN 3510 – 3 credits

**CVEEN 3800** – 3 credits

*Total Credit Hours: 16*

**Spring Semester:**

General Education Course (FF, HF) – 6 credits

CVEEN 3100 – 3 credits

**CVEEN 3250** – 3 credits

**CVEEN 3810** – 3 credits

*Total Credit Hours: 15*

**Fourth Year:**

**Fall Semester:**

General Education Course (IR) – 3 credits

CVEEN 4221 – 3 credits

**CVEEN 4810** – 3 credits

2 CVEEN Technical Electives – 6 credits

*Total Credit Hours: 15*

**Spring Semester:**

American Institutions (AI) – 3 credits

**CVEEN 4830** – 3 credits

**CVEEN 4850** – 3 credits

**CVEEN 4920** – 3 credits

1 CVEEN Technical Elective – 3 credits

*Total Credit Hours: 15*

## **Section VII: Faculty**

All search Committees have been created, and Industry Advisory Board members have been invited to participate. New faculty hires will be recording online classes, mentoring with the Center for Teaching and Learning Excellence, and finalizing the curriculum for the Construction Engineering degree.

July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Master of Science in Business Analytics

Issue

The University of Utah (UU) requests approval to offer a Master of Science in Business Analytics effective Fall Semester, 2016. This proposal was approved by the institutional Board of Trustees April 12, 2016.

Background

Organizations in the private and public sectors need employees who know how to gather, store and analyze data to make informed decisions. Demand for analytics professionals with both business and data science knowledge has been growing rapidly in Utah and across the nation. There is a need to provide opportunities for students to develop the skills needed to frame relevant business problems, translate those problems into an analytics framework, determine the necessary data, create relevant models, use the models to compare alternative solutions, and ultimately make and communicate fact-based decisions.

A growing demand for graduates with analytics talent has led to several new programs at other reputable schools in the United States. This proposal is a strategic move to stay competitive with the other programs in the nation and to meet market and student needs.

A 2011 report by McKinsey & Company highlighted the significance of big data as a pillar of competitive advantage. The report noted that organizations are expected to face significant challenges in recruiting individuals with the necessary skills to take advantage of big data. It estimated that by 2018 the United States could face a shortage of 140,000 to 190,000 people with deep analytical skills as well as a shortage of 1.5 million managers and analysts with the skills to use analytics to make effective decisions.

Through this proposed program, the UU seeks to prepare individuals and organizations to be better equipped to handle the growing need of analysis through use of large data systems. The Master of Science in Business Analytics (MSBA) is designed to provide students with the technical competence and business foundation necessary to work with big data in business settings. The MSBA is intended to attract full-time students and working professionals who want to deepen their understanding of the application of data analytics to business problems.

The program is designed to be completed within a minimum of 33 credit hours. All courses, and especially the capstone course, include instruction in and experience with defining business and analytic problems, collecting and organizing data, creating models to analyze the defined problem, and presenting results to communicate to business executives. Upon completion of the courses and capstone experience, students will be prepared to become certified through INFORMS as either a Certified Analytics Professional, or a Certified Analytics Professional Associate, depending on the previous work experience of the student. INFORMS is an acronym for the Institute for Operations Research and the Management Sciences, a professional organization that supports the fields of operations research, management sciences, and analytics.

A related 18 credit hour Graduate Certificate in Business Analytics has been developed by the institution and will be a companion program to the MSBA program. Consistent with policy, the Graduate Certificate program is included on the General Consent Calendar.

As preparation for this proposal was made, the institution held a focus group composed of representatives from eight large companies that rely on data as a key ingredient to support their products and services. The institution reported that focus group members voiced strong support for a business analytics program, helped define the curricular structure, and indicated a desire to hire program graduates.

From 2012 – 2022 the Utah State Department of Workforce Services projects that Database Administrators (SOC code 15-1141), an occupational group related to the program, will see a 3% average annual growth rate, an average of 40 annual job openings in the state, and annual median pay of \$81,150.

The program will require addition of three new graduate-level courses and two additional full-time faculty members. Program costs will be covered through tuition revenues.

#### Policy Issues

The proposed program has been developed through established institutional procedures and Board of Regents policy. Chief academic officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided input. There are no additional policy issues that need to be addressed relative to approval of the program.

#### Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the Master of Science in Business Analytics.

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David L. Buhler  
Commissioner of Higher Education

DLB/BKC  
Attachment

**Program Description – Full Template**  
**University of Utah**  
**Master of Science in Business Analytics**

**Section I: The Request**

The University of Utah requests approval to offer the Master of Science in Business Analytics effective Fall Semester, 2016. This program was approved by the institutional Board of Trustees on April 12, 2016.

**Section II: Program Description**

**Complete Program Description**

To thrive in today's competitive marketplace, almost all organizations need to capture, organize, analyze, synthesize and utilize data to make informed decisions. Knowledge and tools from disciplines like computer and information sciences, statistics, mathematics and the functions of business are needed to make sense of high volumes of data. The Master of Science in Business Analytics (MSBA) is designed to provide students with the technical competence and business orientation necessary to compete successfully in the world of "big data." The MSBA is intended to attract full-time students and working professionals who want to deepen their understanding of the application of data analytics to business problems.

The MSBA is comprised of 10 core courses (27-credit hours), 1-2 elective courses (3-credit hours) and 1 capstone course (3-credit hours) for a total of 33 semester hours (minimum). The curriculum is built around an industry certification for analytics professionals and includes classes in data storage and management, data analysis using statistical and machine-learning methods, data visualization and applications to marketing, finance, operations management, accounting, strategy and management. All courses, and especially the capstone course, include instruction in and experience with defining business and analytic problems, collecting and organizing data, creating models to analyze the defined problem, and presenting results to communicate to business executives. Upon completion of the courses and capstone experience, students will be prepared to become certified through the Institute for Operations Research and the Management Sciences (INFORMS) as either a Certified Analytics Professional (CAP), or a Certified Analytics Professional Associate (CAPA), depending on the previous work experience of the student.

**Purpose of Degree**

The MSBA is designed to meet the growing needs of industry for analytics professionals. While there is a national trend of businesses requiring people skilled in analytics, to document local need the institution assembled a focus group of representatives from local healthcare, finance, marketing, manufacturing, software and other organizations. Feedback from this group demonstrated that local industry desires qualified analytics professionals and that a master's degree in business analytics would be a significant way to meet labor market demand.

**Institutional Readiness**

The David Eccles School of Business (DESB) already offers several stand-alone master degrees and has created an infrastructure to manage such programs. That infrastructure includes some centralized functions (e.g., a centralized Business Career Services and a graduate admissions group) and some program-specific administration consisting of program directors and managers. The School has an

associate dean who oversees graduate programs. Program directors meet together regularly to identify, discuss and address issues that are common to all programs.

The addition of the MSBA degree will require the appointment of a program director, a part-time career counselor, and at least one supporting staff member to have the same capabilities as the existing programs. In the first couple of years it is possible that an existing director (e.g., the director of the Master of Science of Information Systems (MSIS) program) and associated staff – minus the career personnel – will be able to manage the MSBA program. The anticipated growth, however, will require that a separate director and staff be selected.

In terms of faculty, the School is positioned to offer program courses. There are scholars and teachers in several departments (including those specializing in marketing, information systems, strategy and statistics) who already offer courses with heavy analytics components and hence are prepared to offer the classes proposed for the new program. Some faculty members teach undergraduate classes, so there will necessarily be an impact on the staffing of lower-division courses. In the longer term, however, it is anticipated that the expertise and experience gained through the new master program will lead to the establishment of new classes and even a degree program at the undergraduate level that emphasizes analytics. In order to grow, additional faculty will be hired to staff classes within the program or to staff classes that are left unstaffed because of a shift of faculty to courses in the new program.

#### Departmental Faculty

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
<b>With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)</b>			
Full-time Tenured	16	2	18
Full-time Non-Tenured	4		4
Part-time Tenured			
Part-time Non-Tenured			
<b>With Master's Degrees</b>			
Full-time Tenured			
Full-time Non-Tenured	3		3
Part-time Tenured			
Part-time Non-Tenured	18		18
<b>With Bachelor's Degrees</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
<b>Other</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			



Total Headcount Faculty in the Department			
Full-time Tenured	16	2	18
Full-time Non-Tenured	7		7
Part-time Tenured			
Part-time Non-Tenured	18		18
<b>Total Department Faculty FTE</b> ( <i>As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation."</i> )	26	2	28

### Staff

To be similar to staff in other specialized master degrees, the institution anticipates the need for one program director, one program manager (who will also act as an advisor and help supervise capstone projects), and a half-time career counselor. There will also be some need for teaching assistants who are working on doctoral degrees.

### Library and Information Resources

The current resources available through the Marriott Library are anticipated to be sufficient for the implementation of the new program.

### Admission Requirements

The admission requirements for the MSBA degree will be almost identical to those of other programs within DESB. Because of the quantitative nature of the program, more weight will be given to the quantitative section(s) of standardized tests and to quantitative undergraduate courses. The evidence currently used by other programs when making admissions decisions, and anticipated to be used for the MSBA degree, are delineated below.

- School of Business Online Application
- GRE/GMAT Test Score

An official GRE or GMAT test score is required for all MSBA applications. There are no minimum GRE or GMAT scores required for application. Applicants are encouraged to meet overall program GRE/GMAT averages, but all application materials are evaluated to determine the strength of the application.

- Transcripts / GPA  
This requirement includes a list all colleges and universities applicants have attended including the University of Utah, regardless of length of attendance. Official transcripts from each institution will be required.

A minimum cumulative 3.0 undergraduate GPA is required for admission, or a 3.0 GPA from the last 60 credit hours taken in cases where overall GPA values fall below 3.0.

- Two Letters of Recommendation

- One statement-of-purpose essay, describing the applicant's intent and goals for the program (submitted within the online application).
- Resume
- English Language Proficiency.

International applicants must receive a minimum score of 90 on the TOEFL iBT exam or 6.5 on the IELTS exam.

### Student Advisement

As with other MS programs in DESB, a dedicated advisor will be assigned to the MSBA program. The advisor will meet with students one-on-one and will have regular opportunities to interact with the students in larger groups. Career counselors will work with students to identify potential employment opportunities and to advise concerning resumes, interviewing skills, etc. Faculty will also provide mentoring to students and provide curriculum and career guidance to the extent possible.

### Justification for Graduation Standards and Number of Credits

The program can be completed within 33 credit hours. The number of credits is the minimum required to have the necessary exposure to core topics in analytics and to gain more experience in one functional area such as marketing analytics and is consistent with Regent policy.

### External Review and Accreditation

Like all of the programs in DESB, the MSBA will be subject to accreditation review by the Association to Advance Collegiate Schools of Business (AACSB). The School and its programs are evaluated approximately once every five years. The MSBA program has been designed with AACSB requirements and recommendations in mind.

### Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

The student FTE numbers in the table below are based on enrollments in the Marketing and Operations and Information Systems undergraduate majors and master degrees. Each undergraduate student enrolled in a major was considered 1.0 FTE, while each student in the MSIS program was considered only .75 FTE. The total FTE assumes growth in existing programs as well as in the new program.

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
<b>Data for Proposed Program</b>						
Number of Graduates in Proposed Program	X	5	10	20	30	40
Total # of Declared Majors in Proposed Program	X	10	20	30	40	50
<b>Departmental Data – For All Programs Within the Department</b>						
Total Department Faculty FTE (as	26	26	26	27	27	28

<i>reported in Faculty table above)</i>						
Total Department Student FTE (Based on Fall Third Week)	530	540	565	600	645	700
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	20.4	20.8	21.7	22.2	23.9	25.0
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_____)						

### Expansion of Existing Program

With the implementation of the MSBA program it is anticipated to draw some students from the Business Intelligence and Analytics emphasis of the Master of Science in Information Sciences (MSIS) program. However, the MSIS program has seen strong growth since its inception with 182 enrolled and 198 declared MSIS students as of September, 2015. It is anticipated that while some MSIS students may enroll in the MSBA program, overall there will be an increase in enrollments because the new program fills a current industry gap.

### Section III: Need

The MSBA will be differentiated from the existing MSIS emphasis in that it will provide a more focused analytics experience and broader exposure to analytics applications in areas such as digital marketing and e-commerce. Students will thus be offered a choice between a pure Information Sciences focus, the blended MSIS emphasis on Business Intelligence and Analytics, and the pure MSBA analytics focus with preparation for the CAP certification.

### Program Need

Enterprises in the private and public sectors need employees who know how to gather, store and analyze data to make informed decisions. As the Labor Market Demand section will elaborate, the demand for analytics professionals with both business and data science knowledge has been growing in the state of Utah and the rest of the nation. The courses in the new program integrate quantitative and business knowledge in real-world oriented contexts.

The growing demand for graduates with analytics know-how has led to several new programs at other reputable schools in the United States and (to a lesser degree) across the world. The proposal is a strategic move to stay competitive with the other institutions in the nation and to meet local and national market and student needs.

### Labor Market Demand

In March of 2015, the U.S. Department of Commerce released an economic brief that addressed the growing importance of data in the economy. One of the key findings of the report was the observation that data related jobs not only pay higher wages, but also represent a significant driver of occupational growth. Occupations where working with data is either central to or an important part of the job currently account for

over half of the workforce and this percentage is expected to grow. Not surprisingly, business and financial operations account for more data related jobs than any other occupational category (approx. 34% of all jobs).<sup>1</sup>

A 2011 report by McKinsey & Company highlighted the significance of big data as a pillar of competitive advantage. The report noted that organizations are expected to face significant challenges in recruiting individuals with the necessary skills to take advantage of big data. It estimated that “by 2018, the United States alone could face a shortage of 140,000 to 190,000 people with deep analytical skills as well as 1.5 million managers and analysts with the know-how to use the analysis of big data to make effective decisions”<sup>2</sup>. Left unaddressed, this shortage could have significant negative implications for Utah’s future economic growth and development.

Besides evidence from national sources, there is evidence that local organizations are ready for a program in business analytics. On July 17, 2015, the institution held a focus group with representatives from a number of businesses that rely on data as a key strategy component to their operations. Focus group members voiced support for a business analytics program, helped define what such a program would look like and indicated that they very much would like to hire graduates from a business analytics program at the University of Utah.

### **Student Demand**

In April 2015 the institution conducted a survey of undergraduate students within DESB to gauge interest in a degree in analytics. The results indicated that more than half of the nearly 400 respondents would either definitely pursue or strongly consider pursuing an advanced degree in business analytics. Of 58 students who indicated they would not likely pursue such a degree, only about 25% indicated that they were not interested in analytics; the majority had other reasons including no desire for an advanced degree or plans to do graduate work outside of Utah.

### **Similar Programs**

While there are programs or certificates within the Utah System of Higher Education that have some overlap with parts of the proposed program, there is not a master’s degree in the state that is specifically dedicated to business analytics.

### **Collaboration with and Impact on Other USHE Institutions**

The proposed program has been developed through established institutional procedures and Board of Regents policy. Chief academic officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided input.

### **Benefits**

While student and employers will be the principal beneficiaries of the proposed program, the program will raise the visibility of DESB and help with the current trend of improved rankings for the School providing increased awareness and prestige to the institution and the state.

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<sup>1</sup> [http://www.esa.doc.gov/sites/default/files/the-importance-of-data-occupations-in-the-us-economy\\_0.pdf](http://www.esa.doc.gov/sites/default/files/the-importance-of-data-occupations-in-the-us-economy_0.pdf)

<sup>2</sup> [http://www.mckinsey.com/insights/business\\_technology/big\\_data\\_the\\_next\\_frontier\\_for\\_innovation](http://www.mckinsey.com/insights/business_technology/big_data_the_next_frontier_for_innovation)

### Consistency with Institutional Mission

The MSBA program will also contribute to the mission of the University of Utah through *“the discovery, creation and application of knowledge; through the dissemination of knowledge by teaching, publication...and technology transfer; and through community engagement”* in the area of analytics and data science (italicized language from the University Mission Statement). The core curriculum and matriculation benchmarks are designed to facilitate discovery and knowledge creation not only at a broad level, but also specifically within the context of business. Through this program the David Eccels School of Business is working to build foundations for ethical business leadership by creating, discovering and communicating knowledge about leading edge research, innovation, and best management practices.

## Section IV: Program and Student Assessment

### Program Assessment

The following goals for student performance and success have been developed:

- Recruiting, admission and retention goals and measures
  - Goals – to recruit high-caliber applicants and retain students in quantities that meet or exceed the five-year program size projections.
  - Measures – applicant pool size and program size, # of applicants recruited per recruiting channel/event, average GRE or GMAT and GPA of applicants and of students (especially in quantitative areas), # of applicants, and students by most recent location and degree/institution.
- Student learning and graduation goals and measures
  - Goals – to graduate 95% of the students admitted who meet the learning goals of MSBA.
  - Measures – the learning measures include
    - The student demonstrates analytics and data science knowledge, technical skills and business understanding in the classes with 3.0 or higher GPA.
    - The student is effective in integrating business knowledge and analytics concepts in a real world project by achieving a B or higher grade from the capstone class.
    - The student is effective with analytical and critical thinking as measured using assignments or projects in program course work.
    - The student is effective with teamwork as measured using group projects in the program study.
    - The student is effective with written and oral communication measured using assignment, case analysis, and project writing and presentation in classes.
    - The student is able to complete satisfactorily the INFORMS CAPA or CAP certification requirements.
- Placements goals and measures
  - Goals – to help MSBA graduates obtain career opportunities that leverage the knowledge they have learned in the program.
  - Measures – # of positions by title, skills used, companies and industry as well as average salaries, sign-on bonus, and stock options received in students' offers.
- Student evaluation goals and measures
  - Goals – to assure positive student and graduate perceptions of program design, study benefits and quality of cohort for improvement of the MSBA Program.

- Measures – summaries of students’ mid study, exit, and alumni interviews/surveys
- External evaluation goals and measures
  - Goals – to assume positive perceptions of students and graduates by recruiters, guest speakers, project sponsors and coordinators for MSBA students for improvement of MSBA program.
  - Measures – summaries of external surveys
- Financial goals and measures
  - Goals – to meet or exceed the budget projection
  - Measures – Student credit hours, revenues from MSBA, and scholarships and program funds raised.

### **Expected Standards of Performance**

MSBA students will be expected to meet the performance standards in the following competencies, which are based on the domains and associated tasks identified in the INFORMS CAP certification.

#### **Domain I Business Problem (Question) Framing**

- T-1 Obtain or receive problem statement and usability requirements
- T-2 Identify stakeholders
- T-3 Determine if the problem is amenable to an analytics solution
- T-4 Refine the problem statement and delineate
- T-5 Define an initial set of business benefits
- T-6 Obtain stakeholder agreement on the problem

#### **Domain II Analytics Problem Framing**

- T-1 Reformulate the problem statement as an analytics problem
- T-2 Develop a proposed set of drivers and relationships to outputs
- T-3 State the set of assumptions related to the problem
- T-4 Define key metrics of success
- T-5 Obtain stakeholder agreement

#### **Domain III Data**

- T-1 Identify and prioritize data needs and sources
- T-2 Acquire data
- T-3 Harmonize, rescale, clean and share data
- T-4 Identify relationships in the data
- T-5 Document and report findings (e.g., insights, results, business performance)
- T-6 Refine the business and analytics problem statements

#### **Domain IV Methodology (Approach) Selection**

- T-1 Identify available problem solving approaches (methods)
- T-2 Select software tools
- T-3 Test approaches (methods)
- T-4 Select approaches (methods)

#### **Domain V Model Building**

- T-1 Identify model structures\*
- T-2 Run and evaluate the models
- T-3 Calibrate models and data\*?
- T-4 Integrate the models\*
- T-5 Document and communicate findings (including assumptions, limitations and constraints)

## Domain VI Deployment

- T-1 Perform business validation of the model
- T-2 Deliver report with findings; or
- T-3 Create model, usability and system requirements for production
- T-4 Deliver production model/system\*
- T-5 Support deployment

The main mechanism that will be used to evaluate whether or not students have mastered the 6 domains above will be the CAP certification itself. Due to anticipated limitations on experience, the majority of the graduates of the program will be expected to pursue CAPA, specifically designed for recently graduated students.

## Section V: Finance

### Department Budget

<b>MSBA Students</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Incremental Headcount	10	20	30	40	50
Tuition per student	\$28,000	\$28,000	\$28,000	\$28,000	\$28,000
<b>MSBA Revenue = Tuition</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Gross Tuition	\$280,000	\$560,000	\$840,000	\$1,120,000	\$1,400,000
Tuition to Eccles (80%)	\$224,000	\$448,000	\$672,000	\$896,000	\$1,120,000
<b>TOTAL Expenses</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Staff Salaries, Wages, & Benefits	\$63,000	\$63,000	\$251,500	\$251,500	\$251,500
Faculty Salaries, Wages, & Benefits	\$200,000	\$500,000	\$555,000	\$855,000	\$1,055,000
Travel, Marketing, Other	\$21,000	\$5,000	\$45,500	\$29,500	\$53,500
TOTAL Expenses	\$284,000	\$568,000	\$852,000	\$1,136,000	\$1,360,000

<b>MSBA Revenues - Expenses</b>	<b>(\$60,000)</b>	<b>(\$120,000)</b>	<b>(\$180,000)</b>	<b>(\$240,000)</b>	<b>(\$240,000)</b>
<b>Certificate Students</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Incremental Headcount	5	10	15	20	20
Tuition per student	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
<b>Cert. Revenue = Tuition</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Gross Tuition	\$75,000	\$150,000	\$225,000	\$300,000	\$300,000
Tuition to Eccles (80%)	\$60,000	\$120,000	\$180,000	\$240,000	\$240,000
<b>Total MSBA Degree + Cert Revenues - Expenses</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

### Budget Summary

The above figure shows an estimate of incremental student headcount and revenue for both the proposed MSBA degree and the graduate certificate in business analytics. Resources and expenses for both programs will be shared. As shown, the student headcount from both the degree program and certificate lead to a total tuition which will fully fund the new programs. Based on this estimate, there should be no impact to existing budgets.

### Funding Sources

Tuition will be the primary funding source to support the program. The portion of tuition that stays within DESB is roughly 80%. It is likely that donations from alumni and other supporters would flow to the program at some future point.

### Expenses

Expenses are broken into three categories, based on previously approved program budgets. The relevant expenses are the following: staff, faculty, and travel.

#### Staff

As mentioned previously, the MSIS program is a similarly quantitatively-based graduate business program. As such, where possible, resources will be shared across these two programs. Four areas of staff support to consider are Program Management, Admissions, Academic Advising, and Career Services.

- Program Management: In the first two years, the program can be managed by existing Program Leadership (e.g. MSIS Program Director). After the program has been established, however, a new Program Director will be necessary in year three to manage and grow the MSBA program.



This position will teach, and as such, part of the salary is included in the Staff Wages and part in Faculty Wages.

- Admissions: Given a recent reorganization and the fact that new admissions staff have been hired in other areas, current MSIS admissions staff has bandwidth to support the admissions work for this new degree. No new staff needed.
- Academic Advising: A new FTE to the MSIS staff has been added, allowing some part of the academic advising to be completed with existing headcount. New program manager to be added in year three.
- Career Services: Currently, one person is supporting both graduate and undergraduate information systems students. There is no additional bandwidth there. The institution proposes adding 0.5 FTE of Career Services staff to support this new program. Given a roughly 200 graduate student/career counselor ratio, this FTE will be able to help build relationships in the early years and will develop the career services programming in addition to counseling students. They will also teach a portion of the capstone course for these students.

#### *Faculty*

Current faculty members have the expertise within the University to teach program courses. That being said, there will be need to hire adjunct or overload faculty to meet student demand for program courses. In addition, in years two and four, it is expected enrollment size to justify funding additional tenure-track hires.

#### *Travel/Marketing/Other*

A travel and marketing budget has been included for admissions, recruiting, development of website and marketing materials, etc. Given that this will be a new program, there are plans to invest heavily in year one to develop materials and build awareness. In years three and five when a new Program Director and Program Manager are hired, the increased budget accounts for additional trips and a broader outreach strategy.

#### **Reallocation**

No internal reallocation is requested at this point.

#### **Impact on Existing Budgets**

Because the program will be self-sufficient, the program does not impact the existing budgets of other units.

### **Section VI: Program Curriculum**

#### **All Program Courses (with New Courses in Bold)**

The following highlights the requirements for completing the MSBA degree:

- 33 credit hours consisting of 10 core courses (27 credit hours), one to two elective courses (3 credit hours) and one capstone course (3 credit hours) for students who meet the MSBA degree prerequisites or equivalent at the time of admission. Students without prior coursework in statistics will be required to complete an additional three hour statistics course prior to the start of their first semester.
- 27 required core credit hours. Students with a substantial background in statistics or database theory and design may request approval to substitute elective classes for these core courses.
- A 3 hour capstone project in one of several tracks such as marketing, operations, and healthcare.

- Three elective credit hours. Illustrative elective courses are listed below. With permission from the MSBA curriculum committee, students can take courses in other schools (e.g., Computer Science) to expand their business, management, computing, statistics or other specialized knowledge. The IS, MKTG, and OIS electives listed below are open to all students in the MSBA program. Other electives may be open only to students with the appropriate prerequisites in prior coursework or professional background, at the discretion of the offering department.
- The list of courses is as follows.

Course Prefix and Number	Title	Credit Hours
<i>Required Courses</i>		
IS XXXX	Introduction to Business Analytics	1.5
OIS XXXX	Foundations of Data Science	3.0
IS 6420	Database Theory and Design	3.0
IS 6482	Data Mining	3.0
MKTG 6600	Marketing Analytics	3.0
IS 6481	Big Data Analytics	3.0
IS XXXX	<b>Big Data Visualization</b>	<b>1.5</b>
MKTG 6310	Marketing through Interactive Media	3.0
IS/MKTG XXXX	<b>Supervised and Unsupervised Machine Learning</b>	<b>3.0</b>
IS XXXX	<b>Business Analytics Capstone Project</b>	<b>3.0</b>
OIS 6610	Practical Management Science	3.0
<b>Sub-Total</b>		<b>30</b>
<i>Elective Courses</i>		
	<i>Select 3 hours from the following</i>	
ACCT 6210	Strategic Cost Management	3.0
ACCT 6610	Financial Reporting	3.0
ACCT 6620	Business Analysis and Valuation	3.0
IS 6483	Advanced Data Mining	3.0
IS 6484	Advanced Data Management	3.0
IS 6480	Data Warehousing Design and Implementation	3.0
MKTG 6730	Strategic Marketing Communications	3.0
MKTG 6770	Consumer Insights and Analytics	3.0
FINAN 6390	Financial Modeling	3.0
FINAN 6400	Financial Engineering	3.0
OIS 6500	Visual Basic Applications for Business	1.5
OIS 6425	Lean Six Sigma	3.0
STRAT 6850	Business Analytics	3.0
<b>Sub-Total</b>		<b>3</b>
Track/Options (if applicable)		
<b>Sub-Total</b>		
<b>Total Number of Credits</b>		<b>33</b>

## Program Schedule

The following figure shows the courses in the MSBA curriculum in an illustrative schedule. Courses for the MSBA consist of those already offered within DESB (green), courses which are currently offered but which will require some degree of modification for the MSBA program (blue), and courses which are not currently offered (orange). The new courses will benefit students in the MBA/PMBA program and other specialized master's programs in addition to students in the MSBA program. (The figure does not include the Practical Management Science simulation and optimization class, which students will take at some point of their program online.)

Fall Semester														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Introduction to Business Analytics (1.5)					Database Theory and Design (3.0)									
Foundations of Data Science (Statistics and Predictive Analytics using R) (3.0)										Data Mining (Part 1) (1.5)				
Business Analytics Capstone Project (Select: Marketing, Operations, Healthcare...)														
Spring Semester														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Data Mining (Part 2) (1.5)					Marketing Analytics(3.0)									
Big Data Analytics (using Hadoop, Apache) (3.0)										Big Data Visualization (1.5)				
Business Analytics Capstone Project (Select: Marketing, Operations, Healthcare...)														
Summer Semester														
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Internet Analytics (3.0)										Elective (One 3.0 or Two 1.5)				
Supervised and Unsupervised Machine Learning using Python (3.0)														
Business Analytics Capstone Project (Select: Marketing, Operations, Healthcare...)														

## Section VII: Faculty

NOTE: The number of faculty listed here does not completely match the numbers provided in tables above. There are two principal reasons: (1) the earlier tables included part-time faculty while the table

below does not; and (2) the template said to only count “departmental faculty” when creating the tables above. The table below includes two full-time faculty members who are outside of the Marketing and OIS departments and hence were not counted earlier.

<u>Tenure-track</u>	<u>Rank</u>	<u>Department</u>
Rohit Aggarwal	Associate Professor	Operations and IS
Krishnan Anand	Associate Professor	Operations and IS
Manu Goyal	Assistant Professor	Operations and IS
Paul Hu	Professor	Operations and IS
Jaelynn Oh	Assistant Professor	Operations and IS
Nabita Penmetsa	Assistant Professor	Operations and IS
Vandana Ramachandran	Assistant Professor	Operations and IS
Glen Schmidt	Professor	Operations and IS
Oliva Sheng	Professor	Operations and IS
Don Wardell	Professor	Operations and IS
Shyam Gopinath	Assistant Professor	Marketing
Arul Mishra	Professor	Marketing
Himanshu Mishra	Professor	Marketing
Bill Moore	Professor	Marketing
Jason Snyder	Assistant Professor	Entrepreneurship and Strategy
Miriah Meyer	Assistant Professor	School of Computing
<u>Career-line and Adjunct</u>		
Bradden Blair	Assistant Professor— Lecturer	Operations and IS
Mike Boyle	Assistant Professor— Lecturer	Operations and IS
Chris Dansie	Assistant Professor— Lecturer	Operations and IS
Tariq Mughal	Assistant Professor— Lecturer	Operations and IS
Chong Oh	Assistant Professor— Lecturer	Operations and IS
Weiyu Tsai	Associate Professor— Lecturer	Operations and IS
Antony Passey	Assistant Professor— Lecturer	Marketing

July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Weber State University – Associate of Applied Science in Controls Technology

Issue

Weber State University (WSU) requests approval to offer an Associate of Applied Science (AAS) in Controls Technology effective Fall Semester, 2017. This proposal was approved by the institutional Board of Trustees March 15, 2016.

Background

Workers from the industry who have completed programs in automated manufacturing at applied technology colleges (ATC) are interested in obtaining a technical degree that will enable them to advance within their companies. Promotion is often to a controls engineering technician position which requires the skills needed to install automated equipment, troubleshoot and repair systems, and make software changes to automated processes. Several of WSU's industry partners along the Wasatch Front require that employees possess an associate's degree to be considered for controls engineering technician positions.

Industry partners and representatives from local applied technology colleges and WSU attended a meeting on January 30, 2015 at Autoliv to discuss need for this degree and to develop a pathway from the Bridgerland, Davis, and Weber Applied Technology Colleges to WSU that would provide credit to students who have completed select ATC programs. The proposed associate of applied science degree program is the result of this collaboration. Agreement has been reached for WSU to award 25 credit hours upon completion of a 900+ clock hour ATC program. Unlike the Associate of Applied Science in General Technology degree that is often used for articulation with Utah College of Applied Technology programs and that is provided through special provision of Regent Policy R473, this proposed program leads to a stand-alone AAS degree specific for Controls Technology workers. Weber State University is making plans to provide further opportunities for students who complete the Controls Technology AAS program to earn a baccalaureate degree.

The proposed program will prepare graduates to work in the industry as qualified technicians in automated manufacturing environments. Graduates will find opportunities in plant maintenance, installation and support of automated equipment, and manufacturing assembly processes. They will have knowledge and applied skills in electronics, robotics, mechanics, and automated control systems. The program differs from

the current AAS Electronics Engineering Technology degree at WSU as it contains a concentration of automation and controls courses that build on the ATC foundation.

A review of data from the Utah State Department of Workforce Services revealed the following labor market projections for occupations related to the program. This information is specific to the Ogden/Clearfield metropolitan area for the 2012 – 2022 timeframe.

Occupational Group	SOC Code	Average Annual Growth Rate	Annual Median Income
Electro/Mechanical Technicians	17-3024	3.5%	\$39,150
Mechanical Engineering Technicians	17-3027	1.7%	\$42,710
Industrial Machinery Mechanics	49-9041	2.9	\$53,490

### Policy Issues

The proposed program has been developed in accordance with Regent Policy R473, *Standards for Granting Credit for Course Work Completed at Applied Technology Centers*. It has also been developed through established institutional procedures and other Board of Regents policies. Chief academic officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided input. There are no additional policy issues that need to be addressed relative to approval of the program.

### Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the Associate of Applied Science in Controls Technology.

---

David L. Buhler  
Commissioner of Higher Education

DLB/BKC  
Attachment

## Utah System of Higher Education Program Description - Full Template

### Section I: The Request

Weber State University requests approval to offer the following Associate's degree(s): Controls Technology effective Fall 2016. This program was approved by the institutional Board of Trustees on 03/15/2016.

### Section II: Program Proposal

#### Program Description

*Present a complete, formal program description.*

The Controls Technology program will prepare graduates to work in industry as qualified technicians in highly automated manufacturing environments. Graduates of the Controls Technology program will have knowledge and applied skills in electronics, robotics, mechanics, and automated control systems. The Controls Technology program provides a pathway from an ATC Industrial Automation Maintenance Technician (IAMT) certificate to the AAS Controls Technology degree. The pathway is a result of a strong collaboration between industry partners, high school Career and Technical Education (CTE), Bridgerland, Ogden-Weber, and Davis Applied Technology Colleges (ATCs), and Weber State University (WSU).

The Associate of Applied Science (AAS) in Controls Technology is designed for individuals interested in plant maintenance, installation and support of automated equipment, and manufacturing assembly processes. The degree focuses on automation and controls, building on the practical experience and skills gained from the ATC coursework. The program differs from the current AAS Electronics Engineering Technology degree as it contains a concentration of automation and controls courses that builds on the IAMT certificate that prepare graduates for technical support positions in highly automated facilities.

The Controls Technology AAS degree responds to employer needs to fill positions in automated manufacturing facilities including installation, maintenance, and support of automated equipment in advanced manufacturing environments.

Production operators in automated manufacturing facilities obtain an operator certificate, Operator Level I, requiring 600 hours at an ATC that certifies them to run automated equipment. Maintenance technicians must additionally possess an Industrial Automation Maintenance Technician (IAMT) certificate to perform preventative maintenance. The IAMT certificate requires a minimum of an additional 300 hours of training.

The next step in the progression is a promotion to a controls engineering technician, a qualified individual with the ability to install automated equipment, troubleshoot and repair systems, and make software changes to automated processes. Several of WSU's industry partners along the Wasatch Front require that employees possess an associate's degree in Controls Technology or related area to be considered for the controls engineering technician positions.

Industry partners and representatives from local ATCs, secondary Career and Technical Education leaders, and Weber State University attended a Controls Technology Degree Design Summit on January 30, 2015 at Autoliv to discuss need for this degree and to develop a pathway from high schools and the ATCs to Weber State University that would acknowledge credit for completed IAMT certifications. Part of the AAS Controls Technology degree includes a block of 25 credit hours at Weber State University upon completion of the IAMT certificate. The applied skills obtained through the IAMT certificate are a necessary and valuable part of a Controls Engineering technician career path and add value to an engineering technology degree.

#### Consistency with Institutional Mission

*Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at [higheredutah.org/policies/policy312/](http://higheredutah.org/policies/policy312/).*

The AAS Controls Technology Program is consistent with WSU's mission statement to offer technical degrees. It also provides access to higher educational opportunities. Graduates of the Controls Technology program will contribute to the economic

level of the region and satisfy a growing need for degreed technicians who can support automated manufacturing facilities.

### 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 institution's Engineering Technology program representatives met with an Industrial Advisory Board consisting of members from local industry. Recommendations from the advisory board have been implemented to develop a pathway for engineering technology students who are capable of designing, programming, and maintaining automated processes.

#### 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/ui/utalmis/gotoOccinfo.do](http://jobs.utah.gov/jsp/ui/utalmis/gotoOccinfo.do)) and the Occupation Outlook Handbook ([www.bls.gov/oco](http://www.bls.gov/oco)).*

A review of data from the Utah State Department of Workforce Services revealed the following labor market projections for occupations related to the program. This information is specific to the Ogden/Clearfield metropolitan area for the 2012 - 2022 time frame.

Occupational Group SOC Code Average Annual Growth Rate Annual Median Income

Electro/Mechanical Technicians, SOC Code 17-3024, projected average annual job growth 3.5%, estimated median annual compensation \$39,150

Mechanical Engineering Technicians, SOC Code 17-3027, projected average annual job growth 1.7%, estimated median annual compensation \$42,710

Industrial Machinery Mechanics, SOC Code 49-9041, projected average annual job growth 2.9%, estimated median annual compensation \$53,490

#### 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.*

Many current electrical engineering technology and manufacturing engineering technology students take additional courses in electronic technology disciplines to enhance their education. Some of these students have requested a cross-discipline program that would increase their marketability. Additionally, students from industry who possess certifications from ATCs and current ATC students are interested in obtaining a technical degree that will enable them to advance their careers.

#### Similar Programs

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

Salt Lake Community College (SLCC) offers a Certificate and an AAS in Electrical Engineering Technology (EET) and a competency-based non-credit Electronics Technician certificate. Utah Valley University (UVU) offers an AAS in Mechatronics Technology and an AAS in Electrical Automation and Robotics Technology. Industrial companies in WSU's service area have



tried to recruit graduates to northern Utah but are unable to find enough qualified individuals due to high employment demand in Utah County and Salt Lake County. Weber State University's industry partners have recruited from out-of-state, but this is an expensive hiring approach and often results in low retention rates.

### **Collaboration with and Impact on Other USHE Institutions**

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

Chief academic officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided input. Due to employment demand for individuals prepared in this discipline, it is believed that there will not be significant negative impacts to other USHE institutions. Faculty in the WSU EET program collaborated with SLCC faculty to establish an AAS EET degree at SLCC that mirrors Weber State's existing AAS EET program. This provides a pathway from SLCC for students that complete the AAS EET to pursue the BS EET at Weber State University. The Controls Technology degree is a collaboration with the ATCs and offers a pathway for students who complete the IAMT certificate at an ATC.

### **External Review and Accreditation**

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

The AAS Controls Technology program will not seek specialized program accreditation. Industry partners, advisory board committee members and ATC technical education partners were all involved in the development of the AAS Controls Technology degree. Additionally, several industry representatives provided the institution several letters of support for the program.

## **Section IV: Program Details**

### **Graduation Standards and Number of Credits**

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

The AAS Controls Technology degree requires 69 total credit hours. Students must receive a C or better in all program required courses and complete all General Education requirements.

### **Admission Requirements**

*List admission requirements specific to the proposed program.*

No special admission or application requirements are needed for the program.

### **Curriculum and Degree Map**

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

## Section V: Institution, Faculty, and Staff Support

### Institutional Readiness

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

The Engineering Technology Department is prepared to offer the Controls Technology program and all resources are currently in place. No additional courses or curriculum will need to be developed for the AAS degree except for adjustments to a couple of 4000 level courses that will be revised for delivery at the sophomore level. Credit for the IAMT certificate from the ATCs will be given toward the AAS Controls Technology degree. The IAMT certificate must include at least 900 hours of coursework offered by the ATCs which would be accepted as a block of 25 credit hours toward the AAS Controls Technology program.

The 900 hour ATC certification includes knowledge and skills in the following areas:

- Industrial safety
- Industrial automation
- Electrical motors
- Programmable Logic Controllers
- Fundamental Electronic Circuits
- Industrial Robotics
- Human Machine Interfaces
- Troubleshooting
- Soldering

The IAMT certificate provides an applied technical foundation for the AAS Controls Technology program.

The AAS Controls Technology degree includes 20 hours of coursework in Electronics Engineering Technology and Manufacturing Engineering Technology. Twenty-four credit hours in math and WSU general education requirements must also be fulfilled. With the block of 25 credit hours from the ATC certificate a total of 69 credit hours is required for degree completion.

It is expected that the AAS Controls Technology program will result in an increase in enrollment in the Electronics Engineering Technology program at WSU.

### 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.*

No additional faculty will be required for the Controls Technology program. An increase in enrollment would be expected in the Electronics Engineering Technology courses.

### 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.*

No additional staff will be required for the Controls Technology program.

## Student Advisement

*Describe how students in the proposed program will be advised.*

The Engineering Technology department has a dedicated advisor for all programs and a General Education advisor. Additionally, each program has a faculty advisor who meets with students once per year.

## Library and Information Resources

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

No additional library resources will be required since all of the courses in the proposed program already exist at WSU.

## Projected Enrollment and Finance

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

## Section VI: Program Evaluation

### Program Assessment

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

The program educational goals for the AAS Controls Technology program are consistent with the goals of the Engineering Technology programs, to assure specifically that:

1. Graduates will receive an applications-oriented education and upon completion will be prepared to make significant contributions in technology-based career fields.
2. Graduates will demonstrate requisite technical skills for building, testing, operating, and maintaining automated and electronic systems.
3. Graduates will demonstrate their knowledge using oral, written, and graphical communications.
4. Graduates will have the abilities and skills to work in a variety of different industries and businesses including manufacturing, mechanical, electrical, architectural, and government.
5. Graduates will demonstrate a commitment to quality, ethics, service and continuous improvement in personal and professional situations.

The Program Educational Goals are generated by department faculty and reviewed by the Industry Advisory Committee. Only after approval by the Industry Advisory Committee are they formalized. They are then reviewed every other year and modified as needed to ensure they remain consistent with the institutional mission and industry and student needs.

### Student Standards of Performance

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

At the end of their study, Controls Technology students will have attained the ability to:

- apply the knowledge, techniques, skills, and modern tools of the discipline to narrowly defined engineering technology activities;
- apply a knowledge of mathematics, science, engineering, and technology to engineering technology

problems that require limited application of principles but extensive practical knowledge;

- conduct standard tests and measurements, and to conduct, analyze, and interpret experiments;
- function effectively as a member of a technical team;
- identify, analyze, and solve narrowly defined engineering technology problems;
- apply written, oral, and graphical communication in both technical and non-technical environments, and be able to identify and use appropriate technical literature;
- understand the need for and be able to engage in self-directed continuing professional development;
- address professional and ethical responsibilities, including a respect for diversity; and
- possess a commitment to quality, timeliness, and continuous improvement.

Although the Controls Technology program will not seek specialized accreditation, these goals were selected to remain compliant with the current ABET accreditation that the EET program possesses.

The Controls Technology program will use the following tools for assessment:

- Direct Assessment - course or program embedded assessment tools
- Course assignment, quiz, and exam scores - 70% or better is a passing grade
- Certifications
- Course Rubrics - used for student projects in project-based courses
- Indirect Assessment - program surveys and program reviews
- Industry Advisory Board - Annual industry advisory board review

## 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			
EET 1130		Digital Systems	4
EET 1140		DC Circuits (note: EET 1110 prereq covered with IAMT Cert)	3
EET 2010		AC Circuits	3
EET 2120		Power and Motors	4
EET 2170		Industrial Controls	3
MFET 2XXX		Process Automation	1
MFET 2XXXL		Process Automation Lab	2
MFET 2410		Quality Concepts and Statistical Applications	3
MATH 1010		Intermediate Algebra	4
MATH 1060		Trigonometry	3
COMM HU2110		Intro to Interpersonal Communications	3
ECON SS1010		Econ as a Social Science	3
ENGL EN1010		Introductory College Writing	3
NTM 1701		Intro to Word Processing	1
NTM 1703		Intro to Spreadsheets	1
PHYS PS1010		Elementary Physics	3
Required Course Credit Hour Sub-Total			44
Elective Courses			
		Block of credit IAMT Certification Applied Technical College	25
Elective Credit Hour Sub-Total			25
Core Curriculum Credit Hour Sub-Total			69

## Program Curriculum Narrative

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

The Controls Technology degree will accept a block of credit from the local ATCs for an Industrial Automation Maintenance Technician certificate that requires a minimum of 900 hours. The credits will be transferred to Weber State University as a block of 25 credit hours towards the AAS Controls Technology degree.

As part of the articulation agreement with the ATCs, the prerequisite EET 1110 will be covered in the block of transfer credits for the IAMT Certificate.

## Degree Map

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

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

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
EET 1130 Digital Systems	4	EET 1140 DC Circuits	3
MATH 1010 Intermediate Algebra	4	MATH 1060 Trigonometry	3
NTM 1701 Intro to Word Processing	1	NTM 1703 Intro to Spreadsheets	1
ECON SS1010 Econ as a Social Science	3	PHYS PS 1010 Elementary Physics	3
Total	12	Total	10
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
EET 2010 AC Circuits	3	MFET 2410 Quality Concepts and Stats	3
EET 2120 Power and Motors	4	COMM HU2110 Intro to Interpersonal Comm	3
EET 2170 Industrial Controls	3	MFET 2XXX Process Automation	1
		MFET 2XXXL Process Automation Lab	2
		ENGL EN1010 Introductory College Writing	3
Total	10	Total	12
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
Total		Total	
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
Total		Total	

## Appendix C: Current and New Faculty / Staff Information

### Part I. Department Faculty / Staff

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

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate	1	3		
Faculty: Part Time with Doctorate				
Faculty: Full Time with Masters	10			
Faculty: Part Time with Masters				
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							
	Julanne	McCulley	T	Masters	Arizona State University	50%	
	Rick	Orr	T	Masters	Massachusetts Inst of Tech (MIT)	10%	
	Fred	Chiou	TT	Doctorate	Georgia Tech	50%	
Part Time Faculty							

### Part III: New Faculty / Staff Projections for Proposed Program

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

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate					
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters					
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	/ / / / /	/ / / / /			
Staff: Full Time					
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
<b>Student Data</b>						
# of Majors in Department	80	100	120	120	120	120
# of Majors in Proposed Program(s)	////	6	8	10	12	12
# of Graduates from Department	12	12	12	14	14	14
# Graduates in New Program(s)	////	0	2	4	4	4
<b>Department Financial Data</b>						
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<b>EXPENSES – nature of additional costs required for proposed program(s)</b>						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$1,138,685	\$0	\$0	\$0		
Operating Expenses (equipment, travel, resources)	\$50,000	\$200,000	\$0	\$0		
Other:	\$0	\$0	\$0	\$0		
<b>TOTAL PROGRAM EXPENSES</b>	////	\$200,000	\$0	\$0		
<b>TOTAL EXPENSES</b>	\$1,188,685	\$1,388,685	\$1,188,685	\$1,188,685		
<b>FUNDING – source of funding to cover additional costs generated by proposed program(s)</b>						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation	\$1,188,685					
Appropriation						
Special Legislative Appropriation						
Grants and Contracts		\$200,000				
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
<b>PROPOSED PROGRAM FUNDING</b>	////	\$200,000	\$0	\$0		
<b>TOTAL DEPARTMENT FUNDING</b>	\$1,188,685	\$1,388,685	\$1,188,685	\$1,188,685		
<b>Difference</b>						
Funding - Expense	\$0	\$0	\$0	\$0		

## Part II: Expense explanation

### Expense Narrative

*Describe expenses associated with the proposed program.*

There are no new expenses associated with the AAS Controls Technology program. All courses are existing.

The \$200,000 expenditure in year 1 is anticipated funding from a Collaborative Department of Labor Proposal (see Revenue Narrative 2 below).

## Part III: Describe funding sources

### Revenue Narrative 1

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

N/A

### Revenue Narrative 2

*Describe new funding sources and plans to acquire the funds.*

The institution anticipates funding through a collaborative Department of Labor (DOL) proposal to purchase new automation equipment and provide training for faculty. The entire DOL proposal is around \$1.5 million, which includes funding for WSU, DATC, OWATC, and BATC.

July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State University – Bachelor of Science in Digital Film

Issue

Dixie State University (DSU) requests approval to offer a Bachelor of Science (BS) in Digital Film effective in fall 2016. The institutional Board of Trustees approved the degree on March 18, 2016.

Background

DSU currently offers an emphasis in Digital Film Production under its BS in Media Studies. The proposed BS in Digital Film would establish a stand-alone degree more directly linked to job opportunities in the film industry and higher initial salaries for graduates. The proposed degree, developed in consultation with academic and industry professionals, includes courses in film theory, history and criticism, screenwriting, editing, and documentary production. Students would also learn operational aspects of digital film (e.g., lighting, camera, and sound production requirements) and receive hands-on training in pre- and post-production techniques. Graduates would be qualified to work as film editors, camera operators, and in other film production positions, where employment opportunities, salaries, and job growth fall in the moderate range.

DSU is home to a commercial film production entity, DSU Films, and an international documentary film festival, DOCUTAH. The current Digital Film Production emphasis enrolls approximately 80 students, and 145 majors are projected in the fourth year of the proposed 120-credit BS in Digital Film. While the current emphasis in Digital Film Production is based in the Division of Communication, the proposed BS in Digital Film would move to a new Film department (under development as part of the University's strategic plan) in DSU's School of Visual & Performing Arts. To provide for the expanded curriculum and enrollments, two additional full-time faculty members and some additional part-time staff would be hired over the first three years of the program. DSU is also working with the City of St. George to secure facilities at the former St. George airport to provide ample space for the proposed program.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Dixie State University and the Board of Regents. The Utah System of Higher Education (USHE) Chief Academic Officers and appropriate faculty at other USHE institutions have reviewed and are supportive of

Dixie State University's request to offer a BS in Digital Film. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Dixie State University to offer a Bachelor of Science in Digital Film.

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David L. Buhler  
Commissioner of Higher Education

DLB/GVB  
Attachment

# Utah System of Higher Education Program Description - Full Template

## Section I: The Request

Dixie State University requests approval to offer the following Baccalaureate degree(s): BS in Digital Film effective Fall 2016. This program was approved by the institutional Board of Trustees on 03/18/2016.

## Section II: Program Proposal

### Program Description

*Present a complete, formal program description.*

The proposed BS in Digital Film program provides advanced production training in cinema, combined with the opportunity to work on commercial projects and documentary productions in a real-world environment. In addition to learning operational aspects of digital film, such as lighting, camera, and sound production requirements, students will receive hands-on training in pre- and post-production techniques. The program also include academic coursework in film theory, history and criticism, screenwriting, editing, and documentary production.

### Consistency with Institutional Mission

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

DSU currently offers a digital film production program as an emphasis within the BS in Media Studies degree, a recognized part of the institutional mission for many years. The current film program is connected with DSU Films, a unique entity which allows undergraduate students to work on commercial production projects alongside industry professionals. The current program is also closely affiliated with DOCUTAH, DSU's International Documentary Film Festival.

## 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.*

DSU has offered a program track (now an emphasis) in Digital Film Production within its BS in Communication and BS in Media Studies since 2006. In the years since offering this track, DSU has secured legislative approval for DSU Films, an entity which produces commercial projects while offering DSU students hands-on experience producing digital film projects. In 2010, DSU launched DOCUTAH, an international documentary film festival. The Digital Film Production emphasis currently serves 80 students declaring this major. DSU Films currently produces successful projects ranging from brief advertisements to feature-length films. In 2015, DOCUTAH received 400 submissions from 32 countries around the world. The Festival screened 77 films to record audiences in eight venues on and off campus.

The initial impetus for the BS in Digital Film was to offer students a degree more directly linked to job opportunities in the film industry, leading to higher salaried initial positions for graduates. As DSU Films and DOCUTAH grew and developed, the opportunity emerged to offer a unique program of study where students are able to interact with the academic program of study, the commercial production work of a thriving company, and the high-quality documentary films presented annually at the festival.

### 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](http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do)) and the Occupation Outlook Handbook ([www.bls.gov/oco](http://www.bls.gov/oco)).*

Film and Video Editing, one possible field, has a relatively high average salary of \$75,090, although in Utah that figure is lower

at \$44,690, but still 10,000 more than the Utah median wage. Total employment is moderate with 24,460 jobs, of which 200 are in Utah. Growth is around 4.3% per year. Graduates would also be qualified for a variety of positions in the film industry, such as Film Editing (\$55,000 national average salary, \$31,000 in Utah, with a 3% growth rate), Camera Operators (\$41,000 national average salary, 2.2% growth), or a variety of film production "crew" positions (source: [Economic Development and Employer Planning System](#)).

## Student Demand

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

The current Digital Film Production program, as an emphasis within the BS in Media Studies program, has awarded 45 bachelor degrees between 2009-2014. Currently, 80 students have declared this program as their major field of study. With expected enrollment growth at DSU and average retention, it is expected 85 students will select this degree in its first year. While difficult to predict, recent program trends are expected to continue and recruitment efforts to be more successful with the visibility afforded by moving to the new airport hangar space. Thus, it is conservatively predicted recruitment and retention efforts will yield 20 new students each year until a level of 145 declared students is reached in year five.

## 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)?*

University of Utah: BA in Film and Media Arts, with study in history, criticism, theory, and creative aspects of film. The U also offers an MFA in Film. DSU graduates would be well-prepared to feed into the U's graduate programs.

Utah State University/Salt Lake Community College: BFA in Theatre Arts, Theatre Design & Technology (Film Production Option), a joint degree with two years at USU and two years at SLCC.

Utah Valley University: recently-approved program, BS in Digital Cinema.

Weber State University: Digital Media emphasis within a Communication degree, similar to DSU's current offering.

BYU: BA in Media Arts Studies.

There are no programs in digital film production south of Provo. DSU believes the southern Utah region will support a BS degree program and such a program will appeal to students in northern Arizona, Nevada, and southern California.

## 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/](http://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.*

At this time, no collaboration is planned with existing USHE programs in digital film. Informal conversation has engaged the fine arts area at Utah State University with possible collaboration on an MFA program sharing space with DSU's BS in Digital Film program. It is not felt the proposed DSU program will negatively impact other USHE programs, due to DSU's distance from the Wasatch front. The 80 students currently enrolled in the Film emphasis at DSU could have selected programs up north, but have not for various reasons. DSU views its service area in southern Utah and further south as supporting this program.

## External Review and Accreditation

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

DSU has developed this program in consultation with industry professionals and Douglas Wellman, former Associate Dean of the School of Cinematic Arts at the University of Southern California. The program will not seek special professional accreditation.

## Section IV: Program Details

### Graduation Standards and Number of Credits

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

This degree requires 120 credits of work for completion. Students successfully completing this program will have completed a senior capstone project demonstrating professional production standards acquired through the curriculum and opportunity to work with DSU Films, a professional production company.

### Admission Requirements

*List admission requirements specific to the proposed program.*

DSU is an open-enrollment institution. Admission requirements are: evidence of high school completion or GED, test scores from ACT, SAT, or CPT/ACT. Students typically enter the Film emphasis following success in MDIA 2660, Introduction to Digital Motion Picture Production. DSU expects the same requirements of the full degree.

### Curriculum and Degree Map

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

## Section V: Institution, Faculty, and Staff Support

### Institutional Readiness

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

The current program, Digital Film emphasis within the BS in Media Studies, is housed in the Communication department. However, as a part of its Strategic Plan, DSU is building a Film department within the School of Visual and Performing Arts, where DOCUTAH is currently located. The new department will have the administrative structure needed to support the new Film program. Additionally, the City of St. George is working with DSU to provide access to facilities at the original St. George airport to house the new Film department.

### 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.*

Current program faculty include three faculty with significant experience in the film industry, including Phil Tuckett who brings over 30 years experience and 30 Emmy Awards. In addition to current program faculty, two faculty within the Theatre department are able to support the BS in Digital Film program. It is projected that, in the second or third year, DSU will need to hire a tenure track faculty member with expertise in Film Studies. Budget projections include this additional faculty hire.

### Staff

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

Existing staff include access to a departmental administrative assistant, a departmental advisor, and a financial staff member. As the program transitions to a degree, clerical duties will be shared with the Music Department, advising duties will be shared with advisors in the School of Visual & Performing Arts, and the financial staff person will move with the Film program. These positions are built into the second and third year budgets.

### **Student Advisement**

*Describe how students in the proposed program will be advised.*

Initially, students will be advised by current advising staff in the Communications department and in the Theatre department.

### **Library and Information Resources**

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

Library resources are sufficient. Current reference materials and access to journals are adequate to support this program. The Film program currently owns an extensive library of films covering all genres and periods in film history.

### **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 proposed BS in Digital Film will produce graduates well trained in research and development skills, critical analysis of film history, and cinematic storytelling techniques, including screenwriting, the business of film, grip and electric, production design, acting and directing for the camera, as well as the culture, tools, and technology of the pre-production, production, and post-production processes; all these connected to demographic, marketing, and distribution protocols which will prepare students for real-world professional challenges.

Paired with these academic goals will be the production unit, DSU Films, which will give students the opportunity to experience practical application of digital film production procedure working with outside clients who have expectations of professional results that students will need to demonstrate after graduation.

Each student will be required to fulfill a Digital Film internship in the field and develop an electronic portfolio containing all their production experiences at Dixie State University. This portfolio will be reviewed by faculty and staff continually to keep track of each student's progress.

In addition, a Digital Film capstone production will be completed before graduation. Students will be encouraged to begin this capstone production years in advance of graduation to ensure full development of their personally chosen ideas. Early access to university facilities and production equipment will facilitate this early start to capstone completion. Demonstration of competency will be all that is needed to have access to all department resources, including technology in image and audio capture and nonlinear post production software.



Through academic rigor in the classroom and practical application of applied theory in the studio and on location, a thorough production portfolio, and a well-crafted capstone film, students will be able to demonstrate the skills necessary to succeed in the professional world of Digital Film production.

### 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.*

Program Mission Statement in Four Parts:

1. Students gain knowledge of classical film theory and history with an emphasis on bettering themselves as filmmakers through critical analysis and understanding.
2. Students gain functional proficiency in the creation of original digital motion picture content, including, but not limited to, film aesthetics, tools and technology, procedures, and protocols of the motion picture industry.
3. Students will be exposed to a wide variety of cutting-edge technologies in film creation and understand the trends and directions of the industry while maintaining a grounded foundation in the fundamentals.
4. Students will be adequately prepared for entry into the world of professional film creation.

Digital Motion Picture Program Goal Specifics:

1. Complete a production journal for the duration of their student tenure.
2. Conceptualize, write and polish multiple narrative/documentary short film scripts with production being the end goal.
3. Show working knowledge of acquired material rights fees, location acquisition and management, casting, talent releases, script breakdowns, daily call sheets, equipment request forms, and shot lists.
4. Correctly use grip and lighting equipment to light a narrative/documentary/commercial scene to the specifications of a predesignated aesthetic.
5. Under typical production time constraints, correctly assemble camera gear for specified gamma, gamut, codec, frame-rate and image size.
6. Under typical production time constraints, correctly wire talent with lav mics and set up both on and off camera audio acquisition devices as required with a variety of EFP microphones.
7. Direct, produce and edit a short narrative film.
8. Produce and edit a corporate/documentary film.
9. Direct, shoot and edit a broadcast worthy commercial.
10. Color grade a short narrative or documentary film.
11. Take digital cinema narrative assets through the NLE post-production workflow to color grade, edit, and mix sound and final output to specific codec and compression ratios.
12. Break down and budget scripts using industry standard software.
13. Complete an industry internship.

Goal Measurements

1. Success of each student is monitored at the end of every course at the upper division level with a portfolio piece. Each portfolio piece becomes part of their full portfolio. The final portfolio, along with a capstone project, is used to help the student get a job and as a summative assessment item.
2. Evaluation is conducted to assure success in student learning.
3. Employers are surveyed to determine quality of program graduates.

## 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			39
Required Courses			
FILM 1000	×	Survey of American Cinema	3
FILM 1130		Screenwriting 1	3
ART 2060		Digital Photography	3
FILM 2100	×	Audio for Film 1	3
FILM 2000	×	Understanding Film	3
FILM 3000	×	The Business of Film	3
FILM 3600		Film Pre-production	3
FILM 3660/65		Film Production 1/Lab	3
FILM 3680/85		Film Post-production 1/Lab	3
FILM 2660		Intro to Film	3
THEA 3043		Acting for the Camera	3
FILM 4900		Film Internship	3
FILM 4980		Film Senior Seminar (Capstone)	4
FILM 3240		Lighting/Grip for Film	3
FILM 4000	×	Genres & Production	3
FILM 4200	×	Short Film Production	3
THEA 3024		Diversity in Film	3
Required Course Credit Hour Sub-Total			52
Elective Courses			
FILM 2600		Screenwriting 2	3
FILM 4100/5		Documentary Production/Lab	3
FILM 4700/5		Advanced Film Production/Lab	3
FILM 4800/5		Advanced Film Post-Production/Lab	3
ART 1120		2-Dimensional Design	3
FILM 4100	×	Audio for Film 2	3
THEA 3024		Stage Makeup 1	3
THEA 3223		Stage Makeup 2	3
THEA 1513		Stagecraft	3
THEA 2210		Scenic Design 1	3
THEA 4410		Scenic Design 2	3
THEA 2240		Costume Design 1	3
THEA 4440		Costume Design 2	3

Course Number	NEW Course	Course Title	Credit Hours
THEA 4340		Stage Combat	3
Elective Credit Hour Sub-Total			29
Core Curriculum Credit Hour Sub-Total			120

### Program Curriculum Narrative

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

Note: the template does not allow for showing variable credits in DSU's GE program. The degree plan shows 39 credits of GE, while DSU allows 30-40 credits for GE.

## Degree Map

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

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

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
COMM 1001: First Year Exper. Communication	1	CIS 1200: Computer Literacy	3
FILM 1000: Survey of American Cinema	3	FILM 2000: Understanding Film	3
ENGL 1010: Intro to Writing	3	ENGL 2010: Intermediate Writing	3
MATH 1040: Intro to Statistics	3	Gen Ed (American Institution)	3
FILM 1130: Screenwriting	3	Gen Ed (Physical Science)	3
LIB 1010: Information Literacy	1		
Total	14	Total	15
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
FILM 2660: Intro to Film	3	FILM 2100: Audio for Film 1	3
ART 2060: Digital Photography	3	FILM 3000: Business of Film	3
Gen Ed (Life Science/Lab)	4	FILM 3640: Film Pre-production	3
Gen Ed (Literature/Humanities)	3	Gen Ed (Global & Cultural Perspectives)	3
Gen Ed (Exploration)	3	Elective (any upper-division course)	3
Total	16	Total	15
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
THEA 3043: Acting for the Camera	3	FILM 2680/85: Film Post-production/lab	3
FILM 3660/65: Film Production/Lab	4	FILM 4900: Film Internship	3
FILM 3240: Lighting/Grip for Film	3	Elective (upper-division film course)	3
Gen Ed (Global Perspectives)	3	Elective (any upper-division course)	3
Elective (upper-division film course)	3	Elective (any upper-division course)	3
Total	16	Total	15
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
FILM 4000: Genres & Production	3	FILM 4980: Film Senior Seminar	4
FILM 4200: Short Film Production	3	THEA 3024: Diversity in Film	3
Elective (any upper-division course)	3	Elective (any upper-division course)	3
Elective (any upper-division course)	3	Elective (any upper-division course)	3
Elective (any course)	2	Elective (any course)	2
Total	14	Total	15

## Appendix C: Current and New Faculty / Staff Information

### Part I. Department Faculty / Staff

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

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

### 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							
	Phil	Tuckett	T	BA	Weber State University, plus professional experience (30 years in the field)	100	
	Benjamin	Braten	non-TT	BA	Dixie State University (plus professional experience)	100	
	Current Search		non-TT			100	
	Kathryn	Syssoyeva	TT	Ph.D.	Stanford University	25	
	Mark	Houser	TT	MFA	Southern Utah University	50	
Part Time Faculty							
	David	Molykont	adjunct	BS	The Brooks Institute	100	
	Judea	Runsthrough	staff	BA	Dixie State University	100	

### 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		Ph.D. in Film Studies	100
Faculty: Part Time with Doctorate					
Faculty: Full Time with Masters		1		Production Director (search currently underway)	100
Faculty: Part Time with Masters					
Faculty: Full Time with Baccalaureate					
Faculty: Part Time with Baccalaureate					
Teaching / Graduate Assistants	/ / / / /	/ / / / /			
Staff: Full Time					

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Staff: Part Time		2		Part-time Advisor, Part-time Administrative Secretary	100

## 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
<b>Student Data</b>						
# of Majors in Department	85	85	105	125	145	145
# of Majors in Proposed Program(s)	////	85	105	125	145	145
# of Graduates from Department	16	20	30	40	50	50
# Graduates in New Program(s)	////	20	30	40	50	50
<b>Department Financial Data</b>						
	Department Budget					
		Year 1	Year 2	Year 3		
	Year Preceding Implementation (Base Budget)	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>						
<b>EXPENSES – nature of additional costs required for proposed program(s)</b>						
<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)	\$229,505	\$62,000	\$80,105	\$48,645		
Operating Expenses (equipment, travel, resources)	\$78,200					
Other: One-time start-up costs	\$0	\$65,500	\$25,500	\$12,000		
<b>TOTAL PROGRAM EXPENSES</b>	////	\$127,500	\$105,605	\$60,645		
<b>TOTAL EXPENSES</b>	\$307,705	\$435,205	\$413,310	\$368,350		
<b>FUNDING – source of funding to cover additional costs generated by proposed program(s)</b>						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation	\$307,705	\$205,700	\$183,805	\$138,845		
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
<b>PROPOSED PROGRAM FUNDING</b>	////	\$205,700	\$183,805	\$138,845		
<b>TOTAL DEPARTMENT FUNDING</b>	\$307,705	\$513,405	\$491,510	\$446,550		
<b>Difference</b>						
Funding - Expense	\$0	\$78,200	\$78,200	\$78,200		

## Part II: Expense explanation

### Expense Narrative

*Describe expenses associated with the proposed program.*

The expenses shown in years one and two of the program reflect one-time expenses for a production van and a new computer lab. Thus, the operations budget reflects fluctuations from year to year. Additionally, please note that the template does not seem to allow new faculty expenses to become ongoing. Thus, the total department funding line above is not reflective of actual total costs.

## Part III: Describe funding sources

### Revenue Narrative 1

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

Ultimately funding for this program will include current state appropriations, revenue from student fees, and revenue from DSU Films and DOCUTAH. Actual student fees will be developed in consultation with program students as new courses are developed.

### Revenue Narrative 2

*Describe new funding sources and plans to acquire the funds.*



July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Bachelor of Arts/Bachelor of Science/Minor in Psychology

Issue

Utah Valley University (UVU) requests approval to offer a Bachelor of Arts/Bachelor of Science (BA/BS) and a Minor in Psychology effective in fall 2017. The institutional Board of Trustees approved the degrees and minor on March 30, 2016.

Background

UVU currently offers a BA/BS in Behavioral Science with an emphasis in Psychology; the proposed BA/BS in Psychology would establish a full baccalaureate degree based on the five pillars of psychology described by the American Psychological Association, emphasizing skills desired by employers, and providing engaged learning experiences about current psychological topics. Furthermore, the proposed Minor in Psychology would benefit students from other academic majors related to human behavior (e.g., the arts, biology, business, communication, humanities, etc.). There are currently 10 full-time psychology faculty members in the UVU Department of Behavioral Science, representing all five core psychological areas, and student demand for psychology courses at the University is very high (44.8% growth in psychology student headcount from 2009 to 2015). At present, UVU is the only university in the Utah System of Higher Education that does not offer a baccalaureate degree in psychology.

The proposed BA/BS in Psychology is a 120-credit degree with 54 core and elective credits to be earned in the major; the proposed Minor in Psychology is comprised of 18 required credits related to the core areas of psychology and the study of human behavior. Due to extensive course offerings in psychology already in place at UVU, only six new courses would need to be developed to offer the proposed BA/BS. Due to the current popularity of psychology at UVU, more than 1,000 majors and more than 200 graduates per year are projected for the proposed degree. A BA/BS in Psychology would lead to graduate study for some in psychology, social work, medicine, or related disciplines, while other graduates with the BA/BS would be prepared to seek employment in human service and other fields. Essentially, the skills gained through a BA/BS in Psychology (e.g., data collection, problem-solving, analysis, scientific methodology and reasoning, understanding of human behavior, and application of knowledge) would serve graduates well in a wide range of fields where labor market demand and wages are (and are projected to remain) reasonably strong.

### Policy Issues

The proposed degrees and minor have been developed and reviewed in accordance with processes established by Utah Valley University and the Board of Regents. The Utah System of Higher Education (USHE) Chief Academic Officers and appropriate faculty at other USHE institutions have reviewed and are supportive of Utah Valley University's request to offer a BA/BS/Minor in Psychology. There are no additional policy issues relative to approval of this program.

### Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Utah Valley University to offer a Bachelor of Arts/Bachelor of Science and a Minor in Psychology.

---

David L. Buhler  
Commissioner of Higher Education

DLB/GVB  
Attachment

**Program Description  
Utah Valley University  
Bachelor of Arts/Bachelor of Science/Minor in Psychology**

**Section I: The Request**

Utah Valley University (UVU) requests approval to offer a Bachelor of Arts/Bachelor of Science (BA/BS) and a Minor in Psychology effective in fall 2017. The institutional Board of Trustees approved the degrees and minor on March 30, 2016.

**Section II: Program Description**

**Complete Program Description**

The BA/BS in Psychology is designed for students who desire a full bachelor's degree in psychology. The degree will prepare students for careers and further education in the Mountain West and nationwide by (a) creating a curriculum built around the five pillars of psychology; (b) emphasizing skills desired by employers (e.g., written communication, critical thinking, problem-solving, working in teams); and (c) providing engaged learning experiences similar to those found in the workplace, such as internships, laboratory work, and advanced learning about human behavior. The purpose of the Minor in Psychology is to provide an education about human behavior to students in other majors, which would provide non-psychology students with the skills needed to navigate careers that have a human or social component.

**Purpose of Degree**

Psychology is described as a "hub science"<sup>1</sup> because of its significant interconnections with fields such as the social sciences, natural sciences, medicine, law, education, and business, and is increasingly acknowledged as a STEM discipline. At UVU, other disciplines have relied on psychology courses as prerequisites within their majors or as foundational content for professional exams (e.g., MCAT). UVU needs a bachelor's degree in psychology to contribute to Utah's emphasis on STEM education, to better prepare students with a psychology education aligned with national standards, and to further UVU's core themes and mission.

A complete psychology major will strengthen the implementation of UVU's core themes, which center on student success: (a) engaged, (b) inclusive, and (c) serious. A psychology major will foster student success because it will provide an education aligned with national guidelines for a psychology major set forth by the American Psychological Association,<sup>2</sup> unlike the current program. Such standards will prepare students amply for meaningful post-baccalaureate employment as well as further education in the social sciences, if desired. The proposed psychology major will also be more engaged than the current program because it will mandate laboratory and research experiences for every student. The inclusivity core theme will be strengthened because of the demographics of psychology students (63% female) and the increasingly diverse UVU student body in the psychology program. Additionally, the program's increased emphasis on individual differences and group characteristics (e.g., in cross-cultural psychology) will foster an inclusive

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<sup>1</sup> American Psychological Association, 2010; Cacioppo (2013)

<sup>2</sup> American Psychological Association. (2013). *APA Guidelines for the undergraduate psychology major: Version 2.0*. Retrieved from <http://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>

environment on campus and help students understand people from other cultural backgrounds after they leave UVU. Finally, a stand-alone psychology major will further demonstrate UVU's commitment to an academically serious education. The more academically rigorous major requirements will signal to students that the faculty members take their mission seriously to thoroughly and meaningfully educate UVU students.

## Institutional Readiness

The new program will be offered through the currently-existing Behavioral Science department. It is not anticipated that any new organizational structures will be needed as a result of the creation of this program. The new program will strengthen the undergraduate social science and lower-division education in psychology because it will be a fully developed, stand-alone program of the central social science, which will strengthen the education of students in all of the social sciences and other allied fields (e.g., health science, business, the arts).

## Departmental Faculty

Department Faculty Category	Dpt Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dpt Faculty Headcount at Full Program Implementation
<b>With Doctoral Degrees</b> (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	14	2	16
Full-time Non-Tenured	7		7
Part-time Tenured			
Part-time Non-Tenured	9		
<b>With Master's Degrees</b>			
Full-time Tenured			
Full-time Non-Tenured	2		2
Part-time Tenured			
Part-time Non-Tenured	37		37
<b>With Bachelor's Degrees</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	13		13
<b>Other</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	15		15
<b>Total Headcount Faculty in the Department</b>			
Full-time Tenured	14	2	16
Full-time Non-Tenured	9	0	9
Part-time Tenured	0		0

Part-time Non-Tenured	74	0	74
<b>Total Department Faculty FTE</b> <i>(As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")</i>	62.5	1.5	64.0

## Staff

There are no additional staff needs associated with starting a new psychology major.

## Library and Information Resources

The focus of the Utah Valley University Library is to support the educational programs on campus. Librarians actively solicit recommendations from faculty for new materials to ensure that collections meet program objectives and requirements. The library has already begun this recommendation process to support new psychology courses, including the Psychology Teaching Experience and Psychology Research Methods. Faculty teaching courses with a research component may schedule an instructional session with a librarian for their class, during which students learn the information literacy skills needed to effectively find and use information resources related to psychology. The library also has a Psychology 1010 Research Tutorial available online.

The library currently has 9,975 book and media titles with the subject heading of psychology, with 322 titles specifically related to developmental psychology, 1,506 titles related to mental health, 398 titles related to cognitive psychology, 2,206 titles related to social and personality psychology, and 55 titles related to biological psychology. The library's Films on Demand and Kanopy video streaming platforms both include psychology video collections. Psychology titles in the library are located at call numbers BF1-1389, BL51-65, GN502-517, R726.5-726.8, RA790-790.95, RC321-571, and RJ499-507.

Library databases useful for researching psychology topics include: PsycARTICLES, PsycINFO, Psychology & Behavioral Sciences Collection, Sage Online, ScienceDirect, JSTOR, and Project Muse. The library subscribes to roughly 917 journals related to psychology, including: *Annual Review of Psychology*, *Trends in Cognitive Sciences*, *Psychological Science in the Public Interest*, *American Psychologist*, *Psychological Bulletin*, *Personality and Social Psychology Review*, *Journal of Abnormal Psychology*, *Biological Psychology*, *Journal of Autism and Developmental Disorders*, and *Child Development*. The library provides access to 82% of the top 200 psychology journals, as ranked by impact factor in the Thomson Reuters 2014 Journal Citation Reports. Articles not available in full text or in the library's print holdings can be made available in approximately two working days through interlibrary loan. Off-campus access by proxy server is available for all databases.

## Admission Requirements

This degree will have no additional admissions requirements besides the ones standard to entering UVU.

## Student Advisement

The students in the BA/BS/Minor in Psychology will be advised through the advisors in the Department of Behavioral Science—as students in the current psychology emphasis are.

## Justification for Graduation Standards and Number of Credits

Students will be required to complete 120 credits for the BA/BS in Psychology. This includes 54-57 psychology credits spread out across 19-20 courses. Nine courses will be required for all students in the major; ten to 11 will be from “menus” of courses for which students can choose one of three to four courses. Three courses (i.e., nine credits) will be psychology electives. 42-48 psychology credits must be upper division courses.

For the Minor in Psychology, students will be required to complete 18 credits from six required courses. These courses are General Psychology (PSY 1010), Human Development Life Span (PSY 1100), Introduction to Brain and Behavior (PSY 2710), Abnormal Psychology (PSY 3400), Cognitive Psychology (PSY 3420), and Social Psychology (PSY 3500).

## External Review and Accreditation

There is no accreditation for undergraduate degrees in psychology.

## Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
<b>Data for Proposed Program</b>						
Number of Graduates in Proposed Program	0	207	230	230	230	230
Total # of Declared Majors in Proposed Program	0	1,050	1,050	1,050	1,050	1,050
<b>Departmental Data – For All Programs Within the Department</b>						
Total Department Faculty FTE ( <i>as reported in Faculty table above</i> )	62.50	63.50	64.00	64.00	64.00	64.00
Total Department Student FTE ( <i>Based on Fall Third Week</i> )	1,567	1,588	1,597	1,597	1,597	1,597
Student FTE per Faculty FTE ( <i>ratio of Total Department Faculty FTE and Total Department Student FTE above</i> )	25.07	25.00	24.95	24.95	24.95	24.95
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable.	N/A					

## Expansion of Existing Program

This new major will replace the existing psychology emphasis within the behavioral science major. This proposed new program streamlines the current psychology program by eliminating almost all non-psychology course options and organizing the psychology curriculum around the American Psychological Association's five pillars of psychology: biological, developmental, cognitive, social/personality, and mental

and physical health. Students will also have a capstone requirement. The result is a more agile program that adds academic depth and complexity compared to the current program.

Official fall enrollment (headcount /FTE) in the psychology emphasis for the past six years:

- 2010: 997 / 1002.2
- 2011: 1125 / 803.7
- 2012: 1167 / 782.5
- 2013: 1083 / 764.3
- 2014: 1108 / 709.8
- 2015: 1123 / 712.9

### Section III: Need

#### Program Need

The need for a program comes from three different groups of UVU constituents: students, the UVU campus community (e.g., other departments), and the surrounding Utah and professional communities at large. Each of these groups will benefit more from a stand-alone psychology major compared to the current program of a psychology emphasis within a behavioral science degree. Students will be served with a major that better fits their needs and is potentially more clearly and effectively defended in a job interview or in admissions to graduate school. The UVU campus community will have a psychology program better equipped to meet general education and interdisciplinary education needs, and the professional community in Utah and beyond will benefit from a larger number of graduates with a high-quality psychology education. Additionally, the Minor in Psychology will be available to students who are not able to devote their energy primarily to the study of psychology. It is believed that the minor will be useful to students who wish to strengthen their career preparation in any field that relates to human behavior (e.g., biology, communications, business, the arts, humanities).

#### Labor Market Demand

According to the Utah Department of Workforce Services (DWS) and AllPsychology Careers (a publicly-traded corporation that operates marketing and media online business in the United States and internationally), market demand in Utah for jobs requiring a bachelor's degree in psychology is higher than the nationwide average; specifically, the demand is between 2.5% and 4.9% annual growth in jobs locally as compared with 1.1% to 3.1% growth nationwide.<sup>3</sup> Moreover, all of the applicable job titles tracked individually by DWS are rated as being four or five star jobs, meaning that through 2022 it is anticipated that both wages and job growth will remain higher than the Utah average—indicating high market demand for people with degrees in psychology. While preparing some students for graduate work in psychology, social work, medicine, and related fields is important, most of these reported positions are not specific to the field of psychology. The variety of these jobs reflects the value of deepening a person's understanding of human functioning and increasing their ability to understand and work with others. According to these sources, psychology graduates can make meaningful contributions to many jobs in human service fields including child and family services, vocational rehabilitation, substance abuse counseling, social welfare,

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<sup>3</sup> Source: Utah DWS data.

education, health, and human services; they also contribute to private industry. Essential for this versatile job placement are the unique skill sets of data collection, problem-solving, analysis, scientific methodology and reasoning, an understanding of human behavior, and application of knowledge to a variety of situations.

The Classification of Instructional Programs (CIP) code for the proposed program is 42.0101, and the Standard Occupational Classification (SOC) code(s) for jobs related to the proposed program are:

- Survey Researchers: 19-3022
- Psychologists: 19-3030
- Clinical, Counseling, and School Psychologists: 19-3031
- Industrial-Organizational Psychologists: 19-3032
- Psychologists, All Other: 19-3039
- Counselors: 21-1010
- Substance Abuse and Behavioral Disorder Counselors: 21-1011
- Educational, Guidance, School, and Vocational Counselors: 21-1012
- Marriage and Family Therapists: 21-1013
- Mental Health Counselors: 21-1014
- Rehabilitation Counselors: 21-1015
- Counselors, All Others: 21-1019
- Social Workers: 21-1020
- Certified Children, Youth, and Family Social Workers: 21-1021
- Healthcare Social Workers: 21-1022
- Mental Health and Substance Abuse Social Workers: 21-1023
- Social Workers, All Other: 21-1029

Highlights from IRI's Burning Glass report on psychology include:

- p. 3: Of the 2,059 postings, only 719 specified educational requirements. Of those with educational requirements, 230 or 32% require a bachelor's degree and 374 or 52% require a graduate or professional degree.
- p. 5: The top four industry sectors hiring social workers in the past 12 months are (1) health care and social assistance, (2) educational services, (3) public administration, and (4) finance and insurance.
- p. 6: Only 30% of the job postings include salary ranges. Of the data available, the mean salary for these positions = \$48,785.

The UVU Gap Analysis Report: indicates that there is a surplus of 585 bachelor's degrees in psychology (median hourly wage of \$27.46), which is the third largest surplus mentioned in the report. However, it is important to recognize that a psychology degree is a liberal arts degree, and the skills in writing, logical reasoning, research, and analysis of human behavior are desired among employers outside of psychology. As Utah becomes a powerhouse of the information economy, these skills will continue to be in demand among a wide cross-section of employers.



## Student Demand

Psychology is consistently in high demand among students at UVU. In 2014 there were 1,108 students who chose the psychology emphasis within the behavioral science major. This number represents 62.7% of all students in the behavioral science major and 3.5 % of all students at UVU. In a student survey of students enrolled in the psychology emphasis, 70% said that they would prefer a major dedicated to psychology rather than the current program option. Another 20 % said they would consider a psychology major but were not entirely sure it would be the best fit for them. An outside consultant, Dr. Eric Amsel of Weber State University, expects that a dedicated psychology major would experience robust growth as students become attracted to an academically rigorous social science program.

## Similar Programs

Every four-year USHE institution offers a psychology degree, except UVU. The current program (of a behavioral science degree with a psychology emphasis) no longer serves the students' needs. The psychology faculty believe that UVU should be able to serve over 1,000 students with a degree that they want and need. The current program is different because it is multidisciplinary, yet students searching for jobs or planning to apply to graduate school need a degree that focuses on psychology.

Moreover, psychology is the central science of the social sciences. It provides (along with programs like English, visual arts, biology, chemistry, and the humanities) one of the foundational bodies of knowledge for a liberal arts education. A psychology degree will make UVU better at providing a well-rounded liberal arts education to its student body.

Although other USHE institutions offer psychology degrees, none do within UVU's service area (where approximately ¼ of Utahans live). The fact that UVU has more students enrolled in its psychology program than any other USHE institutions shows the great student demand the institution's students have for a psychology degree.

Currently existing psychology bachelor's degree programs within the Utah System of Higher Education:

- University of Utah (BA/BS), enrollment 805; 322 graduates per year
- Utah State University (BA/BS), enrollment 809; 113 graduates per year
- Weber State University (BS), enrollment unavailable; 72 graduates per year
- Southern Utah University (BA/BS), enrollment 278; 71 graduates per year
- Dixie State University (BA/BS), enrollment 446; 40 graduates per year

## Collaboration with and Impact on Other USHE Institutions

As the Behavioral Science Department contemplated a new psychology degree, Dr. Eric Amsel, professor of psychology at Weber State University, was invited to analyze the proposal. He believed that the demand was sufficient at UVU to justify a psychology degree, and it would not interfere with the operations of psychology departments at other USHE institutions. Therefore, it is anticipated that a new psychology degree will have little impact on other USHE institutions. The current psychology emphasis seems to have had no impact on the enrollment numbers in other USHE institutions' programs. With UVU's current psychology program having an enrollment of 1100, it seems unlikely that a full-fledged psychology degree

will siphon enrollment from other USHE institutions. There are no firm plans for collaboration at this time, although there have been discussions with psychology faculty at Weber State and Salt Lake Community College.

## Benefits

USHE will benefit from the presence of a psychology degree and minor because:

- Psychology is the central pillar of the social sciences, and having a psychology degree would give UVU a greater ability to meet the mandate to provide a well-rounded liberal arts education.
- Currently there are nearly 1100 students in the psychology emphasis, 3.5% of the total UVU student headcount. This makes psychology one of the most popular fields of study at UVU. Providing a stand-alone psychology major will help retain students by providing them with the major they prefer. Obviously, UVU would not want to deny a large percentage of students their own degree. In addition, this will not only relieve some of the pressure on enrollment at other USHE institutions, but it will provide a more convenient setting for the many interested individuals in UVU's service region.
- Based on prior information about the ratio of psychology majors to minors at other universities,<sup>4</sup> the Department of Behavioral Science estimates that 300-500 students will be interested in declaring a Minor in Psychology. Adding a component of human behavior will enhance the education of hundreds of students at UVU. Statewide, the economy will benefit because of the growing services industry in Utah—many of which require dealing with people and human behavior.
- Other USHE institutions—especially SLCC, the University of Utah, and Utah State University—will benefit from another psychology degree in this state because it will provide them with another set of collaborators for research, teaching, advocacy, and administrative issues (such as transfer students and preparing students for graduate programs). The behavioral science faculty members at UVU believe that strengthening psychology at one USHE institution strengthens it at all USHE institutions.

## Consistency with Institutional Mission

One of UVU's missions is increased access of education to underserved students. With the psychology student body being 63% female, having a major will increase access to the female students to higher education. Also, the increasingly diverse psychology faculty will indeed attract more diverse students. Offering the only available psychology degree in Central Utah will also support UVU's mission of providing access to higher education.

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<sup>4</sup> Stache, C., Perlman, B., McCann, L., & McFadden, S. (1994). A national survey of the academic minor and psychology. *Teaching of Psychology*, 21, 69-74. doi:10.1207/s15328023top2102\_1

## Section IV: Program and Student Assessment

### Program Assessment

The goals of the new psychology major are to develop students' abilities to critically analyze quantitative data in order to draw empirically supported conclusions about human behaviors and engage in written scholarly communication.

### Expected Standards of Performance

The first goal of analyzing quantitative data will be measured through:

- An in-house statistics final administered to every student in their BESC 3010 (Statistics for the Social Sciences) course. This test has been administered to all BESC 3010 students since summer 2012, and the department is able to track improvement in students' statistical reasoning over time. This test has been developed in accordance with professional standards and measures the quantitative reasoning needed to draw empirically supported conclusions.
- The final group project in PSY 3020 (Research Methods in Psychology) will be evaluated with a standardized rubric to determine whether students' inferences and conclusions about their quantitative data are supported by their statistical analyses.

The second goal will be measured through:

- An evaluation of short written assignments given to students at three critical points during their psychology education. The assignments will be evaluated with a standardized rubric focusing on the mechanics of basic writing, the conventions of professional writing (e.g., conforming to a publication style), and the coherence of student argument. These assignments will be administered in at least one of the introductory core courses, during one of the series of more advanced courses, and during the capstone course. Student improvement will be tracked across time.

## Section V: Finance

### Department Budget

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1		Year 2		Year 3	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	\$2,294,044	\$55,000	\$2,349,044	\$27,500	\$2,376,544	\$0	\$2,376,544
Benefits	\$832,725	\$30,759	\$863,484	\$15,380	\$878,864	\$0	\$878,864
Total Personnel Expense	\$3,126,769	\$85,759	\$3,212,528	\$42,880	\$3,255,408	\$0	\$3,255,408
Non-Personnel Expense							

Travel	\$19,350	\$1,000	\$20,350	\$0	\$20,350	\$0	\$20,350
Capital	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Current Expense	\$41,185	\$4,000	\$45,185	\$4,000	\$49,185	\$0	\$49,185
Total Non-Personnel Expense	\$60,535	\$5,000	\$65,535	\$4,000	\$69,535	\$0	\$69,535
<b>Total Expense (Personnel + Current)</b>	<b>\$3,187,304</b>	<b>\$90,759</b>	<b>\$3,278,063</b>	<b>\$46,880</b>	<b>\$3,324,943</b>	<b>\$0</b>	<b>\$3,324,943</b>
<b>Departmental Funding</b>							
Appropriated Fund	\$3,187,304	\$90,759	\$3,278,063	\$46,880	\$3,324,943	\$0	\$3,324,943
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees / Differential Tuition							
<b>Total Revenue</b>	<b>\$3,187,304</b>	<b>\$90,759</b>	<b>\$3,278,063</b>	<b>\$46,880</b>	<b>\$3,324,943</b>	<b>\$0</b>	<b>\$3,324,943</b>
<b>Difference</b>							
Revenue-Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost / Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$68	\$	\$69	\$	\$69	\$	\$69

\* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

## Funding Sources

With the exception of the new cognitive requirements and additional depth in biological psychology, all of the courses and the faculty to teach the courses exist. The additional tuition revenue from enrollment in the new courses will support any additional faculty needs.

## Reallocation

No reallocation of funds is planned to support the new program.

## Impact on Existing Budgets

To support the needed new program, increases in the Department of Behavioral Science budget will be needed. Most of these expenses are related to the hiring of two new faculty members. For details, see the Department Budget table above. It is not anticipated that any other departments' or programs' budgets will be adversely impacted.

## Section VI: Program Curriculum

### All Program Courses (with New Courses in Bold): BA/BS in Psychology

Course Prefix and Number	Title	Credit Hours
Psychology Core		
PSY 1100	Human Development Life Span	3
PSY 2710	Introduction to Brain and Behavior	3
PSY 3400	Abnormal Psychology	3
PSY 3420	Cognitive Psychology	3
PSY 350G	Social Psychology	3
Research Requirement		
BESC 3010	Statistics for the Behavioral Sciences	4
<b>PSY 3030</b>	<b>Research Methods for Psychology</b>	<b>4</b>
Biological Requirement: Complete one of the following		3
PSY 3430	Psychopharmacology (3)	
PSY 3450	Behavioral Neuroscience (4)	
PSY 3490	Sensation & Perception (4)	
Developmental Requirement: Complete one of the following		3
PSY 3200	Infancy and Childhood Development (3)	
PSY 3210	Adolescent Development (3)	
PSY 3220	Adult Development (3)	
Cognitive Requirement: Complete one of the following		3
<b>PSY 3300</b>	<b>Motivation &amp; Emotion (3)</b>	
PSY 3480	Principles of Learning (4)	
<b>PSY 4690</b>	<b>Human Intelligence (3)</b>	
Social/Personality Requirement: Complete one of the following		3
ANTH 101G	Social/Cultural Anthropology (3)	
PSY 3100	Psychology of Gender (3)	
PSY 3460	Personality Theory (3)	

Course Prefix and Number	Title	Credit Hours
Mental & Physical Health Requirement: Complete one of the following		3
PSY 2800	Human Sexuality (3)	
<b>PSY 3105</b>	<b>Health Psychology (3)</b>	
PSY 4300	Introduction to Counseling and Psychotherapy (3)	
Laboratory Requirement: Complete one of the following (if not already fulfil in the Biological or Cognitive Requirement)		4
PSY 3450	Behavioral Neuroscience (4)	
PSY 3480	Principles of Learning (4)	
PSY 3490	Sensation & Perception (4)	
Capstone Requirement: Complete at least three credits from the following		3
PSY 4150	Tests and Measures (3)	
PSY 4500	History and Systems of Psychology (3)	
<b>PSY 4850</b>	<b>Introduction to Pedagogy (3)</b>	
PSY 488R	Advanced Research Experience in Psychology (3)	
<b>BESC 481R &amp; PSY 482R</b>	Senior Internship (1-3) & <b>Internship Seminar</b> (1-3)	
Psychology Electives: Complete nine additional credits of Psychology coursework. Please see your academic advisor to make sure you will complete at least 40 credits of upper division coursework.		9
	<b>Sub-Total</b>	<b>54</b>
General Education Requirements		
Complete the following:		
ENGL 1010	Introduction to Writing	3
ENGL 2010	Intermediate Writing—Humanities/Social Sciences (3)	3
or ENGL 2020	Intermediate Writing—Science and Technology (3)	
MAT 1030	Quantitative Reasoning (3)	3
or MATH 1040	Introduction to Statistics (3)	
or MATH 1050	College Algebra (4)	
Complete one of the following options		3
HIST 1700	American Civilization (3)	
HIST 1740	US Economic History (3)	
POLS 1100	American National Government (3)	

Course Prefix and Number	Title	Credit Hours
HIST 2700 and 2710	US History to 1877 (3) and US History from 1877 (3)	
Complete the following:		
PHIL 2050	Ethics and Values (3)	3
HLTH1100	Personal Health and Wellness (2)	
or PES 1097	Fitness for Life (2)	2
Distribution course requirements		
Fine Arts Distribution	(3)	3
Biological Science Distribution	(3)	3
Physical Science Distribution	(3)	3
Third Science Distribution	(3)	3
Humanities Distribution	(Fulfilled in BA by Foreign Language 202G)	3-4
Social/Behavioral Science Distribution	PSY 1010 General Psychology	3
	Subtotal	35/36
Elective Requirements		30/31
For BA: Complete 12 credits of coursework from the same foreign language and 18 credits of 1000-level or higher coursework from any subject For BS: Complete 31 credits of 1000-level or higher coursework from any subject.		
Total Number of Credits		120

#### All Program Courses: Minor in Psychology

Course Prefix and Number	Title	Credit Hours
Required Courses		
PSY 1010	General Psychology	3.0
PSY 1100	Human Development Lifespan	3.0
PSY 2710	Introduction to Brain and Behavior	3.0
PSY 3400	Abnormal Psychology	3.0
PSY 3420	Cognitive Psychology	3.0
PSY 350G	Social Psychology	3.0
Total Number of Credits		18.0

#### Program Schedule: BA in Psychology

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 1010	Introduction to Writing	3.0
Elective	(MAT 1010 recommended here if needed)	4.0
PES 1097	Fitness for Life	2.0

Elective		3.0
Elective		3.0
	<b>Semester total:</b>	15.0
<b>Spring of First Year (Course Prefix and Number)</b>	<b>Course Title</b>	<b>Credit Hours</b>
PSY 1010	General Psychology	3.0
ENG 2010	Intermediate Writing—Humanities/Social Sciences	3.0
Mathematics GE		3.0
Biology GE		3.0
Fine Arts GE		3.0
	<b>Semester total:</b>	15.0
<b>Fall of Second Year (Course Prefix and Number)</b>	<b>Course Title</b>	<b>Credit Hours</b>
PSY 1100	Human Development Life Span	3.0
BESC 3010	Statistics for the Behavioral Sciences	4.0
PHIL 2050	Ethics & Values	3.0
PSY 3420	Cognitive Psychology	3.0
Physical Science GE		3.0
	<b>Semester total:</b>	16.0
<b>Spring of Second Year (Course Prefix and Number)</b>	<b>Course Title</b>	<b>Credit Hours</b>
PSY 350G	Social Psychology	3.0
PSY 3030	Research Methods in Psychology	4.0
Additional Biology or Science GE		3.0
American Institutions GE		3.0
Elective		3.0
	<b>Semester total:</b>	16.0
<b>Fall of Third Year (Course Prefix and Number)</b>	<b>Course Title</b>	<b>Credit Hours</b>
PSY 2710	Introduction to Brain & Behavior	3.0
PSY 3400	Abnormal Psychology	3.0
Cognitive PSY Course		3.0
Language 1		4.0
	<b>Semester total:</b>	13.0
<b>Spring of Third Year</b>	<b>Course Title</b>	<b>Credit</b>



(Course Prefix and Number)		Hours
Developmental PSY course		3.0
Biological PSY course		3.0
Lab Requirement		4.0
Language 2		4.0
	Semester total:	14.0
Fall of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
Mental/Physical Health PSY course		3.0
PSY elective		3.0
PSY elective		3.0
Language 3		4.0
Elective		3.0
	Semester total:	16.0
Spring of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
Capstone course		3.0
PSY elective		3.0
Language 4	Humanities GE fulfilled by LANG 202G	4.0
Social/Personality PSY course		3.0
Elective		2.0
	Semester total:	15.0

### Program Schedule: BS in Psychology

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 1010	Introduction to Writing	3.0
Elective	(MAT 1010 recommended here if needed)	4.0
PES 1097	Fitness for Life	2.0
Humanities GE		3.0
Elective		3.0
	<b>Semester total:</b>	15.0
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
PSY 1010	General Psychology	3.0
ENG 2010	Intermediate Writing—Humanities/Social Sciences	3.0
Mathematics GE		3.0
Biology GE		3.0
Fine Arts GE		3.0
	<b>Semester total:</b>	15.0
Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
PSY 1100	Human Development Life Span	3.0
BESC 3010	Statistics for the Behavioral Sciences	4.0
PHIL 2050	Ethics & Values	3.0
Physical Science GE		3.0
Elective		3.0
	<b>Semester total:</b>	16.0
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
PSY 350G	Social Psychology	3.0
PSY 3030	Research Methods in Psychology	4.0
Science GE		3.0
American Institutions GE		3.0
Elective		3.0
	<b>Semester total:</b>	16.0
Fall of Third Year (Course Prefix and Number)	Course Title	Credit Hours

Number)		
PSY 2710	Introduction to Brain & Behavior	3.0
PSY 3400	Abnormal Psychology	3.0
PSY 3420	Cognitive Psychology	3.0
Social/Personality PSY course		3.0
Elective		3.0
	Semester total:	15.0
Spring of Third Year (Course Prefix and Number)	Course Title	Credit Hours
Developmental PSY course		3.0
Biological PSY course		3.0
Cognitive PSY course		3.0
PSY elective		3.0
Elective		3.0
	Semester total:	15.0
Fall of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
Mental/Physical Health PSY course		3.0
PSY elective		3.0
Elective		3.0
Elective		3.0
Elective		3.0
	Semester total:	15.0
Spring of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
Capstone course		3.0
PSY elective		3.0
Lab Requirement		4.0
Elective		3.0
	Semester total:	13.0

### Program Schedule: Minor in Psychology

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
PSY 1010	General Psychology	3.0
	Semester total:	3.0
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
PSY 1100	Human Development Lifespan Development	3.0
	Semester total:	3.0
Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
PSY 2710	Introduction to Brain & Behavior	3.0
	Semester total:	3.0
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
PSY 3400	Abnormal Psychology	3.0
	Semester total:	3.0
Fall of Third Year (Course Prefix and Number)	Course Title	Credit Hours
PSY 3420	Cognitive Psychology	3.0
	Semester total:	3.0
Spring of Third Year (Course Prefix and Number)	Course Title	Credit Hours
PSY 350G	Social Psychology	3.0
	Semester total:	3.0

## Section VII: Faculty

Full-time psychology faculty at UVU:

- Dr. Brett Breton (B.S., Psychology; M.S., Counseling and School Psychology; Ph.D., Theoretical, Philosophical, and Social Psychology)
- Dr. Matthew Draper (B.S., Psychology; M. A., Counseling; Ph.D., Counseling Psychology)
- Dr. Jessica C. Hill (B.S., Psychology; M. A., Visual Cognition and Human Performance; Ph.D., Developmental Psychology)
- Dr. Cameron John (B.S., Psychology; Ph.D. Educational Psychology)
- Dr. Claudia Lieberwirth (A.A., Liberal Arts; A.A., Early Childhood Development; B.S., Psychology; B.S., Biology; Ph.D., Neuroscience)
- Dr. Chris Anderson (B.S., Behavioral Science; B.A., Spanish; Ph.D., Clinical Psychology)
- Dr. Barton Poulson (B.S., Psychology; M.A., Psychology; Master of Philosophy, Social-Personality Psychology; PhD, Social-Personality Psychology)
- Dr. Leo Schlosnagle (A.S., Computer Science/E-Commerce; B.A., Psychology; Ph.D., Psychology)
- Dr. Anton Tolman (B.A., Psychology; M.A., Psychology; Ph.D., Clinical Psychology)
- Dr. Russell T. Warne (B.S., Psychology; Ph.D., Educational Psychology)

In accordance with information above (see “Departmental Faculty” section), another cognitive psychologist and another biological psychologist will be needed to make this new major a success. It is anticipated that the cognitive psychologist will be needed during Year One and the biological psychologist during Year Two.

July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University's Preparation for Offering Additional Masters Degrees

Issue

When Utah Valley University (UVU) first attained university status in 2008, it was also approved to offer three master's degrees in Business, Education, and Nursing. UVU now proposes five new master's degrees for consideration. The university's preparation to offer more graduate programs should be considered.

Background

During the years of Utah Valley University's (UVU) transition from community college, to state college, to regional university, UVU has evolved from an exclusively undergraduate institution to one that now offers three graduate degree programs: Master of Nursing, Master of Education, and Master of Business Administration. When first initiated, these three programs were coordinated independently by faculty and staff within their respective schools and colleges, with assistance from administrative entities within the University, as needed. While this organization allowed the programs to develop their own distinctive practices, some efforts for designing effective graduate procedures were duplicated across the programs.

UVU convened a Graduate Task Force to consider an organizational structure to support current and future graduate programs at the university. Specifically, the task force was asked to outline the structure and responsibilities of a graduate office, recommend criteria and a process to approve new graduate programs, and to propose qualifications for graduate faculty. The Northwest Commission on Colleges and Universities (NWCCU) outlines standards for institutions offering graduate programming that provided guidance and the task force recommendations were completed in 2014.

Since that time, UVU has fully implemented processes and structures consistent with NWCCU standards. They have established an Office of Graduate Studies and hired a Director of Graduate Studies. A Graduate Council has been formed and graduate policies that address graduate admissions and continuation, graduate program credit and graduation requirements, and graduate faculty standards have been passed by the UVU Board of Trustees. Details regarding these items can be found at:  
<http://www.uvu.edu/graduatestudies/>.

During the time that UVU was developing graduate program infrastructure, there was discussion in departments and colleges about possible programs to propose. While over fifteen departments at UVU

have expressed interest in offering master's degrees during the planning years, UVU selected the five presented today to move forward now, based upon the results from a strategic planning process. These five programs represent the highest need areas for graduate study in their service region at the present time.

Commissioner's Recommendation

This is provided as background information for the Regents as they consider proposals for five new Masters Degrees from Utah Valley University.

---

David L. Buhler  
Commissioner of Higher Education

DLB/EJH



UTAH VALLEY UNIVERSITY

ACADEMIC AFFAIRS

March 30, 2016

Elizabeth J. Hitch  
Associate Commissioner for Academic and Student Affairs  
Utah System of Higher Education  
60 South 400 West  
Salt Lake City, Utah 84101-1248

Dear Liz,

During the past year, Utah Valley University strengthened graduate policies and processes in preparation for expanding graduate program offerings. We established a university graduate office, appointed a graduate director, elected a graduate council, created and revised graduate policies, and developed a graduate program development process for new graduate programs. We did this to ensure quality in our current and proposed graduate programs, courses, and faculty. This letter summarizes our key processes and policies.

Graduate Studies Office and Director of Graduate Studies

The Graduate Studies Office was established in January 2015. Dr. Jim Bailey was appointed as the Director of Graduate Studies the same month. Dr. Bailey has extensive experience with graduate programs at other universities. He planned a Master of Professional Accountancy program at one university and developed a Master of Business Administration program at another university. As head of a business school, he had oversight of a master's program at a third university. He has served on graduate councils at two different universities.

In addition to the appointment of Dr. Bailey, the university hired an administrative assistant for the Graduate Studies Office, and established a budget for the office. The office provides guidance and support for current and proposed graduate programs.

Dr. Bailey led the development of a new graduate policy, revisions of two existing graduate policies, defined a proposed graduate program development process, established a graduate council, and provided feedback and assistance for the development of five proposed master degree programs.

Policies

Utah Valley University has an extensive process for developing, amending, and approving policies. The following four campus entities review and provide comments on new and



amended policies: Faculty Senate, Student Senate, Professional Association of Campus Employees (PACE), and the Academic Affairs Council, which consists of the academic vice-president, academic associate and assistant vice-presidents, and academic deans. The Graduate Council also reviewed and commented on the following policies.

#### Policy 655-Graduate Faculty

Policy 655-Graduate Faculty is a new policy establishing the criteria for faculty teaching in graduate programs. The policy requires tenured and tenure-track faculty to have terminal degrees or to be actively working towards a terminal degree to teach in master and graduate certificate programs. The policy also addresses the scholarship, teaching, and service criteria for graduate faculty. In order to teach in graduate programs, graduate faculty must be approved by their department chair, their dean, and the university Graduate Council.

Policy 655 establishes and outlines the responsibilities of the Graduate Council, which includes approving new graduate programs and courses as well as changes to graduate programs and courses. The Graduate Council also reviews graduate programs as part of the Utah Valley University's program review process. The Graduate Council consists of one graduate faculty member from each college/school elected by their full-time faculty, one graduate student appointed by the Utah Valley Student Body Association, and the Director of Graduate Studies.

The Utah Valley University (UVU) Board of Trustees approved a temporary emergency policy in July 2015, so the Graduate Council could be formed and begin functioning in September 2015. The UVU Board of Trustees approved the regular policy on February 11, 2016. Policy 655 is located at

<http://www.uvu.edu/graduatestudies/preparation/policies.html>

#### Policy 524-Graduate Program Credit and Graduation Requirements

Policy 524 is an amended policy defining the graduation criteria and major processes for masters and graduate certificate programs. This policy defines requirements for enrollment in graduate level courses, credit hour requirements for graduation with master's degrees or graduate certificates, graduate credit for experiential learning, and transfer credit for graduate programs.

The UVU Board of Trustees approved the amended policy on February 11, 2016. Policy 524 is located at <http://www.uvu.edu/graduatestudies/preparation/policies.html>

#### Policy 510-Graduate Admissions and Continuation

Policy 510 defines university graduate program admissions criteria.

This policy requires students to have bachelors' degree in order to be admitted into graduate programs. It establishes a 3.0 minimum grade point average for admission into any graduate program. It defines language requirements for non-native English speakers

for university graduate admissions. It describes appeal processes for applicants denied admissions to graduate programs. It also describes probation, suspension, and readmission processes for students who fail to maintain minimum grade point average or fail to adhere to other university standards.

The UVU Board of Trustees approved the amended policy on March 30, 2016. Policy 510 is located at <http://www.uvu.edu/graduatestudies/preparation/policies.html>

#### Proposed Graduate Program Development Process Guidelines

These guidelines outline the process for the development, approval, and implementation of graduate programs. The guidelines are located at <http://www.uvu.edu/graduatestudies/graduatedevelopmentprocesspage.html>

Before developing a R401, proposed program applicants must show labor market demand and student demand for the proposed program within the UVU service area. The Academic Affairs Council approves programs for further development, whereupon the program faculty begin development of the R401, as well as program and courses in the curriculum management system.

When proposed program faculty complete the R401 as well as the program and courses in the curriculum development system, the sponsoring department's faculty, college/school curriculum committee, and dean approve the graduate program and courses. The Graduate Council reviews the R401 as well as the program and courses in the course management program. The Graduate Council evaluates whether or not the program meets graduate level continuation and graduation requirements. The Graduate Council also reviews the course numbering, course descriptions, course learning outcomes, and course key assignments for graduate level appropriateness and rigor. The Graduate Council evaluates the proposed program assessment and student learning outcomes for the proposed graduate programs. The Graduate Council also evaluates faculty credentials for those faculty who will be teaching graduate courses.

After the Graduate Council approves the R401, program, courses, assessment plan, and graduate faculty, the University Curriculum Committee reviews and approves the graduate program and courses. The Academic Affairs Council then reviews and approves the R401. The Senior Vice President for Academic Affairs recommends the graduate program to the President who recommends the program to the Board of Trustees.

#### Graduate Program Proposals

When we first began discussing possible graduate programs, the academic deans named over 20 different possible graduate programs. By requiring the feasibility evaluation, faculty developed 12 feasibility templates that the Academic Affairs Council considered. Out of these 12 feasibility templates, the Academic Affairs Council approved the development of the following five master's programs:

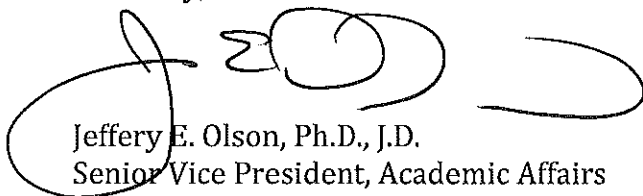
- Master of Accountancy
- Master of Computer Science
- Master of Public Service
- Master of Science in Cybersecurity
- Master of Social Work

After approval by the Graduate Council, the University Curriculum Committee, and the Academic Affairs Council, the UVU Board of Trustees approved these five master degree programs at their March 30, 2016 meeting. These programs meet all the requirements of UVU's graduate policies and processes. The programs are academically rigorous and will be taught by qualified graduate faculty. They have both labor market and student demand for the programs in the UVU service area.

#### Potential Graduate Programs

Based on labor market demand data and supply data where available, the Academic Affairs Council identified the future masters' programs in Appendix A for the development of feasibility studies, which may or may not result in master degree proposals. We will also be developing emphases in current and proposed masters' degrees to meet the needs of our service area.

Sincerely,



Jeffery E. Olson, Ph.D., J.D.  
Senior Vice President, Academic Affairs

JEO/jab

## **Appendix A**

### **Utah Valley University Potential Future Master Degree Programs Developed During The Next Three Years March 30, 2016**

MS in Mathematics (or emphasis in Mathematics Education in Master of Education program)

MS in Computer Engineering

MS in Web Design and Development

MFA in Animation Technical Direction

MS in Technology Management

Master of Personal Financial Planning

Master of Digital Marketing and Analytics

July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Master of Accountancy

Issue

Utah Valley University (UVU) requests approval to offer a Master of Accountancy effective Fall Semester, 2017. This proposal was approved by the institutional Board of Trustees March 30, 2016.

Background

The growth of the Utah County economy has direct implications for educational programming to match the talent needs of industry. Because accounting professionals are needed in all industries, demand for people prepared in the accounting profession is great, especially in a growing economy such as exists in UVU's service region. The Utah Department of Workforce Services (DWS) projects Accountants and Auditors (SOC Code 13-2011) in the Provo-Orem metropolitan area will realize a 3.5% average annual growth rate 2012 – 2022. Annual median income is projected at \$60,550. The Accountants and Auditors occupational category received a five-star rating from DWS, its highest rating for growth and income prospects.

While an existing Master of Accountancy (MAcc) program is offered at Brigham Young University (BYU), many of BYU's students come from outside of Utah and are recruited out-of-state. Other Utah System of Higher Education institutions in the state offer a MAcc program. These include the University of Utah, Utah State University, Weber State University, and Southern Utah University. There appears to be sufficient student and labor market demand to accommodate an additional MAcc program in the state at UVU. Other USHE institutions have reviewed the UVU proposal and have offered helpful comments and feedback. The proposal has received support from the Utah Association of Certified Public Accountants.

The proposed MAcc program is designed to prepare students for professional positions in accounting with the potential for career advancement. Building upon an undergraduate education in accounting and business the program will prepare students for positions in public accounting, industry, government, and not-for-profit organizations, all of which are represented in UVU's service region. The MAcc qualifies students to sit for the Uniform Certified Public Accountant (CPA) Examinations in the State of Utah. It also provides a base from which students may pursue related certifications such as Certified Internal Auditor (CIA), Certified Management Accountant (CMA), and Certified Fraud Examiner (CFE). Combined with appropriate experience, the MAcc can lead to a wide variety of significant leadership positions in accounting and business.

### Policy Issues

The proposed program has been developed through established institutional procedures and Board of Regents policy. Chief academic officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided input. There are no additional policy issues that need to be addressed relative to approval of the program.

### Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the request from Utah Valley University to offer a Master of Accountancy.

---

David L. Buhler  
Commissioner of Higher Education

DLB/BKC  
Attachment

**Program Description – Full Template**  
Utah Valley University  
Master of Accountancy

**Section I: The Request**

The Department of Accounting in the Woodbury School of Business at Utah Valley University (UVU) requests approval to offer a Master of Accountancy effective Fall, 2017. The UVU Board of Trustees approved this program on March 30, 2016.

**Section II: Program Description**

**Complete Program Description**

Building upon an undergraduate education in accounting and business the proposed Master of Accountancy (MAcc) program qualifies students for positions in public accounting, industry, government, and not-for-profit organizations. It also qualifies students to sit for the Uniform CPA Examinations in the State of Utah which is a necessary step in becoming a Certified Public Accountant (CPA). It provides a base from which students may pursue other accounting-related certifications such as Certified Internal Auditor (CIA), Certified Management Accountant (CMA), and Certified Fraud Examiner (CFE). Combined with appropriate experience the MAcc can lead to a variety of significant leadership positions in accounting and business including Chief Financial Officer (CFO) and Chief Executive Officer (CEO).

**Purpose of Degree**

The purpose of the MAcc degree is to prepare students for entry into the profession of accounting and for advancement throughout their careers. It provides access to professional training to residents of UVU's tri-county service area and helps meet the need for professional accountants in Utah County and throughout the State of Utah.

**Institutional Readiness**

The Department of Accounting has a successful undergraduate program that is well received in the community with over 120 baccalaureate degrees in accounting being awarded each year.

The Department of Accounting currently has a sufficient number of terminally qualified faculty to teach in and provide a quality MAcc program. Two members of the accounting faculty have directed MAcc programs at other universities and six have experience teaching in graduate programs.

All courses included in the MAcc will be offered on the UVU main campus. Many of the courses listed in the MAcc program already are taught in the current MBA program or taught as elective undergraduate courses. Undergraduate courses which will be used in the MAcc program will be revised to include graduate level content and renumbered.

**Departmental Faculty**

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			

Full-time Tenured	7	1	8
Full-time Non-Tenured	2		2
Part-time Tenured			
Part-time Non-Tenured	15		15
<b>With Master's Degrees</b>			
Full-time Tenured	2		2
Full-time Non-Tenured	1		1
Part-time Tenured			
Part-time Non-Tenured	5		5
<b>With Bachelor's Degrees</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			0
<b>Other</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			0
<b>Total Headcount Faculty</b>			
Full-time Tenured	9	1	10
Full-time Non-Tenured	3	0	3
Part-time Tenured	0		0
Part-time Non-Tenured	20	0	20
<b>Total Department Faculty FTE</b> (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	15	1.00	16

### Staff

A faculty member will be assigned as a director for the program. One staff member will be added to assist in recruiting students, internships, and placement. Additional support will be provided by MAcc students serving as graduate assistants.

### Library and Information Resources

The institution currently has the library resources needed for the program. These resources include relevant databases, access to journals, professional pronouncements, and current library holdings that are comparable to other institutions that offer MAcc programs.

### Admission Requirements

Applicants are expected to meet the following minimum criteria:

- bachelor's degree from a regionally accredited institution or the equivalent for international students.
- minimum overall undergraduate GPA of 3.0.
- minimum GPA of 3.0 in upper-division accounting courses.



- completion of the GMAT exam with scores acceptable to the admissions committee.
- foreign students must complete the Test Of English as a Foreign Language (TOEFL).

At the discretion of the admission committee the GMAT exam and/or TOEFL requirements may be waived for students supplying sufficient evidence of preparation for the MAcc program. Admission to the MAcc program is competitive. Meeting the minimum requirements above does not guarantee admission.

### Student Advisement

Students will be advised by the Director of the Master of Accountancy program.

### Justification for Graduation Standards and Number of Credits

The graduate standards for the Master of Accountancy require 30 semester credits of graduate level coursework with a cumulative grade point average of 3.0 or higher.

### External Review and Accreditation

The Woodbury School of Business is accredited by AACSB International. This is the same organization that accredits the business programs at University of Utah, Utah State University, Weber State University, and Southern Utah State University. The Master of Accountancy will be included as part of UVU's AACSB International accreditation. The next accreditation visit by AACSB International will be during Fall Semester, 2016.

### Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	Projected				
		Year 1 (17-18)	Year 2 (18-19)	Year 3 (19-20)	Year 4 (20-21)	Year 5 (21-22)
Data for Proposed Program						
Number of Graduates in Proposed Program	0	0	30	30	30	30
Total # of Declared Majors in Proposed Program	0	30	30	30	30	30
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	15.00	16.00	16.00	16.00	16.00	16.00
Total Department Student FTE (Based on Fall Third Week)	444	480	489	489	489	489
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	29.60	30.00	30.56	30.56	30.56	30.56
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_____)						

## **Expansion of Existing Program**

The Master of Accountancy degree is not an expansion of an existing program.

## **Section III: Need**

### **Program Need**

Utah Valley University is located in one of the fastest growing counties (both for population and business/industry) in Utah. Current recruiters and some prospective recruiters of UVU accounting students report difficulty recruiting qualified students from the other major universities in the state. A letter from the UACPA stated:

A MAcc program at UVU will help fill the demand for CPAs in the coming years. According to the American Institute of Certified Public Accountants (AICPA), 75% of today's CPAs will be retiring within the next 15 years. As they leave full-time practice, whether it is in a CPA firm or industry, the demand will continue to increase. In Utah, we're already feeling the crunch, as firms and industries are not filling their entry-level hiring needs....Research confirms that even in a tight job market, the demand for CPAs remains healthy.

BYU, a private university in the UVU service area, currently offers a MAcc degree, but its focus is mre on non-local students and employers, leaving a gap in the Utah County area.

### **Labor Market Demand**

A recently compiled Burning Glass report shows 6,109 employment postings within Utah from May 1, 2014 to April 30, 2015 in accounting and related fields with 784 postings in the Provo-Orem metropolitan area. Statewide, 782 postings required a graduate or professional degree. The report notes that 54% of the records were excluded because they did not include a degree so the demand likely is much higher than reported. In addition, many of the 2,282 postings requiring a bachelor's degree will prefer candidates with a MAcc and/or require a MAcc for advancement within the organization. A related report from EMSI, a real time labor market data firm, showed that Accounting and Related Services statewide reported 337 master's degrees awarded in 2013 among all public and private institutions in Utah.

### **Student Demand**

The Institutional Research Office at UVU reported that 46.5% of accounting respondents from 2011-12 (the most recent survey data available) had either begun an educational program since graduation, or planned to continue education sometime in the future. Applying this percentage to all 2011-2012 graduates equates to 57 individuals. Prior survey results are similar with 49.0% in the 2010-11 survey which equates to 65 individuals and 44.2% in the 2009-10 survey which equates to 57 individuals.

### **Similar Programs**

The USHE institutions that currently offer master's level accounting degrees are University of Utah, Utah State University, Weber State University, and Southern Utah University.

### **Collaboration with and Impact on Other USHE Institutions**

Chief academic officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided input. Since the program is focusing on providing education for students in the UVU service area, it is believed the program will have minimal impact on other USHE institutions.

### **Benefits**

The primary benefit of adding a MAcc degree at UVU is to assist the university in fulfilling its mission by:

- Providing access to professional education in accounting to residents of the UVU tri-county service area. Many UVU students are non-traditional students with families, current employment, limited financial resources, and limited ability to relocate to complete their education. The UVU MAcc program is the only viable option for professional accounting education for many of these students.
- Recruiting and retaining undergraduate students at UVU. Many serious accounting students either do not attend UVU or leave prior to obtaining a baccalaureate degree. They prefer to attend a university that can provide the complete accounting education without the need to transfer to another university. Thus, the MAcc program at UVU have the effect of increasing undergraduate enrollments and make it possible to retain a higher percentage of students through graduation. Attracting and retaining serious accounting students also will increase the quality and reputation of the UVU accounting program.
- Increasing employment opportunities for UVU graduates. This degree attracts many prospective employers who require the MAcc for employment. As a side benefit, internship opportunities will increase because the ideal time for an accounting internship is between the senior year and graduate year of accounting education. At this point students have sufficient skills to engage in meaningful work-related projects.

### **Consistency with Institutional Mission**

Consistent with the mission of UVU, the MAcc degree provides access to professional graduate education for students in the UVU service region. The MAcc degree prepares professionally competent people by meeting the minimum education required to become a CPA and promotes student success by qualifying students to seek professional level positions in accounting. This provides UVU students the opportunity for better starting positions and access to greater upward mobility in their careers.

Accountants often rise to positions of leadership within their respective communities. As a profession, accounting is well respected. Many businesses and individuals rely on the advice of accountants to achieve financial success. The combination of accounting skills and experience in a wide variety of organizations put accountants in an excellent position to help promote economic and cultural development.

## **Section IV: Program and Student Assessment**

### **Program Assessment**

See assessments associated with the learning outcomes under Expected Standards of Performance below.

#### **Expected Standards of Performance**

Learning Outcome One – Develop a mastery of professional skills.

Reason for Outcome One - Professional accountants must possess the knowledge and skills expected for entry level accounting professionals.

Formative and Summative Assessment Measures – Accounting examination pretest and posttest

Learning Outcome Two - Evaluate solutions to a variety of accounting and business issues.

Reason for Outcome Two - Professional accountants must be able to evaluate, create, and design solutions to add value to organizations.

Formative and Summative Assessment Measures – Problem Solving VALUE Rubric

Learning Outcome Three - Assess self and other's behavior to effectively accomplish organizational goals.

Reason for Outcome Three - Professional accountants must be able to work effectively with others to add value within organizations.

Formative and Summative Assessment Measures – Teamwork VALUE Rubric

Learning Outcome Four - Communicate professionally to a variety of audiences using various contexts and formats.

Reason for Outcome Four - Professional accountants must possess effective communication tools, since accounting is the language of business.

Formative and Summative Assessment Measures – Written Communication VALUE Rubric; Oral Communication VALUE Rubric

#### Section V: Finance

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget – Prior to New Program Implementation	Departmental Budget					
		Year 1(2017-18)		Year 2 (2018-19)		Year 3 (2019-20)	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries and Wages	\$1,427,038	\$232,500	\$1,659,538	\$20,000	\$1,679,538	\$0	\$1,679,538
Benefits	\$543,142	\$88,068	\$631,210	\$8,120	\$639,330	\$0	\$639,330
Total Personnel Expense	\$1,970,180	\$320,568	\$2,290,748	\$28,120	\$2,318,868	\$0	\$2,318,868
Non-Personnel Expense							
Travel	\$2,000	\$0	\$2,000	\$0	\$2,000	\$0	\$2,000
Capital	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Current Expense	\$23,337	\$30,000	\$53,337	\$0	\$53,337	\$0	\$53,337
Total Non-Personnel Expense	\$25,337	\$30,000	\$55,337	\$0	\$55,337	\$0	\$55,337
Total Expense (Personnel + Current)	\$1,995,517	\$350,568	\$2,346,085	\$28,120	\$2,374,205	\$0	\$2,374,205
Departmental Funding							
Appropriated Fund	\$1,995,517	\$228,888	\$2,224,405	-\$2,300	\$2,222,105	\$0	\$2,222,105
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees / Differential Tuition	\$0	\$121,680	\$121,680	\$30,420	\$152,100	\$0	\$152,100
Total Revenue	\$1,995,517	\$350,568	\$2,346,085	\$28,120	\$2,374,205	\$0	\$2,374,205

Difference							
Revenue-Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost / Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$225		\$244		\$243		\$243

\* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

### Funding Sources

UVU will charge a tuition differential for the MACC program similar to that charged at Weber State University. After the initial year of the program, tuition revenue (appropriated and differential) generated by the program will cover all program costs. During the initial year, the university will allocate some of the remaining Acute Equity appropriated funds earmarked for new master degree programs.

### Reallocation

No reallocations will be made to support the program.

### Impact on Existing Budgets

The program costs do not impact other program budgets.

## Section VI: Program Curriculum

### Matriculation Requirements:

Applicants are expected to meet the following minimum criteria:

- bachelor's degree from a regionally accredited institution or the equivalent for international students.
- minimum overall undergraduate GPA of 3.0.
- minimum GPA of 3.0 in upper-division accounting courses.
- completion of the GMAT exam with scores acceptable to the admissions committee.
- foreign students must complete the Test Of English as a Foreign Language (TOEFL).

At the discretion of the admission committee the GMAT exam and/or TOEFL requirements may be waived for students supplying sufficient evidence of preparation for the MAcc program. Admission to the MAcc program is competitive. Meeting the minimum requirements above does not guarantee admission.

### All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Required Courses:		

Course Prefix and Number	Title	Credit Hours
MGMT 6215	Managing and Facilitating Professional Teams	3
ACC 6350	Accounting Strategies for Achieving Profit Goals	3
ACC 6430	Advanced Corporate Tax	3
ACC 6510	Financial Auditing	3
ACC 6560	Accounting Theory and Research	3
ACC 6600	Business Regulation	3
ACC 6610	Financial Statement Analysis	3
Sub-Total		21
Elective Courses	Select 9 credit hours from the following courses.	
ACC 6130	Case Studies in Auditing (3.0)	
ACC 6140	Fraud Examination and Forensic Accounting (3.0)	
ACC 6150	Information Systems Auditing (3.0)	
ACC 6410	Tax Research and Procedure (3.0)	
ACC 6440	Partnership Tax (3.0)	
ACC 6460	Estate and Gift Tax (3.0)	
Sub-Total		9
Total Number of Credits		30

### Program Schedule

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
MGMT 6215	Managing and Facilitating Professional Teams	3
ACC 6350	Accounting Strategies for Achieving Profit Goals	3
ACC 6130, or ACC 6410	Case Studies in Auditing Tax Research and Procedure	3
ACC 6140, or ACC 6440	Fraud Examination and Forensic Accounting Partnership Taxation	3
	Semester total:	12
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
ACC 6430	Advanced Corporate Tax	3
ACC 6510	Financial Auditing	3
ACC 6150, or ACC 6460	Information Systems Auditing Estate and Gift Tax	3
ACC 6610	Financial Statement Analysis	3
	Semester total:	12
Summer of First Year (Course Prefix and Number)	Course Title	Credit Hours
ACC 6560	Accounting Theory and Research	3
ACC 6600	Business Regulation	3

	Semester total:	6
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## Section VII: Faculty

Jeff Peterson  
Ph.D. in Business Administration  
University of Washington

Katherine Black  
LLM-Taxation-McGeorge School of Law  
Juris Doctorate- University of California-Davis

Joshua Cieslewicz  
Ph.D. in International Management  
University of Hawaii

Kevin Smith  
Ph.D. in Accounting  
University of Arizona

Aaron Bartholomew  
Juris Doctorate  
Brigham Young University

James Bailey  
Ph.D. in Business Administration (Accountancy)  
University of Nebraska-Lincoln

Stanley E. Jenne  
Ph.D. in Accountancy  
University of Illinois-Urbana

Joel Helquist  
Ph.D. in Business Management (Information Systems)  
University of Arizona

Xiaoli Ortega  
Ph.D. in Business Administration/Accounting  
University of Utah

New Hire  
Terminal Degree Required

July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Master of Computer Science

Issue

Utah Valley University (UVU) requests approval to offer a Master of Computer Science effective Fall Semester, 2017. This proposal was approved by the institutional Board of Trustees March 30, 2016.

Background

Utah Valley University resides in a service area that is experiencing strong economic growth. Local industry requires an increasing number of employees who are educationally prepared to meet modern workforce challenges. The proposed Master of Computer Science (MCS) at UVU is designed to provide an expanded continuum of educational opportunity in UVU's service region to support the high technology environment that is central to the Utah County economy.

The MCS is an applied graduate program resulting in a professional degree. The Computer Science (CS) Department is proposing an MCS rather than a Master of Science degree in order to focus on preparing students to enter the workforce as leaders and innovators. Utah Valley University has chosen this position, in part, to respond to the needs of its local computer-based industry that needs computer professionals at all levels, including those prepared with a master's degree.

Students graduating with this degree will be grounded in computer science as a discipline and will be equipped to assume leadership roles in a range of computing technology occupations. Curriculum is focused on developing software systems while allowing students the freedom to explore and expand upon new technologies to solve real-world problems.

The MCS program culminates in a two-semester graduate project, where students design and implement a large software system over the course of a full academic year. Students will be expected to not only show technical ability in the system's design and implementation, but to demonstrate the ability to manage the project effectively through its lifecycle. It is intended that some of the projects will involve cooperative learning with local community companies and governmental entities.

A report from the Utah Department of Workforce Services that combined Computer and Mathematical jobs into a single category projected 1,790 annual job openings. This results in a 3.2% projected growth rate for



Utah as a whole and a 4% growth rate for the Provo-Orem metropolitan area. By 2022 projections are that Utah companies will need to fill a cumulative 48,170 jobs in this category. Of this total only 2,500 jobs come from the mathematical field. All others can be considered computer science or computer science-related jobs. The Provo-Orem area is predicted to need 11,050 of these total jobs. A labor market report prepared by UVU indicated that 18.2% of the computer science-related jobs in Utah require graduate or professional degrees.

The Department of Workforce Services projects annual median compensation in the Provo-Orem metropolitan area for the following computer science-related occupations: \$68,670 for Computer Systems Analysts (SOC code 15-1121), \$76,380 for Computer Programmers (SOC code 15-1131), and \$92,170 for Computer Network Architects (SOC code 15-1143).

Utah Valley University anticipates hiring two additional full-time faculty members to support the program. Program costs will be covered through new appropriations that have been provided to UVU as well as from differential tuition assessed for graduate-level courses.

#### Policy Issues

The proposed program has been developed through established institutional procedures and Board of Regents policy. Chief academic officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided input. There are no additional policy issues that need to be addressed relative to approval of the program.

#### Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the request from Utah Valley University to offer a Master of Computer Science.

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David L. Buhler  
Commissioner of Higher Education

DLB/BKC  
Attachment

**Program Description – Full Template**  
**Utah Valley University**  
**Master of Computer Science**

**Section I: The Request**

The Computer Science Department in the College of Technology and Computing at Utah Valley University requests to offer a Master of Computer Science effective Fall Semester, 2017. The UVU Board of Trustees approved this program March 30, 2016.

**Section II: Program Description**

**Complete Program Description**

The proposed Master of Computer Science (MCS) at Utah Valley University (UVU) is an applied graduate program resulting in a professional degree. The Computer Science (CS) Department is proposing an MCS rather than a Master of Science (MS) in Computer Science as the focus is on preparing students to enter the local, national, and global workforce as leaders and innovators rather than focusing on preparing students to conduct basic research. Utah Valley University has chosen this position because: 1) UVU focuses on applied and practical learning, 2) the CS faculty is confident and experienced in this mission, 3) the Provo-Orem Metropolitan Area needs more skilled computer science professionals entering the workforce at the master's level, and 4) there are other universities within the state better positioned to prepare students to conduct research in computer science.

Students graduating with this degree will have a broad grounding in computer science as a discipline and be well equipped to take on leadership roles in a wide range of computing technology-related industries. Student education will be focused on developing software systems using current technologies while allowing them the freedom to explore and exploit new technologies to solve real-world problems. A predictive model created by the CS Department estimates an initial enrollment in the MCS of 20 students each year for the first few years. The model is based upon survey data of UVU students and expected community interest in the Provo-Orem Metropolitan Area. The MCS program is intended to serve the needs of the local community, without excluding national or global trends, by teaching advanced, practical software design and development skills that are needed by modern high-tech firms. It will be positioned to attract both students graduating with a baccalaureate degree and professionals who wish to enhance their software skills. The MCS curriculum has been designed around three key elements. These key elements will be used to support student outcomes for the MCS and the student outcomes used to support the University's essential learned outcomes. The key elements are:

1. The MCS degree will provide students with a rigorous computer science education.
2. The MCS degree will be relevant to students and local community.
3. The MCS degree will be practical so that students can apply the theory they learn.

The MCS program culminates in a two-semester graduate project, where students design and implement a large software system over the course of a full academic year. They are expected to not only show technical ability in the system's design and implementation, but to demonstrate the ability to manage the project effectively through its lifecycle. It is intended that some of the projects will be cooperative learning projects with local community companies and governmental entities.

**Purpose of Degree**

Computer science is a diverse and complex field. While all students who learn computer science learn to program, it is naïve to assume that anyone who can program is a computer scientist or that all computer scientists are the same. Graduates work on problems as varied as fighter jets to e-commerce, and computer games to medical software. For example, CS Alumni, Stephen Shaw (Xamarin), Rafael Lima (Amazon), and Ethan Welborn (Riot Games), each rely upon a very different skill set to be successful because their respective

companies develop very different products. The MCS is flexible to support this need for different skill sets among students. The institution's undergraduate program does an excellent job of preparing students to enter the workforce and to be highly productive with the skills and confidence to learn new technologies that can be applied to address current problems experienced by industry.

A focal point of this degree is the need for students to encounter large complex problems that require months of effort rather than just the weeks afforded in a semester. The difficulty of a software development project grows exponentially as the project grows larger, thus a single 1,500-line program is significantly more difficult to complete than five projects, each of 300 lines. Undergraduate students only achieve the level of professional maturity they need in terms of depth and breadth of knowledge to tackle these problems as they reach their senior year. The MCS will provide the additional time needed, by both students and faculty, to not only prepare students to enter the workforce as highly productive members but to become leaders and innovators of it. The MCS will address the most important elements of developing large, complex systems.

### **Institutional Readiness**

The existing structure in the College of Technology and Computing is prepared to initiate the program. While the CS Department has terminally qualified faculty to provide a quality graduate program, the department will need to hire two new full-time faculty members to meet the increased load associated with the program.

The Computer Science and Engineering building has several classrooms and laboratories. At this time, it is believed that these classrooms will be enough to accommodate the relatively few courses and students added. With the anticipation of additional faculty, some adjustments are necessary for appropriate office space.

The Computer Science Department anticipates that current faculty members will teach many of the graduate courses and serve as project committee chairs and committee members, but still teach in the undergraduate program. However, faculty who are teaching graduate courses and working with graduate students will not teach as many sections of undergraduate courses. The impact of fewer faculty members available for undergraduate instruction is minimal at the present time if additional faculty members are hired.

The CS Department anticipates needing up to four additional classrooms during prime-time hours. With the new classroom building, the university should have enough space to cover between three to five additional daytime sections.

### **Departmental Faculty**

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
<b>With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)</b>			
Full-time Tenured	9		9
Full-time Non-Tenured	4	2	6
Part-time Tenured			
Part-time Non-Tenured			
<b>With Master's Degrees</b>			
Full-time Tenured	4		4
Full-time Non-Tenured			
Part-time Tenured			

Part-time Non-Tenured	1		1
<b>With Bachelor's Degrees</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	4		4
<b>Other</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
<b>Total Headcount Faculty</b>			
Full-time Tenured	13		13
Full-time Non-Tenured	4	2	6
Part-time Tenured			
Part-time Non-Tenured	5		5
<b>Total Department Faculty FTE</b> (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	22	2.00	24.00

### Staff

The CS Department will need an additional advisor to handle the load of approximately 60 students once the program is fully implemented in three years.

### Library and Information Resources

The library at Utah Valley University is positioned to be able to support the proposed Master in Computer Science. Because of the rapidly changing nature of computer science, journals and conference proceedings are central to literature needed by students in this field. The UVU library subscribes to the Association for Computing Machinery (ACM) electronic library that includes the publications and proceedings of that major professional society. The UVU library also subscribes to the Institute of Electrical and Electronics Engineers (IEEE) Online core collection of journals and conference proceedings.

The UVU library currently houses a collection of over 254,000 titles supporting the college's major fields of study. The library is a member of the Utah Academic Library Consortium (UALC). Through partnership with other libraries, UVU is able to provide over 70,000 full-text periodicals accessible from the library homepage (<http://www.uvu.edu/library>).

### Admission Requirements

The MCS will use five factors in determining a student's readiness to enter the program:

1. Applicant's application for admission to the MCS will include letters of recommendation and a statement of purpose.
2. Applicant's official academic transcripts.
  - a. Applicants will be expected to have an overall grade point average in their undergraduate work of 3.0 or higher on a 4.0 scale.
3. For international students whose native language is not English, a TOEFL score of 80 iBT (550 pBT) or higher, or an IELTS band score of 6.5 or higher within the past two years, is required.
4. Applicant's fundamental computer science background:
  - a. Applicants with a bachelor's degree in a computer-related field (Computer Science, Computer Engineering, Software Engineering, or a closely related field) who have completed the following courses (or equivalent courses from other institutions) with a C+ or better will be deemed to have the fundamental computer science background to enter the program:
    - i. CS 2300 Discrete Structures I
    - ii. CS 2420 Introduction to Algorithms and Data Structures
    - iii. CS 2810 Computer Organization and Architecture
    - iv. CS 3060 Operating Systems Theory
    - v. MATH 1210 Calculus I
  - b. Applicants without a bachelor's degree in a computer-related field or who have not completed the above courses with a C+ will be deemed lacking in fundamental computer science background to enter the program.
  - c. Applicants found lacking in fundamental computer science background can be conditionally admitted to the MCS. Conditionally admitted students will have an individualized MCS Leveling Plan (MCS LP) developed for them by the Computer Science Graduate Committee. Once the MCS LP has been met by the applicant, the applicant will be deemed to have the fundamental computer science background to enter the program. Graduate policy precludes conditionally admitted students from taking 6000 level courses.
5. All applicants will be subject to the approval of the Computer Science Graduate Committee.

### **Student Advisement**

Advisement will consist of two parts: staff advisors and faculty advisors. Staff advisors will help graduate students with course selection. Additional advisement will be provided by a faculty advisor and a project committee. Faculty advisors will support students with their project proposal. The project committee will insure the quality of the design and implementation of the project.

### **Justification for Graduation Standards and Number of Credits**

The graduation standards listed below would demonstrate a student's appropriate acquisition of the intended program outcomes and standards. Graduation requirements from the program include:

1. Completion of all courses with a grade of B- or better.
2. Graduate project proposal presented to and accepted by the student's Advisory Committee.
3. Completion and defense of graduate project; defense must be accepted by the student's advisory committee.
4. Completion of all required courses and elective courses for a total of 30 credit hours with an average GPA of 3.0 or higher.

The program requires 30 credit hours, consistent with Regent policy.

### **External Review and Accreditation**

The Computer Science Department has an industry advisory board that provided input regarding the types of courses to be offered. The board will continue to play an active role in shaping the curriculum.

Students in the MCS program will play a key role in helping the department review courses and the overall curriculum. Student feedback will be gathered on every course taught in three key categories:

1. Rigor: Did the student feel the course was rigorous enough?
2. Relevance: Did the student find the material and assignments relevant?
3. Practicality: Having finished the course, can the student take the theory that was learned and apply it?

Upon graduation and then again three years after graduation, student feedback will be gathered regarding the overall rigor, relevance, and practicality of the MCS program. This feedback will be used to shape course content, course offerings, and the makeup of the core.

**PROJECTED PROGRAM ENROLLMENT AND GRADUATES; PROJECTED DEPARTMENTAL FACULTY/STUDENTS**

Data Category	Current – Prior to New Program Implementation	Projected				
		Year 1 (16-17)	Year 2 (17-18)	Year 3 (18-19)	Year 4 (19-20)	Year 5 (20-21)
Data for Proposed Program						
Number of Graduates in Proposed Program	0	0	0	18	18	18
Total # of Declared Majors in Proposed Program	0	20	40	58	58	58
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	22	22	23	24	24	24
Total Department Student FTE (Based on Fall Third Week)	506	518	530	535	535	535
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	23.00	23.54	23.04	22.29	22.29	22.29
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here: _____)						

**Section III: Need**

### **Program Need**

Utah County is a rapidly growing area of the state with a large computer industry segment. To support the continued growth of the software sector of the local economy, it is necessary that a continuous supply of people well educated in computer science be readily available. UVU currently has a thriving computer science program that meets part of Utah County's need, but many companies have a strong need for employees with skills beyond the bachelor's degree level.

The proposed Master of Computer Science (MCS) would complement the current undergraduate computer science program and provide additional talent to the high technology employee pool needed in Utah County and in the state of Utah. The Computer Science Department is proposing an MCS rather than a Master of Science in Computer Science as the department's focus is on preparing students to enter the workforce as leaders and innovators rather than focusing on preparing students to conduct basic research. With this relatively low-cost expansion, UVU will be positioned to better accommodate the needs of the local student population. Just as significantly, a UVU MCS degree will enhance the position of the state of Utah in providing an attractive environment for high technology industries.

### **Labor Market Demand**

A report from the Utah Department of Workforce Services that combined Computer and Mathematical jobs into a single category, projected 1,180 annual new jobs in this category with another 610 open jobs from replacement jobs, giving 1,790 total open jobs annually. This results in a 3.2% projected growth rate for Utah as a whole and a four percent growth rate for the Provo-Orem Metropolitan Statistical Area (MSA). By 2022 projections are for Utah to have 48,170 jobs in this category. Of this total only 2,500 jobs come from the mathematical field. All others can be considered computer science or computer science-related jobs. The Provo-Orem MSA is predicted to need 11,050 of these total jobs.

A labor market report compiled by UVU supported the projections of over 1,000 new computer science-related jobs in Utah annually. The report also noted that 2,448 computer science-related jobs over a recent 12 month period required a graduate or professional degree.

The Department of Workforce Services projects annual median compensation in the Provo-Orem metropolitan area for the following computer science-related occupations: \$68,670 for Computer Systems Analysts (SOC code 15-1121), \$76,380 for Computer Programmers (SOC code 15-1131), and \$92,170 for Computer Network Architects (SOC code 15-1143).

### **Student Demand**

A 2012 survey conducted by the UVU CS Department of 239 computer science students revealed that 68% were interested in pursuing a master's degree. This survey also indicated that if UVU offered a Master of Computer Science, 60% of the current computer science students would be interested in pursuing that degree. In the spring of 2015, another survey of a limited set of seniors was conducted. This survey revealed that 75% of the seniors were interested in pursuing a master's degree, but less than ten percent planned to apply immediately. The remaining 90% would defer enrollment a year or two before applying. Follow-up questions with the seniors indicated that the low immediate interest in an MCS at UVU would be most associated with newness of the degree (limited initial course selection, questions about flexibility, and degree focus).

The institution developed predictive enrollment model taking into account immediate enrollment, deferred enrollment, and community enrollment. The predictive model used conservative assumptions and generated an estimated 20 new students a year for the first three years for a total of 60 students in year three of the program.

### **Similar Programs**

The University of Utah offers an MS in Computer Science and an MS in Computing. Utah State University offers an MS in Computer Science. The UVU program is a professional degree and emphasizes applied computer science. It requires a project instead of a thesis. Further, there appears to be sufficient labor market demand and student demand to justify the addition of the UVU program.

### **Collaboration with and Impact on Other USHE Institutions**

The Master of Computer Science is a professional degree program. The purpose of this degree is to prepare students for more advanced roles in professional practice. It is not specifically designed to prepare students for Ph.D. programs. It is expected that the majority of students will come from Utah County, where there is currently no USHE-offered master's degree. Chief academic officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided input.

### **Benefits**

The Master of Computer Science will provide a learning experience that will prepare students for more advanced computer science projects and will also prepare them for team leadership. The degree gives students practice in designing and developing projects from inception to completion. It provides a graduate-level program in an area of the state where computer technology companies are growing at a rapid rate and where these companies need people prepared at the graduate degree level.

### **Consistency with Institutional Mission**

The mission of the Utah System of Higher Education (USHE) is to provide high quality academic, professional and applied technology learning opportunities designed to advance the intellectual, cultural, social, and economic well-being of the state and its citizens. This program fits well into this mission by applying a higher level of applied technology learning than could be gained from a bachelor's degree alone.

This program augments the STEM offerings of the institution. The applied nature of the degree correlates with the institution's commitment to engaged learning.

## **Section IV: Program and Student Assessment**

### **Program Assessment**

The program will be assessed by the Office of Academic Quality Assurance to determine its viability and conformance to the university's mission, outcomes, strengths, and weaknesses. It will follow the standard schedule and format of assessment of all programs at Utah Valley University. The assessment procedures have been developed in conformance to university policy and Northwest accreditation recommendations.



Assessment will include, but not be limited to, student participation in the program, growth, graduation rates, and conformance to academic standards.

Assessments are conducted and reviewed by the committee of academic assessment, under the direction of the director of Academic Quality Assurance.

### **Expected Standards of Performance**

The program is evaluated using similar procedures that are currently used in the Computer Science Department to meet national accreditation standards. Overall program evaluation includes student key assignments, ratings, and surveys. An important part of the program evaluation is the capstone project, which is the culminating assignment for the program. It demonstrates the students' understanding of all major aspects of the software development lifecycle, and the students' ability to design, develop, and manage complex software projects. In particular, the following project elements will be assessed: completion rate, student performance, size, and complexity. Coursework during the program supports the project and contributes to its completion.

The standards of performance are selected in order to meet the needs of companies who will employ the graduates of the proposed program, with emphasis on local high-tech companies. The standards are based in part on inputs received from these companies about their expectations of highly qualified software professionals.

Students are expected to meet the following program standards:

1. Design of large-scale software systems: To meet this standard, students demonstrate knowledge of common software architectural styles, interaction of design and quality, design tradeoffs, and the role of technology in software design. This outcome addresses the Essential Learning Outcomes of Integrated and Applied Learning, Intellectual and Practical Skills Foundation, and Professional Competency. This standard was selected because many graduates will be expected to fill technical leadership roles as lead designers and architects of large systems.
2. Implementation of large-scale systems: To meet this standard, students demonstrate the ability to write large programs, integrate software modules built over multiple releases, and devise unit and systems tests to ensure the quality of the system. This outcome addresses the Essential Learning Outcomes of Integrated and Applied Learning, Intellectual and Practical Skills Foundation, and Professional Competency. This standard was selected because few companies need software systems measured in hundreds of lines of code; they are measured in thousands, if not hundreds of thousands. For a graduate to take on a leadership role in a company (lead designer/architect), they must fully understand the complexity developers will encounter when implementing a large-scale system.
3. Professional maturity: To meet this standard, students must demonstrate the ability to understand all phases of software lifecycle, take a significant project from conception through delivery without excessive supervision, be able to communicate technical concepts and problems in a coherent and professional manner, and meet deadlines. This outcome addresses the Essential Learning Outcomes of Integrative and Applied Learning, Intellectual and Practical Skills Foundation, People of Integrity, Professional Competency, and Stewards of Place. This standard was selected because companies will expect students as highly qualified software professionals to produce quickly when placed on new problems, be self-motivating, set and meet realistic schedules, and be able to communicate with developers, management, and clients.
4. Broad base of competency: To meet this standard, students must demonstrate a breadth of knowledge that spans multiple functional domains of computer science. This breadth of knowledge must be deep enough that a student can apply their problem-solving skills to multiple domains or use multiple domains to solve a single problem. This outcome addresses the Essential Learning Outcomes of Integrative and Applied

Learning, Intellectual and Practical Skills Foundation, Stewards of Place, and Knowledge Foundation. This standard was selected because the problems graduates will be asked to solve can vary widely and often require skills in many different domains of computer science to successfully be solved.

## Section V: Finance

### Department Budget

Three-Year Budget Projection								
Departmental Data		Current Departmental Budget - Prior to New Program Implementation	Departmental Budget					
			Year 1 (2016-17)		Year 2 (2017-18)		Year 3 (2018-19)	
			Addition to Budget	Total Budget	Addition to Budget	Total Budget	Additi on to Budg et	Total Budget
Personnel Expense								
Salaries & Wages	\$1,450,489	\$96,950	\$1,547,439	\$85,000	\$1,632,439	\$56,100	\$1,688,539	
Benefits	\$610,414	\$31,191	\$641,605	\$40,539	\$682,144	\$24,776	\$706,920	
Total Personnel Expense	\$2,060,903	\$128,141	\$2,189,044	\$125,539	\$2,314,583	\$80,876	\$2,395,459	
Non-personnel Expense								
Travel	\$0	\$1,500	\$1,500	\$1,500	\$3,000	\$1,500	\$4,500	
Capital	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Library	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Current Expense	\$33,303	\$30,000	\$63,303	-\$10,000	\$53,303	\$5,000	\$58,303	
Total Non-personnel Expense	\$33,303	\$31,500	\$64,803	-\$8,500	\$56,303	\$6,500	\$62,803	
Total Expense (Personnel + Current)	\$2,094,206	\$159,641	\$2,253,847	\$117,039	\$2,370,886	\$87,376	\$2,458,262	
Departmental Funding		Year 1 (2016-17)		Year 2 (2017-18)		Year 3 (2018-19)		
Appropriated Fund	\$2,094,206	\$132,761	\$2,226,967	\$90,159	\$2,317,126	\$75,280	\$2,392,406	
Other:								
Special Legislative Appropriation								
Grants and Contracts								
Special Fees/Differential Tuition		\$26,880	\$26,880	\$26,880	\$53,760	\$12,096	\$65,856	
Total Revenue	\$2,094,206	\$159,641	\$2,253,847	\$117,039	\$2,370,886	\$87,376	\$2,458,262	
Difference								
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$207		\$218		\$224		\$230	

\* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.

## Funding Sources

Funding to support program costs will come from differential tuition and new appropriations.

Note that because of the demand among local companies for employees with master's degrees, it is believed these companies are potential funding sources. Gifts and grants from them will be used to strengthen the program. However, this funding source was not included at this time because such funds have not yet been committed.

## Reallocation

The program will not be supported through internal reallocation.

## Impact on Existing Budgets

The cost of the program will not be absorbed within any current base budgets, and as such the program will not financially impact other programs.

## Section VI: Program Curriculum

Course Prefix and Number	Title	Credit Hours
Required Courses		
CS 6510	Design and Simulation of Operating Systems	3
CS 6700	Advanced Mathematics for Computer Science	3
CS 6400	Modern Databases	3
CS 6300	Software Engineering Leadership	3
CS 6500	Software Architecture	3
CS 6150	Advanced Algorithms	3
CS 6600	Graduate Project I	3
CS 6610	Graduate Project II	3
Sub-Total		24
Elective Courses		
	Pick two courses:	
CS 6470	Machine Learning	3
CS 6620	Advanced Data Mining and Visualization	3
CS 6730	Advanced Embedded Systems Engineering	3
CS 6800	Computer Graphics	3
Or other departmental approved electives		
Sub-Total		6
Total Number of Credits		30

## Program Schedule

Due to the professional nature of the MCS, it is expected that few students will be full-time graduate students. As a result, the MCS has been set up around a three-year schedule vs. a two-year schedule. An alternative two-year option will be shown, but it will only be implemented if there is sufficient student demand in the second year and adequate faculty staffing.

Fall of First Year (Course Prefix and Number))	Course Title	Credit Hours
CS 6510	Design and Simulation of Operating Systems	3
CS 6300	Software Engineering Leadership	3
	Semester total:	6

Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
CS 6400	Modern Databases	3
CS 6700	Advanced Mathematics for Computer Science	3
	Semester total:	6
Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
CS 6500	Software Architecture	3
Elective	MCS Elective Course	3
	Semester total:	6
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
CS 6150	Advanced Algorithms	3
Elective	MCS Elective Course	3
	Semester total:	6
Fall of Third Year (Course Prefix and Number)	Course Title	Credit Hours
CS 6600	Graduate Project I	3
	Semester total:	3
Spring of Third Year (Course Prefix and Number)	Course Title	Credit Hours
CS 6610	Graduate Project II	3
	Semester total:	3

Two-Year Option: This option will only be used if there is sufficient student demand and adequate faculty staffing.

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
CS 6510	Design and Simulation of Operating Systems	3
CS 6300	Software Engineering Leadership	3
	Semester total:	6
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
CS 6400	Modern Databases	3
CS 6700	Advanced Mathematics for Computer Science	3
	Semester total:	6

Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
CS 6500	Software Architecture	3
Elective	MCS Elective Course	3
CS 6600	Graduate Project I	3
	Semester total:	9
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
CS 6150	Advanced Algorithms	3
Elective	MCS Elective Course	3
CS 6610	Graduate Project II	3
	Semester total:	9

## Section VII: Faculty

The following faculty members are being proposed as Graduate Faculty under UVU policy 655.

**Al-Ghaib, Huda** (2015) Assistant Professor, Utah Valley University, College of Technology and Computing. Al-Gahib received her undergraduate degree in computer engineering from the University of Technology in Baghdad-Iraq in 2006. She worked in the Ministry of Higher Education and Scientific Research from 2007-2009. She is a recipient of a Fulbright Scholar in 2009 for which she earned her Master in Electrical Engineering in 2011 from the University of Alabama in Huntsville (UAH) and the Ph.D. in Electrical Engineering from the same institute in 2015. During her graduate studies at UAH she was awarded outstanding graduate student in engineering in 2014. Dr. Al-Ghaib's research interests are in the area of pattern recognition and data mining with applications in medical imaging. She is the author/co-author of more than ten journal and conference articles. She is a member of IEEE.

**Christ, Beau** (2015): Assistant Professor, Utah Valley University, College of Technology and Computing since 2015; Ph.D. Computer Science, University of Nebraska-Lincoln; B.S. Honors Computer Science & Mathematics, Doane College. Professor Christ was the recipient of the 2009 Doane College Information Science & Technology Excellence Award, as well as the 2014 UNL Outstanding Graduate Teaching Assistant Award in the College of Engineering. He has authored distance education courses in introductory computer science and Unix programming, serves on the UVU Council on Admission, Graduation, & Academic Standards, and is a member of the ACM. He specializes in computer vision, machine learning, MATLAB, and Swift software development. Professor Christ teaches discrete mathematics, computer ethics, and numerical software engineering.

**Durney, Brian** (1994): Associate Professor, Utah Valley University, College of Technology and Computing since 2004; Visiting Associate Professor at Kwansei Gakuin University in 2009; Member of UVU College Tenure Review Board; Member of the Retention, Tenure, and Promotion Committee for the School of Computing and Technology at Utah Valley State College; Member of College Curriculum Committee at Utah Valley State College; Ph.D. Computer Science, University of Oregon; M.S. Computer Science, Stanford University; B.S. Computer Science, University of Utah. Professor Durney served as a member of the technical staff of AT&T Bell Laboratories where he designed and implemented software for the international telephony

applications using the C programming language and UNIX operating system. In 2002 his book, *The Essential Java Class Reference for Programmers*, was published. Professor Durney specializes in mobile device programming, game programming, web programming, python, and Java software development.

**Harrison, Neil B.** (2005): Associate Professor, Utah Valley University, College of Technology and Computing since 2011; Served on several program committees for European Conference on Pattern Languages of Programming (EuroPLOP) 2009-2015; Co-chaired a special session on software architecture patterns at the European Conference on Software Architecture (ECSA)2014; Faculty Scholarship Award, 2013; Faculty Excellence Award, 2008; Ph.D. Computer Science, University of Groningen; M.S. Computer Science, Purdue University; B.S. Computer Science (high honors, University Scholar), Brigham Young University. Doctor Harrison has published over 20 articles, including an article in IEEE Software, "Decision-Centric Architecture Reviews," and "How Do Architecture Patterns and Tactics Interact?" in the Journal of Systems and Software. He was a keynote speaker at Agile Portugal, May 2015. Chapter president, Utah Valley University chapter of Phi Kappa Phi, 2014-present. Professor Harrison teaches principles and patterns of software design, software testing and quality engineering, software engineering, and C++.

**Kamali-Sarvestani, Reza** (2012) Dr. Reza Kamali-Sarvestani is an Assistant Professor of Computer Engineering in Utah Valley University. He received his B.S. degree in Electrical Engineering from Shiraz University Iran, and M.S.E, Ph.D. degree in Electrical and Computer Engineering from University of Alabama in Huntsville in 2009, and 2011 respectively. After his graduation, he worked in Department of Electrical and Computer Engineering at Rowan University in Glassboro, New Jersey. Dr. Kamali's areas of teaching and research are Wireless Communications and VLSI Design. He received several grants such as NSF, EPSCoR, and College of T&C Summer Research Grant. He is a member of IEEE and ASEE.

**Minaie, Afsaneh** (2001) is a professor of Computer Engineering at Utah Valley University. She has received her bachelor's, master's, and Ph.D. degrees in Electrical Engineering from the University of Oklahoma. She has over twenty years of teaching experience, having taught at numerous colleges and universities, including Utah Valley University, Texas State Technical College, Southern University in New Orleans, and Louisiana State University in Shreveport. Prior to coming to UVU, she was a Control Engineer and Product Owner for General Electric Commercial Transformer Plant in Shreveport, Louisiana where she developed an Electronics Testing Lab for testing regulator controllers and developed classes for training customers on the theory and application of regulators and regulator controllers. At UVU, she has been instrumental in developing the curriculum for the university's Computer Engineering program in the Computer Science department. Professor Minaie teaches digital signal processing, electronics systems, embedded systems, signals and systems, engineering analysis, digital design & lab, computer interfacing, circuit theory & lab, fundamentals of electrical engineering, discrete structures, introduction to data communications, assembly language and computer architecture, object-oriented programming (Java, C++), introduction to science of computing, statics, and calculus with application, CE Senior Design Project, and robotics. She has advised more than 39 students with their senior design projects which has resulted in three presentations at UCUR conferences and ten presentations at NCUR Conferences. Since joining UVU in 2001, she has 36 publications in conference proceedings and one journal. Chair of the Computer Science RTP Committee, 2013- 2015; Computer Engineering Program Coordinator; Chaired the CE Search Committees, 2007, 2011, 2015; Program Chair for Computing and Information Technology Division of ASEE, 2014- 2015 and 2009-2011; Division Chair of Information System Division of ASEE, 2011-2013; Reviewer for SIGCSE 2013- 2015, CCSC, and ASEE 2002 – 2013 conferences; Chair for the 2012 RMCCSC conference; the IEEE Utah Section Award of Merit for Recognition as Outstanding Engineer, 2012; Dean's Faculty Teaching Award, 2009; Advisor for UVU's IEEE Student Chapter; Advisor for the Computer Engineering Club, Presenter at the Expanding Your Horizons Conference; Chair of the Senate Rank and Promotion Committee, 2007-2009; Member of the UVU Faculty Senate, 2007-2009; Technical Session Coordinator for 2009 ASEE Rocky Mountain Conference; Served as an associate site director for the 2005, and 2009 ACM International Collegiate Programming Contest; Serves as a presenter for the Empowering Your Tomorrow

Conferences (UVU); Senior member of the IEEE organization; Member of ACM, SIGCSE, and ASEE organization. She prepared the self-study for the Computer Engineering program ABET accreditation, summer 2014.

**Oh, Cheolhwan** (2008): Associate Professor, Utah Valley University, College of Technology and Computing since 2008; Member of UVU Faculty Senate since 2012; Member of Search Committee, 2013; Member of Computer Engineering Committee; Member of Computer Engineering Curriculum Committee; Member of Ethics Across the Curriculum Faculty Advisory Committee; Member of Faculty/Adjunct Excellence Awards Committee; Member of UVU GE Computer Literacy Committee; Judge in the UVU Robot Grand Challenge in Technology Expo; Reviewer/Referee of IEEE Transactions on Neural Networks and Learning Systems; works with student recruitment; Senior Research Associate, Purdue University; Postdoctoral Research Associate, Purdue University; Ph.D. Electrical and Computer Engineering, Purdue University; M.S. Electrical Engineering, University of Southern California; B.S. Electronic Engineering, Seoul National University. Professor Oh has research interests in artificial neural networks and bioinformatics. He teaches courses in electrical and computer engineering and has developed curricular materials.

**Peterson, Todd** (2003): Associate Professor, Utah Valley University, College of Technology and Computing since 2005; Computer Science Track Chair since 2013; Chair of master's degree proposal committee 2013 – present; Member of Rank and Tenure Committee 2013; Chair of Technology and Computing College Curriculum Committee 2006-2011; Member of University Curriculum Committee 2006-2011; Member of faculty search committee 2008, 2014; Member of IRB, 2003-2006; Ph.D. Computer Science, University of Alabama; M.S. Computer Science, University of Alabama; B.S. Computer Science, Brigham Young University. Professor Peterson's most recent research has been teaching OS design through implementation of a simulated operating system, robot learning in partially observable, noisy continuous worlds, and variable resolution discretization in the joint space. He teaches artificial intelligence, introduction to algorithms and data structures, and computer organization and architecture.

**Sanati-Mehrziy, Reza** (2001) is a professor of Computer Science Department at Utah Valley University, Orem, Utah. He received his M.S. and Ph.D. in Computer Science from the University of Oklahoma, Norman, Oklahoma. His research focuses on diverse areas such as: database design, data structures, artificial intelligence, robotics, computer aided manufacturing, data mining, data warehousing, and machine learning. He has more than 28 years of teaching experience in computer science at Louisiana State University in Shreveport and Utah Valley University. He has more than 50 publications and is currently serving as the division chair of the Computing and Information Technology (CIT) division of American Society for Engineering Education (ASEE).

**Tang, Jingpeng** (2014): Associate Professor, Utah Valley University, College of Technology and Computing since 2014; Member of the International Compliance Committee and Textbook Policy Writing Committee. Before joining Utah Valley University, Dr. Jingpeng Tang was a tenured Associate Professor in the Software Engineering and Information Technology Management at the University of Minnesota Crookston. He earned a bachelor's degree in engineering from Southwest Jiaotong University, China, a Master and two Ph.D. degrees in both Computer Science and Engineering from North Dakota State University. He has taught numerous courses in software engineering, networking, computer science, and information technology. His current research interests include software engineering quality assurance, software security, agent systems, 3D modeling, and simulations. Dr. Tang has published technical papers on international conferences sponsored by IEEE and other organizations. He is also PI and Co-PI for several federal grants, including Department of State (DOS).

**Welborn, Curtis** (2005): Associate Professor, Utah Valley University, College of Technology and Computing since 2011; Developed 3D graphics course; Developed Compiler Construction course; Wrote Database

Management course; Worked with students on NSF grant on anomaly detection; Ph.D. Computer Science, Texas Tech University; M.S. Computer Science, University of Texas, El Paso; B.B.A. Systems Analysis, University of Texas, Arlington. Professor Welborn teaches courses in compilers, databases, database construction, 3D graphics, programming languages, and discrete mathematics. He regularly works with students to publish papers or present at conferences. Awards: 2015-2016 UVU Board of Trustee Award of Excellence, Alumni Outstanding Educator Award, Utah Valley University, College of Technology and Computing, 2015; Scholar Excellence Award, Utah Valley University College of Technology and Computing, 2011-2012; Presidents Award, U S WEST Advanced Technologies, 2000; Thinking Out of the Box, U S WEST Advanced Technologies, 1999; Onyx Award, The Blackstone Group, 1995; Sustained Superior Performance Award, NASA, 1989; Outstanding Performance Rating, NASA, 1989.



July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Master of Public Service

Issue

Utah Valley University (UVU) requests approval to offer a Master of Public Service effective in fall 2017. The institutional Board of Trustees approved the degree on March 30, 2016.

Background

The Master of Public Service is proposed as an interdisciplinary professional master's degree in UVU's College of Aviation and Public Services. The proposed degree is distinguishable from existing Master of Public Administration programs at Southern Utah University and the University of Utah in that the UVU program would focus on preparing public service administrators in the areas of emergency services and criminal justice. With significant population growth projected for Utah County, coupled with the retirement of public servants in Utah and across the nation, the need for qualified public managers in the areas of emergency services, public safety, and homeland security is predicted to be high in the coming decades.

The proposed Master of Public Service consists of a 24-credit core, including courses in public services administration, finance and budgeting, policy and evaluation, legal issues, organizational behavior, leadership and ethics, research methods, and a capstone project; 12 elective credits related to the student's professional discipline (criminal justice or emergency services) complete the 36-credit degree. There are currently 14 full-time faculty members with terminal degrees who are qualified to teach in the MPS program; as the program is implemented and grows (50 majors and more than 20 annual graduates are projected by year four), it is anticipated three additional doctoral-level faculty members and a staff member will be hired in stages. Furthermore, an advisory board will be created to ensure the currency of program and course content, to include representatives from Utah County Government, Utah Department of Public Safety, Utah State Fire Chiefs Association, Utah National Guard, Utah Department of Transportation, Utah Emergency Management Association, and a department of health.

Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Utah Valley University and the Board of Regents. The Utah System of Higher Education (USHE) Chief Academic Officers and appropriate faculty at other USHE institutions have reviewed and are supportive of Utah Valley

University's request to offer a Master of Public Service. There are no additional policy issues relative to approval of this program.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Utah Valley University to offer a Master of Public Service.

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David L. Buhler  
Commissioner of Higher Education

DLB/GVB  
Attachment

**Program Description  
Utah Valley University  
Master of Public Service**

**Section I: The Request**

Utah Valley University (UVU) requests approval to offer a Master of Public Service effective in fall 2017. The institutional Board of Trustees approved the degree on March 30, 2016.

**Section II: Program Description**

**Complete Program Description**

The Master of Public Service (MPS) at Utah Valley University is an applied interdisciplinary professional master's degree aimed at preparing public service administrators in emergency services and criminal justice. This graduate degree provides an in-depth education of the science and praxis of administering vital public services, public safety functions, ethical considerations, leadership, and strategic communications, along with issues in emergency management, civil security/resiliency, public works, transportation, critical infrastructure protection, post-disaster humanitarian response, pandemics, strategic planning, public health, and public policy issues.

**Purpose of Degree**

UVU is seeking approval for the MPS degree because the focus and area of specialization of the MPS is unique and justified in Utah, and because the program will help meet local, state, and federal needs in public service (particularly in the areas of public safety, disaster resiliency, and homeland security).

Existing master's degrees offered by institutions in the state of Utah provide quality education in public administration and often focus on executive leadership positions (e.g., city managers). The proposed Master of Public Service will concentrate predominantly on second level leadership (e.g., department directors and immediate supervisors). These individuals and groups also need improved understanding of government operations at a time when expectations are high and budgets are limited. In addition, the MPS will offer concentrations in specialized subject areas that are not widely provided elsewhere in the state of Utah. With the increasing occurrence of disasters and terrorist attacks in recent years, these niches in public safety will be essential for the well-being of local communities and the state. Public safety, for the most part, is intricately intertwined with all other public and private service deliveries. For instance, disasters and terrorist attacks may impact day-to-day governmental services, public works, parks and recreation, transportation, public and community health, humanitarian aid, business continuity, and infrastructure protection. Therefore, a focus on public safety resiliency will become even more important in the foreseeable future.

The proposed MPS is also vital since there is a deficit of people who are able to fill leadership and management positions within government. One of the largest employment categories in the state of Utah is the public sector, with more than 234,000 jobs (including military employees).<sup>1</sup> In addition, evidence suggests that federal government workers are retiring in large numbers and this will leave countless

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<sup>1</sup> [http://www.bls.gov/regions/mountain-plains/utah.htm#eag\\_ut.f.P](http://www.bls.gov/regions/mountain-plains/utah.htm#eag_ut.f.P)

vacancies in federal departments and agencies around the nation. More importantly, Utah County is experiencing massive growth in its population, and government services must therefore expand to address the personnel requirements of municipal and county jurisdictions. Since many graduates of BYU's MPA degree obtain employment outside of Utah and even the United States,<sup>2</sup> UVU is the right institution to fill leadership and management positions in Utah County. Along these lines, employment in the areas of public safety are anticipated to experience growth in Utah County and the State of Utah through the year 2022.

A Master of Public Service (MPS) will prepare students from a variety of backgrounds (e.g., Criminal Justice, Emergency Services, Forensic Science, Aviation Science, Public and Community Health, Environmental Science, Public Works) for careers in the public sectors at the local, state, and/or national level. The core curriculum will educate the student in the functions/roles/responsibilities of government. Graduates will learn about leadership principles, management responsibilities, budgeting guidelines, and best practices in human resources.

Furthermore, the student will then be able to select discipline-specific electives within the areas of emergency services and criminal justice.

At the conclusion of their studies, graduating students will be prepared to meet the needs of the UVU service area by working in government agencies, nonprofit agencies, and/or private businesses that deal with the governmental policy on a frequent basis. Graduates will be qualified to deliver day-to-day services and deal effectively with emergencies and catastrophic events (whether natural or anthropogenic).

### **Institutional Readiness**

UVU established an Office of Graduate Studies and Graduate Council to develop university-wide graduate policies and guidelines, and to provide support for graduate programs. The Graduate Council will review and approve graduate faculty who will teach in the program. The Office of Graduate Studies will provide advice and support for program implementation and ongoing development.

The proposed MPS will be administered through the College of Aviation and Public Services (CAPS). The mission of CAPS is to provide exceptional education and training leading to essential professional qualifications. Through rigorous, safe, and engaging academic and practical experiences, CAPS prepares competent professionals who serve and protect our community. The MPS is uniquely suited for this college. Upon approval of the MPS, CAPS will seek funding for a director position via UVU's Planning, Budgeting, and Assessment (PBA) process. The director will report to the CAPS dean. During the first year, an administrative assistant will be hired to support the new program and will initially report to the associate dean. Later on, the administrative assistant will report to the director when that individual is hired.

Implementation of the MPS is not expected to have an adverse impact on lower undergraduate and lower-division education programs. Rather, the MPS will support and be supported by undergraduate offerings. It is expected that students will finish undergraduate programs in order to participate in the MPS.

Two units at UVU will also support the proposed MPS. The Institute of Emergency Services and Homeland Security supports student engagement by providing opportunities for internships, research, and training. Faculty mentor students in research and otherwise support them to achieve their personal learning and

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<sup>2</sup> <https://marriottschool.byu.edu/mpa/full-time-mpa/your-future/career-profile/>

career goals. In addition to research, master's students will have the opportunity to be involved in training individuals in specialized courses, which will lead to professional certifications.

A Center for National Security Studies (CNSS) is currently being proposed at UVU. This may also provide graduate students in the MPS program with a wide range of academic and professional opportunities. Students may augment their coursework by participating in CNSS events and activities to include symposia, panel discussions, speakers, and career and internship programs.

### Departmental Faculty

Department Faculty Category	Dept. Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Dept. Faculty Headcount at Full Program Implementation
<b>With Doctoral Degrees</b> (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	6	3	9
Full-time Non-Tenured	4		4
Part-time Tenured			
Part-time Non-Tenured			
<b>With Master's Degrees</b>			
Full-time Tenured	5		
Full-time Non-Tenured	2		2
Part-time Tenured			
Part-time Non-Tenured	6		6
<b>With Bachelor's Degrees</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	24		24
<b>Other</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	11		11
<b>Total Headcount Faculty in the Department</b>			
Full-time Tenured	11	3	14
Full-time Non-Tenured	6	0	6
Part-time Tenured	0		0
Part-time Non-Tenured	41		41
<b>Total Department Faculty FTE</b> <i>(As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")</i>	35	3	38

Faculty from within CAPS and other departments/schools will be used to deliver the program. The faculty members within CAPS bring a wealth of expertise from their professional experience and academic qualifications. They are familiar with the needs, issues, and practice of public services, public safety, and emergency services. Most, if not all, have spent years in public service and bring this experience, combined with their scholarly efforts, to the benefit of students. The faculty members of the School of Public Services have jointly designed the proposed program based on comparable existing or nascent programs. The MPS will be offered in a cohort fashion delivered in face-to-face, hybrid, and/or online modalities. Cohort size will be limited to facilitate a closer student/instructor interaction and more depth in mentoring from faculty. UVU is fully equipped to support these areas with state-of-the-art equipment and labs. As such, UVU, CAPS, and faculty are ready and available to deliver the MPS.

## **Staff**

One additional full-time administrative assistant will be needed to support the MPS program with registration, enrollment, course scheduling, orientation, etc. This position will be added in year two. Existing administrative staff will assist in administering and supporting the master's program as they do existing degree programs. Current advisors will be provided training on how to advise students who are enrolled or interested in the MPS program.

## **Library and Information Resources**

Emergency Services is identified in the library as its own subject area and shares a budget with other public service subject areas. Collections are housed primarily in the RA645.5-RA645.7 area using the Library of Congress classification system, including resources in areas related to the specific subject area such as emergency medical services, emergency road services, emergency response services, crisis intervention, and so forth. The current library specialist for this subject area is Debbie Short, Electronic Resources and Health Sciences Librarian.

Criminal Justice is identified in the library as its own subject area and shares a budget with other public service subject areas. Collections are housed primarily in the HV5800 - HV9960 area using the Library of Congress classification system, including resources in areas related to the specific subject area but are not limited to drug habits, drug abuse, criminology, criminal anthropology, criminal classes, victims of crimes, victimology, crimes and offenses, crimes and criminal classes, criminal justice administration, delinquents, criminals, prevention of crime, gun control, police, detectives, constabulary, administration and organization, police duty, investigation of crimes, examination and identification of prisoners, police social work, traffic control, traffic accident investigation, private detectives, detective bureaus, private security services, penology, prisons, corrections, juvenile offender, juvenile delinquency, reform schools, and reformation and reclamation of adult prisoners. The current library specialist for this subject area is Ben Wilson, Reference and Instruction Librarian, Business and Criminal Justice subject specialist.

Currently, the UVU Library provides access to over 125 periodical indexes.

Major indexes covering emergency services include:

- Academic Search Premier
- ABI/INFORM Complete

- Applied Science and Technology
- CINAHL Plus with Full Text
- MEDLINE
- Military & Government Collection
- Science Direct Journals

Within the databases there are 87 specific to emergency services with more than 200,000 academic articles.

Major indexes covering criminal justice include:

- Academic Search Premier
- JSTOR
- Legal Collection
- LexisNexis Academic
- National Criminal Justice Reference Services (NCJRS)
- Science Direct Journals
- PsychArticles

Within the databases there are 104 specific to criminal justice with more than 271,820 academic articles.

The statewide reciprocal borrowing agreement through UALC allows UVU students and faculty to check out materials from any Utah academic institution library, including the University of Utah Marriott Library and the private schools, BYU and Westminster. If books are not available in state, or if students cannot physically go to another library, any needed book or article can be ordered through Interlibrary Loan. The ILL web form can also be accessed from the Library Homepage. The library also offers subject specific bibliographic instruction sessions to help students maximize their use of library sources and materials and increase the quality of research and scholarship. With active participation from faculty, the collection continues to grow in quality and quantity.

## **Admission Requirements**

The proposed MPS program admission requirements are in line with UVU Policy 510, Graduate Program Admissions, and include the following:

1. A 3.0 cumulative GPA from the institution where the undergraduate degree was awarded or a 3.0 GPA calculated on the last 60 semester hours (90 quarter hours) from the institution where the undergraduate degree was awarded.
2. A bachelor's degree from a regionally-accredited college/university, a nationally accredited program, or an international college or university recognized by a Ministry of Education in one of the following or related fields:
  - Emergency Services
  - Criminal Justice/Law Enforcement, Forensic Science
  - Political Science
  - Public and Community Health

- Aviation Science
  - Emergency Management/Homeland Security
  - Emergency Medical Services
  - Business Administration, Organizational Management
  - Environmental Science
  - Public Admin/Public Management
  - Social Science
  - Technology Management
3. Graduate School Application
  4. Official transcripts from all attended institutions of higher education
  5. Two letters of recommendations
  6. Admissions Essay

\*Applicants who have bachelor's degrees in other fields may be admitted to the program if they have at least two years of public services industry experience and have completed undergraduate courses with a grade of B or better. These applications will be handled on a case-by-case basis.

### **Student Advisement**

Students in the proposed MPS program will be advised by the current full-time advisors in the College of Aviation and Public Services. Existing advisors will be trained on how to advise students in the MPS program. Faculty will also play an active role in advising as students will be assigned to a faculty member based on interest and/or discipline.

### **Justification for Graduation Standards and Number of Credits**

The proposed MPS program credit hours and graduation requirements are in compliance with UVU policy 524, Graduate Program Credit, and Graduation Requirements.

The MPS program graduation requirements include:

- Maintaining at least a 3.0 GPA
- Completion of all course work with a B or higher

The MPS program requires a total of 36 credit hours comprised of 24 credits of public services courses which includes a capstone project and 12 credits of professional discipline electives. The proposed 36-credit requirement is in line with the range of credits for similar master's degrees nationally. For example, the University of Maryland-College Park, Eastern Kentucky University, George Washington University, and University of Nebraska Medical Center, all require 36 credits for their master's degrees in Public Management, Emergency Management/Emergency Preparedness, or similar degrees.

### **External Review and Accreditation**

The program was developed via a collaborative effort of faculty from within CAPS and UVU who have extensive experience and education with public services.



The public service program will create an advisory board that reviews and advises on program and course content, provides insight on industry trends, and provides opportunities for student placement as interns and employees. The program director/chair will communicate with advisory board members regularly through scheduled group meetings, individual meetings, email, and conference calls. The proposed advisory board may consist of the following:

- Representatives from Utah County Government, (fire chiefs, police chiefs, county health, city managers, etc.)
- Representative from Utah Department of Public Safety and the Utah State Fire Chiefs Association
- Representative of the Utah National Guard
- Representative from a Department of Health
- Representative from Utah Department of Transportation
- Representative from Utah Emergency Management Association (UEMA)

Accreditation of the MPS program will be sought from the Network of Schools of Public Policy, Affairs, and Administration or NASPAA. The MPS program is designed to meet all NASPAA accreditation standards from the start; full accreditation will occur after several years of program performance per the standards.

#### Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	PROJ YR 1	PROJ YR 2	PROJ YR 3	PROJ YR 4	PROJ YR 5
<b>Data for Proposed Program</b>						
Number of Graduates in Proposed Program	0	0	0	18	22	22
Total # of Declared Majors in Proposed Program	0	20	45	50	50	50
<b>Departmental Data – For All Programs Within the Department</b>						
Total Department Faculty FTE ( <i>as reported in Faculty table above</i> )	35.00	36.00	37.00	38.00	38.00	38.00
Total Department Student FTE ( <i>Based on Fall Third Week</i> )	677	689	707	737	737	737
Student FTE per Faculty FTE ( <i>ratio of Total Department Faculty FTE and Total Department Student FTE above</i> )	19.34	19.14	19.11	19.39	19.39	19.39
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Minimum of 5 faculty; no ratios specified)						

#### Expansion of Existing Program

The MPS program is not an expansion or extension of an existing program.

## Section III: Need

### Program Need

This program fills a need that is currently not met by other means in the service area, and it also helps to prepare leaders and mid-level managers for employment at the state and federal levels when government services are increasingly in demand. In addition, the specific niche the MPS provides is imperative when one considers the rising threat disasters and terrorist attacks pose to society.

According to the Utah Foundation, Utah County will experience significant population growth by 2050.<sup>3</sup> An anticipated population of more than 1,216,000 by this time will require the creation of several new local municipalities, and existing jurisdictions will likewise face the tremendous pressures of managing urban development, dealing with traffic congestion, protecting environmental quality, and providing all types of utilities and public services. Qualified individuals in mid-level management positions will be needed to direct and coordinate important functions of government in this geographic area. UVU is a logical institution to meet the public leadership and management needs in this service area.

The proposed MPS degree will also help to replace the large numbers of state and federal employees that are currently retiring from government service. According to the US Bureau of Labor Statistics, over 234,000 people are employed by government agencies in Utah.<sup>4</sup> By 2016, the Federal Times estimates that there will be more than 2.1 million federal employees.<sup>5</sup> However, the Government Accountability Office has determined that nearly 30% of these federal workers will be eligible for retirement in the next three years.<sup>6</sup> Utah will also see many employees leave the public workforce as they advance in age. This ongoing wave of retirement of public servants in Utah and across the nation will result in a lack of qualified public managers to oversee public departments and agencies. UVU's MPS program will help to fill this gap.

Moreover, the ongoing and unfolding threat of disasters and terrorist attacks in the Utah, the United States, and around the world suggest a need for further expertise in emergency services, public safety, and homeland security. Each day there are earthquakes, floods, winter storms, hazardous materials releases, traffic and aviation accidents, rail car derailments, mine collapses, disease outbreaks, mass shootings, and explosive detonations. UVU is well poised to help communities address these significant problems. Because of UVU's existing undergraduate programs (e.g., emergency services and criminal justice) and ongoing state mandates (e.g., UFRA and POST), the faculty already has knowledge and experience in the disciplines of emergency management and criminal justice.

UVU's proposed MPS program is a logical means to prepare students for mid-level careers in the public sector at the local, state, and federal levels. Graduates will help meet the needs of growing jurisdictions in Utah County and replace the retiring workforce of state and federal government. In addition, graduates will have the knowledge and abilities to deal with the provision of general government services as well as expertise in emergency services, public safety, and homeland security that will be needed for future disasters and terrorist attacks.

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<sup>3</sup> <http://www.utahfoundation.org/uploads/rr720.pdf>

<sup>4</sup> [http://www.bls.gov/regions/mountain-plains/utah.htm#eag\\_ut.f.P](http://www.bls.gov/regions/mountain-plains/utah.htm#eag_ut.f.P)

<sup>5</sup> <http://www.federaltimes.com/story/government/management/agency/2015/02/17/hiring-agencies-2015/23299037/>

<sup>6</sup> <http://money.cnn.com/2013/06/13/news/federal-workers-retire/>

## Labor Market Demand

According to the Economic Development and Employer Planning System (EDEPS) there are no master's level programs within Utah for CIP code 43 to include Fire Service Administration (43.0202), Criminal Justice/Law Enforcement Administration (43.0103) and Crisis/Emergency/Disaster Management (43.0302).<sup>7</sup> The proposed MPS degree focuses on these disciplines, and it will meet projected labor needs in Utah and elsewhere around the nation.

Over the past 12 months, there were 225 job postings within these professions in Utah (including both new and existing positions).<sup>8</sup> However, Utah higher education only supplies 145 MPA graduates for the same period, meeting only 64% of the annual in-state demand. The Bureau of Labor Statistics (BLS) for these same professions suggest an annual growth rate in Utah at an average of 13-18% from 2012 to 2020, collectively an increase of about 120 new openings annually.<sup>9</sup> Projections from the Utah Department of Workforce Services reveal that positions for chief executives, paramedics, firefighters, and police officers in Utah County will grow by 2.7%, 3.6%, 3.5%, and 3.3% respectively.<sup>10</sup>

In addition, Dr. Stan Supinski of the Naval Post Graduate School and the Center for Domestic Preparedness in Anniston Alabama estimates that there are more than 11 million emergency responders and other personnel in this country who would need training to deal with terrorist incidents and/or other disasters. The Occupational Outlook Quarterly indicates emergency services and homeland security jobs are some of the fastest growing in the nation, with opportunities in: business continuity, transportation, critical infrastructure protection, health care, intelligence analysis, cyber security border occupations, banks, physical security, utilities, technology, and every level of government. For example, The US Department of Labor expects employment of emergency managers, EMTs, and fire fighters to grow six percent, 24% and five percent respectively during the 2014–24 decade.<sup>11</sup> The Federal Times projects also that the Department of Homeland Security alone will add about 3,800 jobs in fiscal 2015.<sup>12</sup>

## Student Demand

Departmental surveys conducted over the years asked students about their interests in a graduate degree. The most recent survey in criminal justice indicated desired rates for a graduate degrees well above 60%. In a recent survey of graduates and current students in the School of Public Services programs at UVU, 179/203 (88%) of the respondents said they were interested in a master's degree in the discipline if it was available at UVU. In addition, 164/204 (80%) of the respondents said they would actively pursue a master's degree in the discipline if available at UVU. This survey did not take into account students with baccalaureate degrees from other programs at UVU or other higher education institutions, who would also be benefited by this graduate degree. Student enrollment in public service offerings has nearly tripled in the last decade. The combined majors within the School of Public Services constitute approximately ten percent of Utah Valley University's enrollment (excluding concurrent enrollment students) and the School continues to have one of the higher graduation rates at the undergraduate levels.

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<sup>7</sup> [www.edeps.org](http://www.edeps.org).

<sup>8</sup> Burning Glass Labor Market Report

<sup>9</sup> <http://www.bls.gov/opub/mlr/2013/article/pdf/occupational-employment-projections-to-2022.pdf>

<sup>10</sup> [www.jobs.utah.gov](http://www.jobs.utah.gov), Provo/Orem protective services job outlook.

<sup>11</sup> (Bureau of Labor Statistics, U.S. Department of Labor. Occupational Outlook Handbook, 2014-24 Edition: Protective Service Workers).

<sup>12</sup> <http://www.federaltimes.com/story/government/management/agency/2015/02/17/hiring-agencies-2015/23299037/>

There are three student categories of interest for a Master of Public Service degree:

- Category One: This category includes local, state, and national government employees and nontraditional adult students. The people currently functioning in these vital areas have a tremendous need for credible, reliable, and high quality education/training. With the dynamic and changing needs of this important arena, innovation, creativity, and timely delivery of programs are the expectation.
- Category Two: This category includes the traditional student seeking a degree in higher education. With the increased development of jobs in related industries and governmental agencies, students seeking a career in the public sector or related arenas need quality and accredited educational opportunities. Their expectation is to gain the needed knowledge, skills, and abilities to secure meaningful employment in their chosen field.
- Category Three: This category is defined as the employees of private industry or business. Many businesses are involved with the government in some form or another. Someone familiar with the processes and functions of government is advantageous to businesses. This can be particularly important in areas of emergency preparedness and continuity of operations. Graduates of the Master of Public Service would be of great benefit to the private sector.

## Similar Programs

Currently, there are no other programs like the proposed MPS in the Utah System of Higher Education. Two other USHE institutions offer Master of Public Administration (MPA) degrees – the University of Utah and Southern Utah University. These are robust programs of great value and have a strong track record of accomplishment in the broad areas of public administration. Evidence from these institutions of higher education reveals that their graduates are obtaining lucrative and important careers in the public sector. For instance, graduates of the University of Utah MPA are obtaining jobs as communications managers, finance directors, public relations managers, executive officers, city managers, and development services managers.<sup>13</sup> The MPA program at Southern Utah University also has a record of success at placing students.<sup>14</sup>

In contrast to these programs, the proposed MPS degree is intended to focus on emergency services and criminal justice functions of government. UVU will also be successful at placing students, particularly because of the anticipated growth in the public sector in Utah County and because of the niche in emergency services and criminal justice. Due to its role-assignment for Fire and Emergency Services education Utah Valley University is the only state-sponsored institution of higher education that offers A.A.S., A.S., and baccalaureate degrees in Criminal Justice, Forensic Science, Fire Science, and Emergency Services Administration. Also, with the prior creation of the School of Public Services (one of a kind in the USHE system), UVU is the only institution in USHE with these programs housed in one school. With the addition of a master's degree, UVU would be the only institution of higher education in Utah to have a coordinated and integrated degree program in Criminal Justice, Forensic Science, Emergency Services (Fire and Emergency Services, Emergency Medical Services [EMS]), and a Master of Public Services degree. This creates a logical and coordinated education pathway for students in these vital disciplines.

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<sup>13</sup> <http://www.mpa.utah.edu/careers>

<sup>14</sup> <https://www.suu.edu/graduatestudies/pdf/graduateviewbook.pdf>

## **Collaboration with and Impact on Other USHE Institutions**

The proposed program is a natural expansion of UVU's current offerings in the School of Public Services. Specifically, the new program would augment UVU's baccalaureate degrees in Emergency Services Administration, Criminal Justice/Law Enforcement, Forensic Science, as well as Aviation Science, Public and Community Health, and Environmental Science, thereby providing an alternative pathway for students. No other USHE institution offers an interdisciplinary master's degree program in the emergency services discipline. Therefore, the proposed program should have no direct impact on other USHE institutions. As the program develops, UVU would certainly be willing to collaborate with other institutions to provide the best outcomes for all students in USHE.

## **Benefits**

No master degree programs with a concentration in emergency services/emergency science currently exist in the Utah System of Higher Education. Students and professionals wishing to pursue a master degree in these disciplines must turn to institutions in other states. Thus, the proposed program would fill a void in the current landscape of emergency science education in the State of Utah. The proposed Master of Public Service holds the promise of providing undergraduate students and others who are in the workforce with the opportunity to be trained in a high-demand, vital service delivery area and to find mid and high-level employment in these emerging and growing fields.

A Master of Public Service degree will also produce graduates who have the necessary performance skills to succeed as professional private sector, public sector, non-profit sector, and safety/security leaders. In a world with increasing demand for services, growing populations, and emergent disaster events, leaders are needed not only for the response and handling of services/events themselves, but in the preparation for, mitigation of, response to, and recovery from these exigent events. Moreover, for students who wish to pursue a terminal degree after graduation, the more intensive research components received in the master's degree will place them in a more advantageous position to succeed as researchers and/or educators, and endow them with the professional recognition that such a degree provides.

Additionally, graduates who become successful professionals in any career will create a strong alumni base, promote the benefits of higher education, and add to the reputation of and support the mission of UVU.

## **Consistency with Institutional Mission**

The proposed MPS aligns with the role and mission of UVU and CAPS. As a teaching institution, UVU focuses on engaged learning that positively impacts the vital needs of our community. Along these lines, the goal of CAPS is to prepare professionally competent leaders who address current and pressing challenges facing society. Each of these objectives is at the core of the proposed MPS program. The foundational and inter-disciplinary elements of the MPS, along with an initial focus on public safety and the anticipated expansion to other public services, illustrates alignment with UVU's role and mission. Engaged learning in the MPS will contribute to the quality of life and economic development in Utah County, the state, and elsewhere.

## Section IV: Program and Student Assessment

### Program Assessment

There are two primary programmatic objectives for the MPS degree. First, the MPS will provide students with a comprehensive education in the science of public service, emergency service, emergency management, homeland security, national and civil security, criminal justice, and/or how to deal with exigent circumstances such as disasters and terrorist attacks. The capstone project will be utilized to determine whether or not the students have gained the knowledge and skills that were introduced and developed in the core courses.

Second, the MPS will produce public services graduates with the knowledge and skills needed to fill advanced technical and management positions in government, quasi-government, and private sector agencies. This will be evaluated in four ways:

- Monitor graduation numbers with 25 students expected to graduate annually; starting with year three of the program.
- Monitor post-graduation employment trends with 80% of graduates expected to be placed or promoted within one year of graduation.
- Survey graduates to determine whether or not the knowledge and skills they gained in the program met the needs of their employers.
- Survey hiring managers to determine the quality of the graduates across a number of public services, emergency sciences, and managerial areas.

### Expected Standards of Performance

Students graduating with a Master of Public Service will have achieved the following learning outcomes:

1. Demonstrate an understanding of the technical and leadership aspects of all levels of public services, including emergency management and the mitigation of, planning for, response to and recovery from exigent circumstances.
2. Demonstrate the ability to solve public service related problems and to make effective decisions in dynamic and constantly changing environments.
3. Demonstrate ability to prepare and execute budgets with an understanding of public finance principles and procedures for planning, mitigation, response, and recovery related to every-day delivery of public services, as well as public safety and disaster-related threats.
4. Develop an understanding of risk management methods as they relate to public services.
5. Develop an understanding of the legal, regulatory, human resource, and ethical issues surrounding service delivery administration, emergency response, safety, security, and resiliency for the community, state and/or nation.

The aforementioned learning outcomes will be introduced and reinforced across various courses throughout the program. A variety of methods will be conducted to assess the learning outcomes of students. Specifically, faculty members teaching the courses will design and administer several learning activities to assess the learning outcomes. These activities include, but are not limited to, tests, projects, lab exercises, case studies, debates, research papers, and oral

presentations. Whenever appropriate, scoring rubrics will be developed to examine the degree to which students learning outcomes are fulfilled. Rubrics relating to risk analysis, budgeting, and legal/ethical already exist and form part of our curriculum map.

In addition, UVU institutional effectiveness officials will be consulted in the ongoing evaluation of methods and processes appropriate to these activities. This will include the following:  
Content/Learning, Post-Graduation Outcomes, and Measures of Student Satisfaction.

Faculty, students, and advisors will be active participants in ongoing learning outcomes assessment and program evaluation processes. Goals and objectives will be reviewed, data will be collected and analyzed, evaluation processes will be implemented, and feedback will be utilized in an effort to generate continuous improvement in all these activities.

## Section V: Finance

### Department Budget

Three-Year Budget Projection							
Current Departmental Budget – Prior to New Program Implementation		Departmental Budget					
		Year 1 (2017-18)		Year 2 (2018-19)		Year 3 (2019-20)	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
<b>Personnel Expense</b>							
Salaries &	\$1,493,585	\$60,000	\$1,553,585	\$95,000	\$1,648,585	\$85,000	\$1,733,585
Benefits	\$765,106	\$31,890	\$796,996	\$31,890	\$828,886	\$31,890	\$860,776
Total Personn	\$2,258,691	\$91,890	\$2,350,581	\$126,890	\$2,477,471	\$116,890	\$2,594,361
<b>Non-personnel Expense</b>							
Travel	\$0	\$3,000	\$3,000	\$3,000	\$6,000	\$0	\$6,000
Capital	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$5,000	\$5,000	\$0	\$5,000	\$0	\$5,000
Current	\$50,512	\$20,000	\$70,512	-\$10,000	\$60,512	\$0	\$60,512
Total Non-personnel	\$50,512	\$28,000	\$78,512	-\$7,000	\$71,512	\$0	\$71,512
<b>Total Expense</b>	<b>\$2,309,203</b>	<b>\$119,890</b>	<b>\$2,429,093</b>	<b>\$119,890</b>	<b>\$2,548,983</b>	<b>\$116,890</b>	<b>\$2,665,873</b>
<b>Departmental Funding</b>		<b>Year 1 (2016-17)</b>		<b>Year 2 (2017-18)</b>		<b>Year 3 (2018-19)</b>	
Appropriated	\$2,309,203	\$87,010	\$2,396,213	\$70,570	\$2,466,783	\$34,690	\$2,501,473
Other:							
Special Legislative							

Grants							
Special Fees/Differential	\$0	\$32,880	\$32,880	\$49,320	\$82,200	\$82,200	\$164,400
<b>Total</b>	\$2,309,203	\$119,890	\$2,429,093	\$119,890	\$2,548,983	\$116,890	\$2,665,873
<b>Difference</b>							
Revenue	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for	\$171		\$176		\$180		\$181

*\* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.*

### Funding Sources

The program will initially utilize existing faculty, but will later require the hiring of three additional faculty members and one staff. These personnel will be requested through the traditional planning and budgeting process at UVU, and require new appropriation of state tuition funds.

### Reallocation

No internal reallocation is planned.

### Impact on Existing Budgets

There will be minimal impact on existing budgets beyond the funds requested identified above to support the new faculty lines and program implementation.



## Section VI: Program Curriculum

### All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit
Required Courses		
MPS 6000	Public Services Administration	3.0
MPS 6010	Public Services Finance and Budgeting	3.0
MPS 6020	Public Services Policy and Evaluation	3.0
MPS 6030	Legal Issues for the Public Services	3.0
MPS 6040	Organizational Behavior in the Public Services	3.0
MPS 6050	Public Service Leadership and Ethics	3.0
MPS 6060	Research Methods for Public Services	3.0
MPS 690R	Public Services Project	3.0
	Sub-Total	24
Elective Courses	(Pick four of the following or other Graduate-Level electives as approved by the MPS Director)	
ESMG 6100	Psychology and the Emergency Services Responder (3.0)	
ESMG 6110	Disasters/Vulnerability/and Impacts (3.0)	
ESMG 6120	Emergency Planning and Response (3.0)	
ESMG 6130	Social Vulnerability in Emergencies (3.0)	
CJ 6200	Advanced Topics in Criminal Justice (3.0)	
CJ 6210	Information-based Decision Making for Criminal Justice Administrators (3.0)	
CJ 6220	Contemporary Issues In Criminal Justice (3.0)	
CJ 6230	Criminal Justice Policy (3.0)	
	Graduate Level electives as approved by the MPS Director.	
	Sub-Total	12
	Total Number of Credits	36

### Program Schedule

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
MPS 6000	Public Services Administration	3.0
MPS 6020	Public Services Policy and Evaluation	3.0
	Semester Total:	6.0
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
MPS 6030	Legal Issues for the Public Services	3.0
	MPS Elective Course	3.0
	Semester Total	6.0

<b>Summer of First Year (Course Prefix and Number)</b>	<b>Course Title</b>	<b>Credit Hours</b>
MPS 6010	Finance and Budgeting for the Public Services	3.0
	MPS Elective Course	3.0
	<b>Semester Total</b>	<b>6.0</b>
<b>Fall of Second Year (Course Prefix and Number)</b>	<b>Course Title</b>	<b>Credit Hours</b>
MPS 6040	Organizational Behavior in the Public Services	3.0
	MPS Elective Course	3.0
	<b>Semester Total</b>	<b>6.0</b>
<b>Spring of Second Year (Course Prefix and Number)</b>	<b>Course Title</b>	<b>Credit Hours</b>
MPS 6050	Public Service Leadership and Ethics	3.0
	MPS Elective Course	3.0
	<b>Semester Total</b>	<b>6.0</b>
<b>Summer of Second Year (Course Prefix and Number)</b>	<b>Course Title</b>	<b>Credit Hours</b>
MPS 6060	Research Methods for Public Services	3.0
MPS 690R	Public Services Project	3.0
	<b>Semester Total</b>	<b>6.0</b>
	<b>Total Degree Credits</b>	<b>36.0</b>

## Section VII: Faculty

Rodger Broomé

- Assistant Professor, Emergency Services
- Ph.D. in Psychology, MA, in Psychology
- Retired Police Officer & Fire Marshal for West Jordan City, UT Fire Department

David Connelly

- Associate Professor/Chair, Political Science and History
- Ph.D. in Public Administration, MPA
- Previous MPA Program Director

Kenneth L Crook

- Associate Professor, Criminal Justice/Law/Enforcement
- Juris Doctorate
- Retired FBI Foreign Counter Intelligence Agent

Matthew Duffin

- Associate Professor/Chair, Criminal Justice/Law Enforcement
- Juris Doctorate
- Retired Judge Advocate General Attorney, US Air Force

John Fisher

- Associate Professor, Emergency Services
- Ph.D. in Educational Administration
- Graduate Fellowship (Social Sciences and Humanities)

Ron Hammond

- Professor, Behavioral Science
- Ph.D. in Family Studies, MS in Health Education
- Certified Family Life Instructor

R. Jeffery Maxfield

- Professor, Emergency Services
- Ed.D. in Curriculum and Instruction/Adult Education
- Retired Chief Operations Officer/Assistant Chief for Unified Fire Authority
- Past Associate Dean of School of Public Service

David A. McEntire

- Dean, College of Aviation and Public Services
- Ph.D. in International Studies, MA in International Studies
- Past Professor at University of North Texas—Emergency Administration and Planning

Eric Russell

- Assistant Professor, Emergency Services
- Ed.D. in Organizational Leadership
- Retired Captain, Department of Defense (Air Force) Fire Department

Thomas Sturtevant

- Associate Dean, CAPS, Assistant Professor, Emergency Services
- Ed.D., Leadership for Teaching and Learning

July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Master of Science in Cybersecurity

Issue

Utah Valley University (UVU) requests approval to offer a Master of Science in Cybersecurity effective Fall Semester, 2017. This proposal was approved by the institutional Board of Trustees March 30, 2016.

Background

Utah Valley University resides in a service area that is experiencing strong economic growth. The computer industry is a main economic driver within Utah County. As the computer industry evolves, the need for professionals prepared in cybersecurity is becoming increasingly apparent. Over the last few years, UVU has become a regional leader in preparing people for work within the cybersecurity sector. In 2012, UVU was awarded a three million dollar grant from the United States Department of Labor to train displaced workers in computer security issues. Today, UVU offers three bachelor's degrees with cybersecurity emphases and two certificates in cybersecurity including a certificate designed for individuals who currently possess a baccalaureate degree. The proposed master's degree program is the institution's next step in meeting the growing labor market demand for cybersecurity professionals.

The Master of Science in Cybersecurity is intended for individuals who desire to acquire additional cybersecurity knowledge, skills, and abilities in order to pursue new careers or to advance within an existing career. The program focuses on the managerial and technical perspectives of cybersecurity through extensive use of case-studies and hands-on lab exercises.

Cybersecurity jobs are available at a number of organizations from a wide variety of sectors. An October 2015 job search on the Indeed.com job aggregator showed over 150 cybersecurity/information security positions currently posted in Utah.

Cybersecurity is integral to most information technology occupations (e.g., network administration, database administration, information systems management, etc.). A worker who is qualified in cybersecurity could obtain employment within any of these occupational groups.

The Department of Workforce Services projects that Information Security Analysts, an occupational category that relates to UVU's proposed program, will experience a 5.1% growth rate in Utah with employees earning an annual median income of \$78,590.

#### Policy Issues

The proposed program has been developed through established institutional procedures and Board of Regents policy. Chief academic officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided input. There are no additional policy issues that need to be addressed relative to approval of the program.

#### Commissioner's Recommendation

The Commissioner recommends the Board of Regents approve the request from Utah Valley University to offer a Master of Science in Cybersecurity.

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David L. Buhler  
Commissioner of Higher Education

DLB/BKC  
Attachment

**Utah Valley University  
Master of Science in Cybersecurity**

**Section I: The Request**

The Department of Information Systems and Technology in the College of Technology and Computing at Utah Valley University requests approval to offer a Master of Science in Cybersecurity effective Fall Semester, 2017. The UVU Board of Trustees approved this program March 30, 2016.

**Section II: Program Description**

**Complete Program Description**

The Master of Science in Cybersecurity is intended for individuals who desire to acquire additional cybersecurity knowledge, skills, and abilities in order to pursue new employment or to advance within existing careers in cybersecurity. The program is also designed for individuals who plan to pursue doctorate degrees in cybersecurity or related fields. The program focuses on the managerial and technical perspectives of cybersecurity through extensive use of case-studies and hands-on lab exercises.

**Purpose of Degree**

The federal government has made information security a national security and public safety issue. This is evident in the creation of the Cyber Threat Intelligence Integration Center;<sup>1</sup> a government center tasked with coordinating the response to cybersecurity threats and combating hackers. However, and despite the heightened realization of the importance of cybersecurity, industry reports continue to show that there is a severe shortage of skilled cybersecurity professionals.<sup>2</sup>

UVU is a regional leader in cybersecurity teaching and training. In 2012 the university was awarded a three million dollar grant from Department of Labor (DOL) to train displaced TAACCCT workers with the support of the Utah State Workforce Development Board. Today, UVU offers three bachelor's degrees and two certificates with cybersecurity emphases, including a one-year post-baccalaureate certificate.

The proposed program will provide students with a comprehensive education in cybersecurity, which will enhance their cybersecurity knowledge and skills and prepare them to address cybersecurity challenges in private and public sectors. The new program is designed to address a shortage of cybersecurity professionals and scholars at the National Security Agency's (NSA) Cybersecurity Data Center (CDC), the largest security data center in the world, and other employment deficits relevant to cybersecurity throughout Utah and the western United States.

**Institutional Readiness**

The proposed program will be administered by the Department of Information Systems & Technology (IST) within the College of Technology and Computing at Utah Valley University. A full-time faculty member will serve as the Director of Cybersecurity. The director will report to the IS&T Department Chair, who reports to the Dean of the College of Technology and Computing.

The Department of IST has three full-time faculty who are already qualified to support the proposed program. Two of these faculty were exclusively hired under the cybersecurity grant to develop curriculum for the various cybersecurity-related offerings, including a post-baccalaureate certificate in cybersecurity. The proposed master's degree is a natural expansion. The cybersecurity grant covered the salaries of these two faculty members through the 2014-2015 academic year with the university funding the positions thereafter. The IST

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<sup>1</sup> <https://www.whitehouse.gov/the-press-office/2015/02/25/presidential-memorandum-establishment-cyber-threat-intelligence-integrat>

<sup>2</sup> <http://www.isaca.org/Pages/Cybersecurity-Global-Status-Report.aspx>

Department Chair and the College of Technology and Computing Dean are both qualified to teach some classes in this program.

None of these full-time faculty will be reassigned as they already teach cybersecurity courses at the undergraduate and graduate levels as part of the post-baccalaureate certificate in cybersecurity. However, as the program grows, it is projected that one full-time faculty position will be added. With an additional tenure-track position, there should not be any adverse impact on the undergraduate programs within the department.

The proposed graduate program may affect enrollments only in the IST Department. Specifically, the program may increase enrollments in lower-division IT courses for incoming graduate students who do not have bachelor's degrees in information technology or related fields. Such students will be required to complete some lower-division IT courses to be prepared for the graduate cybersecurity courses.

Courses will be delivered through face-to-face, hybrid, and online delivery methods. The particular delivery methods may vary based on the course content to achieve the best delivery for each specific course.

#### Departmental Faculty

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
<b>With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)</b>			
Full-time Tenured	2	1	3
Full-time Non-Tenured	4		4
Part-time Tenured			
Part-time Non-Tenured			
<b>With Master's Degrees</b>			
Full-time Tenured	6		6
Full-time Non-Tenured	4		4
Part-time Tenured			
Part-time Non-Tenured	2		2
<b>With Bachelor's Degrees</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	6		6
<b>Other</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	1		1
<b>Total Headcount Faculty</b>			

Full-time Tenured	8	1	9
Full-time Non-Tenured	8	0	8
Part-time Tenured	0		0
Part-time Non-Tenured	9	0	9
<b>Total Department Faculty FTE</b> (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	25	1.00	26.00

### Staff

The Department of Information Systems and Technology currently employs one full-time and one part-time administrative assistant. Administrative support for the proposed program will be shared between these assistants. The part-time administrative assistant could develop into a full-time position as the program grows.

Students in the proposed program will be advised by the 1.5 full-time advisors in the Department of Information Systems and Technology. One advisor is assigned 100% to the IST majors. Another full-time advisor is assigned 50% to the IST majors. The department may need an additional academic advisor as the program grows.

### Library and Information Resources

Under the TAACCCT grant, the library acquired adequate books and resources to start the cybersecurity program. Additional cybersecurity journals have been identified with the assistance of library personnel.

### Admission Requirements

Potential students must apply for admission into the program. In order to qualify for admission into the program, the following are required:

1. Bachelor's degree with a GPA of at least 3.2 on a 4.0 scale from a regionally accredited institution in one of the following fields\*
  - Information Systems
  - Information Security
  - Information Technology
  - Computer Science
2. Admissions Essay
3. Application
4. Official transcripts from all attended institutions of higher education
5. Two letters of recommendations

\*Applicants who have bachelor's degrees in other fields may be admitted to the program if they have at least two years of IT or cybersecurity industry experience and have completed undergraduate courses in data communication, programming, and servers with a grade of C+ or better. Students may also take a comprehensive exam on these topics to satisfy this admission requirement. These applications will be handled on a case-by-case basis.



## Student Advisement

Students in the proposed program will be advised by the current full-time advisors in the IST Department. As the program grows, the department may need an additional academic advisor to support the program.

## Justification for Graduation Standards and Number of Credits

The proposed program requires ten cybersecurity courses (seven core courses including a capstone course and three electives) for a total of 30 credit hours. By requiring students to complete ten courses, all in cybersecurity, the proposed program will provide students with a quality and comprehensive education that will prepare them for senior positions in cybersecurity. In addition, the proposed 30-credits requirement is in line with the range of credits for similar cybersecurity master's degrees, which would allow it to compete nationally.

## External Review and Accreditation

The Cybersecurity program has an advisory board that reviews and advises on program and course content, provides insight on industry trends, and provides opportunities for student placement as interns and employees. The program manager communicates with advisory board members regularly through scheduled group meetings, individual meetings, email, and conference calls. Ongoing additional review is being conducted by associates of the advisory board as well.

Additionally, UVU is reviewing the recently updated National Security Agency and the Department of Homeland Security Center of Academic Excellence program and will be aligning to the knowledge units specified under this program.

## Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	Projected				
		Year 1 (16-17)	Year 2 (17-18)	Year 3 (18-19)	Year 4 (19-20)	Year 5 (20-21)
Data for Proposed Program						
Number of Graduates in Proposed Program	0	0	0	15	18	20
Total # of Declared Majors in Proposed Program	0	15	33	38	40	40
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	25.00	25.50	26.00	26.00	26.00	26.00
Total Department Student FTE (Based on Fall Third Week)	510	519	532	538	540	540
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	20.40	20.35	20.46	20.70	20.77	20.77

Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable: (Provide ratio here:_____)						
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### Expansion of Existing Program

This program will expand UVU's cybersecurity graduate education by building on the existing cybersecurity graduate certificate.

Additionally, this program will provide graduate education options for IST Department's growing enrollment. From 2013-2014 to 2014-2015, student credit hours in IST courses went from 4,185 to 7,059.

## Section III: Need

### Program Need

The evolving landscape of information security and the increasing pace at which cyber attacks continue to grow in scale and complexity, coupled with a gap of qualified cybersecurity professionals and scholars, provide rationale for the proposed program.

Data breaches across the country have impacted millions of businesses, agencies, and individuals. The Identity Theft Resource Center reported that in 2014, there were 783 data breaches: 42.5% in medical/healthcare industry, 33% in business, 7.3% education, 5.5% banks/credit unions/financial institutions, and 11.7% government/military.<sup>3</sup> In 2014 it was reported that hackers believed to be working for the Russian government breached the unclassified White House computer networks.<sup>4</sup> Hackers believed to be based in China breached the computer systems of the Office of Personnel Management and stole the personal information of four million federal employees.<sup>5</sup> These incidents demonstrate the need to educate and train a workforce of cybersecurity-savvy professionals who are able to handle complex cybersecurity threats and capable of securing information, computer networks, and IT infrastructure.

A Master of Science in Cybersecurity is needed to provide undergraduate students in information technology, computer science, and other related fields, with the advanced cybersecurity knowledge and skills needed to address the complexity of cybersecurity threats and challenges. This rationale is echoed in the recommendations of several workshops on cybersecurity education and training. For example, a 2013 Association for Computing Machinery workshop<sup>6</sup> supported by the National Science Foundation (NSA) recommended that "Educational institutions should be encouraged to support master's and doctoral degree programs in fields requiring cybersecurity knowledge and skills." The group noted that "A master's degree in cybersecurity in a two-year timeframe would allow suitably prepared graduates to master the knowledge, skills, and abilities (KSAs) specific to advanced topics in cybersecurity".

### Labor Market Demand

A 2015 Global Information Security Workforce Study<sup>7</sup> by (ISC)<sup>2</sup>, a global leader in educating and certifying information security professionals, reported a widening shortfall in the information security workforce with 62% of the survey respondents stating that their organizations have too few information security professionals

<sup>3</sup> Identity Theft Resource Center, <http://www.idtheftcenter.org/ITRC-Surveys-Studies/2014databreaches.html>

<sup>4</sup> [http://www.washingtonpost.com/world/national-security/hackers-breach-some-white-house-computers/2014/10/28/2ddf2fa0-5ef7-11e4-91f7-5d89b5e8c251\\_story.html](http://www.washingtonpost.com/world/national-security/hackers-breach-some-white-house-computers/2014/10/28/2ddf2fa0-5ef7-11e4-91f7-5d89b5e8c251_story.html)

<sup>5</sup> <http://www.wsj.com/articles/u-s-suspects-hackers-in-china-behind-government-data-breach-sources-say-1433451888>

<sup>6</sup> <https://www.acm.org/education/TowardCurricularGuidelinesCybersec.pdf>

<sup>7</sup> [https://www.isc2cares.org/uploadedFiles/wwwisc2caresorg/Content/GISWS/FrostSullivan-\(ISC\)%C2%B2-Global-Information-Security-Workforce-Study-2015.pdf](https://www.isc2cares.org/uploadedFiles/wwwisc2caresorg/Content/GISWS/FrostSullivan-(ISC)%C2%B2-Global-Information-Security-Workforce-Study-2015.pdf)

compared to 56% in the 2013 survey. The study projects that the demand for cybersecurity professionals in the Americas would reach 2.5 million in 2019 with a compound annual growth rate (CAGR) of 11.2% over the five year period 2014-2019. This is compared to a supply of 1.9 million security professionals in 2019 with a CAGR of 6.0% over the same period. As noted in the study, the reasons for this hiring shortfall are due to an insufficient pool of suitable candidates.

The (ISC)<sup>2</sup> study further found that the largest increase in cybersecurity professional roles in the future are in those roles that are mostly managerial. The study goes on to note that “as security professionals advance in organizational roles, their educational investments also need to evolve to ensure professional success.” This lends further support to the rationale for the need of a master program in cybersecurity.

Utah County is now the home of, or a key venue for, some of the world leaders in information technology and cybersecurity. Taking advantage of the unique corporate and human resources that Utah County has to offer, the National Security Agency (NSA) chose the area for the construction and implementation of a new Cybersecurity Data Center (CDC), the largest security data center in the world.

The NSA facility, however, is only part of the target for the proposed program. Some of the world leaders in information technology and cybersecurity are headquartered or have facilities in Utah County. Examples of potential employers include:

Symantec: A Fortune 500 company and global leader in IT Security Management and technology; employs more than 1,000 IT Security professionals at its Lindon, Utah, facility. At the time this proposal was written, the company had 32 job openings in Utah.

SecurityMetrics, Inc.: A leading provider of Data Security Standard (DSS) security solutions based in Orem, Utah; employs more than 400 security professionals and support staff. The company plans to expand operations and has expressed a need for more qualified penetration testers.

NetIQ/Novell: NetIQ was acquired by Novell/Attachmate in an acquisition in which Novell's secure data center technology will merge with NetIQ technology in data security and secure virtualization. The Provo facility employs about 1,300 technology & data systems professionals & support staff.

Additional cybersecurity jobs are available from a number of organizations from a wide variety of sectors. An October 2015 job search on the Indeed.com job aggregator shows over 150 current posted cybersecurity/information security positions in Utah. Here is a selection of titles and companies listed:

Information Security Manager – State of Utah  
Security Analyst – SecurityMetrics  
Information Security Support Engineer – ConsultNet  
Director, Information Security Operations – D+H  
Security Risk Analyst – The Church of Jesus Christ of Latter-day Saints  
Information Systems Security Staff – Intermountain Healthcare  
US IT Security Risk Management Manager – PwC

The Department of Workforce Services projects that Information Security Analysts, an occupational category that relates to UVU's proposed program, will experience a 5.1% growth rate in Utah with employees earning an annual median income of \$78,590.

## **Student Demand**

The IST Department conducted a survey of students enrolled in IST undergraduate programs during Fall Semester, 2015. The survey received 145 responses. Of those, 50 are planning to attend graduate school and 81 are unsure. When asked their interest in a master's degree in cybersecurity at Utah Valley University, 91 were very interested and 42 were interested. The respondents were asked when they would consider starting a program. Forty-three respondents indicated either "as soon as possible" or the 2016-2017 school year. Fifty-one respondents indicated the 2017-2018 school year.

## **Similar Programs**

Aside from UVU, which offers a post-baccalaureate certificate in cybersecurity, three other Utah System of Higher Education institutions offer cybersecurity graduate courses. Southern Utah University recently received approval to offer an on-line cybersecurity master's degree. In addition, the University of Utah and Utah State University offer graduate-level cybersecurity courses.

Western Governors University (WGU) offers a distance-only Master of Science in Information Security and Assurance degree. While this program covers similar topics, WGU's competency based approach is a different model and difficult to compare directly. Western Governors University offers courses nationwide, serving a different market than UVU's regional role.

## **Collaboration with and Impact on Other USHE Institutions**

The proposed program is a natural expansion of UVU's current offerings in cybersecurity. Specifically, the new program would augment UVU's post-baccalaureate certificate in cybersecurity, thereby providing an alternative pathway for students. As the program develops, UVU has indicated an intent to collaborate with other institutions to provide the best outcomes for all students within the Utah System of Higher Education. Chief academic officers as well as faculty in related departments from the Utah System of Higher Education institutions have reviewed the proposal and have provided input.

## **Benefits**

The proposed Master of Science in Cybersecurity holds the promise of providing undergraduate students and others who are in the workforce with the opportunity to be trained in a high-demand area and to find mid and high-level employment in a promising and growing field.

## **Consistency with Institutional Mission**

Utah Valley University's Mission states that: "Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs." As a regional state university, UVU places high value on "preparing intellectually resilient graduates for a future of continuous and cross-disciplinary learning." One of UVU's key roles is to provide "quality academic learning opportunities for students through programs at the certificate, associate, baccalaureate, and graduate levels." Further, the College of Technology & Computing Mission Statement is "to prepare students for successful careers or advanced study in a dynamic, technology-based, global environment."

The proposed Master of Science in Cybersecurity fits within the mission of Utah Valley University in that it aims to meet the educational needs for cybersecurity skilled workforce in Utah and throughout the Western United States. The new program supports the university role in that it complements the current cybersecurity offerings at UVU by creating a new opportunity for comprehensive and quality cybersecurity education at the graduate level. Finally, the proposed program supports the College of Technology & Computing Mission in that it will prepare the student for advanced careers or doctoral studies in the dynamic and technology-based field of cybersecurity.

## Section IV: Program and Student Assessment

### Program Assessment

The program has two main program goals. Each goal has specific measurements.

Program Goal 1: Provide students with a comprehensive education in cybersecurity

Measurement 1.1: Use the capstone course to determine whether or not the students have gained the knowledge and skills that were introduced and developed in the core courses.

Measurement 1.2: Evaluate and update the curriculum through Advisory Board and industry-partnerships.

Measurement 1.3: Evaluate the curriculum against the current standards of the National Security Agency and Department of Homeland Security for the designation of Centers of Academic Excellence in Information Assurance.

Program Goal 2: Produce cybersecurity graduates with the knowledge and skills needed to fill advanced technical and management positions in cybersecurity.

Measurement 2.1: Monitor graduation numbers with 15 students expected to graduate annually; starting with year three of the program.

Measurement 2.2: Monitor post-graduation employment trends with 80% of graduates expected to be placed within three months of graduation.

### Expected Standards of Performance

Students graduating with a Master of Science in Cybersecurity will have achieved the following learning outcomes:

1. Demonstrate an understanding of the technical and managerial aspects of cybersecurity.
2. Demonstrate the ability to solve cybersecurity related problems and to make effective cybersecurity decisions in a dynamic and constantly changing environment.
3. Demonstrate proficiency in using the tools, techniques, and technologies related to the identification and mitigation of cybersecurity threats.
4. Develop an understanding of risk management methods as they relate to cybersecurity.
5. Develop an understanding of the legal, regulatory, and ethical issues surrounding cybersecurity.

The aforementioned learning outcomes will be introduced and reinforced across various courses throughout the program. A variety of methods will be conducted to assess the learning outcomes of students. Specifically, faculty members teaching the courses will design and administer several learning activities to assess the learning outcomes. These activities include, but are not limited to, tests, projects, lab exercises, case studies, debates, research papers, and oral presentations. Whenever appropriate, scoring rubrics will be developed to examine the degree to which students learning outcomes are fulfilled.

In addition, UVU institutional effectiveness officials will be consulted in the ongoing evaluation of methods and processes appropriate to these activities. This will include the following: Content/Learning, Post-Graduation Outcomes, and Measures of Student Satisfaction.

Faculty, students, and advisors will be active participants in ongoing learning outcomes assessment and program evaluation processes. Goals and objectives will be reviewed, data collected and analyzed, evaluation processes implemented, and feedback utilized in an effort to generate continuous improvement in all these activities.

## Section V: Finance

### Department Budget

9/11/2015 Note: Waiting from the Budget Office to update the Library and Travel data.

Three-Year Budget Projection							
Departmental Data	Current Departmental Budget - Prior to New Program Implementation	Departmental Budget					
		Year 1 (2016-17)		Year 2 (2017-18)		Year 3 (2018-19)	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries & Wages	\$968,122	\$52,500	\$1,020,622	\$52,500	\$1,073,122	\$0	\$1,073,122
Benefits	\$412,694	\$21,030	\$433,724	\$21,030	\$454,754	\$0	\$454,754
Total Personnel Expense	\$1,380,816	\$73,530	\$1,454,346	\$73,530	\$1,527,876	\$0	\$1,527,876
Non-personnel Expense							
Travel	\$0	\$3,000	\$3,000	\$0	\$3,000	\$0	\$3,000
Capital	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$2,000	\$2,000	\$0	\$2,000	\$0	\$2,000
Current Expense	\$20,101	\$10,000	\$30,101	\$0	\$30,101	\$0	\$30,101
Total Non-personnel Expense	\$20,101	\$15,000	\$35,101	\$0	\$35,101	\$0	\$35,101
Total Expense (Personnel + Current)	\$1,400,917	\$88,530	\$1,489,447	\$73,530	\$1,562,977	\$0	\$1,562,977
Departmental Funding		Year 1 (2016-17)		Year 2 (2017-18)		Year 3 (2018-19)	

Appropriated Fund	\$1,400,917	\$68,870	\$1,464,787	-\$37,773	\$1,502,560	-\$16,851	\$1,485,709
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees/Differential Tuition	\$0	\$24,660	\$24,660	\$35,757	\$60,417	\$16,851	\$77,268
<b>Total Revenue</b>	<b>\$1,400,917</b>	<b>\$88,530</b>	<b>\$1,489,447</b>	<b>\$73,530</b>	<b>\$1,562,977</b>	<b>\$0</b>	<b>\$1,562,977</b>
<b>Difference</b>							
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$137		\$143		\$147		\$145

*\* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.*

### Funding Sources

This program requires the addition of several new courses within the Information Systems and Technology Department. Utah Valley University's three-year grant through the Department of Labor to develop and implement cybersecurity programs has already funded almost half the course development for the master's program. The institution continues to seek private and grant funding to support the program. Additionally, UVU will request support through mission-based funding.

### Reallocation

No internal reallocation is planned.

### Impact on Existing Budgets

It is not anticipated that other existing budgets will be impacted by this program.

## Section VI: Program Curriculum

### All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Required Courses		
IT 6300	Principles of Cybersecurity	3
IT 6330	Cybersecurity Operations	3
IT 6350	Law, Ethics, and Privacy in Cybersecurity	3
<b>IT 6370</b>	<b>Penetration Testing and Vulnerability Assessment</b>	3
IT 6740	Advanced Network Defense and Countermeasures	3
IT 6770	Cybersecurity Management	3
IT 6900	<b>Cybersecurity Capstone</b>	3
Sub-Total		21
Elective Courses (Choose 3)		
<b>IT 6660</b>	<b>Advanced Network Forensics</b>	3
<b>IT 6750</b>	<b>Reverse Engineering &amp; Malware Analysis</b>	3
IT 6780	Secure Coding	3
<b>INFO 6420</b>	<b>Web and Mobile Application Security</b>	3
Or other departmental approved electives		
Sub-Total		9
Total Number of Credits		30

### Program Schedule

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
IT 6300	Principles of Cybersecurity	3
IT 6330	Cybersecurity Operations	3
	Semester total:	6
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
IT 6740	Advanced Network Defense and Countermeasures	3
IT 6350	Law, Ethics, and Privacy in Cybersecurity	3
	Semester total:	6
Summer of First Year (Course Prefix and Number)	Course Title	Credit Hours
IT 6370	Penetration Testing and Vulnerability Assessment	3
	Semester total:	3
Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
IT 6770	Cybersecurity Management	3



Elective		3
	Semester total:	6
<b>Spring of Second Year (Course Prefix and Number)</b>	<b>Course Title</b>	<b>Credit Hours</b>
Elective		3
Elective		3
	Semester total:	6
<b>Summer of Second Year (Course Prefix and Number)</b>	<b>Course Title</b>	<b>Credit Hours</b>
IT 6900	Cybersecurity Capstone	3
	Semester total:	3

### Section VII: Faculty

Basil Hamdan

- Assistant Professor, Cybersecurity
- Education: Ph.D. in Information Systems
- Professional Certifications: GIAC Web Application Penetration Tester

Keith R. Mulbery

- Department Chair and Professor, Information Systems
- Education: Ph.D. in Business Information Systems

C. Paul Morrey

- Assistant Professor, Information Technology
- Education: Ph.D. in Computer Science

Michael Savoie

- Dean, College of Technology & Computing
- Education: Ph.D. in Operations Management

Additional full-time faculty will need to be hired as the program grows (see Institutional Readiness section).

July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Master of Social Work

Issue

Utah Valley University (UVU) requests approval to offer a Master of Social Work (MSW) effective in fall 2017. The institutional Board of Trustees approved the degree on March 30, 2016.

Background

The proposed Master of Social Work degree builds on an existing Bachelor of Social Work (BSW) program at UVU. With the MSW, graduates would be positioned to become a Licensed Clinical Social Worker (LCSW), qualifying them for responsible positions in the areas of mental health, medical social work, child welfare, etc. The proposed MSW includes specializations in mental health, addictions, and engaging with diverse populations, and meets the standards of social work's accrediting body, the Council on Social Work Education (CSWE). At 60 credits, the MSW by UVU is consistent in length with other programs across the state and nation in accordance with CSWE standards.

The proposed MSW would be based in UVU's interdisciplinary Department of Behavioral Science, and several faculty members from related disciplines (family studies, peace and justice, psychology, etc.) have expressed interest in collaborating with and teaching in an MSW program. There are currently four full-time and eight adjunct social work faculty members in the Department; two of the current full-time faculty would transfer from the BSW to the MSW program, creating a need for two additional full-time faculty members in fall 2017; and three additional full-time and one additional adjunct faculty would be needed in fall 2018. To meet CSWE standards, a program director (full-time PhD faculty member with a two-course release) would oversee the MSW program, and a field director (full-time LCSW faculty member with a two-course release) would manage the field practicum component of the program; a full-time administrative assistant and a full-time academic advisor would be hired for the MSW program, as well.

In a recent survey conducted by UVU's student association, the master's degree most requested to be added at the University was an MSW. Furthermore, there were 326 baccalaureate graduates in the behavioral sciences and 26 BSW graduates at UVU in 2014, providing a rich pool of potential applicants to an MSW program. High labor market demand for social work professionals is documented in the UVU MSW proposal, with the competition for MSW graduates in Utah seen as becoming "intense."

### Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Utah Valley University and the Board of Regents. The Utah System of Higher Education (USHE) Chief Academic Officers and appropriate faculty at other USHE institutions have reviewed and are supportive of Utah Valley University's request to offer a Master of Social Work. There are no additional policy issues relative to approval of this program.

### Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Utah Valley University to offer a Master of Social Work.

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David L. Buhler  
Commissioner of Higher Education

DLB/GVB  
Attachment

**Program Description  
Utah Valley University  
Master of Social Work**

**Section I: The Request**

Utah Valley University (UVU) requests approval to offer a Master of Social Work (MSW) effective in fall 2017. The institutional Board of Trustees approved the degree on March 30, 2016.

**Section II: Program Description**

**Complete Program Description**

The Master of Social Work (MSW) at UVU is designed to educate and prepare students for a career at the next level in the social work profession. The MSW will prepare students to become a Licensed Clinical Social Worker (LCSW) qualifying them for a wider range of employment opportunities (mental health, medical social work, child welfare, etc.) working with various populations (children, adolescents, adults, elderly, disabled, etc.). The MSW Program at UVU will have three different specializations: Mental Health, Addictions (including substance and nonsubstance addictions; i.e., pornography, gambling, painkillers, etc.), and Engaging with Diverse Populations. These areas of focus are projected to be significant areas of growth within the social work field over the next decade and beyond as the population ages and the need for mental health care related services increases.<sup>1</sup>

**Purpose of Degree**

This degree would provide students unique opportunities to extend their educational and career aspirations in a field that is highly marketable and practical. The purpose of an MSW degree is likely best stated by CSWE's Educational Policy and Accreditation Standards:

"The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, social work's purpose is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons. Social work educators serve the profession through their teaching, scholarship, and service. Social work education—at the baccalaureate and master's levels . . . shapes the profession's future through the education of competent professionals, the generation of knowledge, and the exercise of leadership within the professional community. The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models of curriculum design by balancing requirements that promote comparability across programs with a level of flexibility that encourages programs to differentiate and will be discussed in greater detail in the section on accreditation."<sup>2</sup>

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<sup>1</sup> (EMSI Q1 2015 Data Set)

<sup>2</sup> CSWE: <http://www.cswe.org/File.aspx?id=13780>

## Institutional Readiness

In 2008, Utah Valley State College became Utah Valley University and completed construction of a new state-of-the-art library. Shortly thereafter, the Carnegie Foundation for the Advancement of Teaching recognized UVU as one of the nation's premier "engaged universities." Engaged universities enhance the learning experience of students by tying curriculum to the needs of the community. Engaged learning, a key mission of UVU, is focused on helping students become people of integrity, responsible stewards in their areas of influence, and competent professionals. Social work educational programs are specifically geared to build professionals of character who can work in conjunction with community members to assess community needs, determine how these needs can best be met, and assist in implementing the resulting intervention plans. Formal relationships with key community members (e.g., agency directors) are developed by social work faculty to create opportunities for students to learn while contributing to the welfare of the community.

The MSW program will be housed in the interdisciplinary Behavioral Science Department at Utah Valley University. CSWE accreditation standards mandate that all MSW programs have two administrators (both of whom also serve as faculty in the program): a program director who oversees the MSW program and a field director who manages every aspect of the field practicum component of the MSW program. The field director contracts with agencies to provide field practicum experiences for students, educates agency personnel about the MSW program and agency responsibilities to students, and ensures that students have a quality experience that includes on-site supervision, etc. The program director must be a full-time, Ph.D.-level faculty member with a master's in social work. In addition, this individual must have release time from two classes to devote sufficient time to administrative duties. The field practicum director must be a Licensed Clinical Social Worker (LCSW) and have had at least two years of social work experience since licensure. This individual must have release time from two classes as well to be able to perform administrative responsibilities.

CSWE accreditation standards also require MSW programs to manage their own budgets.<sup>3</sup> MSW coursework will need to be taught primarily by full-time and adjunct social work faculty. Some core courses (e.g., research methods) can be taught by faculty in other disciplines. Currently, the Behavioral Science Department has four full-time social work faculty members and eight adjunct social work faculty. The MSW program will transfer two of these full-time faculty members from the current BSW and will have an immediate need for two additional faculty members to begin Fall 2017, with three more faculty members added for Fall 2018, and an additional adjunct faculty added as well (see Faculty Table below). The learning resources/instructional technology necessary for the MSW will use resources and technologies, e.g., computer, multimedia, and library resources currently utilized by the BSW and will add additional resources as the program grows.

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<sup>3</sup> Ibid.

## Departmental Faculty

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
<b>With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)</b>			
Full-time Tenured	14	5	19
Full-time Non-Tenured	7		7
Part-time Tenured			
Part-time Non-Tenured	9	1	10
<b>With Master's Degrees</b>			
Full-time Tenured			
Full-time Non-Tenured	2		2
Part-time Tenured			
Part-time Non-Tenured	37		37
<b>With Bachelor's Degrees</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	13		13
<b>Other</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured	15		15
<b>Total Headcount Faculty</b>			
Full-time Tenured	14	5	19
Full-time Non-Tenured	9	0	9
Part-time Tenured	0		0
Part-time Non-Tenured	74	1	75
<b>Total Department Faculty FTE</b> (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	57	6	63

## Staff

The MSW program will be administered by a program director who is also a full-time, doctoral-level social work faculty member of the Behavioral Science Department. The field practicum component of the program will be directed by a full-time master's or doctoral-level social work faculty member of the department. CSWE allows for field directors to have only an MSW, which is the terminal degree for practicing within social work, there are many accredited MSW programs that have tenured field directors with only an MSW degree.<sup>4</sup> Each of these individuals will be given release time from two classes, as mandated by CSWE accreditation standards, to carry out their administrative responsibilities.<sup>5</sup> The support staff that will be needed for the MSW program includes one full-time administrative assistant. This individual would also provide some assistance for the existing BSW program. One additional full-time academic advisor would also need to be hired for the MSW, as well as other work-study students to work as teaching assistants, graduate assistants, or research assistants as needed. Some of these graduate students could also teach in the BSW program as adjuncts if they meet the necessary qualifications to do so.

## Library and Information Resources

The library assigns a subject librarian to each academic department. The librarian currently assigned to the Social Work program is Emily Bullough, the Collection Management Librarian. Ms. Bullough has subject responsibility for the Department of Behavioral Sciences, which includes Psychology, Sociology, Family Studies, Archaeology, Anthropology, and Social Work. The focus of the library is to support the educational programs on campus. This is accomplished through selecting, acquiring, organizing, and maintaining equipment and materials. Librarians actively solicit recommendations from faculty to assure that collections meet program objectives and requirements.

UVU's library collection is current, with three-fourths of the collection added in the last fifteen years. Journal holdings exceed 70,000 periodical titles in 114 databases; nearly all of those titles in electronic format. Off-campus access by proxy server is available for all databases. Indexing is available for more than 480,000 journal titles. Articles not available in full-text or in the library's print holdings can be made available in two to four working days through interlibrary loan.

Determining the precise number of items in the collection that are relevant to the study of social work can be problematic. Only 1,335 items have the specific subject of social work. However, there are over 18,000 items on psychology, 9,000 items on sociology, and 1,500 items on social welfare. The library subscribes to roughly 1,000 journals related to social conditions, social welfare, sociology, family and women's studies, and psychology. Of these, sixteen are social work specific:

- AFFILIA: Journal of Women and Social Work
- Australian social work
- Canadian Journal of Social Work Education
- Child and Adolescent Social Work Journal
- Child & Family Social Work
- Health and Social Work

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<sup>4</sup> CSWE: <http://www.cswe.org/File.aspx?id=13780>

<sup>5</sup> Ibid.

- International Social Work
- Journal of Education for Social Work
- Journal of Social Work
- Journal of Social Work Education
- Journal of Social Work Practice
- Qualitative Social Work
- Research on Social Work Practice
- Social Work
- Social Work Education
- Social work research

The library collection is growing rapidly. Over the past five years 52,789 volumes were added to the collection (an average of 10,558 volumes per year). In addition, 9,850 audio/visual items were added to the collection. In all, the library has expended an average of \$346,131 per year to improve resources for faculty, students, staff, and the community.

Currently the holdings are adequate for the proposed MSW program, but acquisitions will continue to be necessary as the program grows and additional resources are needed to keep pace with emerging research.

### **Admission Requirements**

Requirements for admission to the MSW Program include:

1. A bachelor's degree from a regionally-accredited university or college.
2. Academic credentials attesting to strong scholarship – generally a grade point average of 3.0 or above.
3. Completion of three required prerequisite courses: Introduction to Social Work; Research Methods, and Statistics.

Recommended courses:

Abnormal Psychology. Courses with substantial contents on abnormal psychology, mental health deviance, drug addictions, violence, etc.; Human Development Over Life Span. A course that covers the entire life span; Human Biology. Human biology (Zoology) or any biology course covering anatomy and physiology that emphasizes the impact of organic, chemical, and body systems impairments on human behavior (Note: not Introduction to Biology); Social Science with Macro Context. (e.g. social institutions, organizations, systems, policies. Intro to Sociology, Political Science, Economics, or Anthropology.)

In addition to the above mentioned requirements, favored applicants show:

1. Adherence to the highest standards of conduct and ethics.
2. Emotional maturity.
3. Leadership and problem solving ability.
4. An aptitude for understanding and relating to people.
5. A demonstrated history of social service experience through volunteer or paid work experience in human service settings.



These skills and qualities are assessed through professional recommendations, an autobiographical statement, a critical thinking essay, student transcripts, and a resume.

### **Student Advisement**

Students interested in being admitted to the MSW program will meet with the MSW academic advisor to ensure that they meet admission requirements and to review program requirements. Students who meet admission requirements will submit the admission application to the MSW Selection Committee. Those who are selected for inclusion in the program will be notified electronically and by mail. They will subsequently be provided with access to the MSW Student Handbook containing useful information on the program such as the program's mission and goals, a description of the MSW faculty, core curriculum, class sequencing, and electives, extracurricular opportunities, and graduation requirements. MSW students will be encouraged to meet with their advisor a minimum of once a year to ensure that they are progressing satisfactorily.

### **Justification for Graduation Standards and Number of Credits**

In order to successfully graduate from the MSW Program at UVU students will need to complete 60 credit hours of graduate level coursework beyond the baccalaureate degree. The reason for this seemingly high number of credits is due to accreditation standards established by CSWE. Social work is a specialized profession and in order to allow for non-BSW students to receive their MSW they must complete the foundational courses that focus on social work. The number of credits required is commensurate with other MSW programs in the state, with the University of Utah and Utah State both requiring 60 credit hours to complete their MSW programs. The number of credits needed to graduate can be reduced if the student has a BSW from an accredited program because some of the coursework is redundant; this is in accordance with CSWE's Educational Policy and Accreditation Standards and will be explained further in the "Similar Programs" section.

### **External Review and Accreditation**

The development of the proposal for the MSW Program was completed by existing faculty at UVU without any significant assistance from outside consultants. Some clarification was sought from the Council on Social Work Education (CSWE), but this was minimal. The accreditation organization for MSW programs is CSWE and the accreditation requirements are as follows: (1) MSW program's mission and goals reflect the social work profession's purposes, values, and the program's context; (2) MSW program curriculum prepares its graduates for advanced practice through mastery of nine core competencies: Competency One: Demonstrate Ethical and Professional Behavior; Competency Two: Engage Diversity and Difference in Practice; Competency Three: Advance Human Rights and Social, Economic, and Environmental Justice; Competency Four: Engage In Practice-informed Research and Research-informed Practice; Competency Five: Engage in Policy Practice; Competency Six: Engage with Individuals, Families, Groups, Organizations, and Communities; Competency Seven: Assess Individuals, Families, Groups, Organizations, and Communities; Competency Eight: Intervene with Individuals, Families, Groups, Organizations, and Communities; Competency Nine: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities; (3) a minimum of six full-time faculty assigned to the MSW program, with full-time appointment in social work, and whose principal assignment is to the MSW program; (4) The master's of social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The

majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work; (5) program has a director who has an earned master's degree in social work from a CSWE-accredited program with a doctoral degree preferred; a full-time appointment to the social work program; and a minimum of 50% release time to carry out administrative functions of the program; (6) program has a designated field director who has an earned master's degree in social work from a CSWE-accredited program and at least two years of post-baccalaureate or post-master's social work degree practice experience; and a minimum of 50% release time to carry out field administrative functions; (7) program has adequate resources to achieve its mission and goals; and (8) program has an identified system of assessment to evaluate the achievement of competencies.<sup>6</sup>

CSWE accreditation consists of three stages: pre-candidacy, candidacy, and initial accreditation. In the pre-candidacy stage, the program submits a Candidacy Eligibility Application, an application fee of \$7298 (this is the current amount, but may be subject to change), and a Letter of Institutional Intent and Commitment. The application is reviewed by the educational specialist of CSWE's Division of Standards and Accreditation. When approved, program faculty of the applying university submit a document demonstrating that it is in compliance with the CSWE accreditation requirements. The CSWE educational specialist assigned to the program application reviews the document to determine the institution's readiness for a CSWE commissioner site visit. If the specialist determines that the university has met accreditation requirements, a commission made up of two social work faculty from different universities is formed and assigned to make an on-site visit. Following the commission's fact-finding visit to the university, the commission prepares a report that is sent to the university. Program faculty at the university subsequently prepare a written response to the commission's report and send it back to CSWE. These materials are then reviewed by the commission to determine whether the program should be granted candidacy status.<sup>7</sup>

The length of time a program stays in the candidacy stage depends on the program's rate of development. Each year in candidacy, a program is expected to achieve a particular level of compliance with CSWE's Educational Policy and Accreditation Standards, pay a fee, and have a commissioner site visit. At the end of the second year of candidacy, the program prepares a written self-study, which is reviewed by the commission to determine the program's readiness for a third site visit. If the program is deemed ready, a two-member site team visits the program and then submits a written report of their assessment of the program. This report, along with the program's response to the site team's report, are subsequently submitted to the commission for initial accreditation review. Initial accreditation is granted for a four-year period. Subsequent re-accreditations take place every eight years thereafter.<sup>8</sup>

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<sup>6</sup> CSWE: <http://www.cswe.org/File.aspx?id=13780>

<sup>7</sup> Ibid.

<sup>8</sup> Ibid.

### Projected Program Enrollment and Graduates; Projected Departmental Faculty/Students

Data Category	Current – Prior to New Program Implementation	Projected				
		Year 1 (17-18)	Year 2 (18-19)	Year 3 (19-20)	Year 4 (20-21)	Year 5 (21-22)
Data for Proposed Program						
Number of Graduates in Proposed Program	0	0	20	24	24	24
Total # of Declared Majors in Proposed Program	0	20	44	48	48	48
Departmental Data – For All Programs Within the Department						
Total Department Faculty FTE (as reported in Faculty table above)	57.00	59.75	63.00	63.00	63.00	63.00
Total Department Student FTE (Based on Fall Third Week)	1,674	1,703	1,740	1,746	1,746	1,746
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	29.37	28.50	27.61	27.71	27.71	27.71
Program accreditation-required ratio of Student FTE/Faculty FTE, if applicable	N/A					

### Expansion of Existing Program

This is a new program, however, many of the resources necessary for the proposed MSW are already in place with the existing BSW program, i.e. library resources, field placement, etc.

### Section III: Need

#### Program Need

The job market outlook for MSWs is already very positive within traditional social work positions, yet there are likely opportunities for MSWs in other sectors as well.<sup>9</sup> The skills that students receive in the MSW program at UVU will prepare them well to work in the community (locally, regionally, nationally, globally) in an ethical and professional manner that will reflect the high standards that UVU maintains. Several local agencies have expressed a desire for an MSW program at UVU for a variety of reasons. Doug Gale, Executive Director of Scenic View Academy, stated that: "There is a demand in the Utah Valley Area for an MSW program as several of my peers in other agencies are looking for ways for their quality employees to receive advanced training . . . I would think that if UVU started with a program of 12-15 students the program would immediately fill and have a waiting list."<sup>10</sup> Another community leader, Bert Peterson, Associate Region Director for DCFS, stated: "It would be a benefit to staff in our agency to have a local MSW program for them to attend . . . I have had the wonderful opportunity to observe the progressive mindset of the leadership of the BSW program at UVU . . . and I have been very impressed with the level of their (students) initiative and the high level of their social work skill and work ethic."<sup>11</sup> Finally, Richard Nance, Director of the Utah County of Drug and Alcohol Prevention and Treatment, stated: "Pressure on the other MSW programs in the state to produce a behavioral health workforce means that there will be an inadequate labor pool of qualified professionals to fill future job openings—especially in Utah County . . . With the advent of the Affordable Care Act, the Utah Justice Reinvestment Initiative, and the impending expansion of Medicaid by the state legislature, competition for MSW's in Utah will become intense."<sup>12</sup> There is clearly a need for an MSW program at UVU to provide support to the surrounding community and more importantly the community is prepared and well-motivated to support an MSW program as well.

## Labor Market Demand

Social work is a very broad and diverse field so it is difficult to describe all the different positions available for graduates, but the Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. There are several codes that are related to social work, but the following CIP code is the most specific for the proposed MSW.

Detail for CIP Code 51.1503

Title: Clinical/Medical Social Work.

Definition: A program that prepares individuals for the specialized professional practice of social work, in collaboration with other health care professionals, in hospitals and other health care facilities and organizations. Includes instruction in social work, psychiatric case work, clinical interviewing techniques, therapeutic intervention strategies, patient testing and evaluation, patient and family counseling, social rehabilitation, patient care planning, record-keeping, and support services liaison.

Standard Occupational Classification (SOC) Code(s) for Proposed Program include the following: 21-1020 Social Workers; with the following subcategories; 21-1021 Child, Family, and School Social Workers; 21-1022 Healthcare Social Workers; 21-1023 Mental Health and Substance Abuse Social Workers; 21-1029 Social Workers, All Other; Minor Group: 21-1000 Counselors, Social Workers, and Other Community and Social Service Specialists; and Major Group: 21-0000 Community and Social Service Occupations

<sup>9</sup> Please see <http://www.fastcoexist.com/3035124/is-the-msw-the-new-mba>

<sup>10</sup> Doug Gale, letter to author, May 4, 2015.

<sup>11</sup> Bert Peterson, email message to author, May 1, 2015.

<sup>12</sup> Richard Nance, email message to author, April 29, 2015.

Because social work is a very diverse profession, there were several EMSI reports generated from the CIP codes provided. The service area EMSI reports show that for the CIP code 51.1503 there was a significant increase the past few years within the three county service area across the board for all related jobs.<sup>13</sup> Specifically, for the percentage change compared to the national average the smallest difference was 6.3% locally vs. 2.4% nationally, the greatest difference was 9.7% locally vs. 1.0% nationally. With regard to the category of "Regional Program Completions" vs. number of "Annual Openings" the largest gap was 55 for the code 51.1503, Clinical Medical Social Work, (which is precisely what the MSW is designed for). It is important to note here that BYU is the only regionally located MSW program (there are no MSW programs through USHE in UVU's region), and as was pointed out earlier many of their graduates do not remain in the community, which leaves a significant employment gap.

The State data were similar, although there were some notable differences compared to the regional data. Specifically, for the percentage change compared to the national average the smallest difference was 4.5% statewide vs. 2.4% nationally, the greatest difference was 6.1% statewide vs. 1.0% nationally. With regard to the category of "Regional Program Completions" vs. number of "Annual Openings" there was a significant difference between regional and state data. The largest gap for available jobs was 257 for the code 51.1503, Clinical Social Work, (again, precisely what the MSW is designed for). Moreover, in the Burning Glass report, there are 413 listed postings for social work alone, and another 1501 job listings in related fields.<sup>14</sup> With the data from the EMSI and Burning Glass reports it is clear that there is an existing need for more MSW graduates, and the need is projected to persist for the foreseeable future.

Another important piece of information found in the EMSI report is that for the category of Mental Health Counselor, The University of Phoenix and Argosy University (both located in Salt Lake) are listed as regional universities that graduated 118 students in this field; several UVU students have pursued graduate degrees at these institutions. An MSW program at UVU would provide an important alternative for UVU graduates that would provide better training at a greatly reduced price compared to the aforementioned programs.

## **Student Demand**

Approximately 2400 UVU students have declared Behavioral Science as their major, and many of these go on to pursue graduate degrees, with the majority of the those being MSW programs. According to IRI data, in 2014 there were 306 graduates in Behavioral Science and another 26 with a BSW degree, which was the number of our first graduating class and the number of students enrolled in the BSW has increased each year. Not all of these graduates go on to pursue an MSW, but a significant number of them do, and it would be beneficial to the students and the community to offer an MSW locally where students could stay and work within the surrounding community.

In addition to the IRI data, several students from the BSW program at UVU have expressed strong interest in an MSW program at UVU because of their positive experiences as undergraduates. A few examples of these here:

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<sup>13</sup> EMSI Q1 2015 Data Set: Please see [http://www.economicmodeling.com/2015/07/02/emsi\\_2015-2\\_data\\_now\\_available/](http://www.economicmodeling.com/2015/07/02/emsi_2015-2_data_now_available/)

<sup>14</sup> Please see <http://burning-glass.com/labor-insight/>

"I would love if UVU would offer an MSW program. My experience in the undergrad program was nothing except amazing. I know the staff could teach at the master's level and really help make great LCSWs. I also think that if UVU were to offer an MSW program that many people would apply. There are so many trying to get into that program, and UVU could help its community out by making it more available to its members."<sup>15</sup>

"I would be more than thrilled if Utah Valley University was able to get a Master in Social Work. Social work is something that many students are able to relate to and such a big part today in society. Being able to have an MSW at UVU would help me in many ways. I love UVU and the many opportunities that UVU has given me. If I didn't attend UVU, I would still be taking 'lower classes' still figuring out what I want to do for the rest of my life. UVU helped me realized what I was good at and how I could make a differences in this world. By having a MSW at UVU I would be able to feel more confident in getting a Master's. School is not something that comes easy to me, and being able to already know my professors and how they grade, teach, etc. would help me in the learning process. I am more than grateful for the opportunity I had in getting my BSW at UVU and would be more than thrilled to receive my master's there as well."<sup>16</sup>

There was a survey conducted this past year by the UVU Student Association to determine which master's degrees students wanted most. There were 621 respondents representing seven different colleges, and 20% of the students listed the MSW as the master's program they would be the most interested in. It was the number one requested program to add at UVU, which is also significant because the same survey asked students if they would stay at UVU for graduate school if they had the choice and 92% said they would.

## Similar Programs

As was previously mentioned, the University of Utah and Utah State both currently offer MSW programs. While the program at UVU would be similar due to CSWE accreditation standards and curriculum requirements, UVU's program would differ in the following ways.

First, in addition to the mental health and addiction tracks UVU plans to offer a special track that neither of the other USHE programs offer, "Engaging with Diverse Populations". This specialized track will focus on working with the Latino and Pacific Islander communities that live in Utah. Every MSW student will be required to complete Social Work with Latino, Pacific Islanders, and other Communities of Color. In addition, students who choose the Engaging with Diverse Populations track will receive training on how to engage and empower these communities across a wide range of parameters and problems. This also fits well with UVU's special initiative of inclusion of historically disenfranchised populations in order to promote better education, employment opportunities, and living standards for these communities.

Second, the MSW would include a significant number of hybrid courses (classes where up to half of the content and coursework is completed online) in order to provide increased flexibility for students who may choose to continue working while in school or who have other constraints on their time. The current social work faculty believe that this will provide the optimal balance between traditional in-class training and utilization of current technologies. Social work is a very practice-oriented field, and a hybrid approach

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<sup>15</sup> Email message to author, May 21, 2015.

<sup>16</sup> Email message to author, May 20, 2015.

allows for specialized application of knowledge and theories that can be effectively learned online. UVU eventually plans to offer all core courses and the majority (if not all) of electives as hybrid courses.

Finally, the MSW at UVU also plans to offer an Advanced Standing Program. Advanced standing allows students to waive the majority of first year coursework if they have graduated from an accredited BSW program. This is in accordance with CSWE's EPAS standards that seeks to limit redundancy between an MSW and BSW program. UVU plans to offer this option to students as soon as CSWE Accreditation will allow. The current advanced standing programs at Utah State and the University of Utah limit the number of students who are able to take advantage of this reduced credit program. All graduates from UVU's BSW program, as well as BSW graduates from the University of Utah, Weber State, and Utah State, will qualify for the advanced standing program at UVU. An advanced standing program at UVU will enable a larger number of students to complete their MSW faster and prepare them for the workforce at an accelerated pace.

### **Collaboration with and Impact on Other USHE Institutions**

On August 27, 2015 the BSW Program Director sent the following email to Hank Liese, Dean of the College of Social Work at University of Utah and Derrik Tollefson, MSW Program Director at Utah State:

"I wanted to let you know that Utah Valley University is in the process of proposing a new MSW Program that, if approved, will begin in fall semester of 2017. I have attached the Executive Summary that provides a brief overview of our proposal and what the program will entail. Briefly stated, we plan to offer three tracks; Mental Health, Addictions, and Engaging with Diverse Populations. The projected growth and need for MSW's, along with student demand to continue their education at UVU, has prompted this development. The primary catchment area for the proposed MSW program at UVU will be Utah County, Wasatch County, and Summit County. I do not anticipate any detrimental impact on your respective programs and believe that the establishment of an MSW program at UVU will provide additional for collaboration across USHE institutions and provide long-term improved client services. We are excited for this opportunity, if you have questions please feel free to contact me."

The BSW Program Director received positive responses from both the University of Utah and Utah State and will continue to communicate with their programs in order to optimize collaborative efforts.

### **Benefits**

An MSW program at UVU will provide greater opportunities for students within its catchment area as well as opportunities for faculty and students in the behavioral sciences to engage in graduate level education. One of the ways the MSW may provide more opportunities for students is the proposal to offer three different avenues to complete the MSW; a full-time program, a part-time program, and an advanced standing program. The full-time program would be a traditional full-time day program, while the part-time program would be primarily in the evening and/or on weekends to accommodate working students. The advanced standing program is something that is fairly unique to social work education because CSWE allows students who have successfully completed a BSW from an accredited program (which UVU already has) to skip the foundational courses, typically completed in the first year of the MSW, as well as the first year practicum. This significantly reduces the redundancy of the coursework required as well as tuition costs for students. The benefit to USHE is that UVU would be able to fill the gap in Utah County, and the surrounding catchment area, so that students could more easily complete their MSW degree without having to relocate to the University of Utah or Utah State. Moreover, while some students within UVU's catchment

area may attend BYU's MSW program, there are a limited number of slots and many of BYU's students are from out of state and typically return to their home states for employment.<sup>17</sup> As mentioned above, the need for MSW's is projected to grow significantly over the next decade and despite the fact that Utah State and the University of Utah graduate a significant number of MSW students, there is still a dearth of MSW's to fill needed positions both locally and nationally.

### **Consistency with Institutional Mission**

The proposed MSW program is appropriate to the University's mission, roles, and goals of being serious, inclusive, and engaged. UVU exists, according to its mission statement, to provide opportunity, promote student success, and meet regional educational need. Human service agency administrators have repeatedly identified the need for an MSW program in Utah Valley. Directors of a large number of these agencies have written letters to the University's personnel expressing the region's need for a local MSW program to provide interns for their agencies and future employees whom they can hire for staff positions.

The University is committed to foster engaged learning. An important feature of social work education is that it involves a cooperative effort between students, social work faculty, faculty in related disciplines, and key players in the community. Social work education is engaged learning.

A key value of social work is integrity. Social work educational programs put a high premium on preparing people of integrity to make a difference in the world. This is in harmony with the University's commitment of developing competent professionals who are people of integrity and who can serve as stewards of a globally interdependent community.

UVU is also committed to making higher education more available to individuals and in assisting them to develop the skills and abilities they will need to make meaningful contributions in the world. Social workers make meaningful contributions in the work they do with diverse populations in dealing with problems in a variety of settings including, but not limited to, mental health, medical, addictions, and child welfare.

## **Section IV: Program and Student Assessment**

### **Program Assessment**

The purpose of the program assessment is to evaluate whether MSW students have developed the knowledge, values, and skills necessary to meet the nine core competencies as required by CSWE's Educational Policy and Accreditation Standards (2015), which include the following:

- Competency 1: Demonstrate Ethical and Professional Behavior;
- Competency 2: Engage Diversity and Difference in Practice;
- Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice;
- Competency 4: Engage In Practice-informed Research and Research-informed Practice;
- Competency 5: Engage in Policy Practice;
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities;
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities;

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<sup>17</sup> Please see (<https://socialwork.byu.edu/Pages/Students/Prospective%20Students/MSW/Letter.aspx>).



- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities; Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Each Competency is covered in at least two courses and throughout the practicum experience. Assessment is used to continually inform and promote change in the explicit and implicit curriculum to enhance attainment of program competencies.

The program assessment plan utilizes two measures that will provide both summative and normative measures, each conducted at multiple points, as well as one additional qualitative measure conducted just prior to students' completion of the program.

The first measure entails field instructors' assessments of students' practicum and of UVU's MSW program. The second measure consists of several assessment tools included in the Social Work Education Assessment Project (SWEAP, formerly the BEAP). The SWEAP measures specific outcomes that are tied to the nine core competencies and their corresponding practice behaviors and seeks to measure student readiness for practice across the nine core competencies. There is some overlap in these assessment tools, particularly with the Field Instructor Assessment and the Field Placement/Practicum Assessment Instrument. The primary reason for including both field-related measures is to ensure that students are meeting the core competencies and practice behaviors. However, another reason for including both measures is to provide the field instructors the opportunity to utilize one instrument that will be shared with the student (the Field Instructor Assessment), and one that will be completed confidentially (the Field Practicum Placement Assessment Instrument). The reasoning behind this is that the MSW is a new program and it would be beneficial to compare the two field-related measures to determine whether there are any significant differences when the evaluation is shared with the student versus an evaluation that is confidential. Eventually it may be determined that one assessment is sufficient, but for now the program plans to practice caution and be thorough. By assessing student learning from multiple perspectives, the internal validity of the program assessment is increased.

### **Expected Standards of Performance**

CSWE has established a set of nine standards or competencies for students in MSW programs which will be used in the proposed MSW program as a basis for determining student outcomes. These standards/competencies are as follows:

#### *Competency 1: Demonstrate Ethical and Professional Behavior*

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills

to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

### *Competency 2: Engage Diversity and Difference in Practice*

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### *Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice*

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

#### *Competency 4: Engage In Practice-informed Research and Research-informed Practice*

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

#### *Competency 5: Engage in Policy Practice*

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

Social workers:

- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

#### *Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities*

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to

facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

### *Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities*

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

### *Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities*

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication

in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

*Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities*

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Section V: Finance**

Three-Year Budget Projection							
Departmental Data	Current Department al Budget - Prior to New Program Implementation	Departmental Budget					
		Year 1 (2016-17)		Year 2 (2017-18)		Year 3 (2018-19)	
		Addition to Budget	Total Budget	Addition to Budget	Total Budget	Addition to Budget	Total Budget
Personnel Expense							
Salaries & Wages	\$2,558,029	\$168,350	\$2,726,379	\$185,450	\$2,911,829	\$0	\$2,911,829
Benefits	\$949,557	\$94,890	\$1,044,447	\$96,899	\$1,141,346	\$0	\$1,141,346
Total Personnel Expense	\$3,507,586	\$263,240	\$3,770,826	\$282,349	\$4,053,175	\$0	\$4,053,175
Non-personnel Expense							
Travel	\$19,350	\$5,000	\$24,350	\$5,000	\$29,350	\$0	\$29,350

Capital	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Current Expense	\$41,185	\$20,000	\$61,185	\$10,000	\$71,185	\$0	\$71,185
Total Non-personnel Expense	\$60,535	\$25,000	\$85,535	\$15,000	\$100,535	\$0	\$100,535
<b>Total Expense (Personnel + Current)</b>	\$3,568,121	\$288,240	\$3,856,361	\$297,349	\$4,153,710	\$0	\$4,153,710
<b>Departmental Funding</b>		<b>Year 1 (2016-17)</b>		<b>Year 2 (2017-18)</b>		<b>Year 3 (2018-19)</b>	
Appropriated Fund	\$3,568,121	\$252,305	\$3,820,426	\$251,771	\$4,072,197	-\$7,678	\$4,064,519
Other:							
Special Legislative Appropriation							
Grants and Contracts							
Special Fees/Differential Tuition	\$0	\$35,935	\$35,935	\$45,577	\$81,513	\$7,678	\$89,191
<b>Total Revenue</b>	\$3,568,121	\$288,240	\$3,856,361	\$297,349	\$4,153,710	\$0	\$4,153,710
<b>Difference</b>							
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost/Student Credit Hour* (as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")	\$107		\$113		\$119		\$119

*\* Projected Instructional Cost/Student Credit Hour data contained in this chart are to be used in the Third-Year Follow-Up Report and Cyclical Reviews required by R411.*

## Funding Sources

Funding will consist of tuition paid by students admitted into the program.

## Reallocation

Not applicable

## Impact on Existing Budgets

The program costs for the proposed MSW Program will come from new tuition dollars (see above table). The budget for the Behavioral Science Department will be impacted positively because the new administrative assistant for the MSW will also oversee much, if not all, of the administrative functions for the BSW Program as well, which will free up time from existing staff within the Behavioral Science Department. Moreover, two of the current full-time faculty from the BSW Program will be moving to the new MSW Program, which will necessitate hiring additional adjunct faculty members for the BSW Program, but which will actually reduce the overall costs for that program due to salary/pay differentials.

## Section VI: Program Curriculum

### All Program Courses (with New Courses in Bold)

Course Prefix and Number	Title	Credit Hours
Required Courses		
SW 6000	Social Work Practice I (Individuals)	3
SW 6020	Social Work Practice II: Groups	3
SW 6030	Social Work Practice III: Advanced Practice with Individuals and Families	3
SW 6040	Social Work Practice IV: Advanced Practice with Groups and Complex Cases	3
SW 6050	Social Work Practice V: Advanced Practice with Organizations and Communities	3
SW 6200	Human Behavior and the Social Environment I	3
SW 6210	Human Behavior and the Social Environment II	3
SW 6300	Social Welfare Policy and Analysis	3
SW 6320	Social Work with Latino, Pacific Islanders, and other Communities of Color	3
SW 6400	Social Work Research Methods	3
SW 6500	Addictions	2
Field Practicum Requirement	Complete the following:	
SW 6810	Integrative Seminar I	1
SW 6820	Integrative Seminar II	1
SW 6830	Integrative Seminar III	1
SW 6840	Integrative Seminar IV	1
SW 6910	Foundation Field Practicum I	4
SW 6920	Foundation Field Practicum II	4
SW 6930	Advanced Field Practicum I	4
SW 6940	Advanced Field Practicum II	4
SW 6950	MSW Capstone	2

Course Prefix and Number	Title	Credit Hours
Sub-Total		54
Elective Courses	Choose one of the following options:	6
Addictions Track		
SW 6510	Clinical Issues in Substance-Related Addictions	2
SW 6520	Clinical Issues in Non-Substance-Related Addictions	2
SW 6530	Psychopharmacology	2
Mental Health Track	Complete six credits from the following	
SW 6610	Spirituality in Social Work	2
SW 6620	Marriage and Family Therapy	2
SW 6630	Mental Health Diagnosis	2
SW 6640	Crisis Intervention	2
SW 6650	Couples Therapy	2
SW 6660	Family Violence Across the Lifespan	2
	Other departmental approved courses	
Engaging with Diverse Populations Track		
SW 6700	Advanced Practice with Communities of Color and Other Diverse Populations	2
SW 6710	Policy Practice with Communities of Color and Other Diverse Populations	2
SW 6720	Engaging and Empowering the Latino Community	2
Sub-Total		6
Total Number of Credits		60



## Program Schedule

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
SW 6000	Social Work Practice I (Individuals)	3
SW 6200	Human Behavior and the Social Environment I	3
SW 6300	Social Welfare Policy and Analysis	3
SW 6810	Integrative Seminar I	1
SW 6910	Foundation Field Practicum I	4
	Semester total:	14
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
SW 6020	Social Work Practice II: Groups	3
SW 6210	Human Behavior and the Social Environment II	3
SW 6500	Addictions	2
SW 6820	Integrative Seminar II	1
SW 6920	Foundation Field Practicum II	4
	Social Work Elective from track	2
	Semester total:	15

Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
SW 6320	Social Work with Latino, Pacific Islanders, and other Communities of Color	3
SW 6030	Social Work Practice III: Advanced Practice with Individuals and Families	3
SW 6400	Social Work Research Methods	3
SW 6830	Integrative Seminar III	1
SW 6930	Advanced Field Practicum I	4
	Social Work Elective from track	2
	Semester total:	16
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
SW 6040	Social Work Practice IV: Advanced Practice with Groups and Complex Cases	3
SW 6050	Social Work Practice V: Advanced Practice with Organizations and Communities	3

SW 6950	MSW Capstone	2
SW 6840	Integrative Seminar IV	1
SW 6940	Advanced Field Practicum II	4
	Social Work Elective from track	2
	Semester total:	15

### Section VII: Faculty

**Kris Doty** is a graduate of Utah Valley University, having received her bachelor's degree in Behavioral Science. She earned a Master of Social Work degree from Brigham Young University and a doctorate in social work from the University of Utah. She researches issues surrounding Mormon culture, welfare reform, and program evaluation. Kris is a licensed clinical social worker with a specialty in crisis intervention. Her practice experience includes crisis counseling in the emergency room at Utah Valley Regional Medical Center and conducting individual and group therapy at a residential treatment facility for adults with learning disabilities. She is currently a disaster mental health volunteer with the American Red Cross and maintains a small private practice. She is also a popular speaker and trainer on topics related to depression, perfectionism, and self-care. Kris is currently the Chair of the Department of Behavioral Science at Utah Valley University and teaches in the BSW program.

**Lars Eggertsen** has a Bachelor's in Family Science from Brigham Young University, a Master's in Social Work from Loma Linda University, and a Doctorate from the University of Utah. He has worked with a variety of populations in various aspects of social work practice. His primary areas of emphasis are social policy, child welfare, and international social work. Currently, Dr. Eggertsen teaches a variety of courses at Utah Valley University where he has been a full-time faculty member since 2008.

July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision of Regent Policy R205, *Presidential Appointment, Term of Office, and Compensation and Benefits*

Issue

Regent Policy R205, *Presidential Appointment, Term of Office, and Compensation and Benefits* requires Board approval to grant a sitting president tenure. The policy, however, does not provide specific procedures for a president to request tenure or for the Board to grant tenure. These proposed revisions provide detailed standards for granting tenure and also instruct the Board and presidents about how tenure shall be awarded.

Background

In 2008 the Board added section 3.5.5 to policy R205 to require its express prior approval before a sitting president may be granted tenure; however, the policy did not specify the circumstances, conditions, or methods for such approval. Occasionally this issue has surfaced during presidential searches, particularly when a candidate is currently tenured outside of the state of Utah and seeks to be tenured if appointed as president. These proposed amendments are intended to provide guidance to candidates, presidents, and the Board. It was reviewed by the Chief Academic Officers and their suggestions have been incorporated.

Commissioner's Recommendation

The Commissioner recommends the Regents approve R205, *Presidential Appointment, Term of Office, and Compensation and Benefits* as amended, effective immediately.

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David L. Buhler  
Commissioner of Higher Education

DLB/EJH/GTL  
Attachments

## R205, Presidential Appointment, Term of Office, and Compensation and Benefits<sup>1</sup>

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**R205-1. Purpose:** To provide for the appointment, competitive compensation and benefits, and terms of office of Presidents of institutions.

### R205-2. References

- 2.1. Utah Code §53B-2-102 (Board to Appoint President of Each Institution)
- 2.2. Policy and Procedures R209, Appraisal of Chief Executive Officers
- 2.3. Policy and Procedures R207, Institutional Residences for Colleges and Universities in the Utah System of Higher Education

### R205-3. Policy

3.1. **Preamble:** To meet the challenges of a quality system of higher education, and to promote the future of Utah and the state economy in a highly competitive national marketplace the Board must attract and retain exceptional leadership talent to serve as the Presidents of Utah System of Higher Education institutions.

3.2. **Appointments:** Presidential appointments in the Utah System of Higher Education shall be made by the Regents in accordance with State law. Presidents shall be appointed without a specified term of office. They shall serve at the pleasure of the Board and at such salary and related benefits as appropriate to the institution, as determined by the Board.

3.2.1. **Annual Report of President and Commissioner Compensation:** The Office of the Commissioner shall prepare and submit to the Board an annual report detailing presidential and commissioner compensation, including compensation from private as well as public sources which is directly associated with his or her service as president or commissioner.

3.3. **Term of Office:** The length of time that a President shall be asked to continue to serve will vary with both the individual and with the unique circumstances at a given institution. The Board's decision on retention of a President shall not be based solely upon adequacy of performance but upon a finding that the President is excelling in his or her duties and that the institution continues to benefit from outstanding leadership and from presidential service that is truly distinguished.

#### 3.4 Compensation

3.4.1 It is the policy of the Board of Regents to seek to attract and retain highly effective and skilled Presidents; to recognize the achievements of the Presidents while serving the USHE institutions; and to compensate the Presidents in a market competitive manner to advance these goals, within the parameters of the fiscal resources of the institutions. Presidential salary decisions will be made according to the framework described below. Criteria for assessing and adjusting salary will include:

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<sup>1</sup> Adopted April 25, 1978, amended February 26, 1988, March 25, 1988, November 4, 1994, January 16, 2004 and August 19, 2005, April 18, 2008, May 17, 2013 and March 28, 2014.

**3.4.2** Market competitiveness increases will be made using relevant institutional comparators including institutional mission, size, and budget. Peer benchmarks will be identified by the Commissioner's Office in consultation with the institutions and approved by the Board with respect to salary. Salaries will be based on those reported publicly to the College and Professional Association for Human Resources (CUPA) and every effort will be made that they are comparable. Peer salary targets will be the median of the range of presidential salaries from peer institutions. These targets will be adjusted annually so as to keep the salary comparison framework current.

**3.4.2.1** The Commissioner, in consultation with the Presidential Compensation Committee, will establish steps leading to annual adjustments that will be made to the presidents' salaries by July 1 following favorable Spring Resource and Review teams' informal reviews of presidential performance until the targeted benchmarks are reached.

**3.4.2.2** This annual presidential salary adjustment will be based on either a step increase for the established targeted benchmarks or a cost-of-living (COLA) increase should the president be above the targeted benchmark for that given year.

**3.4.2.3** For the Commissioner, market and performance compensation adjustment shall be determined annually by the Chair and Vice Chair based on performance, USHE presidential salaries and SHEEOs of governing boards.

**3.4.3** Once market equity is achieved, the Board may continue to grant increases based on merit.

**3.4.4** Non-state income, including compensation for board service and any other supplemental income related to the Commissioner's or a President's position, must be reported annually to the Executive Committee of the Board.

### **3.5. Benefits**

**3.5.1** Presidents receive the same staff benefits provided by policy for all other institutional employees, e.g. group life insurance, health and accident insurance, retirement, and tuition waivers. The Board may further authorize supplemental life insurance, deferred compensation, or other salary supplements as part of the Regent's goal to maintain peer equity in the compensation of the USHE Presidents.

**3.5.2** As provided by statute, Presidents receive an automobile for the President's institutional and personal use. During periods of extended personal use the costs of gasoline, oil and other routine expenses shall be borne by the President. Each President, in consultation with the institution's chief financial officer and in compliance with I. R. S. regulations, is responsible to document personal use of the automobile so that the associated total costs are treated as part of the President's compensation for income tax purposes.

**3.5.3** Presidents may, with approval of the Board of Regents, choose to take a vehicle allowance rather than a designated state vehicle. Allowances shall be set at a rate set by the Commissioner's office and may adjust annually based on the Consumer Price Index. Presidents

with a vehicle allowance rate above the established rate are allowed to maintain the higher rate if in effect prior to March 2014.

3.5.4 If expressly authorized by the Board in furtherance of the Presidents' responsibilities, Presidents may receive such benefits as sabbatical privileges, leaves of absence, individual professional association memberships, club memberships and dues for use in carrying out the role of President.

~~3.5.5 Effective April 18, 2008, Presidents may be granted tenure to an academic department of an institution only with the express prior approval of the Board of Regents.~~

### 3.6 Tenure

3.6.1 If the Board appoints a president who is already a tenured faculty member of the USHE institution over which he or she will now preside, the president shall retain his or her tenure status with that institution.

3.6.2 If the Board appoints a president who earned tenure at an institution other than the USHE institution over which he or she will preside, the Board—at the time of appointment or during the president's term—may grant tenure to an academic department of the USHE institution in accordance with the procedure established in this policy.

3.6.3 If the Board appoints a president who has not earned tenure at any institution, neither the Board nor the USHE institution at which the president is appointed may grant tenure to the president.

#### 3.6.4 Granting Tenure

3.6.4.1 A president who wishes to be granted tenure under this policy shall make a written request to the commissioner for tenure status and provide documentation verifying his or her earned tenure at an accredited institution.

3.6.4.2 After receiving the president's verifying documentation, the commissioner shall confer with the chief academic officer who—after consulting with the academic department in which the president will be granted tenure—shall advise the commissioner whether tenure is feasible.

3.6.4.3 After determining the president is eligible for tenure, the commissioner shall consult with the Board's executive committee and the Board of Trustees chair regarding the president's request. The commissioner then may grant or deny the request.

#### 3.6.5 Tenure After the President's Term

3.6.5.1 When a president who has been granted tenure gives the Board notice of his or her intent to resign or retire and requests to remain at the institution as a tenured faculty member, the commissioner shall instruct the institution to proceed with the president's faculty appointment.

3.6.5.2 The institution shall determine the salary, benefits and rank for the tenured position consistent with the appointment and bear all costs of the tenured position.

3.6.5.3 After the president begins the appointment as a tenured faculty member, the institution's workload and performance standards shall thereafter govern the president's employment. Future employment decisions shall be within the purview of the institution alone.

### 3.6.6 Tenure After Removal of the President:

3.6.6.1 Presidents serve at the pleasure of the Board of Regents. If the Board of Regents terminates a president's appointment or asks a president to resign in lieu of his or her appointment being terminated, the institution shall assess the former president's tenure status through its standard process.

## **3.67 Spouse Benefits**

**3.67.1.** The Regents recognize that spouses are not obligated or expected to participate in the activities and operations of the college or university. However, they often make a large and uncompensated contribution to the affairs of the institution. In such cases, their capacity to represent and often substitute for the President at functions within the institution and the community, and their individual involvement in institutional events, fund raising, alumni and other activities can provide an important additional strength to the institution.

**3.67.2** To help facilitate a participating spouse in carrying out his or her responsibilities, the Board of Regents hereby appoints each President's spouse to a position at the institution of "Special Assistant to the President" at a salary of one dollar a year. No extra benefits, except those specifically covered by this policy, are provided to spouses.

**3.67.3** Actual expenses for travel, lodging, and meals of spouses may be paid by the institution when spouses participate in meetings, conferences, and workshops specifically related to the presidential role, and when participation in official functions such as alumni development, fundraising, and institutional advancement is deemed beneficial. Institution-related travel expenses incurred will be reimbursed according to established Board policy and procedures. The institution will provide insurance coverage, equivalent to that provided to volunteers or paid institutional employees, for a spouse while performing institutional business. More than nominal compensation and additional benefits are not provided to spouses. An annual report of the expenditures described herein shall be submitted along with the report and budget for institutional residences (see R207-3.6.)

**3.67.4** When spouses accompany presidents on trips, but their presence is not deemed beneficial for institutional purposes under section 3.6.3, the expenses for the spouse will not be paid by the institution.

**3.78. Policy Applicable to the Commissioner of Higher Education:** The provisions of this policy shall also apply to the Commissioner of Higher Education, as appropriate.

## R205, Presidential Appointment, Term of Office, and Compensation and Benefits<sup>1</sup>

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with a vehicle allowance rate above the established rate are allowed to maintain the higher rate if in effect prior to March 2014.

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### **3.6 Tenure**

**3.6.1** If the Board appoints a president who is already a tenured faculty member of the USHE institution over which he or she will now preside, the president shall retain his or her tenure status with that institution.

**3.6.2** If the Board appoints a president who earned tenure at an institution other than the USHE institution over which he or she will preside, the Board—at the time of appointment or during the president's term—may grant tenure to an academic department of the USHE institution in accordance with the procedure established in this policy.

**3.6.3** If the Board appoints a president who has not earned tenure at any institution, neither the Board nor the USHE institution at which the president is appointed may grant tenure to the president.

#### **3.6.4 Granting Tenure**

**3.6.4.1** A president who wishes to be granted tenure under this policy shall make a written request to the commissioner for tenure status and provide documentation verifying his or her earned tenure at an accredited institution.

**3.6.4.2** After receiving the president's verifying documentation, the commissioner shall confer with the chief academic officer who—after consulting with the academic department in which the president will be granted tenure—shall advise the commissioner whether tenure is feasible.

**3.6.4.3** After determining the president is eligible for tenure, the commissioner shall consult with the Board's executive committee and the Board of Trustees chair regarding the president's request. The commissioner then may grant or deny the request.

#### **3.6.5 Tenure After the President's Term**

**3.6.5.1** When a president who has been granted tenure gives the Board notice of his or her intent to resign or retire and requests to remain at the institution as a tenured faculty member, the commissioner shall instruct the institution to proceed with the president's faculty appointment.

**3.6.5.2** The institution shall determine the salary, benefits and rank for the tenured position consistent with the appointment and bear all costs of the tenured position.

**3.6.5.3** After the president begins the appointment as a tenured faculty member, the institution's workload and performance standards shall thereafter govern the president's

employment. Future employment decisions shall be within the purview of the institution alone.

### **3.6.6 Tenure After Removal of the President:**

**3.6.6.1** Presidents serve at the pleasure of the Board of Regents. If the Board of Regents terminates a president's appointment or asks a president to resign in lieu of his or her appointment being terminated, the institution shall assess the former president's tenure status through its standard process.

## **3.7 Spouse Benefits**

**3.7.1.** The Regents recognize that spouses are not obligated or expected to participate in the activities and operations of the college or university. However, they often make a large and uncompensated contribution to the affairs of the institution. In such cases, their capacity to represent and often substitute for the President at functions within the institution and the community, and their individual involvement in institutional events, fund raising, alumni and other activities can provide an important additional strength to the institution.

**3.7.2** To help facilitate a participating spouse in carrying out his or her responsibilities, the Board of Regents hereby appoints each President's spouse to a position at the institution of "Special Assistant to the President" at a salary of one dollar a year. No extra benefits, except those specifically covered by this policy, are provided to spouses.

**3.7.3** Actual expenses for travel, lodging, and meals of spouses may be paid by the institution when spouses participate in meetings, conferences, and workshops specifically related to the presidential role, and when participation in official functions such as alumni development, fundraising, and institutional advancement is deemed beneficial. Institution-related travel expenses incurred will be reimbursed according to established Board policy and procedures. The institution will provide insurance coverage, equivalent to that provided to volunteers or paid institutional employees, for a spouse while performing institutional business. More than nominal compensation and additional benefits are not provided to spouses. An annual report of the expenditures described herein shall be submitted along with the report and budget for institutional residences (see R207-3.6.)

**3.7.4** When spouses accompany presidents on trips, but their presence is not deemed beneficial for institutional purposes under section 3.6.3, the expenses for the spouse will not be paid by the institution.

**3.8. Policy Applicable to the Commissioner of Higher Education:** The provisions of this policy shall also apply to the Commissioner of Higher Education, as appropriate.

July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Adoption of Regent Policy R256, *Student Disciplinary Processes*

Issue

Federal law and constitutional due process require certain procedural standards in disciplinary hearings for students. All Utah System of Higher Education (USHE) institutions have hearing processes in place, but they differ from each other, in particular regarding how students are given notice of their rights and whether a student's attorney may actively participate in disciplinary proceedings. This policy creates minimum standards for student disciplinary processes at USHE institutions.

Background

Under Title IX, all institutions must provide students, among other things, an opportunity for a hearing if the school is potentially taking action for violations of its code of conduct. Public institutions must also meet certain due process requirements prior to taking actions against a student. The Regents do not currently have a policy governing how institutions conduct disciplinary proceedings.

This year, the Legislature considered a bill that raised issues about whether students could have attorneys represent them throughout the disciplinary process. The institutions had many concerns with the bill and worked with the sponsoring legislators to resolve them. Ultimately, however, the Regents and USHE took the position that the legislation addressed important issues, but that those issues are better handled by Regent policy. The bill passed the House but did not pass the Senate; during consideration of the bill in committee and in a subsequent meeting of the Legislature's Administrative Rules Committee, the Commissioner assured legislators the Board of Regents would adopt a policy to address issues raised and report back.

During the last six months, staff have worked with the general counsels from each institution as well as Title IX officers and chief student affairs officers to craft a new policy that addresses the issues raised during the session, yet also resolves the institutions' concerns. This proposed policy is a result of these extensive consultations and dialogue.

This proposed policy is limited to matters of non-academic conduct that may result in either expulsion or a minimum 10-day suspension. The policy requires institutions to give students notice of the allegations against them and give them an opportunity to obtain counsel from an attorney or another advisor.

Although advisors may be present during the investigative portion of the process, they may not actively participate. During a formal hearing, the policy allows advisors to advocate on behalf of the student, but with limitations. Specifically, advisors may give opening statements, may submit questions to the hearing committee chair who will then address the questions to witnesses for a response, and may issue a closing statement.

Importantly, institutions may proceed with the disciplinary processes, even if one of the parties chooses not to participate. Institutions may also suspend a student who is alleged to have engaged in misconduct if it is necessary to protect other students and the educational process.

This policy will not apply to law enforcement activities and will not apply to academic disciplinary actions.

#### Commissioner's Recommendation

The Commissioner recommends the Regents approve R256, *Student Disciplinary Processes* effective immediately.

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David L. Buhler  
Commissioner of Higher Education

DLB/EJH/GTL  
Attachments

## R256, Student Disciplinary Processes<sup>1</sup>

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**R256-1. Purpose:** To provide minimum standards of due process for the institutions' disciplinary processes, including the participation of advisors/attorneys.

### R256-2. References

- 2.1. Utah Code §53B-1-103 (Powers and Authority of the Board of Regents)
- 2.2. Utah Code §53B-2-106 (Duties and Responsibilities of the President)

### R256-3. General Provisions

- 3.1. **Due Process:** Institutions shall provide students due process.
- 3.2. **Discipline Regarding Academic Matters:** In academic discipline matters, institutions shall establish policies and procedures that give students notice of institutional action that may impact the student and an opportunity for the student to respond, in accordance with applicable law.

**R256-4. Discipline Regarding Non-academic Matters:** In matters of non-academic conduct that may result in either expulsion or a minimum 10-day suspension from the institution, institutions shall establish policies that provide students with the following minimum standards:

- 4.1. Prior to being interviewed about allegations of misconduct, institutions shall provide students with notice of the allegations against them and of their right to have an advisor throughout the process who may, but need not be, an attorney.
  - 4.1.1. Notice may be verbal and may be given immediately before a student is interviewed regarding the issue described in the notice. If a student wishes to seek counsel from an advisor, the institution shall reschedule the interview, giving the student reasonable time to obtain an advisor.
  - 4.1.2. During an inquiry, investigation, or other informal process, an advisor may only advise the student and may not actively participate in the investigation or informal process.
- 4.2. Prior to a formal hearing, unless prohibited by reasonable circumstances, each party shall provide to the hearing committee chair (or hearing officer) copies of the documents they intend to submit as evidence and a list of witnesses they intend to call during the formal hearing. This information will be shared with both parties.
- 4.3. At formal adjudicatory hearings, students may have an advisor advocate for them. The student's advisor may be an attorney. The student's advisor may actively participate in the hearing in accordance with the institution's policies regarding active participation. Students should be encouraged to represent themselves as much as possible, including giving opening and closing statements but institutions shall allow for the following minimum standards for active counsel within formal hearings:
  - 4.3.1. Advisors may give opening statements;

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<sup>1</sup> Adopted July 16, 2016.

4.3.2. Advisors may advise students throughout the hearing;

4.3.3. Advisors may question witnesses as allowed by the hearing committee chair (or hearing officer). At minimum, advisors shall be allowed to submit their questions to the committee chair who, in his or her judgment, may then ask the witness the question, ask the advisor to rephrase the question, disallow the question or ask the advisor to move on to another question or area of questioning. During questioning, the parties, advisors and committee chair/members shall treat all persons with respect, particularly in matters of alleged sexual assault.

4.3.4. Advisors may present a closing statement.

4.3.5. Institutions may require students to provide advance notice that they will have an advisor represent them in a formal hearing.

4.3.6. Neither the Rules of Civil Procedure nor the Rules of Evidence govern these hearings.

4.4. Students may waive any rights described herein.

**R256-5. Standard of Proof and Administrative Suspension:** Students are presumed not to have engaged in a Code of Conduct violation until the institution has established a violation by a preponderance of the evidence. However, institutions may have a process for administratively suspending a student prior to the final outcome of a formal adjudicatory process if necessary to protect the campus community or prevent serious disruption of the academic process. In such circumstances, the adjudicatory process shall follow the suspension as expeditiously as possible

**R256-6. Institutional Right to Proceed Absent Student Participation:** Students may decline to participate in any proceedings. However, institutions may proceed with the investigation and hearing processes in a timely fashion without the student if he or she declines to participate. Institutions may set reasonable deadlines and move forward with processes regardless of whether a student and/or a student's advisor is able to accommodate those deadlines.

**R256-7. Duty to Act in Good Faith:** Institutions shall act in good faith to determine the applicability of this policy based on facts known at the time. If institutions later become aware of additional facts indicating this policy governs, institutions shall act in good faith to meet the requirements of this policy when those facts become known.

**R256-8. Non-applicability to Law Enforcement Activities:** This policy does not apply to law enforcement activities.

July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision of Regent Policy R312, *Configuration of the Utah System of Higher Education and Institutional Missions and Roles*

Issue

Southern Utah University (SUU) requests approval to change its mission statement as reflected in R312, *Configuration of the Utah System of Higher Education and Institutional Missions and Roles*. The revised mission statement was approved by the institution's Board of Trustees June 24, 2016.

Background

Southern Utah University has recently completed an eighteen-month strategic planning process that has resulted in a new mission statement, core themes, and plan. The new mission statement is a simple and clear statement that reflects SUU's role as a regional Master's University. Southern Utah University is distinguishable from other regional universities in Utah in that it is largely residential and has processes for selective admissions. In developing this revised statement the president has engaged a broad array of constituents, including employees, community members, students, and others.

Policy Issues

The institution presents this new mission statement to the Board of Regents for approval through a revision of Regent Policy R312, where the institutional missions and roles, as approved by the Regents, are documented.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the revision to Regent Policy R312, incorporating the new mission statement for Southern Utah University.

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David L. Buhler  
Commissioner of Higher Education

DLB/BKC  
Attachments



## R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles<sup>1</sup>

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**R312-1. Purpose:** To recognize the distinct and unique missions and roles of the institutions in the Utah System of Higher Education (USHE); to configure a system of colleges and universities to meet the educational needs of the citizens of the State of Utah; and to maintain system integrity by defining institutional categories. The Regents will review institutional roles and missions at least every five years in light of the educational needs and resources in the State of Utah.

### R312-2. References

- 2.1. Utah Code §53B-6-101, Master Plan for Higher Education
- 2.2. Policy and Procedures R301, Master Plan Executive Summary
- 2.3. Policy and Procedures R310, System-wide Vision and Mission Statement
- 2.4. Policy and Procedures R315, Service Area Designation and Coordination Off-Campus Courses and Programs
- 2.5. Policy and Procedures R485, Faculty Workload Guidelines

### R312-3. Definitions

- 3.1. **Classification:** the general category within which an institution fits as approved by the Regents and based largely upon the Carnegie Center for the Advancement of Teaching classification system.
- 3.2. **"Institutional Definition":** definitions of institutions have been adapted from the Carnegie Classification of Institutions of Higher Education (<http://www.carnegiefoundation.org>).
- 3.3. **"Mission Statements":** written statements of the general purposes and functions of various institutions approved by the Regents.
- 3.4. **"Teaching Load":** the institutional average teaching workload for full-time faculty at the various institutions.
- 3.5. **"Land Grant Institution":** an institution that may offer associate's degrees and fulfill a community college role in areas of need pursuant to Policy R315 through its extension services.

### R312-4. Institutional Classifications and Missions

- 4.1. **4.1. Doctorate-granting Universities:** [University of Utah (U of U), Utah State University (USU)] Doctorate-granting Universities generally include institutions that award at least 20 doctoral degrees per year (excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc.). The mission of a Doctorate-granting University is to discover, create, and

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<sup>1</sup> Approved on May 30, 2003; amended May 29, 2009. Revisions approved by the Board of Regents on May 29, 2009, May 20, 2011, September 16, 2011; May 17, 2013; January 22, 2016; and April 1, 2016.

transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels through research and development and through service and extension programs associated with a major teaching and research university. Emphasis is placed on teaching, research, and service. The institution contributes to the quality of life and economic development at the local, state, and national levels. Many research efforts generate grants and contracts that also impact economic development, which underwrites the cost of their products.

**4.1.1. University of Utah Mission Statement (2016):** The University of Utah fosters student success by preparing students from diverse backgrounds for lives of impact as leaders and citizens. We generate and share new knowledge, discoveries, and innovations, and we engage local and global communities to promote education, health, and quality of life. These contributions, in addition to responsible stewardship of our intellectual, physical, and financial resources, ensure the long-term success and viability of the institution.

**4.1.2. Utah State University Mission Statement (2003):** The mission of Utah State University is to be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement.

**4.2. Master's Colleges and Universities:** [Weber State University (WSU), Southern Utah University (SUU), Utah Valley University (UVU)] Master's Colleges and Universities generally include institutions that award at least 50 master's degrees and fewer than 20 doctoral degrees per year. Some institutions above the master's degree threshold are included among Baccalaureate Colleges, and some below the threshold are included among Master's Colleges and Universities. The mission of a Master's University is to transmit knowledge and skills primarily through undergraduate programs at the associate's and baccalaureate levels, including career and technical education programs and selected graduate programs in high demand areas. Emphasis is placed on teaching, scholarly, and creative achievements that are complementary to the teaching role, and community service. The institution contributes to the quality of life and economic development at the local and state levels. Student success is supported through developmental programs and services associated with a comprehensive community college.

**4.2.1. Weber State University Mission Statement (2007):** Weber State University provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Through academic programs, research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region.

**4.2.2. —Southern Utah University Mission Statement (20112016):** Southern Utah University is a dynamic teaching and learning community that engages students in experiential education leading to personal growth, civic responsibility, and professional excellence. ~~Southern Utah University, as our founders envisioned, is a dynamic teaching and learning community inspired by its unique natural surroundings. As Utah's designated public liberal arts and sciences university, SUU engages students in a personalized and rigorous experiential education, empowering them to be productive citizens, socially responsible leaders, high achievers and lifelong learners.~~

~~4.2.3.4.2.2.~~

**4.2.4.4.2.3. Utah Valley University Mission Statement (2007):** Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. UVU builds on a foundation of substantive scholarly and creative work to foster

engaged learning. The university prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community.

**4.3. Baccalaureate Colleges and Universities:** [Dixie State University (DSU)] Baccalaureate Colleges and Universities generally include institutions where baccalaureate degrees represent at least 10 percent of all undergraduate degrees and that award fewer than 50 master's degrees or 20 doctoral degrees per year. Some institutions above the master's degree threshold are also included. The mission of a Baccalaureate College or University is to provide training and educational programs developed as a part of a dynamic continuum of opportunities that includes certificate, associate's degrees, baccalaureate degrees, and continuing education offerings responsive to a rapidly growing and divergent economic region. Emphasis is placed on teaching and training, scholarly, professional and creative efforts complementing its teaching and training role and community service. The institution contributes to the quality of life and economic development of the community, the state, and the region. Student success is supported through developmental programs and services provided by a comprehensive community college.

**4.3.1. Dixie State University Mission Statement (2016):** Dixie State University is a public comprehensive university dedicated to rigorous learning and the enrichment of the professional and personal lives of its students and community by providing opportunities that engage the unique Southern Utah environment and resources.

**4.4. Comprehensive Community or Associate's Colleges:** [Snow College (Snow), Salt Lake Community College (SLCC)] Comprehensive Community Colleges (or Associate's Colleges) generally include institutions where all degrees are at the associate's level, or where bachelor's degrees account for less than 10 percent of all undergraduate degrees. The mission of a Comprehensive Community or Associate's College is to transmit knowledge and skills through transfer education at the associate of arts and associate of science degree level along with offering associate of applied science degrees, career and technical education, customized training for employers, developmental education, and strong student services to support these functions. Transfer programs are intended to prepare graduates to begin upper-division work. Emphasis is placed on teaching, training, scholarly, professional, and creative achievement, and community service. The institution contributes to the quality of life and economic development of the community and the state. Student success is supported through developmental programs and services associated with a comprehensive community college. Within the organization of the institution the comprehensive community college function is identifiable, supported through programs, services, and specific administrative responsibility, and includes transfer education, career and technical education, customized training for employers, developmental education, and strong student services. WSU, UVU, and DSU also provide a comprehensive community college function to the state of Utah along with Snow, and SLCC.

**4.4.1. Snow College Mission Statement (2011):** Snow College continues a tradition of excellence, encourages a culture of innovation, and cultivates an atmosphere of engagement to advance students in the achievement of their educational goals.

**4.4.2. Salt Lake Community College Mission Statement (2016):** Salt Lake Community College is your community college. We engage and support students in educational pathways leading to successful transfer and meaningful employment.

**R312-5. Accreditation:** Regional and specialized accreditation is a goal for all programs for which this accreditation is available and appropriate for the institution's mission and role.

**R312-6. Land Grant Institution:** When a land grant institution is acting as a community college through its extension efforts, students are granted open admission to associate's degree programs with appropriate academic preparatory

support. USU fulfills this role for the state of Utah in areas of need. The land grant designation makes USU responsible for statewide programs in agriculture, business, education, engineering, natural resources, sciences, family life, 4-H youth, and the traditional core of liberal learning: humanities, arts, and social sciences.

## **R312-7. Faculty**

### **7.1. Criteria for Selection, Retention, and Advancement**

**7.1.1. Doctorate-granting Universities:** Faculty are selected, retained, and promoted on the basis of evidence of effective teaching; research, scholarship, and creative achievements; and service and extension activities.

**7.1.2. Master's Colleges and Universities:** Faculty are selected, retained, and promoted primarily on the basis of evidence of effective teaching. Additional criteria include scholarly, professional and creative achievements, and service that complements the teaching role.

**7.1.3. Baccalaureate Colleges and Universities:** Faculty are selected, retained, and promoted primarily on the basis and evidence of effective teaching and training. Secondary criteria include scholarly, professional, creative achievements, and service that complement the teaching role.

**7.1.4. Comprehensive Community or Associate's Colleges:** Faculty are selected, retained, and promoted primarily on the basis and evidence of effective teaching and training. Secondary criteria include scholarly, professional, creative achievements, and service that complement the teaching role.

### **7.2. Educational Preparation**

**7.2.1. Doctorate-granting Universities:** Regular full-time tenure-track faculty will have earned the appropriate terminal degree for their field and specialty.

**7.2.2. Master's Colleges and Universities:** Regular full-time tenure-track faculty will have earned or be working toward the appropriate terminal degree for their field and specialty. Faculty in career and technical education or professional fields also will have practical, related work experience.

**7.2.3. Baccalaureate Colleges and Universities:** Regular full-time tenure-track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement. Faculty teaching upper-division courses will have earned or be working toward the appropriate terminal degree for their field and specialty.

**7.2.4. Comprehensive Community or Associate's Colleges:** Regular full-time tenure-track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement.

### **7.3. Teaching Loads and Research Activities**

**7.3.1. Doctorate-granting Universities:** Average teaching loads are expected to be lower than that of faculty in Master's Universities reflecting necessary faculty involvement with research,

scholarship, and creative achievements. Institutional teaching loads will average at least 18 credit hour equivalents each academic year.

**7.3.2. Master's Colleges and Universities:** Average teaching loads are higher than those of faculty in Doctorate-granting Universities and somewhat lower than those of faculty in Baccalaureate Colleges. These teaching loads reflect Master's Universities having fewer graduate programs and less emphasis on research and scholarship than Doctorate-granting institutions. Institutional teaching loads will average at least 24 credit hour equivalents each academic year.

**7.3.3. Baccalaureate Colleges and Universities:** Average teaching loads are higher than those of faculty in Master's Universities. Institutional teaching loads will average at least 27 credit hour equivalents each academic year.

**7.3.4. Comprehensive Community or Associate's Colleges:** Average teaching loads are somewhat higher than those of faculty in Baccalaureate Colleges, because faculty are not involved in upper-division and graduate-level instruction. Institutional teaching loads will average at least 30 credit hour equivalents each academic year.

#### **R312-8. Student Admission**

**8.1. Doctorate-granting Universities:** Students are admitted on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based primarily on past performance, such as grade point average and standardized test scores. Satisfactory completion of prerequisite courses and work experience may also be factors, among others. these institutions are selective in admissions.

**8.2. Master's Colleges and Universities:** Students are granted admission primarily on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based in part on past performance such as grade point average and standardized test scores. Satisfactory completion of developmental courses, prerequisite courses, and work experience may also be factors, among others.

**8.3. Baccalaureate Colleges and Universities:** All incoming students are tested for course placement and advising purposes. Satisfactory completion of developmental and/or prerequisite courses and work experience also may be factors. Lower-division courses are primarily open-admission. Students must meet admissions' criteria for upper-division courses and programs.

**8.4. Comprehensive Community or Associate's Colleges:** Comprehensive Community Colleges are open-admission institutions. Incoming students may be tested for course placement and the ability to benefit from specific courses for financial aid purposes. Satisfactory completion of other developmental or prerequisite courses and work experience may also be factors.

#### **R312-9. Support Services**

**9.1. Doctorate-granting Universities:** These institutions provide library services, support services, equipment, and other resources to support undergraduate and graduate programs, and student and faculty research.

**9.2. Master's Colleges and Universities:** These institutions provide library services, support services, equipment, and other resources to support undergraduate programs, a limited number of master's programs, and the intellectual needs of students and faculty.

**9.3. Baccalaureate and Comprehensive Community or Associate's Colleges:** These institutions provides library services, support services, equipment, and other resources to support lower-division programs in career and technical education, general education, baccalaureate programs, and the intellectual needs of students and faculty.

## R312, Configuration of the Utah System of Higher Education and Institutional Missions and Roles<sup>1</sup>

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**R312-1. Purpose:** To recognize the distinct and unique missions and roles of the institutions in the Utah System of Higher Education (USHE); to configure a system of colleges and universities to meet the educational needs of the citizens of the State of Utah; and to maintain system integrity by defining institutional categories. The Regents will review institutional roles and missions at least every five years in light of the educational needs and resources in the State of Utah.

### R312-2. References

- 2.1. Utah Code §53B-6-101, Master Plan for Higher Education
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- 2.5. Policy and Procedures R485, Faculty Workload Guidelines

### R312-3. Definitions

- 3.1. **Classification:** the general category within which an institution fits as approved by the Regents and based largely upon the Carnegie Center for the Advancement of Teaching classification system.
- 3.2. **"Institutional Definition":** definitions of institutions have been adapted from the Carnegie Classification of Institutions of Higher Education (<http://www.carnegiefoundation.org>).
- 3.3. **"Mission Statements":** written statements of the general purposes and functions of various institutions approved by the Regents.
- 3.4. **"Teaching Load":** the institutional average teaching workload for full-time faculty at the various institutions.
- 3.5. **"Land Grant Institution":** an institution that may offer associate's degrees and fulfill a community college role in areas of need pursuant to Policy R315 through its extension services.

### R312-4. Institutional Classifications and Missions

- 4.1. **4.1. Doctorate-granting Universities:** [University of Utah (U of U), Utah State University (USU)] Doctorate-granting Universities generally include institutions that award at least 20 doctoral degrees per year (excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc.). The mission of a Doctorate-granting University is to discover, create, and

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<sup>1</sup> Approved on May 30, 2003; amended May 29, 2009. Revisions approved by the Board of Regents on May 29, 2009, May 20, 2011, September 16, 2011; May 17, 2013; January 22, 2016; and April 1, 2016.



transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels through research and development and through service and extension programs associated with a major teaching and research university. Emphasis is placed on teaching, research, and service. The institution contributes to the quality of life and economic development at the local, state, and national levels. Many research efforts generate grants and contracts that also impact economic development, which underwrites the cost of their products.

**4.1.1. University of Utah Mission Statement (2016):** The University of Utah fosters student success by preparing students from diverse backgrounds for lives of impact as leaders and citizens. We generate and share new knowledge, discoveries, and innovations, and we engage local and global communities to promote education, health, and quality of life. These contributions, in addition to responsible stewardship of our intellectual, physical, and financial resources, ensure the long-term success and viability of the institution.

**4.1.2. Utah State University Mission Statement (2003):** The mission of Utah State University is to be one of the nation's premier student-centered land grant and space grant universities by fostering the principle that academics come first; by cultivating diversity of thought and culture; and by serving the public through learning, discovery, and engagement.

**4.2. Master's Colleges and Universities:** [Weber State University (WSU), Southern Utah University (SUU), Utah Valley University (UVU)] Master's Colleges and Universities generally include institutions that award at least 50 master's degrees and fewer than 20 doctoral degrees per year. Some institutions above the master's degree threshold are included among Baccalaureate Colleges, and some below the threshold are included among Master's Colleges and Universities. The mission of a Master's University is to transmit knowledge and skills primarily through undergraduate programs at the associate's and baccalaureate levels, including career and technical education programs and selected graduate programs in high demand areas. Emphasis is placed on teaching, scholarly, and creative achievements that are complementary to the teaching role, and community service. The institution contributes to the quality of life and economic development at the local and state levels. Student success is supported through developmental programs and services associated with a comprehensive community college.

**4.2.1. Weber State University Mission Statement (2007):** Weber State University provides associate, baccalaureate and master degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Through academic programs, research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region.

**4.2.2. Southern Utah University Mission Statement (2016):** Southern Utah University is a dynamic teaching and learning community that engages students in experiential education leading to personal growth, civic responsibility, and professional excellence.

**4.2.3. Utah Valley University Mission Statement (2007):** Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. UVU builds on a foundation of substantive scholarly and creative work to foster engaged learning. The university prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community.



**4.3. Baccalaureate Colleges and Universities:** [Dixie State University (DSU)] Baccalaureate Colleges and Universities generally include institutions where baccalaureate degrees represent at least 10 percent of all undergraduate degrees and that award fewer than 50 master's degrees or 20 doctoral degrees per year. Some institutions above the master's degree threshold are also included. The mission of a Baccalaureate College or University is to provide training and educational programs developed as a part of a dynamic continuum of opportunities that includes certificate, associate's degrees, baccalaureate degrees, and continuing education offerings responsive to a rapidly growing and divergent economic region. Emphasis is placed on teaching and training, scholarly, professional and creative efforts complementing its teaching and training role and community service. The institution contributes to the quality of life and economic development of the community, the state, and the region. Student success is supported through developmental programs and services provided by a comprehensive community college.

**4.3.1. Dixie State University Mission Statement (2016):** Dixie State University is a public comprehensive university dedicated to rigorous learning and the enrichment of the professional and personal lives of its students and community by providing opportunities that engage the unique Southern Utah environment and resources.

**4.4. Comprehensive Community or Associate's Colleges:** [Snow College (Snow), Salt Lake Community College (SLCC)] Comprehensive Community Colleges (or Associate's Colleges) generally include institutions where all degrees are at the associate's level, or where bachelor's degrees account for less than 10 percent of all undergraduate degrees. The mission of a Comprehensive Community or Associate's College is to transmit knowledge and skills through transfer education at the associate of arts and associate of science degree level along with offering associate of applied science degrees, career and technical education, customized training for employers, developmental education, and strong student services to support these functions. Transfer programs are intended to prepare graduates to begin upper-division work. Emphasis is placed on teaching, training, scholarly, professional, and creative achievement, and community service. The institution contributes to the quality of life and economic development of the community and the state. Student success is supported through developmental programs and services associated with a comprehensive community college. Within the organization of the institution the comprehensive community college function is identifiable, supported through programs, services, and specific administrative responsibility, and includes transfer education, career and technical education, customized training for employers, developmental education, and strong student services. WSU, UVU, and DSU also provide a comprehensive community college function to the state of Utah along with Snow, and SLCC.

**4.4.1. Snow College Mission Statement (2011):** Snow College continues a tradition of excellence, encourages a culture of innovation, and cultivates an atmosphere of engagement to advance students in the achievement of their educational goals.

**4.4.2. Salt Lake Community College Mission Statement (2016):** Salt Lake Community College is your community college. We engage and support students in educational pathways leading to successful transfer and meaningful employment.

**R312-5. Accreditation:** Regional and specialized accreditation is a goal for all programs for which this accreditation is available and appropriate for the institution's mission and role.

**R312-6. Land Grant Institution:** When a land grant institution is acting as a community college through its extension efforts, students are granted open admission to associate's degree programs with appropriate academic preparatory support. USU fulfills this role for the state of Utah in areas of need. The land grant designation makes USU responsible for statewide programs in agriculture, business, education, engineering, natural resources, sciences, family life, 4-H youth, and the traditional core of liberal learning: humanities, arts, and social sciences.

## R312-7. Faculty

### 7.1. Criteria for Selection, Retention, and Advancement

**7.1.1. Doctorate-granting Universities:** Faculty are selected, retained, and promoted on the basis of evidence of effective teaching; research, scholarship, and creative achievements; and service and extension activities.

**7.1.2. Master's Colleges and Universities:** Faculty are selected, retained, and promoted primarily on the basis of evidence of effective teaching. Additional criteria include scholarly, professional and creative achievements, and service that complements the teaching role.

**7.1.3. Baccalaureate Colleges and Universities:** Faculty are selected, retained, and promoted primarily on the basis and evidence of effective teaching and training. Secondary criteria include scholarly, professional, creative achievements, and service that complement the teaching role.

**7.1.4. Comprehensive Community or Associate's Colleges:** Faculty are selected, retained, and promoted primarily on the basis and evidence of effective teaching and training. Secondary criteria include scholarly, professional, creative achievements, and service that complement the teaching role.

### 7.2. Educational Preparation

**7.2.1. Doctorate-granting Universities:** Regular full-time tenure-track faculty will have earned the appropriate terminal degree for their field and specialty.

**7.2.2. Master's Colleges and Universities:** Regular full-time tenure-track faculty will have earned or be working toward the appropriate terminal degree for their field and specialty. Faculty in career and technical education or professional fields also will have practical, related work experience.

**7.2.3. Baccalaureate Colleges and Universities:** Regular full-time tenure-track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement. Faculty teaching upper-division courses will have earned or be working toward the appropriate terminal degree for their field and specialty.

**7.2.4. Comprehensive Community or Associate's Colleges:** Regular full-time tenure-track faculty will have practical, related work experience and recognized professional credentials for their discipline and teaching level. To teach courses in general education or other special transfer programs, the master's degree is a standard requirement.

### 7.3. Teaching Loads and Research Activities

**7.3.1. Doctorate-granting Universities:** Average teaching loads are expected to be lower than that of faculty in Master's Universities reflecting necessary faculty involvement with research, scholarship, and creative achievements. Institutional teaching loads will average at least 18 credit hour equivalents each academic year.

**7.3.2. Master's Colleges and Universities:** Average teaching loads are higher than those of faculty in Doctorate-granting Universities and somewhat lower than those of faculty in Baccalaureate Colleges. These teaching loads reflect Master's Universities having fewer graduate programs and less emphasis on research and scholarship than Doctorate-granting institutions. Institutional teaching loads will average at least 24 credit hour equivalents each academic year.

**7.3.3. Baccalaureate Colleges and Universities:** Average teaching loads are higher than those of faculty in Master's Universities. Institutional teaching loads will average at least 27 credit hour equivalents each academic year.

**7.3.4. Comprehensive Community or Associate's Colleges:** Average teaching loads are somewhat higher than those of faculty in Baccalaureate Colleges, because faculty are not involved in upper-division and graduate-level instruction. Institutional teaching loads will average at least 30 credit hour equivalents each academic year.

## **R312-8. Student Admission**

**8.1. Doctorate-granting Universities:** Students are admitted on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based primarily on past performance, such as grade point average and standardized test scores. Satisfactory completion of prerequisite courses and work experience may also be factors, among others. these institutions are selective in admissions.

**8.2. Master's Colleges and Universities:** Students are granted admission primarily on the basis of their projected ability to succeed at the institution. Projected ability to succeed is based in part on past performance such as grade point average and standardized test scores. Satisfactory completion of developmental courses, prerequisite courses, and work experience may also be factors, among others.

**8.3. Baccalaureate Colleges and Universities:** All incoming students are tested for course placement and advising purposes. Satisfactory completion of developmental and/or prerequisite courses and work experience also may be factors. Lower-division courses are primarily open-admission. Students must meet admissions' criteria for upper-division courses and programs.

**8.4. Comprehensive Community or Associate's Colleges:** Comprehensive Community Colleges are open-admission institutions. Incoming students may be tested for course placement and the ability to benefit from specific courses for financial aid purposes. Satisfactory completion of other developmental or prerequisite courses and work experience may also be factors.

## **R312-9. Support Services**

**9.1. Doctorate-granting Universities:** These institutions provide library services, support services, equipment, and other resources to support undergraduate and graduate programs, and student and faculty research.

**9.2. Master's Colleges and Universities:** These institutions provide library services, support services, equipment, and other resources to support undergraduate programs, a limited number of master's programs, and the intellectual needs of students and faculty.

**9.3. Baccalaureate and Comprehensive Community or Associate's Colleges:** These institutions provides library services, support services, equipment, and other resources to support lower-division

programs in career and technical education, general education, baccalaureate programs, and the intellectual needs of students and faculty.

July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Adoption of Regent Policy R431, *State Authorization Reciprocity Agreement*

Background

Collectively, the Utah System of Higher Education (USHE) institutions enroll students in distance delivered courses and programs in all 50 states. States expect institutions to secure authorization for regulated activities such as online learning, practicum experiences, and marketing. Securing authorization state-by-state is time consuming and costly. The State Authorization Reciprocity Agreement (SARA) is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. States join SARA; institutions may choose to operate under SARA. Institutions in a SARA state only need their "home state" authorization to offer distance education to any other SARA member state. As of July 2016, 40 states plus the District of Columbia have been approved to join the National Council of State Authorization Reciprocity Agreements (NC-SARA).

Issue

HB379, *Interstate Reciprocity Agreement for Postsecondary Education*, passed during the 2016 General Session, authorizes the State Board of Regents to execute an interstate reciprocity agreement regarding postsecondary distance education courses and programs. The Utah State Board of Regents will serve as the SARA *portal agency* for Utah and for USHE institutions as well as up to a dozen other institutions including Brigham Young University and Western Governors University that choose to become SARA institutions. Regent Policy R431 establishes the conditions for accredited institutions to secure and maintain status as Utah-based SARA institutions.

Staff Recommendation

The Commissioner recommends the Regents approve Regents' Policy R431.

---

David L. Buhler  
Commissioner of Higher Education

DLB/CMG  
Attachments

**R431-1. Purpose:** To administer a state authorization reciprocity agreement for distance education courses and programs.

### R431-1. References

- 2.1. Utah Code §53B-16-109, Interstate Reciprocity Agreement for Postsecondary Distance Education

### R431-3. Definitions

In addition to the definitions set forth in Section 53B-16-109(1), the following definitions shall apply to this Rule.

- 3.1. "OCHE": the Office of the Commissioner of Higher Education.
- 3.3. "NC-SARA": the National Council for State Authorization Reciprocity Agreements.
- 3.4. "SARA": the State Authorization Reciprocity Agreement overseen by NC-SARA and administered by four regional higher education compacts, including WICHE.
- 3.5. "SARA portal agency": the single agency designated by each SARA member state to serve as the interstate point of contact for SARA questions, complaints, and other communications.
- 3.6. "WICHE": the Western Interstate Commission for Higher Education.

### R431-4. Applications for Institutional Participation in SARA

- 4.1. **SARA Institution Application Process.** Institutions desiring to participate in SARA shall submit to OCHE the following:
  - 4.1.1. A completed Application and Approval Form for Institutional Participation in SARA that is approved by NC-SARA;
  - 4.1.2. Payment of the fee established by OCHE for administering SARA; and
  - 4.1.3. Documentation supporting the statements made in the application sufficient to assure OCHE:
    - 4.1.3.1. the Institution's principal campus or central administrative unit is located in Utah and that it is authorized to operate in Utah;
    - 4.1.3.2. the Institution is a degree-granting institution that is accredited by an accrediting body recognized by the U.S. Secretary of Education;
    - 4.1.3.3. the Institution has disaster recovery protocols for protection of student records;
    - 4.1.3.4. (1) students are informed, before completing the enrollment process for an online course or program, of the student consumer complaint processes available to

them, and (2) the student complaint processes are clearly defined and can be used electronically;

- 4.1.3.5. students are informed, before completing the enrollment process for an online course or program that customarily leads to professional licensure, whether or not the course or program meets licensure requirements in the state where the student resides or, if unknown, students are provided the contact information for the appropriate state licensing board(s);
- 4.1.3.6. in the event the Institution cannot fully deliver the instruction for which the students have contracted, the Institution is capable of fulfilling its agreement with OCHE to provide a reasonable alternative for delivering the instruction or reasonable compensation for the education they did not receive. Such assurance may be established by providing evidence of tuition assurance funds, surety bonds, teach-out provisions, or other assurances OCHE deems sufficient to protect students; and
- 4.1.3.7. for non-public Institutions, evidence of Institution's financial responsibility index score from the Department of Education that is 1.5 or above, or if its score is between 1.0 and 1.5, evidence that Institution has obtained the surety required in R765-431-4. Non-public Institutions with a score below 1.0 will not be eligible to participate in SARA.

**4.2. SARA Institution Renewal Process.** Institutions desiring to continue participating in SARA after one year of the initial application shall submit to OCHE annually thereafter the following:

- 4.2.1. a completed Renewal Application for Institutional Participation in SARA that is approved by NC-SARA within 30 days of receipt of notice for opportunity to renew from NC-SARA;
- 4.2.2. payment of the fee established by OCHE for administering SARA; and
- 4.2.3. the following documents verifying the statements made in the application:
  - 4.2.3.1. evidence that Institution's principal campus or central administrative unit remains located in Utah and that Institution continues to be authorized to operate in Utah;
  - 4.2.3.2. evidence that Institution retains its accreditation by an accrediting body recognized by the U.S. Secretary of Education; and
  - 4.2.3.3. for non-public Institutions, evidence of Institution's financial responsibility index score from the Department of Education.

**4.3. SARA Notification Process.** OCHE shall notify the Institution no later than 30 days after receipt of the initial or renewal application of its decision to approve, deny, or return the application for further information.

- 4.3.1. if an Institution's initial or renewal application is denied, OCHE shall provide to the applicant a written reason for the denial.

- 4.3.2. if any information contained in the initial or renewal application becomes incorrect or incomplete while it is in effect, the Institution shall, within 30 days after the information becomes incorrect or incomplete, correct the application or file the complete information as required by OCHE.

#### **R431-5. Surety Requirements for Institutions with a Low Financial Responsibility Index Score**

- 5.1. **Financial Responsibility Index Score.** An Institution with a financial responsibility index score from the Department of Education between 1.0 and 1.5 shall satisfy the requirement that it is sufficiently financially stable to participate in SARA by submitting with its application a surety in the form of a bond, certificate of deposit, or irrevocable letter of credit.
- 5.2. **Surety Value/Initial Year of Distance Education Operation.** For institutions in their first year of offering distance education courses and programs, the amount of the surety shall be:
  - 5.2.1. \$187,500 for Institutions expecting to enroll more than 100 separate individual students (non-duplicated enrollments) during the year it is applying to participate in SARA;
  - 5.2.2. \$125,000 for Institutions expecting to enroll between 50 and 99 separate individual students during the it is applying to participate in SARA;
  - 5.2.3. \$62,500 for Institutions expecting to enroll less than 50 separate individual students during the year it is applying to participate in SARA; and
  - 5.2.4. \$12,500 for an Institution that is able to establish that its gross tuition income from any source during the year it is applying to participate in SARA will be less than \$25,000.
- 5.3. **Surety Value/Subsequent Years' Distance Education Operation.** The minimum amount of required surety to be submitted annually after the first year of offering distance education courses and programs will be based in 25% of the annual gross tuition income for distance education courses and programs, with a minimum surety amount of \$12,500 and a maximum surety amount of \$300,000.
  - 5.3.1. the institution shall provide a statement by a school official regarding the calculation of gross tuition income and written evidence confirming that the amount of the surety meets the requirements of this rule.
  - 5.3.2. OCHE may require that such statement be verified by an independent certified public accountant.
- 5.4. **Surety Obligation.** The obligation of the surety will be that the Institution, its officers, agents, and employees will faithfully perform the terms and conditions of its application to participate in SARA; and conform to the standards and requirements required for participation in SARA.
  - 5.4.1. the bond, certificate of deposit, or letter of credit shall be in a form approved by OCHE and issued by a company authorized to do such business in Utah.
  - 5.4.2. the bond, certificate of deposit, or letter of credit shall be payable to OCHE to be used to satisfy any costs, losses, or damages resulting from the Institution's failure to meet its obligation to be sufficiently financially stable to participate in SARA.



- 5.4.3. the surety company may not be relieved of liability on the surety unless it gives the Institution and OCHE 90 calendar days' notice by certified mail of the company's intent to cancel the surety.
- 5.4.4. if at any time the company that issued the surety cancels or discontinues the coverage, the Institution's eligibility to participate in SARA is automatically revoked as a matter of law on the effective date of the cancellation or discontinuance of surety coverage unless a replacement surety is obtained on or before the cancellation date of the original coverage and provided to OCHE.

#### **R431-6. Revocation of Eligibility to Participate in SARA**

- 6.1. **Revocation of a SARA Institution.** An Institution's eligibility to participate in SARA may be revoked by OCHE upon its finding that:
  - 6.1.1. the Institution's application contains material representations which are incomplete, improper, or incorrect;
  - 6.1.2. the Institution failed to perform as represented in its applications;
  - 6.1.3. the Institution violated any of the policies and procedures of OCHE as they relate to SARA;
  - 6.1.4. the Institution violated any of the policies and procedures of NC-SARA;
  - 6.1.5. the Institution failed to maintain an adequate financial responsibility index score from the Department of Education;
  - 6.1.6. the Institution has engaged in any dishonest or fraudulent activity; or
  - 6.1.7. the Institution failed to comply with any laws in this state or another state that affect its ability to continue doing business in Utah or any other state.
- 6.2. **No Hearing Requirement.** The revocation of the eligibility of an Institution shall be made in accordance with the procedures set forth in UT Admin. R765-134. A hearing is not required.

#### **R431-7. Request for Review**

- 7.1. **Request for Review.** Institutions shall have the right to submit to OCHE a Request for Review regarding a decision to deny the Institution's application or to revoke the Institution's eligibility to participate in SARA.
  - 7.1.1. Requests for Review shall be postmarked within 10 days of date of notification of the adverse decision.
  - 7.1.2. Requests for Review will be reviewed and decided by a review committee appointed by the Commissioner of Higher Education.

7.1.3. at the time the Request for Review is made, the Institution shall provide evidence to the review committee that the adverse decision was made in error.

7.2. **Review Committee Decision.** The decision of the review committee shall be made in accordance with the procedures set forth in UT Admin. R765-134. A hearing is not required.

7.2.1. the decision of the review committee shall be the final institutional action. An Institution may request judicial review of the review committee's decision in accordance with UT Admin. R765-134.

7.2.2. the Institution may also request that WICHE review an adverse decision to see whether the SARA policies and standards were upheld during the review process.

#### R431-8. **Consumer Complaints.**

8.1. **Filing Complaints.** Before filing a complaint against an Institution, an individual must first work through the Institution's complaint process. To file a complaint against an Institution, an individual shall submit to OCHE:

8.1.1. a completed complaint form as provided by OCHE; or

8.1.2. a letter signed by the complainant, and including:

8.1.2.1. all documentary evidence related to the facts of the complaint;

8.1.2.2. evidence of the Institution's resolution of the complaint; and

8.1.2.2. contact information for the complainant.

8.2. **Complaint Resolution.** OCHE may refer the complaints it receives to one or more of the following entities for resolution as it deems appropriate:

8.2.1. the Institution complained against;

8.2.2. the SARA portal agency in the home state of a non-Utah Institution complained against;

8.2.3. the Utah Division of Consumer Protection or other law enforcement agency; or

8.2.4. the institution's accreditor.

8.3. **Action to Revoke Based on Consumer Complaint.** OCHE may take action, in accordance with UT Admin. R765-431-5, to revoke an Institution's eligibility to participate in SARA based on a consumer complaint that is received within two years of the incident complained of.

July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Revision: College and Career Readiness Recommendations

Issue

The Utah State Board of Education (USBE) changed their graduation standards in 2014, causing the 2010-11 "College and Career Readiness Recommendations for Middle and High School Students" document approved jointly by the USBE and the Utah State Board of Regents (USBR) to become out of date. A revision of the recommendations to reflect the new high school graduation standards and more current content in other areas is needed.

Background

In 2010-11, both the State Board of Education and the State Board of Regents approved a document titled "College and Career Readiness Recommendations for Middle and High School Students." The genesis of this statement was both national dialog about what academic pathways lead to students being "college- and career-ready" and the interest of Utah high school students and those advising students in having a document to guide them in choosing college- and career-ready pathways. The original set of recommendations document was provided to students, parents, teachers and counselors so that they could recognize the various pathways for becoming college- and career-ready and encourage students to be successful in reaching their educational and career goals. This statement has been helpful to all of those groups since it was first approved.

Recently, the State Board of Education revised their high school graduation standards. The high school graduation standards were included in the originally approved document, and with their change, the document became out of date. The staffs of the Utah State Office of Education (USOE) and the Academic and Student Affairs Division of the Utah System of Higher Education (USHE) undertook a revision of the document containing the recommendations. Input has been provided by the staffs of USOE and USHE Academic Affairs, and the Chief Academic Officers of the USHE. In addition to the change in the high school graduation requirements, changes recommended by those using the statement over the last few years were also incorporated. The statement, in the form presented here, has now been approved by the State Board of Education.

Commissioner's Recommendation

The Commissioner recommends the Regents approve the revised "College and Career Readiness Recommendations to High School Students."

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David L. Buhler  
Commissioner of Higher Education

DLB/EJH  
Attachment



# COLLEGE AND CAREER READINESS RECOMMENDATIONS TO HIGH SCHOOL STUDENTS

Utah State Board of Education and Utah System of Higher Education

Effective July 15, 2016

All students should have education and career goals that prepare them to experience fulfilling lives, actively participate in their communities, and succeed in a competitive economy. The following are joint college- and career-readiness recommendations from the Utah State Board of Education and the Utah System of Higher Education:

## 1. Build a strong academic foundation.

- Take the right classes in high school to develop an understanding of different subjects and be ready for college-level courses. Review the course recommendations on the back of this document and discuss options with your counselor and parents.
- Sign up to be a Utah Scholar and take the Utah Scholars college-prep curriculum, which will prepare you to apply for the Regents' Scholarship.
- Earn college credit in high school by taking Advanced Placement (AP), International Baccalaureate (IB), or concurrent enrollment (CE) classes. Consider CE classes that apply to college general education courses, a certificate or a degree.
- Do your very best work possible. Work hard in every class from middle school through senior year of high school, especially in Concurrent Enrollment courses, where course grades become part of your college transcript.

## 2. Strengthen your transferable skills.

- Select challenging courses in high school to develop critical thinking and problem-solving skills.
- Establish effective time management and study habits.
- Learn how to communicate effectively through both writing and speaking.
- Seek opportunities to work with a team.
- Be proficient in current technology.

## 3. Explore college campuses and learn about the different ways to pay for your education.

- Visit at least one college campus during junior year in high school. Take a guided tour and ask questions. Think about what type of college environment is a good fit for you (size, location, student life, academics).
- Research how much college costs. Compare the tuition, fees, and housing expenses of different colleges.
- Understand the different ways to pay for college, such as savings (for example, through the Utah Educational Savings Plan), scholarships, grants, loans, and work-study. Attend a Paying for College Night in your region during your junior and/or senior year.

## 4. Pay attention to deadlines.

- Take a college entrance exam (ACT or SAT) during junior year. Retake it senior year if you want to improve your score.
- Submit college applications by the priority deadline. Participate in your high school's Utah College Application Week events during November of your senior year.
- Submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline of your senior year. Need help filling out the FAFSA? Attend a FAFSA Completion Open House in your region.

## 5. Evaluate your progress.

- Make sure you are doing your best work possible by looking at your GPA, writing assessments, and other schoolwork. Adjust study habits and course choices to stay on track.
- Throughout middle school and high school, use standardized test results and your performance as indicated by GPA and course grades (such as ACT sequence of tests, or ACCUPLACER) to gauge determine how close you are to being ready for college.
- After taking a college entrance exam (e.g., ACT or SAT) in your senior year, use the ACT benchmark scores to evaluate your college readiness based on test score evidence. how ready you are for college.: English: 18; Reading: 22; Science: 23; Math: 22.. See StepUp Utah website (<https://stepuputah.com/>) for additional guidance.
- Use college entrance exam results by subject area (e.g., ACT or SAT sub-scores) to gauge your readiness for particular Concurrent Enrollment courses.
- If you are taking concurrent enrollment classes senior year, use ACT scores to guide selection:
  - Math: 23 Math 1030/1040/1050
  - Math: 19 Math Concept Review Course—will not qualify as a “progressive course” for Regents’ Scholarship (see back of this document for more info)

Math: <19      Explore high school math choices to get better prepared

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English: 19      ENGL 1010

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English: 29      ENGL 2010

- Visit [utahfutures.org](http://utahfutures.org) and [StepUpUtah.com](http://StepUpUtah.com) for tips and resources on [academic preparation needed for career pathways of interest to you](#), how to prepare and pay for college, and to learn about events in your area.

# HIGH SCHOOL COURSE RECOMMENDATIONS

DRAFT 4 26 16 3-29-16 12-04-2015

	HIGH SCHOOL GRADUATION*	COLLEGE- & CAREER-READINESS PATHWAY	REGENTS' SCHOLARSHIP**
English/Language Arts	4.0 credits	4.0 credits of English to develop reading and writing skills	4.0 credits of English**
Math	3.0 credits 1.0 credit Secondary Math I 1.0 credit Secondary Math II 1.0 credit Secondary Math III	4.0 credits of math: Secondary Math I, II, and III and quantitative literacy requirement or other appropriate option for senior year math consistent with your CCR goal.	4.0 credits of progressive math (Secondary Math I, II, and III) and one progressive <a href="#">class-credit</a> beyond Secondary III**
Science	3.0 credits 2.0 credits from <a href="#">two of the following five</a> : Earth Systems Science, Biological Science, Chemistry, Physics, or <del>Advanced</del> Computer Science  1.0 credit from the foundation courses or the Applied or Advanced Foundation science core list	3.0 credits of lab-based science have been shown to prepare you for college.  Interested in STEM (science, technology, engineering or math)? Plan on taking 4.0 credits of science.  For Career and Technical Education (CTE) pathway, choose foundation, applied, or advanced courses aligned with your CCR goal.	3.0 credits of lab-based science courses, one each of Biology, Chemistry and Physics**
Social Science/ Social Studies	3.0 credits 1.0 credit U.S. History 0.5 credit Geography 0.5 credit World Civilization 0.5 credit U.S. Government and Citizenship 0.5 credit elective	3.5 credits of social science. Select social studies classes that provide a strong academic foundation and enable you to explore a variety of career paths.	3.5 credits of social science**
Financial Literacy	0.5 credit 0.5 credit General Financial Literacy	0.5. credit General Financial Literacy	Meet high school graduation requirement
Directed Coursework	3.0 credits 1.5 credits Fine Arts 1.0 credit Career and Technical Education 0.5 credit <a href="#">Digital Literacy</a> <del>Computer Tech</del>	Choose coursework in areas that interest you, especially relating to your career goals. CTE and fine arts courses allow you to explore these areas. Take a challenging computer technology course to prepare for college-level projects.  Interested in CTE? Choose electives that build on one another and provide depth in an area that interests you.	Meet high school graduation requirement
Physical Education/Health	2.0 credits	Build a foundation for a physically and mentally healthy lifestyle.	Meet high school graduation requirement
Required Electives	6.0 credits	Take challenging courses through your senior year. Develop time management, problem-solving and study skills. Learn how to work well in teams, and maintain good attendance.	Meet high school graduation requirements
World Languages		2.0 years of the same world language in a progressive manner during grades 9-12.	2.0 credits of the same world language taken in a progressive manner during grades 9-12**
District/Charter Requirements	Varies by district.	Meet your district's requirements for graduation.	Meet district requirements

\* For more information on Utah High School Graduation Requirements, visit <http://schools.utah.gov/curr/main/GradInfo.htm>

\*\* For list of courses [and grade requirements](#) that satisfy Regents' Scholarship requirements, visit [regents scholarship.org](http://regents scholarship.org).



## COLLEGE AND CAREER READINESS RECOMMENDATIONS TO HIGH SCHOOL STUDENTS

Utah State Board of Education and Utah System of Higher Education  
Effective July 15, 2016

All students should have education and career goals that prepare them to experience fulfilling lives, actively participate in their communities, and succeed in a competitive economy. The following are joint college- and career-readiness recommendations from the Utah State Board of Education and the Utah System of Higher Education:

### 1. Build a strong academic foundation.

- Take the right classes in high school to develop an understanding of different subjects and be ready for college-level courses. Review the course recommendations on the back of this document and discuss options with your counselor and parents.
- Sign up to be a Utah Scholar and take the Utah Scholars college-prep curriculum, which will prepare you to apply for the Regents' Scholarship.
- Earn college credit in high school by taking Advanced Placement (AP), International Baccalaureate (IB), or concurrent enrollment (CE) classes. Consider CE classes that apply to college general education courses, a certificate or a degree.
- Work hard in every class from middle school through senior year of high school, especially in Concurrent Enrollment courses, where course grades become part of your college transcript.

### 2. Strengthen your transferable skills.

- Select challenging courses in high school to develop critical thinking and problem-solving skills.
- Establish effective time management and study habits.
- Learn how to communicate effectively through both writing and speaking.
- Seek opportunities to work with a team.
- Be proficient in current technology.

### 3. Explore college campuses and learn about the different ways to pay for your education.

- Visit at least one college campus during junior year in high school. Take a guided tour and ask questions. Think about what type of college environment is a good fit for you (size, location, student life, academics).
- Research how much college costs. Compare the tuition, fees, and housing expenses of different colleges.
- Understand the different ways to pay for college, such as savings (for example, through the Utah Educational Savings Plan), scholarships, grants, loans, and work-study. Attend a Paying for College Night in your region during your junior and/or senior year.

### 4. Pay attention to deadlines.

- Take a college entrance exam (ACT or SAT) during junior year. Retake it senior year if you want to improve your score.
- Submit college applications by the priority deadline. Participate in your high school's Utah College Application Week events during November of your senior year.
- Submit the Free Application for Federal Student Aid (FAFSA) by the priority deadline of your senior year. Need help filling out the FAFSA? Attend a FAFSA Completion Open House in your region.

### 5. Evaluate your progress.

- Make sure you are doing your best work possible by looking at your GPA, writing assessments, and other schoolwork. Adjust study habits and course choices to stay on track.
- Throughout middle school and high school, use standardized test results and your performance as indicated by GPA and course grades to gauge how close you are to being ready for college.
- Take a college entrance exam (e.g., ACT or SAT), to evaluate your college readiness based on test score evidence. .. See [stepuputah.com/](http://stepuputah.com/) for additional guidance.
- Use college entrance exam results by subject area (e.g., ACT or SAT sub-scores) to gauge your readiness for particular Concurrent Enrollment courses. Visit [utahfutures.org](http://utahfutures.org) and [stepuputah.com](http://stepuputah.com) for tips and resources on academic preparation needed for career pathways of interest to you, how to prepare and pay for college, and to learn about events in your area.



## HIGH SCHOOL COURSE RECOMMENDATIONS

	HIGH SCHOOL GRADUATION*	COLLEGE- & CAREER-READINESS PATHWAY	REGENTS' SCHOLARSHIP**
English/Language Arts	<b>4.0 credits</b>	4.0 credits of English to develop reading and writing skills	4.0 credits of English**
Math	<b>3.0 credits</b> 1.0 credit Secondary Math I 1.0 credit Secondary Math II 1.0 credit Secondary Math III	4.0 credits of math: Secondary Math I, II, and III and quantitative literacy requirement or other appropriate option for senior year math consistent with your CCR goal.	4.0 credits of progressive math (Secondary Math I, II, and III) and one progressive credit beyond Secondary III**
Science	<b>3.0 credits</b> 2.0 credits from two of the following five: Earth Science, Biological Science, Chemistry, Physics, or Computer Science  1.0 credit from the foundation courses or the Applied or Advanced Foundation science core list	3.0 credits of lab-based science have been shown to prepare you for college.  Interested in STEM (science, technology, engineering or math)? Plan on taking 4.0 credits of science.  For Career and Technical Education (CTE) pathway, choose foundation, applied, or advanced courses aligned with your CCR goal.	3.0 credits of lab-based science courses, one each of Biology, Chemistry and Physics**
Social Science/ Social Studies	<b>3.0 credits</b> 1.0 credit U.S. History 0.5 credit Geography 0.5 credit World Civilization 0.5 credit U.S. Government and Citizenship 0.5 credit elective	3.5 credits of social science. Select social studies classes that provide a strong academic foundation and enable you to explore a variety of career paths.	3.5 credits of social science**
Financial Literacy	<b>0.5 credit</b> 0.5 credit General Financial Literacy	0.5. credit General Financial Literacy	Meet high school graduation requirement
Directed Coursework	<b>3.0 credits</b> 1.5 credits Fine Arts 1.0 credit Career and Technical Education 0.5 credit Digital Literacy	Choose coursework in areas that interest you, especially relating to your career goals. CTE and fine arts courses allow you to explore these areas. Take a challenging computer technology course to prepare for college-level projects.  Interested in CTE? Choose electives that build on one another and provide depth in an area that interests you.	Meet high school graduation requirement
Physical Education/Health	<b>2.0 credits</b>	Build a foundation for a physically and mentally healthy lifestyle.	Meet high school graduation requirement
Required Electives	<b>6.0 credits</b>	Take challenging courses through your senior year. Develop time management, problem-solving and study skills. Learn how to work well in teams, and maintain good attendance.	Meet high school graduation requirements
World Languages		2.0 years of the same world language in a progressive manner during grades 9-12.	2.0 credits of the same world language taken in a progressive manner during grades 9-12**
District/Charter Requirements	Varies by district.	Meet your district's requirements for graduation.	Meet district requirements

\* For more information on Utah High School Graduation Requirements, visit <http://schools.utah.gov/curr/main/GradInfo.htm>

\*\* For list of courses and grade requirements that satisfy Regents' Scholarship requirements, visit [regents scholarship.org](http://regents scholarship.org).

July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Institutional Completion Update: Southern Utah University

Background

In July 2013, the Board of Regents unanimously passed a resolution to "Implement Strategies to Increase Completion Rates in Support of the 66% Goal." This resolution acknowledged that the Utah State Board of Regents is committed to improving the completion rates of students who enroll in an institution within the Utah System of Higher Education (USHE) by ensuring a quality, cost-effective educational experience and awarding meaningful education credentials that will help students find gainful employment and life-long success. The Presidents and their administrations and faculty have taken seriously the Board's charge and have been implementing these strategies. The Utah System of Higher Education provided USHE Completion Grants in 2014 to support and scale projects that the institutions had developed to help them meet the implicit goals in the 2013 Board of Regents' Completion Resolution.

In January 2015, institutions reported their three- and five-year goals regarding college completion overall and the specific initiatives in the Resolution to the Board of Regents. Briefly, the five specific recommendations in the resolution are:

1. Establish 15 credits hours per semester as the normal full-time course load for students.
2. Set plateau tuition levels with a focus on 12 to 15 credit hours to help students maximize their tuition dollars and their time.
3. Create semester-by-semester degree program maps with specific recommended courses each semester and make them available to current and potential students.
4. Encourage students to enroll in an appropriate mathematics course in their first year of college.
5. Explore the feasibility of implementing reverse transfer/stackable credentials.

### Issue

As a follow-up to these efforts, the members of the Academic and Student Affairs Committee requested at their January 2015 meeting that institutions report in more depth on their practices and policies that are having the most impact regarding college completion. Institutions have been asked to highlight two areas:

- one of the five strategies outlined in the resolution for which they have gained momentum, and
- one institution-led area for which they are demonstrating impact in retention or completion.

Representatives from the host institution, Southern Utah University, will report on their initiatives to increase completion rates at the May 2016 Board of Regents meeting.

### Next Steps

Over the course of the year, all remaining institutions will have a chance to report on their successful strategies to the Committee.

### Commissioner's Recommendation

This is an information item only; no formal action by the Board is required. However, the Board is encouraged to congratulate the institutions on the progress they are making toward meeting their institutional completion goals.

---

David L. Buhler  
Commissioner of Higher Education

DLB/JH

July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Southern Utah University – Campus Master Plan Approval

Issue

Southern Utah University (SUU) requests that the Board review and approve its updated Campus Master Plan.

Background

Regent policy R710, *Capital Facilities*, requires that Regents review and approve institutional campus master plans on a biennial basis. The SUU Campus Master Plan was last approved on July 18, 2014.

A letter from the University and a map describing recent changes to the Master Plan are attached. University officials will be present at the meeting to present this agenda item and to address questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Board approve the Southern Utah University Campus Master Plan.

---

David L. Buhler  
Commissioner of Higher Education

DLB/KLH/RPA  
Attachments

June 23, 2016

Commissioner David L. Buhler  
Utah System of Higher Education  
Board of Regents Building, Two Gateway  
60 South 400 West  
Salt Lake City, UT 84101-1284

Subject: 2016 Southern Utah University Campus Master Plan Update

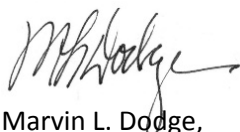
Commissioner Buhler:

Southern Utah University requests review and approval of an update to the 2016 Southern Utah University Campus Master Plan per Board of Regent policy. Changes made to this plan are described below and outlined on the master plan map.

- A. Proposed potential property acquisition boundary designated in lavender
- B. Removed North Housing Options A and B and East Housing Options on 300W
- C. Restored existing Leadership Engagement Center instead of additional parking lot (#36)
- D. Updated removal of tennis courts and placement of pickleball courts adjacent to Physical Education building
- E. Added new Utah Shakespeare Festival buildings and Southern Utah Museum of Arts to existing buildings list (#34 & #35)
- F. Removed Dewey Avenue parking lot as part of a land swap for two added existing houses at 200 South and 700 West (to accommodate construction of new residents halls in partnership with the Dixie and Anne Leavitt Foundation)
- G. Removed potential addition to existing Library building
- H. Added new Housing Option on vacant Juniper Hall Housing site
- I. Removed future buildings on Multipurpose building site and restored existing Multipurpose building to existing buildings list (#37)

We look forward to presenting to the Board of Regents on July 14, 2016.

Sincerely,



Marvin L. Dodge,  
CFO, Vice President

# Southern Utah University 2016 Campus Master Plan

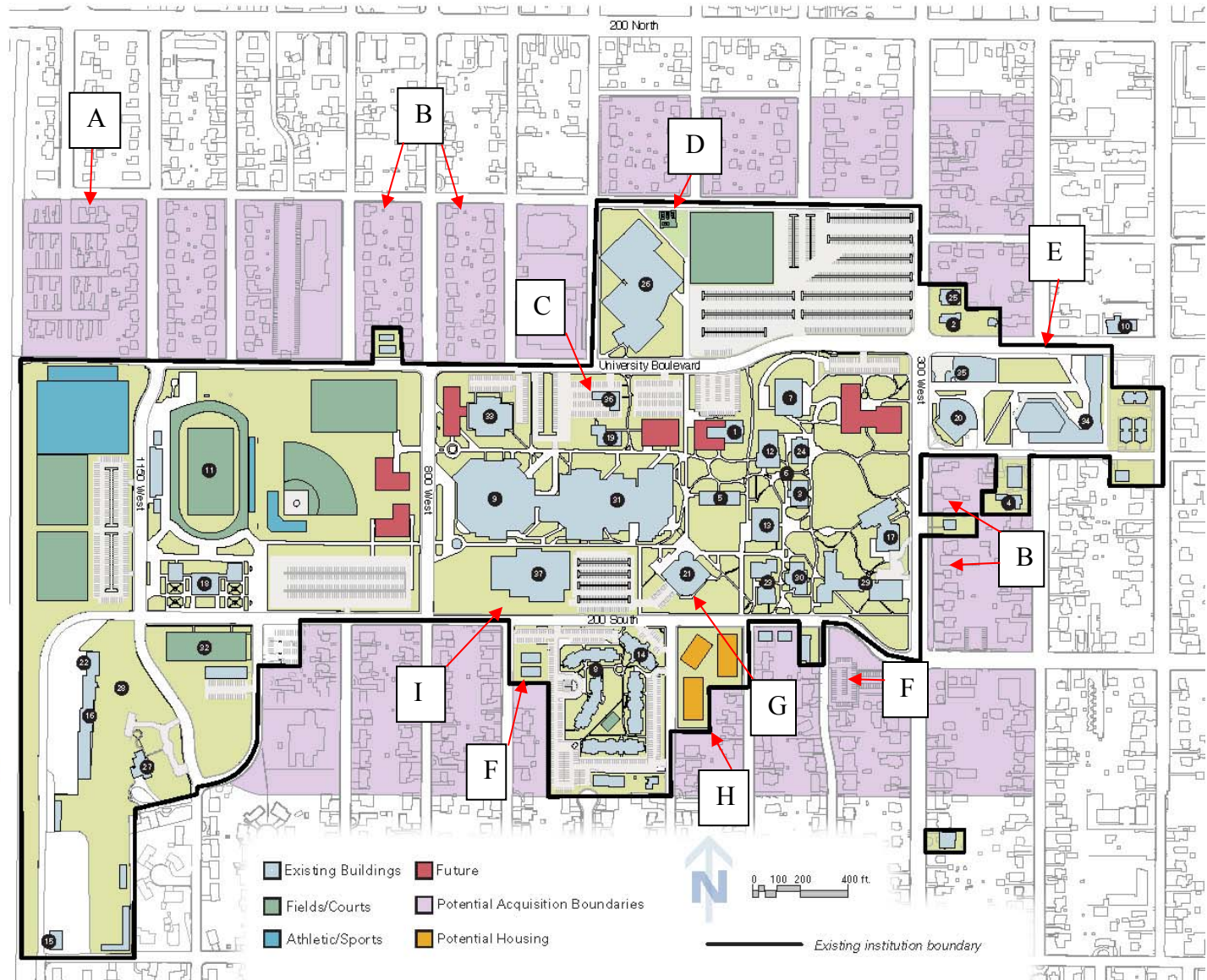
(Lettered according to changes on reverse page)

## SUU CAMPUS MASTER PLAN 2016

SOUTHERN UTAH UNIVERSITY

### EXISTING CAMPUS BUILDINGS

1. Bennion Building
2. J. Reuben Clark, Jr. Alumni House
3. R.C. Braithwaite Liberal Arts Center
4. Burch Mann House
5. Dixie Leavitt Business Building
6. Carter Carillon
7. R. Haze Hunter Conference Center
8. Cedar Hall
9. Centrum Arena
10. Community Outreach Center
11. Eccles Coliseum
12. Emma Eccles Jones Education Building
13. Electronic Learning Center
14. Eccles Living and Learning Center
15. Facilities Management Administration
16. Facilities Management Shops
17. General Classroom Building
18. J.D. & Alice C. Harris Center
19. Heat Plant
20. Randall L. Jones Theatre
21. Gerald R. Sherratt Library
22. Motor Pool
23. Music Center
24. Old Main
25. SUU Police
26. J. L. Sorenson Physical Education Building
27. President's Residence
28. Rocky Mountain Power Challenge Course
29. Science Center
30. South Hall
31. Sharwan Smith Student Center
32. Tennis Courts
33. Engineering & Technology
34. Utah Shakespeare Festival
36. Southern Utah Museum of Art
37. Leadership Engagement Center
37. Multipurpose Center



July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah State University – Design of Interlocking Cross-Laminated Timber Building

Issue

Utah State University requests Board approval to use federal grant funds to program, plan, and design an Interlocking Cross-Laminated Timbers building to be located at the Botanical Center in Kaysville, Utah.

Background

Regent policy R710, *Capital Facilities* requires Regent approval for institutions to use donated or institutional funds to plan and design proposed capital development projects. Utah State University has received grant funding from the United States Forest Service to design a facility using Interlocking Cross-Laminated Timber (ICLT) technology. ICLT is a prefabricated solid wood wall used in green construction to reclaim waste wood without using glue or adhesive. ICLT particularly reclaims the growing abundance of beetle killed pine trees in the Intermountain West.

The University seeks authorization to use this grant to design a facility that would be located at the USU Botanical Center in Kaysville and will support Botanical Center operations. This project aligns with the mission and master plan of the Botanical Center that promotes sustainable best practices and provides teaching opportunities for the community. The University will return for Board approval for the construction phase of the project when it secures funding for the facility through private donations.

Additional information about this project and the request may be found in the attached letter and artist's rendering of the facility from the University, as well as a draft of a revised master plan of the USU Botanical Center currently being updated by the University. Representatives from the University will be available to address questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Board authorize the University to proceed with programming, planning, and design using non-state sources of funding for the Interlocking Cross-Laminated Timbers building.

---

David L. Buhler  
Commissioner of Higher Education

DLB/KLH/RPA  
Attachments



June 21, 2016

Commissioner David L. Buhler  
Utah State Board of Regents  
Board of Regents Building The Gateway  
60 South 400 West  
Salt Lake City, Utah 84101-1284

Subject: Design Phase of the Interlocking Cross-Laminated Timbers Building

Dear Commissioner Buhler:

Utah State University desires to begin the design phase of the Interlocking Cross-Laminated Timbers (ICLT) Building, a non-state funded project. Although this project has not yet received Building Board approval, it is anticipated that approval for the design phase will be granted during the September meeting. However, it is understood that approval is not guaranteed.

The United States Forest Service provided funding through a grant for design of the ICLT Building, a 4,000 square foot facility to be located on the USU Botanical Center in Kaysville. The building will contain a pavilion to support the Edible Demonstration Garden events, demonstration kitchen, large classroom, and rentable event space.

It is anticipated that construction and related soft costs of approximately \$1.5 million will be funded primarily through private donations. Funding for ongoing operation and maintenance costs will be paid from USU Botanical Center funds.

We appreciate your support and ask that you report this item to the Board of Regents during the July meeting. This request received Board of Trustees approval on June 24, 2016.

Sincerely,



David T. Cowley  
Vice President for  
Business and Finance

C: Kimberly Henrie, Associate Commissioner for Finance & Facilities  
Rich Amon, Assistant Commissioner for Business Operations  
Stan Albrecht, President  
Charles Darnell, Associate Vice President for Facilities







KEY SITE FEATURES

The barn, guest house, children's garden and ropes course highlight the creation of a youth quad hosting events, camps and field trip groups.

See site section below

An arroyo with integrated trail acts as a circulation route through the site while educating the visitor about arid landscapes.

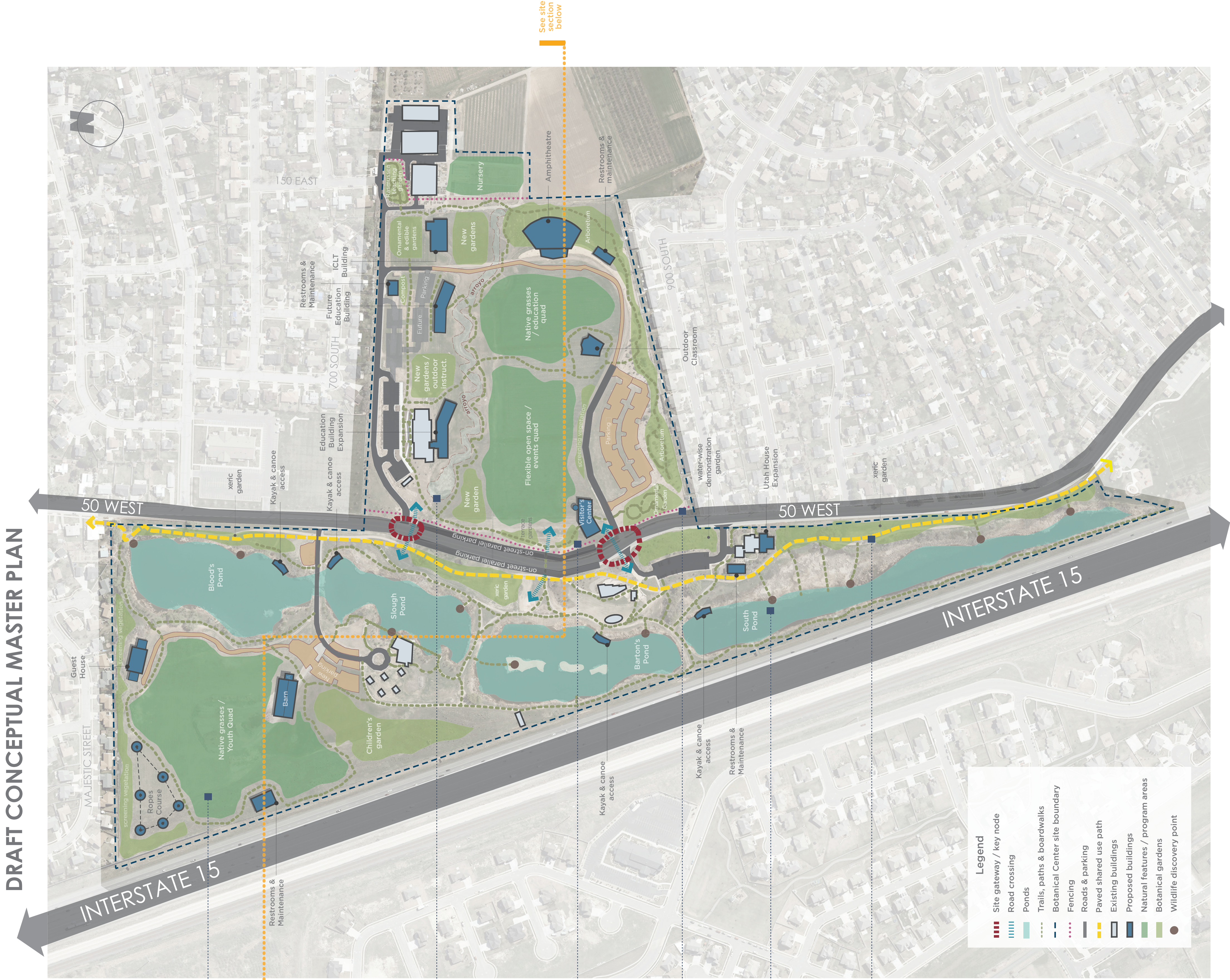
A visitor's center, amphitheatre, new botanical gardens, new buildings and expanded parking support the creation of an education and event quads to meet the future growth of academic programs and community events.

New fencing enhances the brand and image of the site while creating secure borders for large events.

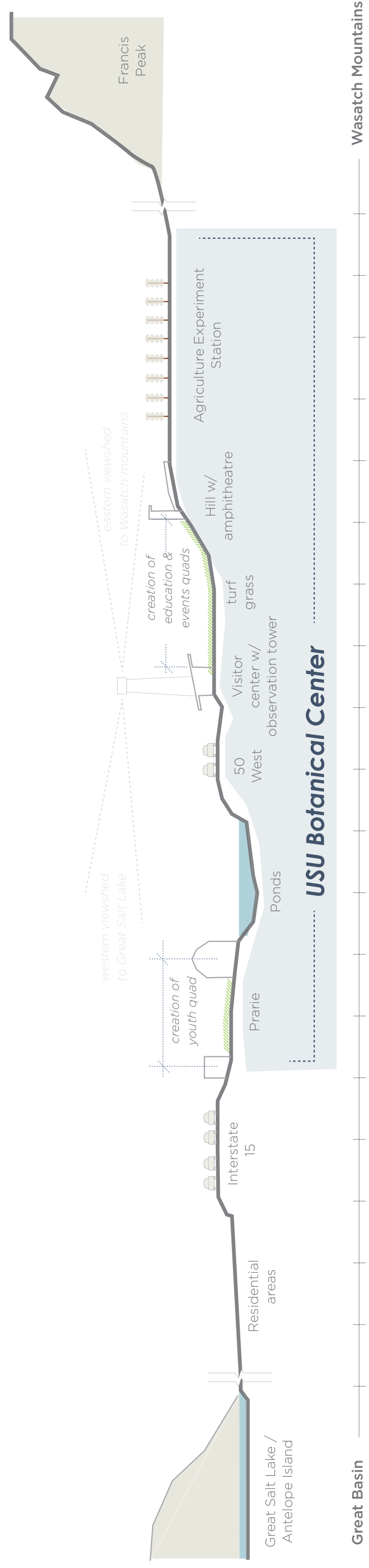
10 different wildlife discovery points provide access for an interpretive exploration of some of the wildlife and associated habitat at the Botanical Center, with specific focus on the South Pond area.

A paved shared use path runs the entire length of the site along 50 West Street providing enhanced pedestrian and bicycle access to the Botanical Center.

DRAFT CONCEPTUAL MASTER PLAN



CONCEPTUAL SITE SECTION



KEY CONCEPTS

The primary focus of the Campus Quads site concept is to create several distinct, identifiable campus spaces at separate locations of the Botanical Center. The multi-centric nature of this site concept maximizes site utilization by providing unique clusters of focused facilities for separate uses with unique needs.

The following are key drivers of the Campus Quads site concept:

- development pattern focused on creation of enclosed **identifiable campus quads** with distinct areas of emphasis
- **protection of east-west viewshed** through the site in order to maximize views to Wasatch Mountains and Great Salt Lake
- Quad 1 focuses on **events**, while Quad 2 focuses on **education** and Quad 3 focuses on **youth education** and recreation
- **multiple gateways** provide easy access to site, while Visitor's Center serves as intuitive **front door** for visitors
- **site utilization is maximized** for future facility development
- **Botanical Gardens distributed** throughout the site creating a green ribbon at the edges of the field district
- maximizing open space creates **rural feel** and limited street presence by pushing buildings to the edge of the site
- **building orientation focuses on creation of campus districts**, while seeking to maximize solar orientation while respecting natural site features
- significant amount of parking for ease of vehicular access, but **parking is held to edges of the site** to maximize open / natural spaces
- stream concept is reimagined as an **arroyo with an integrated trail** to educate visitors about desert dry wash vegetation types



July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – West Campus Boundary Adjustment

Issue

Utah Valley University (UVU) requests Board approval to sell approximately 1,100 square feet along the northern border of the West Campus property in Orem in order to resolve a boundary gap between a private property owner and the University. The property will be sold at appraised value.

Background

Regent Policy R710, *Capital Facilities* requires the Board of Regents to approve all disposal of property contiguous to an institutional campus. UVU seeks Board approval to complete this property transaction and sell 1,100 square feet along the northern border of the West Campus to the developer property owner. This request was approved by the Board of Trustees in the June 16, 2016 meeting.

Private property along Geneva road just north of Utah Valley University's West Campus (across the freeway from the main campus) was recently sold to a developer who discovered that a small section of the property actually belongs to UVU. In order to rectify the mistake and accomplish their development project, the developer has agreed to purchase the sliver of land at appraised value.

Additional information about this request may be found in the attached letter from the University and the accompanying maps and exhibits. Representatives from Utah Valley University will be available to address questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Board authorize the University to proceed with the sale of property to resolve the boundary adjustment.

---

David L. Buhler  
Commissioner of Higher Education

DLB/KLH/RPA  
Attachment



UTAH VALLEY UNIVERSITY  
VICE PRESIDENT *for* FINANCE & ADMINISTRATION

June 22, 2016

Dave Buhler  
Commissioner  
Utah System of Higher Education  
Board of Regents Building, Two Gateway  
60 South 400 West  
Salt Lake City, UT 84101-1284

Dear Commissioner Buhler:

Utah Valley University is requesting approval to resolve a boundary gap by selling a strip of University land to an adjacent land owner.

Several properties to the north of the University's West Campus/ Health Professions building, along Geneva Road, were recently sold to a developer. During survey and parcel research for the development project it was discovered that a gap existed between the properties. At some time in the past a fence had been placed, encroaching onto University property. The developer requires this gap of land to complete their project (Exhibits A, B, and C).

Policy requires that any land sale be approved by both the Board of Trustees and the Board of Regents. The land is in the process of being appraised to determine the sale price. The developer has agreed to purchase the land for the appraised value. The UVU Board of Trustees has approved the sale.

If you have any questions please feel free to contact me at 801-863-8424 or [petersva@uvu.edu](mailto:petersva@uvu.edu).

Sincerely,

A handwritten signature in black ink, appearing to read 'Val Peterson', with a stylized flourish at the end.

Val L. Peterson  
Vice President  
Administration and Finance

Exhibit A: Aerial view of the gap land area



Exhibit B: Copy of the Utah County Parcel Map showing the gap land

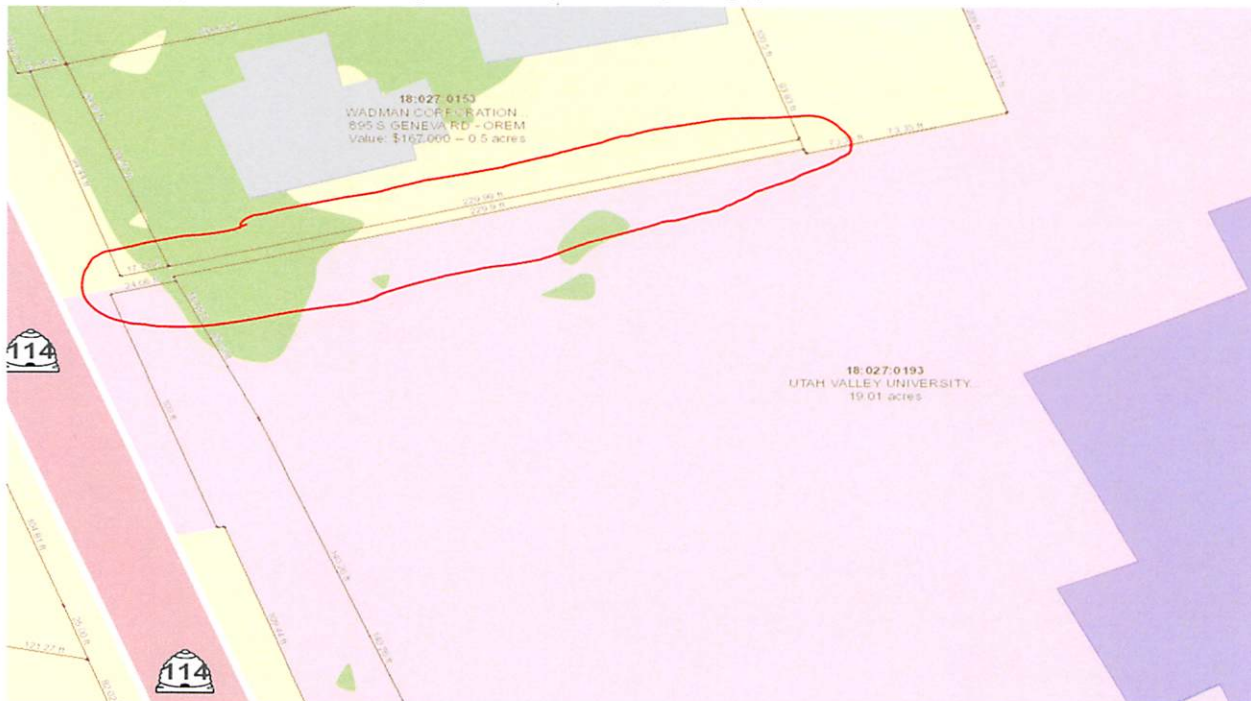
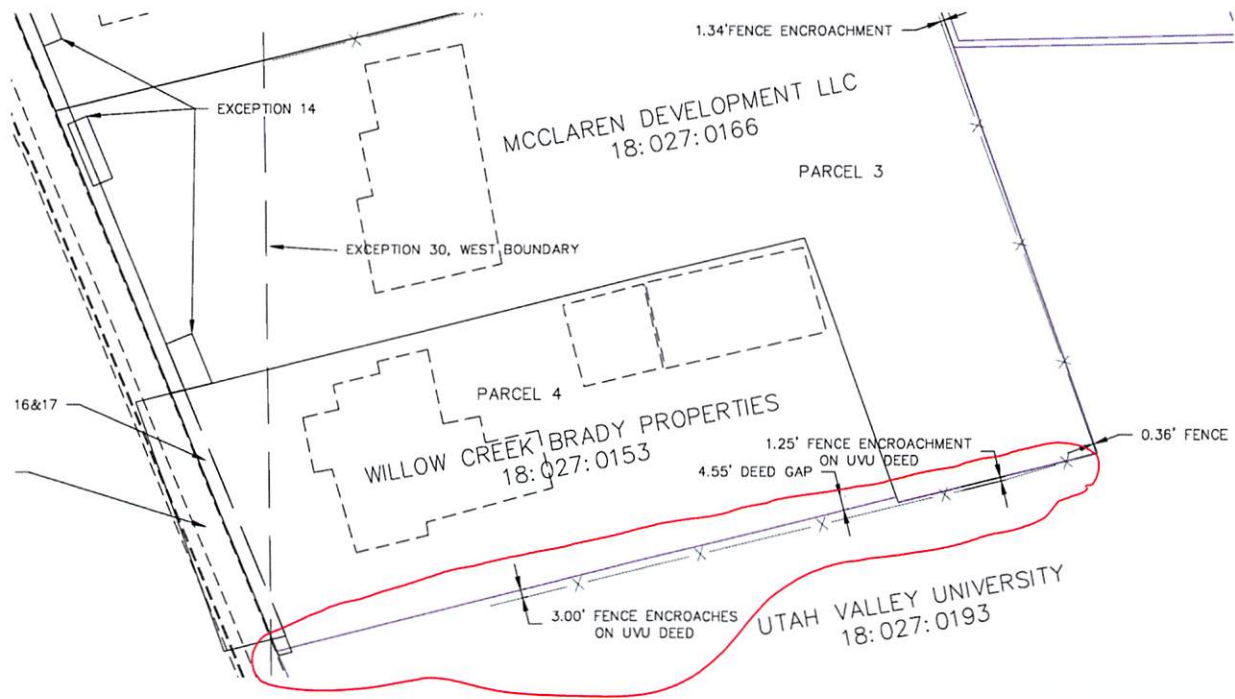




Exhibit C: ALTA Survey detail of gap



July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Main Campus Property Purchase

Issue

Utah Valley University (UVU) requests Board approval to purchase four properties contiguous to campus. The property would be bought at the appraised value of \$1,810,000 using a loan from the institution's Foundation.

Background

Regent Policy R710, *Capital Facilities* requires the Board of Regents to approve all property purchases exceeding \$500,000. The University requests Board approval to use a loan from the University's Foundation to purchase the four properties at the appraised value of \$1,810,000. UVU would repay the loan over ten years at 5.5 percent interest with institutional funds. This request was approved by the UVU Board of Trustees in the June 16, 2016 meeting.

Recently, a developer has acquired residential properties in the Palos Verde area for the purpose of creating student housing on the east side of UVU's Orem main campus. It is anticipated that this new development will benefit UVU students by providing housing options in close proximity to campus. In addition, UVU is planning to develop a new parking lot to accommodate increased student demand directly south of the Palos Verde neighborhood (currently used as intermural fields). There is a small privately owned cul-de-sac property which consists of three houses and one vacant lot on approximately an acre and a half of land that sits adjacent to both of these developments that the University would like to purchase to complete its development plans. Residents of the cul-de-sac have been in discussion with the University to purchase their property at the appraised value of \$1,810,000.

Additional information about this request may be found in the attached letter and map from the University, the appraisal summaries of the four properties, and the most recent master plan. Representatives from Utah Valley University will be available to address questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Board authorize Utah Valley University to proceed with the acquisition of property contiguous to the University.

---

David L. Buhler  
Commissioner of Higher Education

DLB/KLH/RPA  
Attachments





UTAH VALLEY UNIVERSITY  
VICE PRESIDENT *for* FINANCE & ADMINISTRATION

June 22, 2016

Dave Buhler  
Commissioner  
Utah System of Higher Education  
Board of Regents Building, Two Gateway  
60 South 400 West  
Salt Lake City, UT 84101-1284

Dear Commissioner Buhler:

Utah Valley University seeks Board of Regents approval to purchase three homes and a building lot that are contiguous to the University property. These homes are next to a parking lot which the University is building to accommodate the continued growth of the University. The University has had extensive dialogue with the neighborhood about the parking lot and included a number of design additions to reduce the impact to the neighbors. As these discussions progressed, an opportunity arose for a developer to purchase Palos Verdes neighborhood for a student housing development.

PEG Development, after discussion with Utah Valley University, is moving forward to purchase the Palos Verde Neighborhood for the purpose of creating a student development. The Hatch's/Miller's/Washburn's own three homes and a lot that are in a private development that is contiguous to the University and the Palos Verde neighborhood. The University feels it is in the best interest of the institution to purchase these homes to move the student housing project forward. The University has received four appraisals for the properties.

1. 1052 S. 400 W. \$530,000
2. 1044 S. 400 W. \$650,000
3. 1040 S. 400 W. \$470,000
4. Building Lot \$160,000

The University has come to an agreement with all three home owners to purchase the property at appraised value. The property will be purchased through a loan from the foundation at 5.5 percent and 10 years.

If you have any questions please feel free to contact me at 801-863-8424 or [petersva@uvu.edu](mailto:petersva@uvu.edu).

Sincerely,

Val L. Peterson  
Vice President



feet  
meters

200 700

Google earth



# **APPRAISAL REPORT OF**

Miller, Reed D & Rebecca

1052 S 400 W

Orem, UT 84058-6736

## **AS OF**

05/20/2016

## **PREPARED FOR**

Jean Miner - Receiving  
Utah Valley University  
800 W University Parkway  
Orem, UT 84058

## **PREPARED BY**

Lyle Burton & Susan Denbow, SRA  
Denbow Appraising  
257 W 400 S  
Orem, UT 84058



File # 113244

## Residential Appraisal Report

The purpose of this appraisal report is to provide the client with an accurate, and adequately supported, opinion of the market value of the subject property.																																																																																																																																																																																							
SUBJECT	Property Address 1052 S 400 W City Orem State UT Zip Code 84058-6736																																																																																																																																																																																						
	Owner MILLER, REBECCA MILLER, REED D Intended User Utah Valley University County Utah																																																																																																																																																																																						
	Legal Description LOT 1, PLAT A, MELVILLE MANOR SUB. AREA .52 ACRE.																																																																																																																																																																																						
	Assessor's Parcel # 46:301:0001 Tax Year 2015 R.E. Taxes \$ 2,790.83																																																																																																																																																																																						
	Neighborhood Name Southwest Orem/Melville Manor Map Reference 49049 Census Tract 0011.03																																																																																																																																																																																						
	Occupant <input checked="" type="checkbox"/> Owner <input type="checkbox"/> Tenant <input type="checkbox"/> Vacant Special Assessments \$ PUD HOA \$ 0 per year per month																																																																																																																																																																																						
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	Intended Use Opinion of Market Value																																																																																																																																																																																						
	Client Utah Valley University Address 800 W University Parkway, Orem, UT 84058																																																																																																																																																																																						
	Is the subject property currently offered for sale or has it been offered for sale in the twelve months prior to the effective date of this appraisal? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No																																																																																																																																																																																						
Report data source(s) used, offerings price(s), and date(s). Wasatch Front MLS																																																																																																																																																																																							
CONTRACT	I <input type="checkbox"/> did <input type="checkbox"/> did not analyze the contract for sale for the subject purchase transaction. Explain the results of the analysis of the contract for sale or why the analysis was not performed.																																																																																																																																																																																						
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	Is there any financial assistance (loan charges, sale concessions, gift or downpayment assistance, etc.) to be paid by any party on behalf of the purchaser? <input type="checkbox"/> Yes <input type="checkbox"/> No																																																																																																																																																																																						
	If Yes, report the total dollar amount and describe the items to be paid.																																																																																																																																																																																						
NEIGHBORHOOD	Note: Race and the racial composition of the neighborhood are not appraisal factors.																																																																																																																																																																																						
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## Residential Appraisal Report

There are 2 comparable properties currently offered for sale in the subject neighborhood ranging in price from \$ 397,000 to \$ 408,000	
There are 2 comparable sales in the subject neighborhood within the past twelve months ranging in sale price from \$ 307,000 to \$ 398,000	
FEATURE	SUBJECT
Address	1052 S 400 W Orem, UT 84058-6736
Proximity to Subject	0.79 miles NE
Sale Price	\$ 449,000
Sale Price/Gross Liv. Area	\$ 0.00 sq. ft.
Data Source(s)	WFRMLS#1354571;DOM 36
Verification Source(s)	RE:Osmond Real Estate
VALUE ADJUSTMENTS	DESCRIPTION
Sale or Financing	ArmLth
Concessions	Conv;9000
Date of Sale/Time	s04/16;c03/16
Location	N;Res;
Leasehold/Fee Simple	Fee Simple
Site	22,651 sf
View	N;Res;
Design (Style)	Two Story
Quality of Construction	Good
Actual Age	24 yrs
Condition	Good
Above Grade	Total Bdrms Baths
Room Count	7 3 3.0
Gross Living Area	3,628 sq. ft.
Basement & Finished	Full/1,604 sf
Rooms Below Grade	1,524 sf fin
Functional Utility	Typical
Heating/Cooling	FWA/Central
Energy Efficient Items	Typical features
Garage/Carport	2 Car Gar. Det.
Porch/Patio/Deck	Perg,Patio,Porch
Fireplaces	2 Fireplaces
Landscaping	Lands,fncl,sa
Additional features	In law/Det Garage
Net Adjustment (Total)	\$ 80,885
Adjusted Sale Price of Comparables	\$ 529,885
I <input checked="" type="checkbox"/> did not research the sale or transfer history of the subject property and comparable sales. If not, explain	
My research <input checked="" type="checkbox"/> did not reveal any prior sales or transfers of the subject property for the three years prior to the effective date of this appraisal.	
Data source(s) Wasatch Front MLS, Utah County Recorder	
My research <input checked="" type="checkbox"/> did not reveal any prior sales or transfers of the comparable sales for the year prior to the date of sale of the comparable sale.	
Data source(s) Wasatch Front MLS.	
Report the results of the research and analysis of the prior sale or transfer history of the subject property and comparable sales (report additional prior sales on page 3).	
ITEM	SUBJECT
Date of Prior Sale/Transfer	
Price of Prior Sale/Transfer	
Data Source(s)	MLS/County Recorder
Effective Date of Data Source(s)	05/25/2016
Analysis of prior sale or transfer history of the subject property and comparable sales No sales or transfer history was located for the subject in the past three years. Only prior sales were listed for comparable sales.	
Summary of Sales Comparison Approach The Wasatch Front MLS or referred to as the (WFRMLS) within this appraisal report, was used for all sales and listing data and was considered reliable. Very few sales were available in the WFRMLS on sites as large as the subject's .52 acre or 22,651 sf. Sale #1 is the same age as the subject, 306 sf smaller in gross living area and with a similar basement size. Sale #2 is located less than 1/2 mile Northeast of the subject, it's the same age, similar in quality and condition. Sale #3 is less than one mile Northeast of the subject, similar in age, quality, condition and gross living area. See one additional sale #4, with one active listing #5 and one under contract listing #6 on page four grid. A review of all four comparable sales which range from a low of: \$ 461,409 to a high of \$505,045. The weighted average of \$571,546 and considering sale #2 to be the most reliable sale. The most reasonable opinion of value, as of the effective date of this appraisal report, would be: \$530,000.	
Indicated Value by Sales Comparison Approach \$ 530,000	
Indicated Value by: Sales Comparison Approach \$ 530,000 Cost Approach (if developed) \$ 544,201 Income Approach (if developed) \$ N/A	
After reviewing my inspection, cost to replace, comparable listings, and market sales; I reconcile my opinion of value for the subject property as of the date of my inspection to be: \$530,000; Five Hundred Thirty Thousand Dollars.	
This appraisal is made <input checked="" type="checkbox"/> "as is," <input type="checkbox"/> subject to completion per plans and specifications on the basis of a hypothetical condition that the improvements have been completed, <input type="checkbox"/> subject to the following repairs or alterations on the basis of a hypothetical condition that the repairs or alterations have been completed, or <input type="checkbox"/> subject to the following required inspection based on the extraordinary assumption that the condition or deficiency does not require alteration or repair:	
Based on a complete visual inspection of the interior and exterior areas of the subject property, defined scope of work, statement of assumptions and limiting conditions, and appraiser's certification, my (our) opinion of the market value, as defined, of the real property that is the subject of this report is	
\$ 530,000, as of 05/20/2016	

# **APPRAISAL REPORT OF**

Washburn, David J & Joan M

1044 S 400 W

Orem, UT 84058-6736

## **AS OF**

05/20/2016

## **PREPARED FOR**

Jean Miner - Receiving  
Utah Valley University  
800 W University Parkway  
Orem, UT 84058

## **PREPARED BY**

Lyle Burton & Susan Denbow, SRA  
Denbow Appraising  
257 W 400 S  
Orem, UT 84058





## Residential Appraisal Report

SUBJECT	The purpose of this appraisal report is to provide the client with an accurate, and adequately supported, opinion of the market value of the subject property.											
	Property Address 1044 S 400 W				City Orem		State UT		Zip Code 84058-6736			
	Owner WASHBURN, DAVID J WASHBURN, JOAN M				Intended User Utah Valley University		County Utah					
	Legal Description LOT 2, PLAT A, MELVILLE MANOR SUB. AREA .50 ACRE.											
	Assessor's Parcel # 46:301:0002				Tax Year 2015		R.E. Taxes \$ 2,625.79					
	Neighborhood Name Southwest Orem/Melville Manor				Map Reference 49049		Census Tract 0011.03					
	Occupant <input checked="" type="checkbox"/> Owner <input type="checkbox"/> Tenant <input type="checkbox"/> Vacant				Special Assessments \$		PUD HOA \$ 0		per year		per month	
	Property Rights Appraised <input checked="" type="checkbox"/> Fee Simple <input type="checkbox"/> Leasehold <input type="checkbox"/> Other (describe)											
	Intended Use Opinion of Market Value											
	Client Utah Valley University Address 800 W University Parkway, Orem, UT 84058											
CONTRACT	Is the subject property currently offered for sale or has it been offered for sale in the twelve months prior to the effective date of this appraisal? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No											
	Report data source(s) used, offerings price(s), and date(s). Wasatch Front MLS: listed price: \$699,500, listed date: 03/11/2016, days on market: 75. Old value \$745,900, changed to \$710,900 on 04/18/2016: changed to \$745,900 on 04/22/2016: changed to \$699,500 on 05/04/2016.											
	I <input type="checkbox"/> did <input checked="" type="checkbox"/> did not analyze the contract for sale for the subject purchase transaction. Explain the results of the analysis of the contract for sale or why the analysis was not performed.											
	Contract Price \$ Date of Contract Is the property seller the owner of public record? <input type="checkbox"/> Yes <input type="checkbox"/> No Data Source(s)											
	Is there any financial assistance (loan charges, sale concessions, gift or downpayment assistance, etc.) to be paid by any party on behalf of the purchaser? <input type="checkbox"/> Yes <input type="checkbox"/> No											
	If Yes, report the total dollar amount and describe the items to be paid.											
NEIGHBORHOOD	Note: Race and the racial composition of the neighborhood are not appraisal factors.											
	Neighborhood Characteristics				One-Unit Housing Trends				One-Unit Housing		Present Land Use %	
	Location	<input checked="" type="checkbox"/> Urban	<input checked="" type="checkbox"/> Suburban	<input type="checkbox"/> Rural	Property Values	<input type="checkbox"/> Increasing	<input checked="" type="checkbox"/> Stable	<input type="checkbox"/> Declining	PRICE	AGE	One-Unit	86 %
	Built-Up	<input checked="" type="checkbox"/> Over 75%	<input type="checkbox"/> 25-75%	<input type="checkbox"/> Under 25%	Demand/Supply	<input type="checkbox"/> Shortage	<input checked="" type="checkbox"/> In Balance	<input type="checkbox"/> Over Supply	\$ (000)	(yrs)	2.4 Unit	5 %
	Growth	<input checked="" type="checkbox"/> Rapid	<input checked="" type="checkbox"/> Stable	<input type="checkbox"/> Slow	Marketing Time	<input checked="" type="checkbox"/> Under 3 mths	<input type="checkbox"/> 3-6 mths	<input type="checkbox"/> Over 6 mths	190	Low 1	Multi-Family	0 %
	Neighborhood Boundaries North to 400 South - South to 1600 South - East to State Street - West to Interstate 15 - Orem, Utah.								675	High 65	Commercial	2 %
									375	Pred. 15	Other Vacant	7 %
	Neighborhood Description Subject is located in a subdivision known as Melville Manor in southwest Orem. Immediate market area consist of mixed age and quality single family residences. Good access to all city amenities, schools, Utah Valley University, shopping and employment within 1/2-6 miles. Marketing time is typically 90-120 days.											
	Good access to interstate -15, being approximately 1/2 mile west which gives good employment opportunities for Utah and Salt Lake.											
	Market Conditions (including support for the above conclusions) Marketing conditions are usually financed conventional or FHA with concessions involved in the typical sale transaction. Current interest rates are typically 3+ to 4+. Real estate market appears to be stable with a shortage of comparable listings.											
SITE	* Of the 7% noted in Other/Vac land use, (3%) is attributed to the typical neighborhood land uses of schools and parks.											
	Dimensions See Site Map for Area Calculation				Area 21,780		Shape Very Irregular		View N;Res;			
	Specific Zoning Classification R-8				Zoning Description Single Family Residential 8,000 sf min							
	Zoning Compliance <input checked="" type="checkbox"/> Legal <input type="checkbox"/> Legal Nonconforming (Grandfathered Use) <input type="checkbox"/> No Zoning <input type="checkbox"/> Illegal (describe)											
	Is the highest and best use of subject property as improved (or as proposed per plans and specifications) the present use? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If No, describe.											
	Utilities Public Other (describe)				Public Other (describe)				Off-site Improvements--Type		Public Private	
	Electricity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Water	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Street Asphalt	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Gas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sanitary Sewer	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Alley None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	FEMA Special Flood Hazard Area <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No FEMA Flood Zone C				FEMA Map # 4902160005A		FEMA Map Date 09/24/1984					
	Are the utilities and/or off-site improvements typical for the market area? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If No, describe.											
Are there any adverse site conditions or external factors (easements, encroachments, environmental conditions, land uses, etc.)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If Yes, describe.												
No apparent adverse easements noted at time of inspection. The appraiser is not an expert in these areas but only reports no obvious visual problems.												
IMPROVEMENTS												
	General Description				Foundation		Exterior Description materials/condition		Interior materials/condition			
	Units	<input checked="" type="checkbox"/> One	<input type="checkbox"/> One with Accessory Unit	<input type="checkbox"/> Concrete Slab	<input type="checkbox"/> Crawl Space	Foundation Walls	Concrete/Avg	Floors	Crpt/Tile/Wd/Good			
	# of Stories	2.0		<input checked="" type="checkbox"/> Full Basement	<input type="checkbox"/> Partial Basement	Exterior Walls	Brick/Good	Walls	Drywall/Good			
	Type	<input checked="" type="checkbox"/> Det.	<input type="checkbox"/> Att.	<input type="checkbox"/> S-Det/End Unit		Basement Area	2,104 sq. ft.	Roof Surface	Asphalt/Good	Trim/Finish	Wood/Good	
	<input checked="" type="checkbox"/> Existing	<input type="checkbox"/> Proposed	<input type="checkbox"/> Under Const.		Basement Finish	50% %	Gutters & Downspouts	Adeq/Good	Bath Floor	Tile/Good		
	Design (Style)	Two Story		<input checked="" type="checkbox"/> Outside Entry/Exit	<input type="checkbox"/> Sump Pump	Window Type	Vinyl/Good	Bath Wainscot	Tile/Good			
	Year Built	1992		Evidence of	Infestation	Storm Sash/Insulated	Combo	Car Storage	None			
	Effective Age (Yrs)	10		<input type="checkbox"/> Dampness	<input type="checkbox"/> Settlement	Screens	Full/Good	<input checked="" type="checkbox"/> Driveway	# of Cars 2			
	Attic	<input type="checkbox"/> None		Heating	<input checked="" type="checkbox"/> FWA <input type="checkbox"/> HWB <input type="checkbox"/> Radiant	Amenities		Woodstove(s) # 0	Driveway Surface	Concrete		
<input type="checkbox"/> Drop Stair	<input type="checkbox"/> Stairs		<input type="checkbox"/> Other	<input type="checkbox"/> Fuel	<input checked="" type="checkbox"/> Fireplace(s) # 2	<input checked="" type="checkbox"/> Fence	<input checked="" type="checkbox"/> Garage	# of Cars 2				
<input type="checkbox"/> Floor	<input checked="" type="checkbox"/> Scuttle		Cooling	<input checked="" type="checkbox"/> Central Air Conditioning	<input type="checkbox"/> Patio/Deck	<input checked="" type="checkbox"/> Porch	<input type="checkbox"/> Carport	# of Cars 0				
<input type="checkbox"/> Finished	<input type="checkbox"/> Heated		<input type="checkbox"/> Individual	<input type="checkbox"/> Other	<input type="checkbox"/> Pool None	<input checked="" type="checkbox"/> Other Spk Syst	<input checked="" type="checkbox"/> Att.	<input type="checkbox"/> Det.	<input type="checkbox"/> Built-in			
Appliances <input checked="" type="checkbox"/> Refrigerator <input checked="" type="checkbox"/> Range/Oven <input checked="" type="checkbox"/> Dishwasher <input checked="" type="checkbox"/> Disposal <input checked="" type="checkbox"/> Microwave <input type="checkbox"/> Washer/Dryer <input type="checkbox"/> Other (describe)												
Finished area above grade contains: 10 Rooms 5 Bedrooms 3.5 Bath(s) 4,435 Square Feet of Gross Living Area Above Grade												
Additional features (special energy efficient items, etc.) Insulated windows, good insulation package.												
Describe the condition of the property (including needed repairs, deterioration, renovations, remodeling, etc.). The subject is generally in good condition. Good quality all brick exterior, two story styled dwelling. No major depreciation visible was observed, no recommended repairs, renovations or remodeling. But appraiser is not an expert and a building inspector would be recommended.												
Are there any physical deficiencies or adverse conditions that affect the livability, soundness, or structural integrity of the property? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If Yes, describe												
The single family dwelling appears to not have any major deficiencies. An appraiser is only responsible to report visible problems and is not a property inspector. No warranty is implied.												
Does the property generally conform to the neighborhood (functional utility, style, condition, use, construction, etc.)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If No, describe												



## Residential Appraisal Report

There are 3 comparable properties currently offered for sale in the subject neighborhood ranging in price from \$ 795,000 to \$ 795,000 .	
There are 3 comparable sales in the subject neighborhood within the past twelve months ranging in sale price from \$ 549,800 to \$ 659,500 .	
FEATURE	SUBJECT
Address	1044 S 400 W Orem, UT 84058-6736
Proximity to Subject	1.08 miles S
Sale Price	\$ 659,500
Sale Price/Gross Liv. Area	\$ 0.00 sq. ft.
Data Source(s)	WFRMLS#1299957;DOM 11
Verification Source(s)	RE:Aspen Real Estate
VALUE ADJUSTMENTS	DESCRIPTION
Sale or Financing	ArmLth
Concessions	Cash;0
Date of Sale/Time	s07/15;c05/15
Location	N;Res;
Leasehold/Fee Simple	Fee Simple
Site	21,780
View	N;Res;
Design (Style)	Two Story
Quality of Construction	Good
Actual Age	24 yrs
Condition	Good
Above Grade	Total Bdrms Baths
Room Count	10 5 3.5
Gross Living Area	4,435 sq. ft.
Basement & Finished	2,104 sf
Rooms Below Grade	1,000 sf fin
Functional Utility	Typical
Heating/Cooling	FWA/Central
Energy Efficient Items	Typical features
Garage/Carport	2 Car Gar. Att.
Porch/Patio/Deck	Perg,Patio,Porch
Fireplaces	2 Fireplaces
Landscaping	Lands,fncd,sa
Additional features	2nd kitchen/Shed
Net Adjustment (Total)	\$ -35,415
Adjusted Sale Price of Comparables	\$ 624,085
I <input checked="" type="checkbox"/> did not research the sale or transfer history of the subject property and comparable sales. If not, explain	
My research <input checked="" type="checkbox"/> did not reveal any prior sales or transfers of the subject property for the three years prior to the effective date of this appraisal.	
Data source(s) Wasatch Front MLS. Utah County Recorder	
My research <input checked="" type="checkbox"/> did not reveal any prior sales or transfers of the comparable sales for the year prior to the date of sale of the comparable sale.	
Data source(s) Wasatch Front MLS.	
Report the results of the research and analysis of the prior sale or transfer history of the subject property and comparable sales (report additional prior sales on page 3).	
ITEM	SUBJECT
Date of Prior Sale/Transfer	
Price of Prior Sale/Transfer	
Data Source(s)	MLS/County Recorder
Effective Date of Data Source(s)	05/25/2016
Analysis of prior sale or transfer history of the subject property and comparable sales No sales or transfer history was located for the subject in the past three years. Only prior sales were listed for comparable sales.	
Summary of Sales Comparison Approach The Wasatch Front MLS or referred to as the (WFRMLS) within this appraisal report, was used for all sales and listing data and was considered reliable. Due to the subject's larger gross living area, age - 24 years - good condition and quality, there were very few sales comparable to the subject. Thus further distances and less recent sales were needed. Sale #1 is a less recent sale, but similar in quality, age, condition and gross living area. Sale #2 is located further in distance, but similar in quality, age, condition, gross living area and basement size. Sale #3 is an older property but in good condition, with a similar sized basement and one of the few sales located with a two car garage. See one additional sale #4 with two active listings one page four grid. After reviewing all four sales, which range from a low of \$624,085 - to a high of \$636,421. And two active listings of \$732,053 and \$674,600, the weighted average of \$657,437. Sale #2 was considered the most reliable sale due to it's similar gross living area, age (effective) and low net and gross adjustments.	
Indicated Value by Sales Comparison Approach \$ 650,000	
Indicated Value by: Sales Comparison Approach \$ 650,000 Cost Approach (if developed) \$ 590,366 Income Approach (if developed) \$ N/A	
After reviewing my inspection, cost to replace, comparable listings, and market sales; I reconcile my opinion of value for the subject property as of the date of my inspection to be : \$650,000 ; Six Hundred Fifty Thousand Dollars.	
This appraisal is made <input checked="" type="checkbox"/> "as is," <input type="checkbox"/> subject to completion per plans and specifications on the basis of a hypothetical condition that the improvements have been completed, <input type="checkbox"/> subject to the following repairs or alterations on the basis of a hypothetical condition that the repairs or alterations have been completed, or <input type="checkbox"/> subject to the following required inspection based on the extraordinary assumption that the condition or deficiency does not require alteration or repair:	
Based on a complete visual inspection of the interior and exterior areas of the subject property, defined scope of work, statement of assumptions and limiting conditions, and appraiser's certification, my (our) opinion of the market value, as defined, of the real property that is the subject of this report is	
\$ 650,000 , as of 05/20/2016	



# **APPRAISAL REPORT OF**

Hatch, Nathan S & Janet M

1040 S 400 W

Orem, UT 84058-6736

## **AS OF**

05/20/2016

## **PREPARED FOR**

Jean Miner - Receiving  
Utah Valley University  
800 W University Parkway  
Orem, UT 84058

## **PREPARED BY**

Lyle Burton  
Denbow Appraising  
257 W 400 S  
Orem, UT 84058



## Residential Appraisal Report

The purpose of this appraisal report is to provide the client with an accurate, and adequately supported, opinion of the market value of the subject property.										
SUBJECT	Property Address 1040 S 400 W			City Orem		State UT		Zip Code 84058-6736		
	Owner HATCH, NATHAN S & JANET M (ET AL)			Intended User Utah Valley University		County Utah				
	Legal Description LOT 3, PLAT A, MELVILLE MANOR SUB. AREA .28 ACRE.									
	Assessor's Parcel # 46:301:0003			Tax Year 2015		R.E. Taxes \$ 2,088.74				
	Neighborhood Name Southwest Orem/Melville Manor			Map Reference 49049		Census Tract 0011.03				
	Occupant <input checked="" type="checkbox"/> Owner <input type="checkbox"/> Tenant <input type="checkbox"/> Vacant			Special Assessments \$		<input type="checkbox"/> PUD <input type="checkbox"/> HOA \$ 0		<input type="checkbox"/> per year <input type="checkbox"/> per month		
	Property Rights Appraised <input checked="" type="checkbox"/> Fee Simple <input type="checkbox"/> Leasehold <input type="checkbox"/> Other (describe)									
	Intended Use Opinion of Market Value									
	Client Utah Valley University			Address 800 W University Parkway, Orem, UT 84058						
	Is the subject property currently offered for sale or has it been offered for sale in the twelve months prior to the effective date of this appraisal? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No									
Report data source(s) used, offerings price(s), and date(s). Wasatch Front MLS										
CONTRACT	I <input type="checkbox"/> did <input type="checkbox"/> did not analyze the contract for sale for the subject purchase transaction. Explain the results of the analysis of the contract for sale or why the analysis was not performed.									
	Contract Price \$ Date of Contract Is the property seller the owner of public record? <input type="checkbox"/> Yes <input type="checkbox"/> No Data Source(s)									
	Is there any financial assistance (loan charges, sale concessions, gift or downpayment assistance, etc.) to be paid by any party on behalf of the purchaser? <input type="checkbox"/> Yes <input type="checkbox"/> No If Yes, report the total dollar amount and describe the items to be paid.									
NEIGHBORHOOD	Note: Race and the racial composition of the neighborhood are not appraisal factors.									
	Neighborhood Characteristics			One-Unit Housing Trends			One-Unit Housing		Present Land Use %	
	Location	<input checked="" type="checkbox"/> Urban <input checked="" type="checkbox"/> Suburban <input type="checkbox"/> Rural	Property Values	<input type="checkbox"/> Increasing <input checked="" type="checkbox"/> Stable <input type="checkbox"/> Declining	PRICE	AGE	One-Unit	86 %		
	Built-Up	<input checked="" type="checkbox"/> Over 75% <input type="checkbox"/> 25-75% <input type="checkbox"/> Under 25%	Demand/Supply	<input type="checkbox"/> Shortage <input checked="" type="checkbox"/> In Balance <input type="checkbox"/> Over Supply	\$ (000)	(yrs)	2-4 Unit	5 %		
	Growth	<input type="checkbox"/> Rapid <input checked="" type="checkbox"/> Stable <input type="checkbox"/> Slow	Marketing Time	<input checked="" type="checkbox"/> Under 3 mths <input type="checkbox"/> 3-6 mths <input type="checkbox"/> Over 6 mths	190	Low 1	Multi-Family	0 %		
	Neighborhood Boundaries North to 400 South - South to 1600 South - East to State Street - West to			675	High 65	Commercial	2 %			
	Interstate 15 - Orem, Utah.			375	Pred. 15	Other Vacant	7 %			
	Neighborhood Description Subject is located in a subdivision known as Melville Manor in southwest Orem. Immediate market area consist of mixed age and quality single family residences. Good access to all city amenities, schools, Utah Valley University, shopping and employment within 1/2-6 miles. Marketing time is typically 90-120 days. Good access to interstate -15, being approximately 1/2 mile west which gives good employment opportunities for Utah and Salt Lake.									
	Market Conditions (including support for the above conclusions) Marketing conditions are usually financed conventional or FHA with concessions involved in the typical sale transaction. Current interest rates are typically 3+ to 4+%. Real estate market appears to be stable with a shortage of comparable listings. * Of the 7% noted in Other/Vac land use, (3%) is attributed to the typical neighborhood land uses of schools and parks.									
	Dimensions See Site Map for Area Calculation Area 12,197 Shape Irregular View N;Res;									
SITE	Specific Zoning Classification R-8			Zoning Description Single Family Residential 8,000 sf min						
	Zoning Compliance <input checked="" type="checkbox"/> Legal <input type="checkbox"/> Legal Nonconforming (Grandfathered Use) <input type="checkbox"/> No Zoning <input type="checkbox"/> Illegal (describe)			Is the highest and best use of subject property as improved (or as proposed per plans and specifications) the present use? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If No, describe.						
	Utilities Public Other (describe)			Public Other (describe)			Off-site Improvements--Type Public Private			
	Electricity	<input checked="" type="checkbox"/> <input type="checkbox"/>	Water	<input checked="" type="checkbox"/> <input type="checkbox"/>	Street	Asphalt	<input checked="" type="checkbox"/> <input type="checkbox"/>			
	Gas	<input checked="" type="checkbox"/> <input type="checkbox"/>	Sanitary Sewer	<input checked="" type="checkbox"/> <input type="checkbox"/>	Alley	None	<input type="checkbox"/> <input type="checkbox"/>			
	FEMA Special Flood Hazard Area <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No FEMA Flood Zone C			FEMA Map # 4902160005A			FEMA Map Date 09/24/1984			
	Are the utilities and/or off-site improvements typical for the market area? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If No, describe.									
	Are there any adverse site conditions or external factors (easements, encroachments, environmental conditions, land uses, etc.)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If Yes, describe.									
	No apparent adverse easements noted at time of inspection. The appraiser is not an expert in these areas but only reports no obvious visual problems.									
	IMPROVEMENTS	General Description			Foundation		Exterior Description materials/condition		Interior materials/condition	
Units		<input checked="" type="checkbox"/> One <input type="checkbox"/> One with Accessory Unit	Concrete Slab	<input type="checkbox"/> Crawl Space	Foundation Walls	Concrete/Avg	Floors	Crpt/Tile/Wd/Gd		
# of Stories		2.0	<input checked="" type="checkbox"/> Full Basement	<input type="checkbox"/> Partial Basement	Exterior Walls	Brick/Hardi-Bd/Gd	Walls	Drywall/Gd		
Type		<input checked="" type="checkbox"/> Det. <input type="checkbox"/> Att. <input type="checkbox"/> S-Det/End Unit	Basement Area	1,398 sq. ft.	Roof Surface	Asphalt/Gd	Trim/Finish	Wood/Gd		
<input checked="" type="checkbox"/> Existing <input type="checkbox"/> Proposed <input type="checkbox"/> Under Const.		Basement Finish	95 %	Gutters & Downspouts	Adeq/Gd	Bath Floor	Tile/Gd			
Design (Style)		Two Story	<input checked="" type="checkbox"/> Outside Entry/Exit	<input type="checkbox"/> Sump Pump	Window Type	Vinyl/Gd	Bath Wainscot	Tile/Gd		
Year Built		1992	Evidence of	Infestation	Storm Sash/Insulated	Combo	Car Storage	None		
Effective Age (Yrs)		6	Dampness	Settlement	Screens	Full/Gd	<input checked="" type="checkbox"/> Driveway	# of Cars 2		
Attic		None	Heating	<input checked="" type="checkbox"/> FWA <input type="checkbox"/> HWB <input type="checkbox"/> Radiant	Amenities	Woodstove(s) # 0	Driveway Surface	Concrete		
<input type="checkbox"/> Drop Stair		Stairs	Other	Fuel	<input checked="" type="checkbox"/> Fireplace(s) # 1	Fence	<input checked="" type="checkbox"/> Garage	# of Cars 2		
<input type="checkbox"/> Floor	<input checked="" type="checkbox"/> Scuttle	Cooling	<input checked="" type="checkbox"/> Central Air Conditioning	<input checked="" type="checkbox"/> Patio/Deck	<input checked="" type="checkbox"/> Porch Cvd	<input type="checkbox"/> Carport	# of Cars			
<input type="checkbox"/> Finished	Heated	Individual	Other	Pool	None	<input checked="" type="checkbox"/> Other Spk Syst	<input checked="" type="checkbox"/> Att. <input type="checkbox"/> Det. <input type="checkbox"/> Built-in			
Appliances <input checked="" type="checkbox"/> Refrigerator <input checked="" type="checkbox"/> Range/Oven <input checked="" type="checkbox"/> Dishwasher <input checked="" type="checkbox"/> Disposal <input checked="" type="checkbox"/> Microwave <input type="checkbox"/> Washer/Dryer <input checked="" type="checkbox"/> Other (describe) Central Vac										
Finished area above grade contains: 8 Rooms 4 Bedrooms 2.5 Bath(s) 3,095 Square Feet of Gross Living Area Above Grade										
Additional features (special energy efficient items, etc.) New Insulated vinyl windows, dual zone heat pump heating system (new).										
Describe the condition of the property (including needed repairs, deterioration, renovations, remodeling, etc.). The subject is in very good condition, due to a total remodel. Good quality new hardi board siding and existing brick exterior, two story styled dwelling. No major depreciation visible was observed, no recommended repairs, renovations or remodeling. But appraiser is not an expert and a building inspector would be recommended. See attached "Hatch Home Updates - 5/20/16" attached to this appraisal report.										
Are there any physical deficiencies or adverse conditions that affect the livability, soundness, or structural integrity of the property? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If Yes, describe										
The single family dwelling appears to not have any major deficiencies. An appraiser is only responsible to report visible problems and is not a property inspector. No warranty is implied.										
Does the property generally conform to the neighborhood (functional utility, style, condition, use, construction, etc.)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If No, describe										



## Residential Appraisal Report

There are 2 comparable properties currently offered for sale in the subject neighborhood ranging in price from \$ 397,000 to \$ 408,000	
There are 2 comparable sales in the subject neighborhood within the past twelve months ranging in sale price from \$ 307,000 to \$ 398,000	
FEATURE	SUBJECT
Address	1040 S 400 W Orem, UT 84058-6736
Proximity to Subject	1.09 miles N
Sale Price	\$ 420,000
Sale Price/Gross Liv. Area	\$ 0.00 sq. ft.
Data Source(s)	WFRMLS#1336147;DOM 137
Verification Source(s)	RE: Coldwell Banker
VALUE ADJUSTMENTS	DESCRIPTION
Sale or Financing	Armlth
Concessions	Conv;0
Date of Sale/Time	s04/16;c03/16
Location	N;Res;
Leasehold/Fee Simple	Fee Simple
Site	12,197
View	N;Res;
Design (Style)	Two Story
Quality of Construction	G-Good
Actual Age	24 yrs
Condition	Remodeled
Above Grade	Total Bdrms Baths
Room Count	8 4 2.5
Gross Living Area	3,095 sq. ft.
Basement & Finished	1,398 sf
Rooms Below Grade	1,328 sf fin
Functional Utility	Typical
Heating/Cooling	FWA/Central
Energy Efficient Items	Typical features
Garage/Carport	2 Car Gar. Att.
Porch/Patio/Deck	Deck,Porch
Fireplaces	1 Fireplace
Landscaping	Lands,p-fncd,sa
Additional features	In Law Apt
Net Adjustment (Total)	\$ 52,635
Adjusted Sale Price of Comparables	\$ 472,635
I <input checked="" type="checkbox"/> did not research the sale or transfer history of the subject property and comparable sales. If not, explain	
My research <input checked="" type="checkbox"/> did not reveal any prior sales or transfers of the subject property for the three years prior to the effective date of this appraisal.	
Data source(s) Wasatch Front MLS. Utah County Recorder	
My research <input checked="" type="checkbox"/> did not reveal any prior sales or transfers of the comparable sales for the year prior to the date of sale of the comparable sale.	
Data source(s) Wasatch Front MLS.	
Report the results of the research and analysis of the prior sale or transfer history of the subject property and comparable sales (report additional prior sales on page 3).	
ITEM	SUBJECT
Date of Prior Sale/Transfer	
Price of Prior Sale/Transfer	
Data Source(s)	MLS/County Recorder
Effective Date of Data Source(s)	05/25/2016
Analysis of prior sale or transfer history of the subject property and comparable sales No sales or transfer history was located for the subject in the past three years. Only prior sales were listed for comparable sales.	
Summary of Sales Comparison Approach The Wasatch Front MLS or referred to as the (WFRMLS) within this appraisal report, was used for all sales and listing data and was considered reliable. Considering the subject's recent total remodeling, sales with similar remodeled interiors and exteriors were sought within the Wasatch Front MLS. Very few were available, thus larger than typical one line adjustments were made on the "Condition" line for those sales deemed inferior in condition. All three sales are similar in age and gross living area. See one additional sale #4 with one active listing #5 and one under contract listing #6 on page four grid. A review of all four sales, along with the weighted average.	
Indicated Value by Sales Comparison Approach \$ 470,000	
Indicated Value by: Sales Comparison Approach \$ 470,000 Cost Approach (if developed) \$ 478,993 Income Approach (if developed) \$ N/A	
After reviewing my inspection, cost to replace, comparable listings, and market sales; I reconcile my opinion of value for the subject property as of the date of my inspection to be: \$470,000; Four Hundred Seventy Thousand Dollars.	
This appraisal is made <input checked="" type="checkbox"/> "as is," <input type="checkbox"/> subject to completion per plans and specifications on the basis of a hypothetical condition that the improvements have been completed, <input type="checkbox"/> subject to the following repairs or alterations on the basis of a hypothetical condition that the repairs or alterations have been completed, or <input type="checkbox"/> subject to the following required inspection based on the extraordinary assumption that the condition or deficiency does not require alteration or repair:	
Based on a complete visual inspection of the interior and exterior areas of the subject property, defined scope of work, statement of assumptions and limiting conditions, and appraiser's certification, my (our) opinion of the market value, as defined, of the real property that is the subject of this report is \$ 470,000, as of 05/20/2016	

# APPRAISAL REPORT OF

Hatch Lot

445 W 1000 S

Orem, UT 84058

## AS OF

05/28/2016

## PREPARED FOR

Uttah Valley University

## PREPARED BY

*Susan Denbow, SRA*

Denbow Appraising

257 W 400 S

Orem, UT 84058





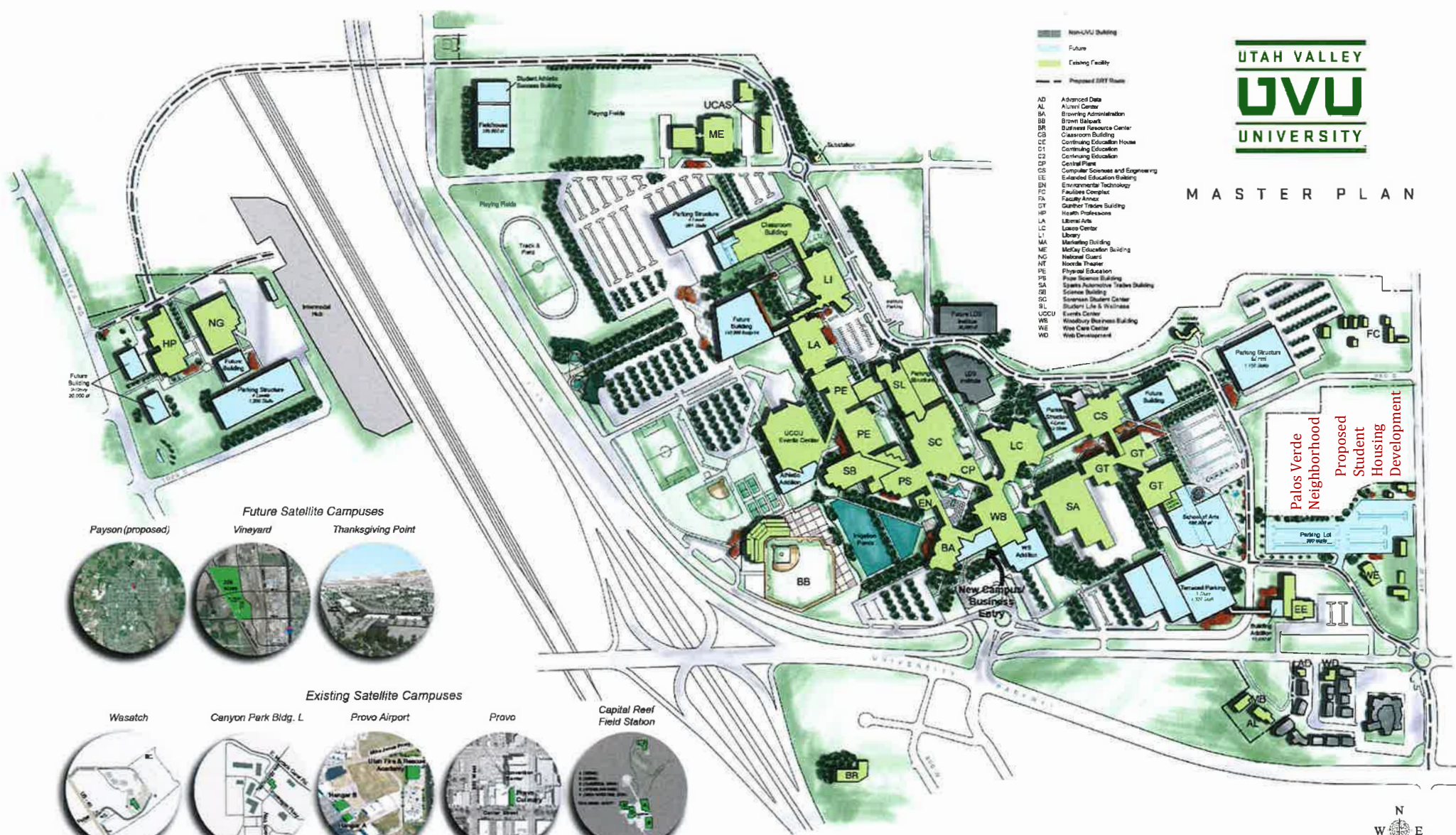
## LAND APPRAISAL REPORT

IDENTIFICATION	Owner <u>Hatch</u>		Census Tract <u>0103.03</u>		Map Reference <u>49049</u>		
	Property Address <u>445 W 1000 S</u>						
	City <u>Orem</u>		County <u>Utah</u>		State <u>UT</u> Zip Code <u>84058</u>		
	Legal Description <u>tax#46-301-0004 Lot 4 Melville Manor Plat A</u>						
NEIGHBORHOOD	Sale Price \$ _____		Date of Sale _____		Property Rights Appraised <input checked="" type="checkbox"/> Fee <input type="checkbox"/> Leasehold <input type="checkbox"/> De Minimis PUD		
	Actual Real Estate Taxes \$ <u>2,614</u> (yr)		Loan Charges to be paid by seller \$ _____		Other Sales Concessions _____		
	Client <u>Utah Valley University</u>		Address _____				
	Occupant <u>Vacant Land</u>		Appraiser <u>Susan Denbow, SRA</u>		Instructions to Appraiser <u>Appraise vacant land</u>		
	Intended User <u>Utah Valley University</u>		Intended Use <u>Market value</u>				
	Location	<input type="checkbox"/> Urban	<input checked="" type="checkbox"/> Suburban	<input type="checkbox"/> Rural	Good Avg. Fair Poor		
	Built Up	<input checked="" type="checkbox"/> Over 75%	<input type="checkbox"/> 25% to 75%	<input type="checkbox"/> Under 25%	Employment Stability <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
	Growth Rate <input type="checkbox"/> Fully Dev.	<input type="checkbox"/> Rapid	<input checked="" type="checkbox"/> Steady	<input type="checkbox"/> Slow	Convenience to Employment <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
	Property Values	<input checked="" type="checkbox"/> Increasing	<input type="checkbox"/> Stable	<input type="checkbox"/> Declining	Convenience to Shopping <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
	Demand/Supply	<input checked="" type="checkbox"/> Shortage	<input type="checkbox"/> In Balance	<input type="checkbox"/> Oversupply	Convenience to Schools <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Marketing Time	<input checked="" type="checkbox"/> Under 3 Mos.	<input type="checkbox"/> 4-6 Mos.	<input type="checkbox"/> Over 6 Mos.	Adequacy of Public Transportation <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
Present Land Use	<u>75</u> %1 Family	<u>0</u> %2-4 Family	<u>0</u> % Apts	<u>0</u> % Condo	<u>0</u> % Commercial	Recreational Facilities <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Change In Present Land Use	<input checked="" type="checkbox"/> Not Likely	<input type="checkbox"/> Likely(*)	<input type="checkbox"/> Taking Place (*)		Adequacy of Utilities <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Predominate Occupancy	<input checked="" type="checkbox"/> Owner		<input type="checkbox"/> Tenant	% Vacant		Property of Compatibility <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Single Family Price Range	\$ <u>175,000</u> to \$ <u>700,000</u>		Predominant Value \$ <u>450</u>		Protection from Detrimental Conditions <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Single Family Age	<u>1</u> yrs to	<u>65</u> yrs.	Predominant Age <u>25</u> yrs		Police and Fire Protection <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Comments including those factors, favorable or unfavorable, affecting marketability (e.g. public parks, schools, view, noise): <u>Subject is located in a subdivision known as Melville Manor in southwest Orem. Immediate market area consist of mixed age and quality single family residences. Good access to all city amenities, schools, Utah Valley University, shopping and employment within a mile. Marketing time for Orem lots is typically 90-120 days. Good access to interstate -15, being approximately a mile west which gives good employment opportunities for Utah and Salt Lake counties.</u>							
SITE	Dimensions <u>Rectangular, See Plat Map for Area Measurements</u>		= <u>0.23</u> Acre		<input type="checkbox"/> Corner Lot		
	Zoning Classification <u>R-8</u>		Present Improvements <input checked="" type="checkbox"/> do <input type="checkbox"/> do not conform to zoning regulations				
	Highest and best use <input checked="" type="checkbox"/> Present use <input type="checkbox"/> Other (specify) <u>Single family residential, 8000 SF min. site size</u>						
	Elec.	<input checked="" type="checkbox"/> Public <u>Rock Mtn Power</u>	OFF SITE IMPROVEMENTS		Topo <u>Level</u>		
	Gas	<input checked="" type="checkbox"/> in street	Street Access <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private		Size <u>.23 Acre, Average for neighborhood</u>		
	Water	<input checked="" type="checkbox"/> in street	Surface <u>Asphalt</u>		Shape <u>Rectangular</u>		
	San. Sewer	<input checked="" type="checkbox"/> in street	Maintenance <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private		View <u>Mountain &amp; Residential</u>		
		<input type="checkbox"/> Underground Elect. & Tel.	<input type="checkbox"/> Storm Sewer <input checked="" type="checkbox"/> Curb/Gutter		Drainage <u>Inadequate - Appears to be low - No expertise is implied.</u>		
		<input checked="" type="checkbox"/> Sidewalk	<input type="checkbox"/> Street Lights		Is the property located in a HUD identified Special Flood Hazard Area? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		
	Comments (favorable or unfavorable including any apparent adverse easements, encroachments or other adverse conditions): <u>Flood hazard reporting agency indicates the subject is not within a flood hazard area. Drainage appears to be adequate. Site is located on the south side of 1000 South Street.</u>						
MARKET DATA ANALYSIS	The undersigned has recited three recent sales of properties most similar and proximate to subject and has considered these in the market analysis. The description includes a dollar adjustment reflecting market reaction to those items of significant variation between the subject and comparable properties. If a significant item in the comparable property is superior to or more favorable than the subject property, a minus (-) adjustment is made thus reducing the indicated value of subject; if a significant item in the comparable is inferior to or less favorable than the subject property, a plus (+) adjustment is made thus increasing the indicated value of the subject.						
	For the Market Data Analysis <input checked="" type="checkbox"/> See grid below <input type="checkbox"/> See narrative attachment						
	SUBJECT PROPERTY		COMPARABLE NO.1		COMPARABLE NO.2		COMPARABLE NO.3
	Address <u>445 W 1000 S</u> <u>Orem, UT 84058</u>		Address <u>565 W 1240 N</u> <u>Orem, UT 84057</u>		Address <u>1839 S 400 W</u> <u>Orem, UT 84058</u>		Address <u>1531 S 235 W</u> <u>Orem, UT 84058</u>
	Proximity to Subject		<u>2.85 miles N</u>		<u>1.03 miles S</u>		<u>0.71 miles S</u>
	Sales Price		\$ <u>126,000</u>		\$ <u>122,000</u>		\$ <u>150,000</u>
	Price / per SF		\$ <u>14.00</u>		\$ <u>14.74</u>		\$ <u>29.00</u>
	Data Source		CoTx#39-236-0008/MLS		CoTx# 47-167-0011/MLS		CoTx#619-027-0133/MLS
	Date of Sale and		DESCRIPTION		DESCRIPTION		DESCRIPTION
	Time Adjustment		2/27/2016		4/27/2016		6/19/2015
	Location		NW Orem		So Orem		So Orem
	Site/View		10,019 SF		8,276 SF		5,227 SF
	Zoning		R-7.5		R-8		R-7.5
	Improvements		816 Sf Garage		None		Shop
	Traffic		Moderate		Steady		Moderate
Utilities		to Site		to Site		to Site	
Sales or Financing Concessions		None		None			
Net Adj. (Total)		<input checked="" type="checkbox"/> Plus <input type="checkbox"/> Minus \$ <u>35,000</u>		<input checked="" type="checkbox"/> Plus <input type="checkbox"/> Minus \$ <u>38,486</u>		<input checked="" type="checkbox"/> Plus <input type="checkbox"/> Minus \$ <u>9,584</u>	
Indicated Value of Subject		Net=28% Gross=28% \$ <u>161,000</u>		Net=32% Gross=32% \$ <u>160,486</u>		Net=6% Gross=6% \$ <u>159,584</u>	
Comments on Market Data <u>these three comparables are residential sites in Orem. Adjustments for size, location and improvements have been made.</u>							
RECONCILIATION	Comments and Conditions of Appraisal: <u>Order received, county records researched, site inspected and photos taken.</u>						
	Final Reconciliation: <u>After reviewing the three above sales and determine sale #3 and #6 to be the most reliable sale, the most weight was given to these sales in determining the opinion of value for the subject lot would be: \$160,000.</u>						
	Lot .23 Acre x \$12/SF10,019 SF x \$120,000 + 816 SF x \$35/SFcost = 28,560 + concrete, \$3500 Util to site \$7500 = \$159,500, rounded to \$160,000.						
	I ESTIMATE THE MARKET VALUE, AS DEFINED, OF SUBJECT PROPERTY AS OF <u>05/28/2016</u> to be \$ <u>160,000</u>						



# MASTER PLAN

- Non-UVU Building  
 ■ Future  
 ■ Existing Facility  
 --- Proposed Entry Route
- AD Advanced Data
  - AL Alumni Center
  - BA Browning Administration
  - BB Brown Building
  - BR Business Resource Center
  - CC Classroom Building
  - CE Continuing Education House
  - CI Continuing Education
  - CS Computer Science and Engineering
  - DE Extended Education Building
  - EN Environmental Technology
  - FC Faculty Complex
  - FA Faculty Annex
  - GT Graduate Studies Building
  - HP Health Professions
  - LA Liberal Arts
  - LC Law Center
  - LI Library
  - MA Marketing Building
  - ME Medical Education Building
  - NC National Guard
  - NT Nevada Theater
  - PE Physical Education
  - PS Peace Science Building
  - SA Science Building
  - SC Science Building
  - SL Science Building
  - WB Woodbury Business Building
  - WE Wire Center
  - WD Wire Development



## Future Satellite Campuses

Payson (proposed)

Vineyard

Thanksgiving Point



## Existing Satellite Campuses

Wasatch

Canyon Park Bldg. L

Provo Airport

Provo

Capital Reef Field Station



Heber

Orem



UTAH VALLEY UNIVERSITY

July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Payson Property Purchase

Issue

Utah Valley University (UVU) requests Board approval to purchase 30 acres in Payson, Utah, for a future satellite campus using \$900,000 of donated funds.

Background

Regent Policy R710, *Capital Facilities* requires the Board of Regents to approve property purchases exceeding \$500,000 and when the property being purchased is not contiguous to campus. UVU is proposing a property purchase of 30 acres located in Payson, Utah. This request is consistent with the UVU campus master plan, approved by the Board of Regents in November 2014. The UVU Board of Trustees reviewed and approved this proposal at its June 16, 2016 meeting. UVU now requests Board approval to use \$900,000 in donated funds to purchase the 30 acres of property in Payson as described in the attachments.

Recently, UVU negotiated with Property Reserve Inc. (the development arm of the Church of Jesus Christ of Latter-Day Saints) for a 30-acre parcel of land with close access to I-15 in Payson. The negotiated price is \$30,000 per acre and includes a first right of refusal to purchase an additional 20 acres at market value. The appraised value of the 30-acre property is \$890,000. The negotiated sales price is \$900,000.

Additional information about this request may be found in the attached letter and map from the University, the property appraisal summary, and the most recent master plan. Representatives from Utah Valley University will be available to address questions from the Board.

Commissioner's Recommendation

The Commissioner recommends that the Board authorize Utah Valley University to proceed with the acquisition of property in Payson, Utah.

---

David L. Buhler  
Commissioner of Higher Education

DLB/KLH/RPA  
Attachments





UTAH VALLEY UNIVERSITY  
VICE PRESIDENT *for* FINANCE & ADMINISTRATION

June 22, 2016

Dave Buhler  
Commissioner  
Utah System of Higher Education  
Board of Regents Building, Two Gateway  
60 South 400 West  
Salt Lake City, UT 84101-1284

Dear Commissioner Buhler:

Utah Valley University has been evaluating locations for a potential South Utah County satellite campus for a number of years and has worked with various stakeholders for potential locations. The University has been in negotiations with Property Reserve, Inc. on a location in South Utah County which is located along I-15 and provides good access. Property Reserve, Inc. has offered Utah Valley University a 30 acre parcel with the first right of refusal for an additional 20 acres. The University would have 15 years to construct their first building on the site.

PRI has offered the first 30 acres at a price not to exceed \$30,000 per acre. The property must be utilized for educational purposes or PRI has the first right of refusal to buy back the property. The second 20 acres would need to be purchased at market rate.

The satellite campus would be part of a larger integrated project which includes retail, and residential developments. The location offers easy access from the I-15 Interstate. Currently, UDOT is conducting a study of the Payson Interchange reviewing the current functionality of the roadway.

The contract for the 30 acres is \$900,000 funded through donated funds.

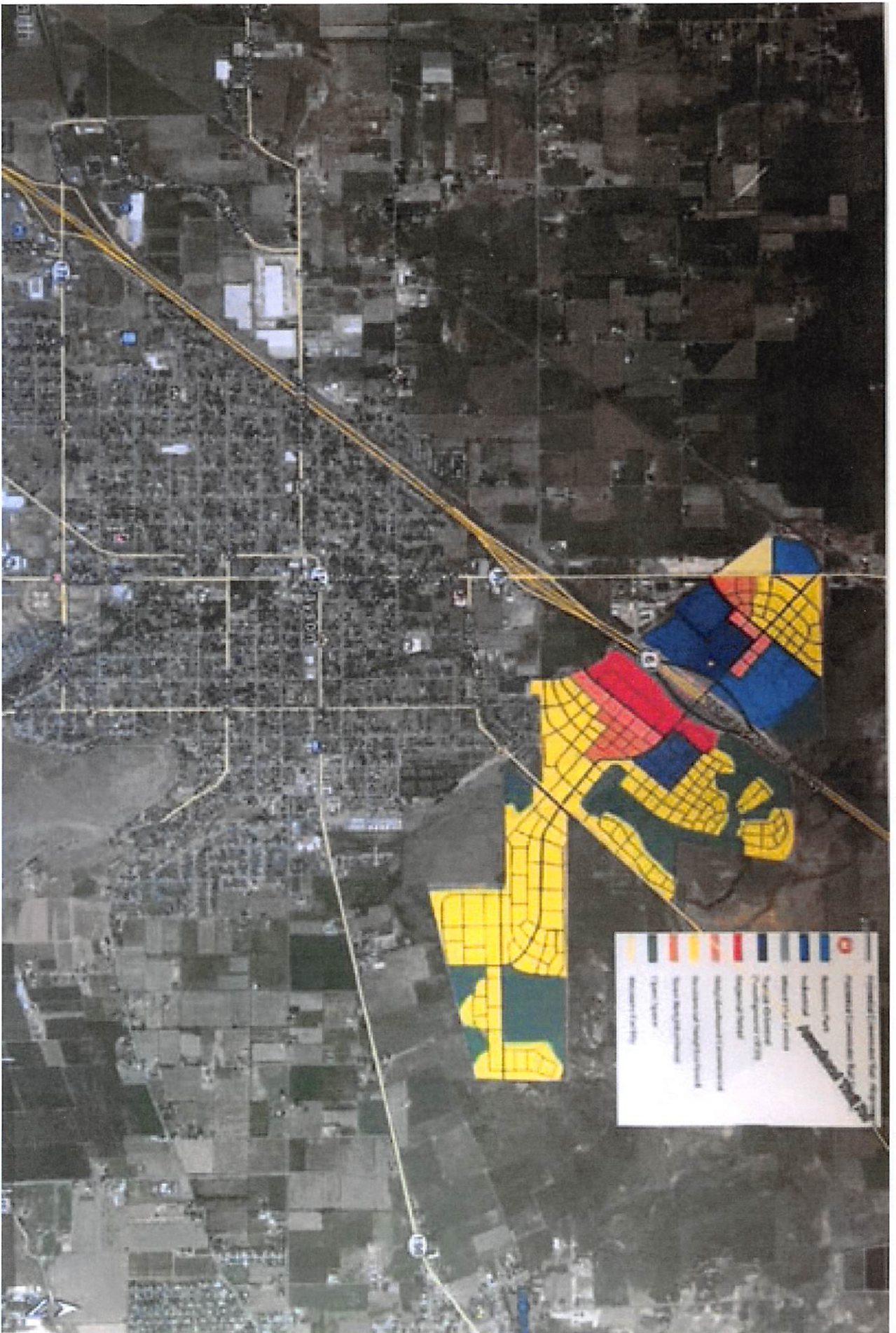
If you have any questions please feel free to contact me at 801-863-8424 or [petersva@uvu.edu](mailto:petersva@uvu.edu).

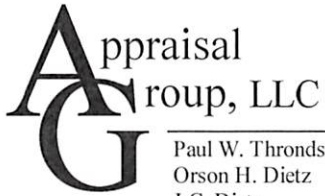
Sincerely,

A handwritten signature in black ink, appearing to read 'Val Peterson', with a large, stylized 'V' and 'P'.

Val L. Peterson  
Vice President  
Administration and Finance







Paul W. Throndsen, MAI  
Orson H. Dietz  
J.C. Dietz  
Jacob P. Throndsen

7396 So. Union Park Avenue, Suite 301  
Midvale, Utah 84047  
(801) 263-1200 Fax (801) 352-4951  
www.appraisalgrp.com

June 9, 2016

**PROPERTY RESERVE, INC.**

Attn: Mr. Daniel Wright  
79 South Main Street, Suite 600  
Salt Lake City, Utah 84111

RE: Appraisal Report – 30± acres of agricultural land with a storage building located at 1000-1600 North Bamberger Road, Payson, Utah 84651. The property is owned by the Corporation of the Presiding Bishop of the Church of Jesus Christ of Latter-Day Saints (CPB).

Dear Mr. Wright:

At your request, we have performed an appraisal of the property referenced above utilizing all applicable approaches. This is an "Appraisal Report" in conformity with the Uniform Standards of Professional Appraisal Practice (USPAP).

As an Appraisal Report it is intended to comply with the reporting requirements set forth under the Uniform Standards of Professional Appraisal Practice. As a summary format, it presents only a brief summary discussions of the data, reasoning, and analyses that were used in the appraisal process to develop the appraisers' opinion of values. Supporting documentation concerning the data, reasoning, and analyses is retained in the appraisers' file. The depth of discussion contained in this report is specific to the needs of the client and for the intended use stated below. The appraisers are not responsible for unauthorized use of this report.

The purpose of this report is to form an opinion of the "as is" market value of the subject property. The date of our most recent physical inspection of the property was May 9, 2016. The intended use of the report is for asset management and possible sale considerations. Property Reserve, Inc. is the client and the intended user.

The terms "market value" and "fee simple" are defined in the body of the report.

We have been asked to appraisal the subject for its current agricultural use, which is permitted within the current PC (planned community zone).



**PAUL W. THRONDSSEN, MAI**  
REAL ESTATE APPRAISER & CONSULTANT



After careful consideration and analysis of the market data summarized in the attached report, the following "as is" market value opinion as of May 9, 2016, has been concluded at:

**EIGHT HUNDRED NINETY THOUSAND DOLLARS  
(\$890,000)**

This equates to \$29,700 per acre. The projected marketing period (prospective) for the subject at the concluded values is 12 months. Exposure time (retrospective) is also concluded to be 12 months.

The value opinion is subject to the assumptions and limiting conditions contained in the report. We trust the report is complete in sufficient detail to accomplish its intended use. Please call if we can be of any further assistance.

Sincerely,



Paul W. Thronsen, MAI

Utah State-Certified General Appraiser  
Certificate 5451070-CG00 Expires 6-30-17



Orson H. Dietz, Appraiser

Utah State-Certified General Appraiser  
Certificate 5451620-CG00 Expires 5-31-17



July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Utah Valley University – Wasatch Campus Right-of-way Transfer

Issue

Utah Valley University (UVU) requests Board approval to transfer an undeveloped access road on the northern border of the Wasatch Campus to Wasatch County for future development as a public roadway. A developer will purchase half of the access road from UVU for appraised value before it is transferred to the County. Additionally, the University also requests approval to sell up to 20 feet on either side of the access road at full appraised value to the developer should it be needed for development of the roadway.

Background

Regent Policy R710, *Capital Facilities* requires the Board of Regents to approve all disposal of property contiguous to an institutional campus. Currently there is an undeveloped dirt road that runs along the northern edge of the UVU Wasatch Campus which provides emergency access to the property. Wasatch County and a developer, who owns property to the north of the access road, have approached the University requesting transfer of the access road to the County so that the developer can improve and develop his property. The UVU Board of Trustees reviewed and approved this proposal at its June 16, 2016 meeting.

An appraisal of the northern access road is being conducted to assess the value of the road. The developer has agreed to reimburse the University half of the appraised value of the road before the University transfers the property to the County. The developer will bear the costs associated with paving the road, installing sidewalks, and other necessary improvements and has also agreed to pay full appraised value for any additional property (up to 20 feet on either side of the access road) necessary to improve the roadway. The County will maintain the road once completed.

Additional information about this request may be found in the attached letter from the University and the accompanying maps and exhibits. Representatives from Utah Valley University will be available to address questions from the Board.

### Commissioner's Recommendation

The Commissioner recommends that the Board authorize Utah Valley University to proceed with the transfer of the Wasatch Campus northern access road to Wasatch County and to receive reimbursement from the developer for half of the access road property and up to 20 feet on either side of the road as necessary.

---

David L. Buhler  
Commissioner of Higher Education

DLB/KLH/RPA  
Attachments





UTAH VALLEY UNIVERSITY  
VICE PRESIDENT *for* FINANCE & ADMINISTRATION

June 22, 2016

Dave Buhler  
Commissioner  
Utah System of Higher Education  
Board of Regents Building, Two Gateway  
60 South 400 West  
Salt Lake City, UT 84101-1284

Dear Commissioner Buhler:

Utah Valley University is requesting approval to designate the Wasatch Campus' North road a public road. The Wasatch Campus was required to develop a secondary access road when it was developed. Wasatch County is requesting that this dirt road be developed to provide access for other land parcels developments.

The developer and UVU would share the cost of the property, each providing half of the expense for the property. A property appraisal will be used to determine the amount to be reimbursed to UVU. The developer will also pay all the expenses to develop the road, install sidewalks, any setbacks, or trails. The property for this road was donated by the Halls/Clarks to create this access point. Wasatch County will maintain and plow the road after dedication.

If you have any questions please feel free to contact me at 801-863-8424 or [petersva@uvu.edu](mailto:petersva@uvu.edu).

Sincerely,

A handwritten signature in black ink, appearing to read 'Val Peterson', with a large, stylized 'V' and 'P'.

Val L. Peterson  
Vice President  
Administration and Finance



Exhibit A:

Aerial Photo of Wasatch Campus. North road highlighted.



Development plan for the Hall property to the north of UVU Wasatch. North road highlighted in red.



July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Weber State University – Non-State Funded Design and Construction of a Center for Interprofessional Education

Issue

Weber State University (WSU) requests Board approval to design and construct a 6,000 square foot Ezekiel R. and Katherine W. Dumke Center for Interprofessional Education in Health Care and authorization to present this project to the State Building Board for final approval.

Background

Regent policy R710, *Capital Facilities* requires Board approval for the design and construction of non-state funded capital development projects. State statute allows the State Building Board to approve capital development projects without legislative authorization, if the project and future operation and maintenance costs are funded entirely with non-state funds.

WSU proposes to design and construct a 6,000 square foot Interprofessional Education (IPE) facility for \$2,100,000 using donated funds. The ongoing operation and maintenance costs of the facility will be funded through clinical revenues from the College of Health. No state funds will be used for design, construction, or operation of the facility.

The donor funding is contingent upon an expedited design and construction timeline. When reviewing the scheduled meetings of the Board, State Building Board and WSU Board of Trustees, the donor timeline required that WSU bring this item to the Board for approval prior to presenting to their Board of Trustees. This project will be presented at the next scheduled Board of Trustees for their approval.

Interprofessional education integrates students from various disciplines in a learning environment that fosters communication, sharing, and collaboration in order to improve the effectiveness of healthcare delivery and reduce medical errors. The Interprofessional Education (IPE) facility is proposed to be built next to the Marriott Health building and the Stewart Stadium parking lot on the main WSU campus.

Additional information about this project and the request may be found in the attached letter and map from the University. Representatives from the University will be available to address questions from the Board.

### Commissioner's Recommendation

The Commissioner recommends that the Board approve the design of the Ezekiel R. and Katherine W. Dumke Center for Interprofessional Education in Health Care and authorize WSU to present the project to the State Building Board for final approval. The Commissioner also recommends the Board approve construction of this project contingent upon receiving Board of Trustee approval.

---

David L. Buhler  
Commissioner of Higher Education

DLB/KLH/RPA  
Attachment



WEBER STATE UNIVERSITY

Administrative Services

June 23, 2016

Mr. Dave Buhler, Commissioner  
Utah System of Higher Education  
Board of Regents Building  
60 South 400 West  
Salt Lake City, UT 84101-1284

Dear Commissioner Buhler,

Weber State University seeks authorization to program, design, and construct the new **Ezekiel R. and Katherine W. Dumke Center for Interprofessional Education in Helath Care.**

This proposed 6,000 sq.ft. facility will begin a new era in the healthcare education for Weber State University. For the first time, our students will have an exclusive center in order to gather together to attain a collaborative patient-centered education. Students from various disciplines in the college will teach and learn from one another, in addition, we will incorporate expertise from our community healthcare providers. One of the main objectives for this collaboration will be to reduce possible medical errors due to lack of communication and proper teamwork. The center will address ethics, values, teamwork, roles and responsibilities and communication patterns of healthcare providers in relationship to patients.

Additionally, we will be able to host consistent and progressive workshops at the Center by inviting expert healthcare providers from our local community as well as experienced national practitioners in the field of IPE to share their knowledge with our health professions students of every discipline. Being exposed to various teaching methodologies, innovations in medical sciences and clinical practice from other national arenas will expand the knowledge and perspective of our students and be more valuable in rendering care to the community they will serve.

The anticipated cost of the new facility is \$2.1 million. The funding for this project will is entirely from donated funds. No state funding is being requested for this project. Operation and maintenance costs will be funded by revenue generated by the College of Health profession public clinics.

Weber State would like to proceed with the programming and design of this new facility as soon as possible in order to begin construction next year.

Please place this item on the Board of Regents agenda for the July 2016 meeting. I have attached the construction cost estimate and site location and can provide more information to any of the Board members upon request.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mark Halverson'.

Mark Halverson

Associate Vice President

Facilities & Campus Planning

FACILITIES MANANGEMENT

WEBER STATE UNIVERSITY

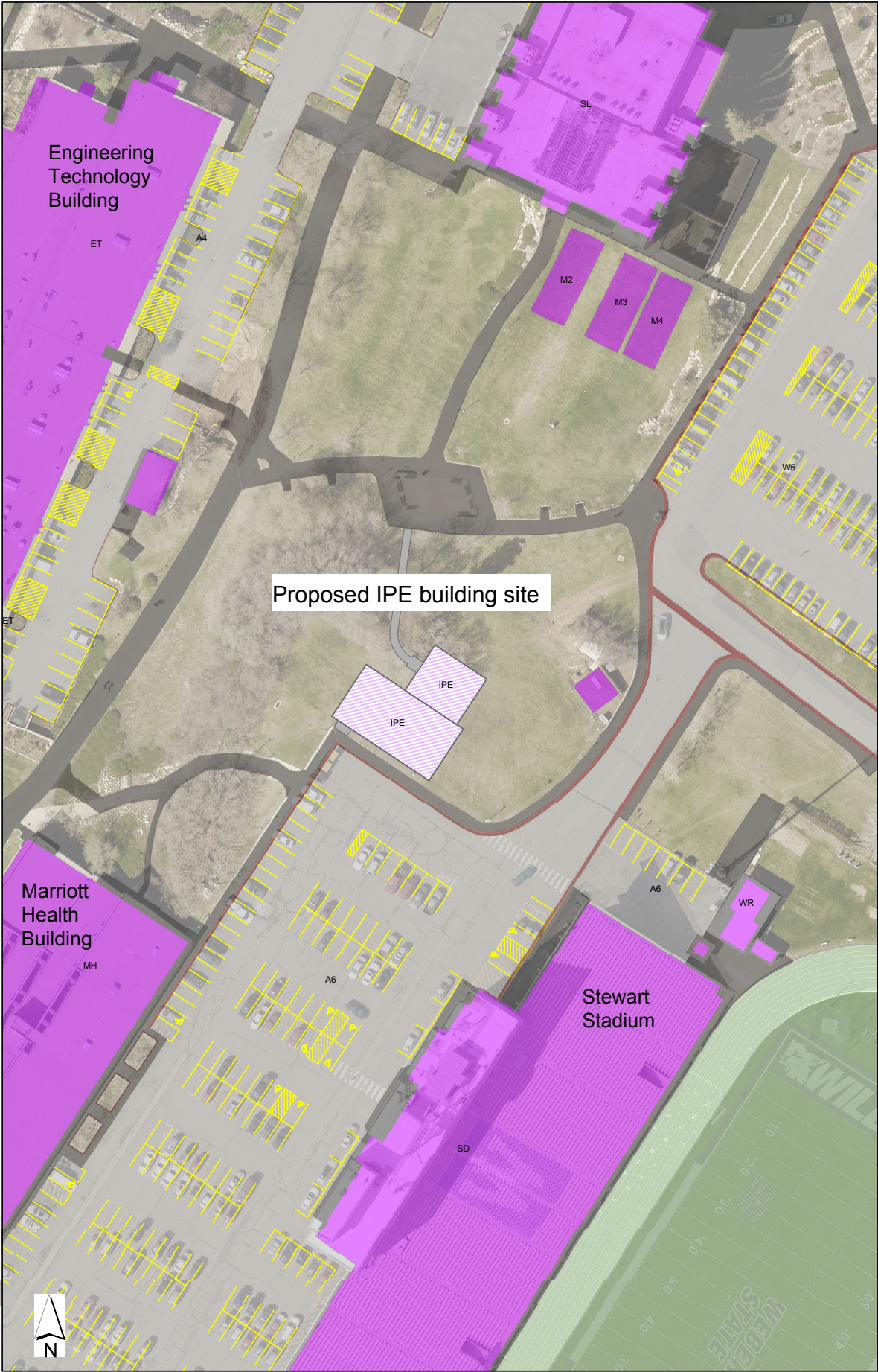
(801) 626-6331

ADMINISTRATIVE SERVICES

1410 Edvalson OGDEN UT 84408

(801) 626-7488 FA:





July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Weber State University – Non-State Funded Design and Construction of Community Outreach Center in Ogden

Issue

Weber State University (WSU) requests Board approval to design and construct an 11,800 square foot Community Outreach Center on land owned by the University near downtown Ogden and authorization to present this project to the State Building Board for final approval.

Background

Regent policy R710, *Capital Facilities* requires Board approval for design and construction of non-state funded capital development projects. State statute allows the State Building Board to approve capital development projects without legislative authorization, if the project and future operation and maintenance costs are funded entirely with non-state funds.

WSU proposes to design and construct an 11,800 square foot Community Outreach Center for \$4,200,000 using donated funds and Continuing Education revenues. The ongoing operation and maintenance costs will be funded through revenue generated at the facility and through the Continuing Education program. No state funds will be used for design, construction, or operation of the center. This request was approved by the Board of Trustees at their May 3, 2016 meeting. The University requests approval of the Board to proceed with design and construction of this facility and authorization to present this project to the State Building Board for final approval.

In the March 18, 2015 meeting, the Board authorized WSU to purchase property located at 26<sup>th</sup> Street and Monroe boulevard in Ogden, Utah for the future home of a Community Outreach Center. The University has mitigated environmental concerns and demolished the two old buildings that were on the 1.4 acre property. WSU is ready to proceed with design and construction of a facility that will serve under-represented populations in Ogden and include programs such as life and employment skills training, basic education, and remedial education.

Additional information about this project and the request may be found in the attached letter, maps, and artist's rendering of the facility from the University. Representatives from the University will be available to address questions from the Board.



Commissioner's Recommendation

The Commissioner recommends that the Board approve the design and construction of the Community Outreach Center and authorize WSU to present the project to the State Building Board for final approval.

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David L. Buhler  
Commissioner of Higher Education

DLB/KLH/RPA  
Attachment



## WEBER STATE UNIVERSITY

Administrative Services

June 23, 2016

Mr. Dave Buhler, Commissioner  
Utah System of Higher Education  
Board of Regents Building  
60 South 400 West  
Salt Lake City, UT 84101-1284

Dear Commissioner Buhler,

Weber State University seeks authorization to design and construct a new Community Outreach Center located near the center of downtown Ogden.

More than a year and a half ago, the university purchased 1.4 acres in the heart of downtown Ogden in the hopes of one day constructing a facility to reach out to an underserved community. The proposed Community Outreach Center is a one-stop center providing support for underserved populations including minority, low-income and first-generation community members to access and complete post-secondary education. This new service center for the Community Education Center, Center for Community Engaged Learning, and Children's School will strengthen the role of WSU in the community and serve as a welcoming gateway within the neighborhood. As such, it must facilitate collaboration and community building.

The Community Outreach Center will be an attractive, modern building that will develop a visually appealing and functional structure on the corner of Monroe Avenue and 26th Street, linked to community buildings by way of a developed corner plaza and building entry. Core services will include academic instruction space – including the Community Gathering Room and Computer Lab/Classroom, administrative office suites for Community Education Center and the Center for Community Engaged Learning, spaces to support community engagement – from the entry lobby, lounge space and Community Gathering Room kitchen, and the Children's Center.

Since acquiring the property, WSU has demolished the two existing structures on the site. We have also undergone a space needs and program study to determine the size, funding needed, and programmatic needs of the new facility. We anticipate the total cost of the new 11,800 sq.ft. facility to be \$4.2 million. The funding for this facility has been gathered from two sources, WSU Continuing Education revenue and donors. No state funding is being requested for this project. Operation and maintenance costs will be provided from revenue that the facility and Continuing Education collect.

Weber State would like to proceed with the design of this new facility as soon as possible in order to begin construction next year.

Please place this item on the Board of Regents agenda for the July 2016 meeting. I have attached the construction cost estimate, site location, and architectural renderings and can provide more information to any of the Board members upon request.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mark Halverson'.

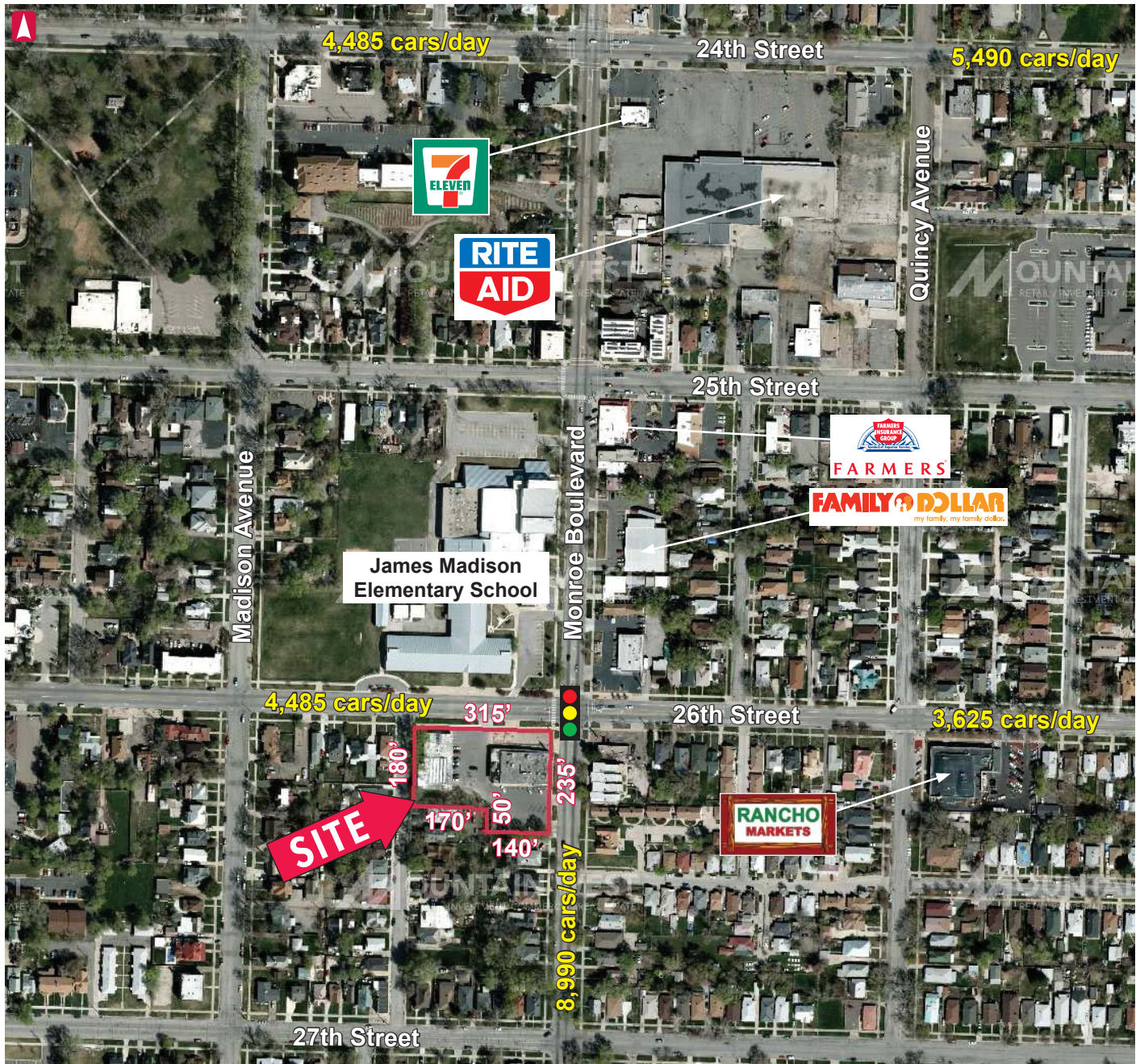
Mark Halverson

Associate Vice President

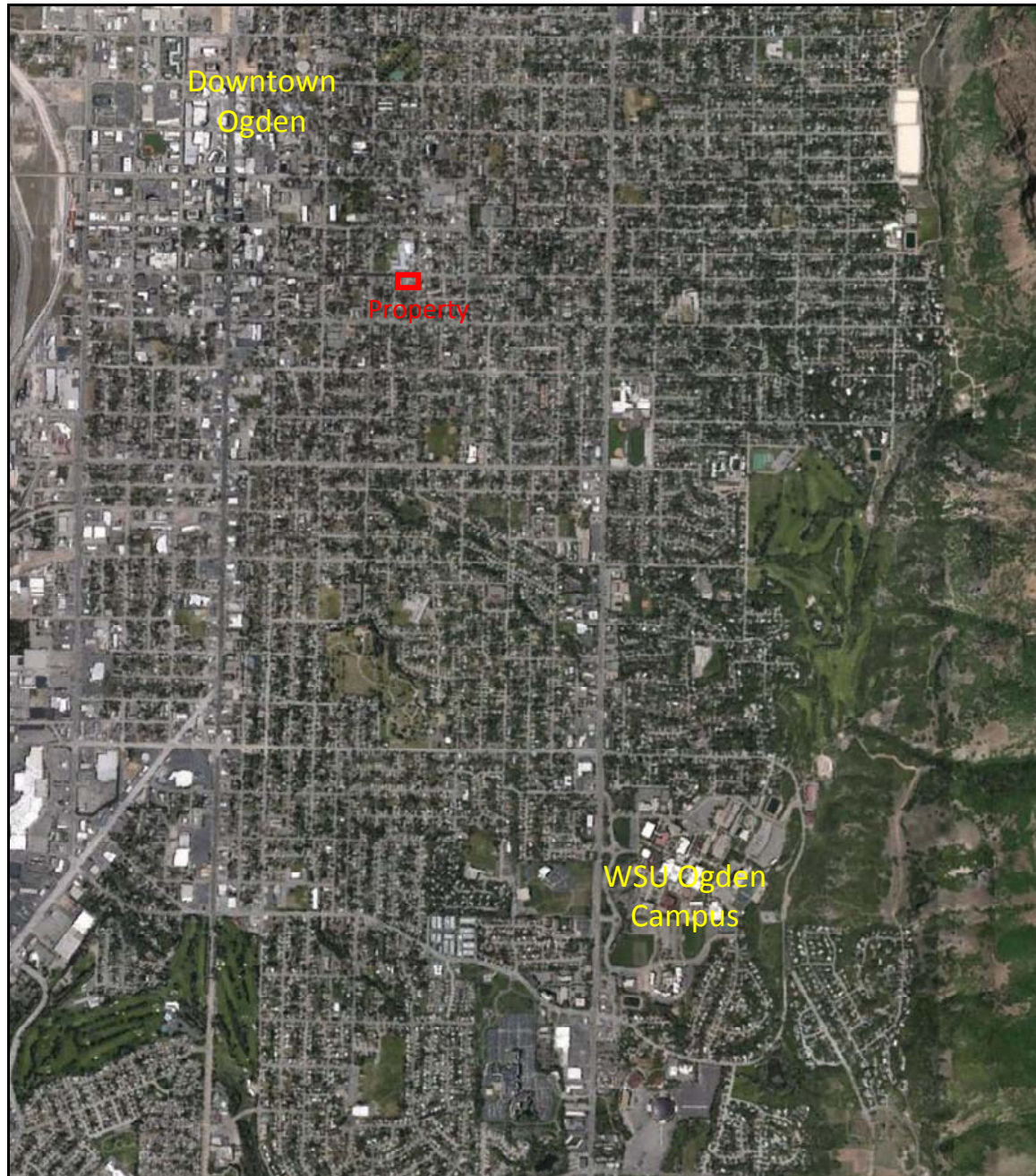
Facilities & Campus Planning

# 26TH & MONROE (SEC)

2605 SOUTH MONROE BOULEVARD • OGDEN • UTAH • 84401







*Generalized Location*







July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – FY18 Budget Development Process (BDP) Guidelines

Issue

The Commissioner requests that the Board of Regents approve the FY18 Budget Guidelines which establish the framework for the system wide budget request for the next year. The final FY18 Operating Budget Request will be presented for approval at the September Board meeting.

Background

One of the statutory responsibilities of the Board is to recommend a unified Utah System of Higher Education budget request to the Governor and Legislature. Statute (U.C.A. 53B-7-101-6b) requires that the budget request be made with the “dual objective” of:

1. “justifying for higher educational institutions appropriations consistent with their needs, and consistent with the financial ability of the state; and
2. determining an equitable distribution of funds among the respective institutions in accordance with the aims and objectives of the statewide master plan for higher education.”

To assist Regents with these objectives, budget guidelines have been developed by the Commissioner’s Office in partnership with Presidents and Business VPs. The overarching goal of the guidelines is to create a budget request framework which advances the Board’s strategic objectives of Affordable Participation, Timely Completion, and Innovative Discovery and requests adequate annual state tax funding for higher education to fulfill institutional missions without increasing reliance on tuition.

**FY18 Budget Guidelines:**

- The FY18 USHE Budget Request will be at least equivalent to a 5% increase in total funding (ongoing tax funds and tuition) to support the goals outlined in the Regents 2025 Strategic Plan (not including the request associated with the Regent Scholarship program).
- When developing the USHE Budget Request, the Commissioner’s staff will consider the following categories:

1. **Compensation**: This request is for a total compensation package similar to that received by other state and public education employees (inclusive of salary/wage adjustments, health insurance increases, and retirement adjustments for URS participants). As directed by the Legislature, 25% of the approved compensation package will be funded by additional first-tier tuition.
  2. **Growth (New Students)**: This request will help institutions address new student growth (Fall 2017 over Fall 2016) at their institution. These funds will be used to ensure that new students receive a quality educational experience from application to graduation by expanding capacity for teaching and support functions associated with growing student needs and demand.
  3. **Market Demand**: This request will help address market demands, including program development and enhancement, as well as advising, counseling, IT needs, and other critical operational needs.
  4. **Performance Based Funding**: This request would be used to increase an institution's performance focused on improving completion in the areas outlined in the allocation model and defined by law.
- As in years past, a request to support the Regent Scholarship program will be advanced for the Governor and Legislature's consideration during the upcoming legislative session. The Regent Scholarship request will be listed below the four system priorities, as the scholarship funds go directly to students rather than institutions.
  - Each institution will prioritize and provide summary details on how they intend to use funds for each of the budget categories to the Commissioner's staff in August.
    1. Initial growth estimates for FY18 are due to the Commissioner's Office by August 1<sup>st</sup>.
    2. Proposals regarding how institutions plan to use Growth, Market Demand, and Performance Based funds are due to the Commissioner's Office by August 19<sup>th</sup>.
    3. The Commissioner's Office will work with USHE institutions, primarily through the Business Affairs Council (BAC) and Budget Officers System Subcommittee (BOSS) to collect this information.
  - For planning purposes, compensation will be calculated as a percentage increase of payroll, payroll related benefits, and expected premium increases for health and dental insurance.
  - The Growth request will be calculated using the USHE growth formula used last year based on average cost for institutional type and student course level. Institutions will provide initial growth estimates in early August and then revised numbers in January showing actual student growth for fall.
  - The Market Demand Program request will be allocated based on the institution's respective share of ongoing tax funds received in FY17.
  - The Performance Based Funding request will be allocated using the adopted funding model.



- To continue to support student affordability efforts, first-tier tuition increases will be kept at a minimum and be used to support the required match for compensation and limited operational needs.

Commissioner's Recommendation

The Commissioner recommends that the Board approve the general Budget Guidelines and budget framework for the Utah System of Higher Education Operating Budget Request for fiscal year 2017-18.

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David L. Buhler  
Commissioner of Higher Education

DLB/KLH

July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Revision of Policy R590, *Issuance of Bonds for Colleges and Universities*

Issue

Policy R590 describes the process for issuing bonds by the Board of Regents on behalf of USHE institutions. The proposed modifications clarify procedural requirements and better align existing practices with statutory authority.

Background

Utah code delegates authority to the Board of Regents to issue bonds on behalf of institutions who repay the debt. Legislative authorization is necessary prior to the issuance of these bonds except in two specific instances that Regent policy R590 was updated to clarify: refunding bonds and industrial facility and development bonds. Other significant changes to the policy include:

- Reorganization of policy provisions to clarify responsibilities of the Office of the Commissioner and of the institutions related to the issuance of bonds.
- Greater detail regarding the requirements for institutions to issue revenue bonds and refunding bonds. Details include how to seek Board and legislative approval, the appointment of bond counsel, petitions for approving resolutions, and reporting results to the Board.
- A new provision allowing institutions more flexibility to issue refunding bonds by giving institutions the ability to request authority to issue bonds at an unspecified future date contingent on favorable interest rates and subject to certain conditions.

Commissioner's Recommendation

The Commissioner recommends that the Regents approve R590, *Issuance of Bonds for Colleges and Universities* as amended, effective immediately.

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David L. Buhler  
Commissioner of Higher Education

DLB/KLH/RPA  
Attachment



# R590, Issuance of Revenue Bonds for ~~Facilities Construction, Facilities Acquisition, or Equipment~~ Colleges and Universities<sup>1</sup>

**R590-1. Purpose:** To provide policy and procedural guidelines for the issuance of revenue bonds for colleges and universities within the ~~USHE~~ Utah System of Higher Education (USHE). ~~for construction projects, facilities acquisition, or equipment purchases.~~

## R590-2. References

- 2.1. Utah Code §53B-21 (Revenue Bonds)
- 2.2. Utah Code §11-17 (Utah Industrial Facilities and Development Act)
- ~~2.3. Utah Code §63G-6 (Utah Procurement Code)~~
- 2.3. Utah Code §11-27 (Utah Refunding Bond Act Code)
- 2.4. Policy and Procedures R220, Delegation of Responsibility to the Presidents and Institutional Boards of Trustees
- 2.5. Policy and Procedures R710, Capital Facilities
- 2.6. Policy and Procedures R587, Contract or Lease-purchase Financing

**R590-3. ~~General Provisions~~ Legislative Approval Required for Bond Issuance:** The Board of Regents shall not issue revenue bonds without prior legislative approval ~~E~~except as provided by sections 3.1 and 3.2 below. ~~the Utah State Board of Regents may not issue revenue bonds without prior approval from the Legislature.~~

**3.1. ~~Refunding of bonds previously approved by the Legislature are exempt from Legislative authorization~~** The Board may refund previously issued bonds without legislative authorization if:

3.1.1. ~~The~~ bonds are issued to reduce debt service costs or for an objective that benefits the institution. ~~and~~

~~3.1.2. The refunding bonds mature during the same time frame as the original obligation.~~

**3.2.** The Board may issue Utah Industrial Facilities and Development bonds, on behalf of the University of Utah and Utah State University, ~~in an amount not to exceed \$10,000,000 in any one fiscal year on behalf of either institution~~ without prior legislative approval ~~from the Legislature~~ if the amount does not exceed \$10,000,000 in any one fiscal year, except refunding bonds for savings and with a maturity within the same time frame as the original bonds.

**R590-4. ~~Policy~~ Responsibilities of the Office of the Commissioner:**

<sup>1</sup> Adopted June 28, 1991, amended January 16, 2004, March 28, 2014 ~~and~~ May 15, 2015, and July 15, 2016.

**4.1. Availability of Office of the Commissioner:** ~~When requested by the institution~~ At the institution's request, the Office of the Commissioner shall assist in ~~the development of~~ developing institutional revenue bonding proposals ~~for construction projects, facility acquisition, or equipment purchases. At the discretion of institution officials, institutions may proceed independently to develop revenue bonding proposals provided the proposals are developed in accordance with Regent policies R220, R710 and applicable procedures contained in this policy.~~

**4.2. ~~Procedural Requirements for Institutions Obtaining Specific Legislative Authority Consistent with Utah Code Title 53B, Chapter 21 to Issue Revenue Bonds:~~** Institutions obtaining specific legislative authority consistent with Utah Code §53B-21 to issue revenue bonds shall:

~~4.2.1. Obtain Board approval in concept of each construction project or facility acquisition for which bonding will be requested through the Finance and Facilities Committee of the Board based on documentation of the need for the project and its compatibility with and inclusion in the current institutional facilities master plan. This approval may be sought and obtained prior to or simultaneously with approval to seek legislative authority to issue the bonds.~~

~~4.2.2. Obtain Board approval to seek legislative authority to issue revenue bonds for the construction project, facility acquisition, or equipment purchase through the Finance and Facilities Committee of the Board based on a description of the proposal.~~

~~4.2.3. Request legislative authority, through the Office of the Commissioner, to issue the revenue bonds for the proposal.~~

**4.2 Review Bond Documentation:** Prior to the Board considering any authorizing resolution, the Office of the Commissioner shall review the applicable bond documentation, up-to-date financial data for the institution and the revenues pledged to secure the bonds; the expected bond structure, including the structuring of any reserves; the parameters for maximum principal amounts, interest rates, terms of maturity and discounts from par; the anticipated timing for the issuance of the bonds and other materials requested by the Office of the Commissioner relating to the financial feasibility of the proposed bond issue.

**4.3. ~~Procedural Requirements for Institutions Issuing Bonds Pursuant to Utah Code Title 11, Chapter 17, Industrial Facilities and Development Act:~~** Institutions issuing bonds pursuant to Utah Code §11-17, Utah Industrial Facilities and Development Act, shall:

~~4.3.1. Obtain Board approval in concept of each construction project or facility acquisition that is exempt from legislative authorization (see section R590.3, General Provisions) through the Finance and Facilities Committee of the Board based on documentation of the need for the project and its compatibility with and inclusion in the current institutional facilities master plan. This approval must be sought and obtained prior to or simultaneously with approval to seek financing.~~

~~4.3.2. Obtain Board approval through the Finance and Facilities Committee of the Board to seek revenue bond financing for bonding proposals authorized by the Legislature or exempt from legislative authorization (see section R590.3., General Provisions), providing a description of the proposal and an initial plan for debt servicing. When scheduling permits, approval to seek financing shall be obtained prior to the steps set forth in 4.3.2. When scheduling requirements are urgent, steps set forth in 4.3.2. may be initiated prior to obtaining Board approval to seek financing.~~

~~4.3.3. Request, through the Office of the Commissioner, appointment of bond counsel by the Attorney General and select an underwriter or underwriting team through a request for proposal process.~~

~~4.3.4. Obtain a Board resolution through the Finance and Facilities Committee authorizing issuance of the bonds. The authorizing resolution shall be prepared by bond counsel and shall include the provisions necessary to complete the transaction and issue the bonds. The authorizing resolution shall include the parameters for principal amounts, terms, discounts and timing. The institution shall submit to the Board current plans for debt service and up to date financial feasibility analysis with the proposed authorizing resolution. When possible, the authorizing resolutions, related bond documentation, and financial feasibility data shall be submitted to the Office of the Commissioner for review at least 15 days prior to Board consideration of the resolution.~~

4.3. **Seek Attorney's General Opinion:** The Office of the Commissioner shall request from the Attorney General's office a legal review of the bond issue and related contracts.

~~4.4. **Procurement of Financial Services:** Institutional procurement of all financial services relating to bond issues shall be made in compliance with Utah Code §63G-6, Utah Procurement Code.~~

4.4. **Engagement of Bond and Disclosure Counsel:** The Office of the Commissioner shall request the Attorney General to procure bond counsel and disclosure counsel services.

~~4.5. **Responsibility of the Office of the Commissioner to Review Bond Documentation:** Prior to Board consideration of any authorizing resolution the Office of the Commissioner shall review the applicable bond documentation. The Office of the Commissioner shall also evaluate up to date financial data, provisions for renewal and replacement, provisions for sinking fund reserve, parameters on principal amounts, terms, discounts and timing, and other issues relating to the financial feasibility of the proposed bond issue. The Office of the Commissioner shall be available to address any financial concerns the Board may have.~~

4.5. **Submit an Annual Report of Outstanding Bond Indebtedness.** The Office of the Commissioner shall prepare and submit to the Board an annual report of institutional and system bonded indebtedness relative to nationally recognized standards for financial strength.

~~4.6. **Office of the Commissioner to Seek Attorney's General Opinion:** The Office of the Commissioner shall request an opinion from the Attorney General regarding the legality of the bond issue and related contracts and provisions.~~

~~4.7. **Office of the Commissioner to Submit an Annual Report of Bond Debt.** The Office of the Commissioner shall prepare and submit to the Board an annual report which summarizes institutional and system bonded indebtedness, relative to nationally recognized standards for financial strength, associated with institutional or system revenue bonds.~~

~~4.8. **Continuing Disclosure Reporting Compliance:** The following guidelines are provided for continuing disclosure reporting in accordance with the requirement of the Securities and Exchange Commission (SEC) Rule 15c2-12: Continuing Disclosure.~~

~~4.8.1. **Policies and Procedures:** USHE institutions shall develop and adopt policies and procedures that are designed to assure compliance in all material respects with continuing disclosure requirements including avoidance of misstatements that could be material to investors within the meaning of the general antifraud provisions of the federal securities law.~~

~~4.8.2. Training: USHE institutions shall use their best efforts to ensure that officers and employees responsible for preparing the information required for continuing disclosure filings are properly trained for the responsibility including:~~

~~4.8.2.1. Adoption of procedures to be followed in collection and disbursement of the required information;~~

~~4.8.2.2. Ensuring access to the necessary records; and~~

~~4.8.2.3. Ensuring that such persons have reviewed and understand the relevant procedures.~~

~~4.8.3. Third-party Dissemination Agents: USHE institutions shall engage independent dissemination agents to oversee the process of identifying required information, collection of specified materials, and filing the continuing disclosure reports on or before the required deadlines.~~

#### R590-5. Responsibilities of USHE Institutions:

5.1. Procurement of Financial Services: USHE institutions shall independently engage municipal advisors, trustees, underwriters, and dissemination agents relative to revenue bonds issuance.

5.2. Providing Bond Documentation: Prior to the Board reviewing a bond proposal, USHE institutions shall provide the Office of the Commissioner current data and information attesting to the financial feasibility of the proposed bond issue.

5.3. Continuing Disclosure Reporting Policies: USHE institutions shall establish policies and procedures that assure compliance with continuing disclosure requirements of the Securities and Exchange Commission (SEC) Rule 15c2-12.

5.3.1. Third-party Dissemination Agents: USHE institutions shall engage independent dissemination agents to verify information required under an institution's Continuing Disclosure Agreement, notify an institution on a timely basis of any missing information, collect and organize such specified data and information, generate the continuing disclosure reports and submit the report to EMMA on or before the required deadline.

5.4. Continuing Disclosure Training: USHE institutions shall ensure that officers and employees responsible for preparing the information required for continuing disclosure filings are properly trained.

5.5. Maintaining Tax Exempt Status: USHE institutions shall ensure that adequate policies, procedures, controls, and employee training are in place to preserve the tax-exempt status of Board issued revenue bonds.

#### R590-6. Requirements for Institutions to Issue Revenue Bonds: Consistent with Utah Code §53B-21:

6.1. Board Approval: Institutions shall obtain Board approval for each construction project or facility acquisition for which bonding will be requested. In seeking Board approval institutions shall:

6.1.1 Document the institution's need for project and its compatibility with and inclusion in the institution's current facilities master plan.

6.1.2. Provide financial analyses documenting the feasibility and sufficiency of revenue streams necessary to support the institution's currently outstanding indebtedness, the proposed revenue bonds, and demonstrating the institution's compliance with its additional bonds test including adherence with times coverage and rate covenants, if any.

6.1.3. Request Board approval to pursue legislative authorization.

6.2. **Legislative Approval:** After receiving preliminary Board approval, institutions shall obtain legislative authorization through an authorizing bill or resolution.

6.3. **Appointment of Bond Counsel:** After receiving legislative authorization, institutions shall request the Office of the Commissioner to engage bond counsel through the Attorney General.

6.4. **Subsequent Board Approval through Resolution:** After the appointment of bond counsel, institutions shall petition the Board for an approving resolution authorizing the issuance and sale of revenue bonds. The approving resolution shall:

6.4.1 Be prepared by bond counsel and include the provisions necessary to complete the transaction and issue the bonds.

6.4.2 Include the parameters for principal amounts, maturity date, discounts and interest rates.

6.4.3 Be submitted to the Office of the Commissioner for review prior to the Board's meeting. When practicable, institutions shall submit the proposed approving resolution 15 days prior to the meeting but no later than 7 days.

6.5 **Issuing the Bonds:** After the Board has authorized the institution to issue the bonds, the institution shall coordinate and issue the bonds with the assistance of an Independent registered municipal advisor and underwriter or team of underwriters employed to market and sell the proposed bonds. The Board chair, Board vice-chair or Finance and Facilities Committee chair shall formally participate in the sale of the bonds and affirmatively authorize, either in person or via conference call, the final terms and conditions for the sale of bonds consistent with the approving resolutions.

6.6. **Reporting Results to the Board:** The Office of the Commissioner shall report the results of the final bond pricing to the Board during its next scheduled meeting, including a comparison between the Board's previously approved parameters and the actual results of the bond pricing.

**R590-7. Requirements for Institutions to Issue Refunding Revenue Bonds:** Consistent with Utah Code §53B-21 and §11-27, legislative authorization is not required for bonds that refund prior issued revenue bonds. Institutions shall:

7.1. **Appointment of Bond Counsel:** Institutions shall request the Office of the Commissioner to obtain bond counsel through the Attorney General.

7.2. **Board Approval through Resolution:** After the appointment of bond counsel, institutions shall submit a proposed approving resolution for Board approval, authorizing the issuance and sale of revenue bonds refunding a prior issuance. The approving resolution shall:

7.2.1 Be prepared by bond counsel and include the provisions necessary to complete the transaction and issue the bonds.



7.2.2 Include the parameters for principal maturity date, discounts and interest rates.

7.2.3 Be submitted to the Office of the Commissioner for review prior to the Board's meeting. When practicable, institutions shall submit the proposed approving resolution 15 days prior to the meeting but no later than 7 days.

7.2.4 May request authority to issue bonds at an unspecified future date contingent on favorable interest rates if the approving resolution limits the maximum amount of principal that may be refunded, establishes an expiration date on the authorization not to exceed 18 months from the date of approval, and sets a minimum net present value savings that will be achieved.

7.3 Issuing the Bonds: After the Board has authorized the institution to issue the bonds, the institution shall coordinate and issue the bonds with the assistance of an independent registered municipal advisor and underwriter or team of underwriters hired to market and sell the proposed bonds. The Board Chair, Board vice-chair, or Finance and Facilities Committee chair shall formally participate in the sale of the bonds and affirmatively authorize, either in person or via conference call, the final terms and conditions for the sale of bonds consistent with the approving resolutions.

7.4. Reporting Results to the Board: The Office of the Commissioner shall report the results of the final bond pricing to the Board during its next scheduled meeting, including a comparison between the Board's previously approved parameters and the actual results of the bond pricing.

**R590-8. Requirements for Institutions Issuing Industrial Facilities and Development Revenue Bonds:** Institutions issuing bonds pursuant to Utah Code §11-17, Utah Industrial Facilities and Development Act, shall follow the procedures established R590-6 except that the University of Utah and Utah State University does not need legislative approval for issuances under \$10 million per calendar year or refunding transactions.

## R590, Issuance of Bonds for Colleges and Universities<sup>1</sup>

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**R590-1. Purpose:** To provide policy and procedural guidelines for the issuance of revenue bonds for colleges and universities within the Utah System of Higher Education (USHE).

### R590-2. References

- 2.1. Utah Code §53B-21 (Revenue Bonds)
- 2.2. Utah Code §11-17 (Utah Industrial Facilities and Development Act)
- 2.3. Utah Code §11-27 (Utah Refunding Bond Act Code)
- 2.4. Policy and Procedures R220, Delegation of Responsibility to the Presidents and Institutional Boards of Trustees
- 2.5. Policy and Procedures R710, Capital Facilities
- 2.6. Policy and Procedures R587, Contract or Lease-purchase Financing

**R590-3. Legislative Approval Required for Bond Issuance:** The Board of Regents shall not issue revenue bonds without prior legislative approval except as provided by sections 3.1 and 3.2 below.

- 3.1. The Board may refund previously issued bonds without legislative authorization if the bonds are issued to reduce debt service costs or for an objective that benefits the institution.
- 3.2. The Board may issue Utah Industrial Facilities and Development bonds, on behalf of the University of Utah and Utah State University without prior legislative approval if the amount does not exceed \$10,000,000 in any one fiscal year, except refunding bonds for savings and with a maturity within the same time frame as the original bonds.

### R590-4. Responsibilities of the Office of the Commissioner:

- 4.1. **Availability of Office of the Commissioner:** At the institution's request, the Office of the Commissioner shall assist in-developing institutional revenue bonding proposals.
- 4.2. **Review Bond Documentation:** Prior to the Board considering any authorizing resolution, the Office of the Commissioner shall review the applicable bond documentation, up-to-date financial data for the institution and the revenues pledged to secure the bonds; the expected bond structure, including the structuring of any reserves; the parameters for maximum principal amounts, interest rates, terms of maturity and discounts from par; the anticipated timing for the issuance of the bonds and other materials requested by the Office of the Commissioner relating to the financial feasibility of the proposed bond issue.

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<sup>1</sup> Adopted June 28, 1991, amended January 16, 2004, March 28, 2014, May 15, 2015 and July 15, 2016.

- 4.3. Seek Attorney's General Opinion:** The Office of the Commissioner shall request from the Attorney General's office a legal review of the bond issue and related contracts.
- 4.4. Engagement of Bond and Disclosure Counsel:** The Office of the Commissioner shall request the Attorney General to procure bond counsel and disclosure counsel services.
- 4.5. Submit an Annual Report of Outstanding Bond Indebtedness.** The Office of the Commissioner shall prepare and submit to the Board an annual report of institutional and system bonded indebtedness relative to nationally recognized standards for financial strength.

**R590-5. Responsibilities of USHE Institutions:**

- 5.1. Procurement of Financial Services:** USHE institutions shall independently engage municipal advisors, trustees, underwriters, and dissemination agents relative to revenue bonds issuance.
- 5.2. Providing Bond Documentation:** Prior to the Board reviewing a bond proposal, USHE institutions shall provide the Office of the Commissioner current data and information attesting to the financial feasibility of the proposed bond issue.
- 5.3. Continuing Disclosure Reporting Policies:** USHE institutions shall establish policies and procedures that assure compliance with continuing disclosure requirements of the Securities and Exchange Commission (SEC) Rule 15c2-12.
- 5.3.1. Third-party Dissemination Agents:** USHE institutions shall engage independent dissemination agents to verify information required under an institution's Continuing Disclosure Agreement, notify an institution on a timely basis of any missing information, collect and organize such specified data and information, generate the continuing disclosure reports and submit the report to EMMA on or before the required deadline.
- 5.4. Continuing Disclosure Training:** USHE institutions shall ensure that officers and employees responsible for preparing the information required for continuing disclosure filings are properly trained.
- 5.5. Maintaining Tax Exempt Status:** USHE institutions shall ensure that adequate policies, procedures, controls, and employee training are in place to preserve the tax-exempt status of Board issued revenue bonds.

**R590-6. Requirements for Institutions to Issue Revenue Bonds:** Consistent with Utah Code §53B-21:

- 6.1. Board Approval:** Institutions shall obtain Board approval for each construction project or facility acquisition for which bonding will be requested. In seeking Board approval institutions shall:
- 6.1.1** Document the institution's need for project and its compatibility with and inclusion in the institution's current facilities master plan.
- 6.1.2.** Provide financial analyses documenting the feasibility and sufficiency of revenue streams necessary to support the institution's currently outstanding indebtedness, the proposed revenue bonds, and demonstrating the institution's compliance with its additional bonds test including adherence with times coverage and rate covenants, if any.

6.1.3. Request Board approval to pursue legislative authorization.

6.2. **Legislative Approval:** After receiving preliminary Board approval, institutions shall obtain legislative authorization through an authorizing bill or resolution.

6.3. **Appointment of Bond Counsel:** After receiving legislative authorization, institutions shall request the Office of the Commissioner to engage bond counsel through the Attorney General.

6.4. **Subsequent Board Approval through Resolution:** After the appointment of bond counsel, institutions shall petition the Board for an approving resolution authorizing the issuance and sale of revenue bonds. The approving resolution shall:

6.4.1 Be prepared by bond counsel and include the provisions necessary to complete the transaction and issue the bonds.

6.4.2 Include the parameters for principal amounts, maturity date, discounts and interest rates.

6.4.3 Be submitted to the Office of the Commissioner for review prior to the Board's meeting. When practicable, institutions shall submit the proposed approving resolution 15 days prior to the meeting but no later than 7 days.

6.5 **Issuing the Bonds:** After the Board has authorized the institution to issue the bonds, the institution shall coordinate and issue the bonds with the assistance of an Independent registered municipal advisor and underwriter or team of underwriters employed to market and sell the proposed bonds. The Board chair, Board vice-chair or Finance and Facilities Committee chair shall formally participate in the sale of the bonds and affirmatively authorize, either in person or via conference call, the final terms and conditions for the sale of bonds consistent with the approving resolutions.

6.6. **Reporting Results to the Board:** The Office of the Commissioner shall report the results of the final bond pricing to the Board during its next scheduled meeting, including a comparison between the Board's previously approved parameters and the actual results of the bond pricing.

**R590-7. Requirements for Institutions to Issue Refunding Revenue Bonds:** Consistent with Utah Code §53B-21 and §11-27, legislative authorization is not required for bonds that refund prior issued revenue bonds. Institutions shall:

7.1. **Appointment of Bond Counsel:** Institutions shall request the Office of the Commissioner to obtain bond counsel through the Attorney General.

7.2. **Board Approval through Resolution:** After the appointment of bond counsel, institutions shall submit a proposed approving resolution for Board approval, authorizing the issuance and sale of revenue bonds refunding a prior issuance. The approving resolution shall:

7.2.1 Be prepared by bond counsel and include the provisions necessary to complete the transaction and issue the bonds.

7.2.2 Include the parameters for principal maturity date, discounts and interest rates.

7.2.3 Be submitted to the Office of the Commissioner for review prior to the Board's meeting. When practicable, institutions shall submit the proposed approving resolution 15 days prior to the meeting but no later than 7 days.

7.2.4 May request authority to issue bonds at an unspecified future date contingent on favorable interest rates if the approving resolution limits the maximum amount of principal that may be refunded, establishes an expiration date on the authorization not to exceed 18 months from the date of approval, and sets a minimum net present value savings that will be achieved.

**7.3 Issuing the Bonds:** After the Board has authorized the institution to issue the bonds, the institution shall coordinate and issue the bonds with the assistance of an independent registered municipal advisor and underwriter or team of underwriters hired to market and sell the proposed bonds. The Board Chair, Board vice-chair, or Finance and Facilities Committee chair shall formally participate in the sale of the bonds and affirmatively authorize, either in person or via conference call, the final terms and conditions for the sale of bonds consistent with the approving resolutions.

**7.4. Reporting Results to the Board:** The Office of the Commissioner shall report the results of the final bond pricing to the Board during its next scheduled meeting, including a comparison between the Board's previously approved parameters and the actual results of the bond pricing.

**R590-8. Requirements for Institutions Issuing Industrial Facilities and Development Revenue Bonds:** Institutions issuing bonds pursuant to Utah Code §11-17, Utah Industrial Facilities and Development Act, shall follow the procedures established R590-6 except that the University of Utah and Utah State University does not need legislative approval for issuances under \$10 million per calendar year or refunding transactions.

July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – 2016-2017 Performance Based Funding Initiatives

Issue

As part of the Performance Funding (PBF) Model guidelines, the Board requested that each institution provide a summary of how it intends to use its earned share of the \$5 million one-time appropriations for FY17. The attachment summarizes each of the FY17 PBF initiatives and includes the following: descriptions, rationale, outcomes, assessment, and budgetary plans. This information will be used for budget presentations, legislative budget item follow-up reports, and other requests.

Background

Senate Bill 232 (2015) provides that the Board of Regents shall establish performance based funding with the following metrics approved by the board: 1) Degrees and certificates granted; 2) Services provided to traditionally underserved populations; 3) Responsiveness to workforce needs; 4) Institutional (Graduation) efficiency; and 5) Graduate research for research universities.

The Legislature appropriated a total of \$5 million one-time for fiscal year 2016-17, to be allocated to institutions according to the above metrics. The institutional allocations were approved in the May 2016 Regents meeting (Tab R) for distribution July 1, 2016.

Commissioner's Recommendation

This is an informational item; no action is required.

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David L. Buhler  
Commissioner of Higher Education

DLB/KLH/BLS  
Attachment

## UTAH SYSTEM OF HIGHER EDUCATION 2016-2017 OPERATING BUDGET REQUEST

### Performance Based Funding Initiatives

Total: \$5,000,000

The 2016 Legislative session appropriated a total of \$5,000,000 for fiscal year 2016-17 (HB 2). These funds were approved at the May 2016 Regents meeting and distributed to institutions according to the amounts below.

The following narrative describes each initiative, rationale, outcomes, assessment, and budgetary plan in support of: 1) Degrees and certificates granted; 2) Services provided to traditionally underserved populations; 3) Responsiveness to workforce needs; 4) Institutional (Graduation) efficiency; and 5) Graduate research for research universities.

	<u>One-time</u>
University of Utah	\$1,387,306
Utah State University	\$1,072,945
Weber State University	\$ 651,510
Southern Utah University	\$ 220,916
Snow College	\$ 139,173
Dixie State University	\$ 243,446
Utah Valley University	\$ 718,993
Salt Lake Community College	<u>\$ 565,711</u>
Total	\$5,000,000

### UNIVERSITY OF UTAH

\$1,387,306

#### Online Education Infrastructure \$600,000

**Description** – This initiative will help build the infrastructure to support course and degree development. As the demand for online courses has grown, it is clear that there are efficiencies that can be gained by providing centralized technology services and processes for course development. Funds are needed to expedite this process. Ongoing support will be funded through successful online degree programs.

**Rationale** – The University of Utah has seen steady, robust growth in online offerings and enrollments over the past decade. However, demand from students has escalated over the last 3 years. We anticipate this demand will continue to grow. In order to meet student needs as well as remain competitive, especially in graduate professional programs among our PAC12 peers, we need to strategically focus on the development, support and marketing of fully online courses and degrees.

**Outcomes** – The intended outcomes are to ensure that we do not lose our current student base and that we are able to meet the needs of an expanded student base that cannot be present on campus. Promoting graduation and student success, particularly in new degree programs that meet employer demands, aligns well with Prosperity 2020.



**Assessment** – We will measure success and persistence of students who enroll in online classes. For undergraduate students, this will provide an additional means of dealing with bottleneck classes and meeting student scheduling needs. For professional graduate students, this will help address a market need to increase trained professionals for strategic areas of the Utah business community.

<b>Budgetary Plan</b> – Salaries, Wages & Benefits	\$350,000
Operating Expense	<u>\$250,000</u>
Total	\$600,000

#### **Transformative Excellence Program \$600,000**

**Description** – The Transformative Excellence Program (TEP) is a program to recruit and retain faculty in strategic interdisciplinary areas that will enhance our academic and research strengths. These faculty are the key to successful education of future researchers. They also will carry out the discoveries needed for innovation and commercialization. The areas we are focusing on are Society, Water and Climate, Lifespan Health and Wellness, Big Data, Biodiversity, Health Policy and Economics, Biophysics, Neural basis of Learning, and Resilient Places.

**Rationale** – One-time funds are needed to support the infrastructure for these programs that can include lab supplies, equipment, software and database support.

**Outcomes** – This will help position us to recruit and retain faculty, graduate students and undergraduates in these key research and educational areas. These are areas where we anticipate these faculty will be able to obtain additional research grant funding.

**Assessment** – We will measure the success of this funding by hiring and retaining key faculty in strategic research areas. Increases in grant funding as well as attracting top graduate students will also measure success.

**Budgetary Plan** – Operating Expense/Equipment \$600,000

#### **Undergraduate Research Opportunity Program (UROP) \$187,306**

**Description** – UROP provides undergraduate students the opportunity to assist with faculty members' research or to carry out a project of his/her own under the supervision of a faculty member. The chance to engage in research as an undergraduate is a unique experience that a research intensive university can offer. This program provides undergraduate students financial assistance for up to two semesters to work on their projects. The program is highly competitive and many worthy students are denied acceptance due to financial constraints. The funding requested would be used to increase the number of students that can be accepted into the program and participated in these engaged learning experiences.

**Rationale** – UROP is currently assisting less than 4% of our undergraduates. Compared to other members in the PAC12, this is a much smaller number of students than we should be

serving. This program provides students experiences that are valued by both graduate schools and employers.

**Outcomes** – Students have the opportunity to gain research experience that will help them to be academically successful as well as build valuable life skills. Students can present their research at conferences and be published in the Undergraduate Research Abstracts Journal.

**Assessment** – Success of UROP students is indicated by their ability to refine the areas of their research interests which translate into greater methodological sophistication, all of which can be measured by presentation of papers at conferences, publications, and admission to selective graduate schools. Completion and graduation rates of students participating in UROP will also serve as a measure of success in this program.

<b>Budgetary Plan</b> –	Salaries, Wages & Benefits	\$120,000
	Operating Expense	<u>\$ 67,306</u>
	Total	\$187,306

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**UTAH STATE UNIVERSITY****\$1,072,945****Improving Student Retention and Time to Graduation \$802,000**

**Description** – Utah State University will use one-time funding from this initiative to purchase and support the Civitas Learning, Inc. learning analytics software for two years. This software will allow USU to assess the academic success of a student in “real time” by analyzing student performance in specific courses throughout the semester and then alert instructors, academic advisors, tutors and department administration about students who are struggling and need intervention. The Civitas system will also identify and monitor key courses that are predictive of the student’s success in a specific major and suggest alternative pathways for struggling students. Not only does this system provide analytics and suggestions for student success, it also documents interactions of various University people and services, creating a holistic approach for each student. With over 27,000 students on USU’s main and regional campuses, an early alert system that monitors student progress on an individual basis and then suggests intrusive action will greatly improve the University’s student management. The end result will be an improvement in retention and graduation rates for students at Utah State University.

**Rationale** – The Civitas learning analytics software platform was selected by USU following an extensive 6-month discussion across USU on needed improvements in student management and success. Over 80 USU people attended each of the presentations offered by three learning analytics vendors in the RFP process. While the other two early alert systems were impressive, it was determined that Civitas best meets the needs and goals of USU.

**Outcomes** – Improvement in student retention by FY19, improvement in student graduation rates by FY21.

**Assessment** – Implementation of the student analytics software in the 2016-17 academic year. Use of student analytics data and early alert warnings in the 2017-18 academic year.

<b>Budgetary Plan</b> – Salaries, Wages & Benefits	\$ 90,000
Operating Expense	<u>\$712,000</u>
Total	\$802,000

#### **Increasing Capacity in Academic Advising \$270,945**

**Description** – One-time funding offered through the USHE Performance Initiative will be used to increase academic advising capacity in the 2016-17 and 2017-18 academic years. Additional advisors will be hired in order to decrease the number of students per advisor which will result in more targeted and timely advisement. This one-time funding will also be used to purchase an appointment management software that allows students to electronically schedule an appointment with advisors, decreasing the need for advisors and their staff to arrange the appointments.

**Rationale** – An improved student-to-advisor ratio makes it possible for more students to meet with an advisor. Given the critical role that advisors play in a student's' academic career, investment in advisement is an investment in student success.

**Outcomes** – An increase in the number of University advisors will result in enhanced and more timely academic information distributed to students. The end result will be an increase in student retention rates by FY19 and student graduation rates by FY21.

**Assessment** – Increased number of students served by advisors in the 2016-17 and 2017-18 academic years compared to previous years. Improved quality of advisement based on student surveys conducted in the 2016-17 and 2017-18 academic years compared to previous years.

<b>Budgetary Plan</b> – Salaries, Wages & Benefits	\$245,945
Operating Expense	<u>\$ 25,000</u>
Total	\$270,945

<b>WEBER STATE UNIVERSITY</b>	<b><u>\$651,510</u></b>
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#### **Dream Weber Scholarship \$651,510**

**Description** – Continuation of Dream Weber program: This program covers tuition and fees for students with an annual family income of \$40,000 or less, thereby opening access to students who otherwise might not be able to attend college. To participate in Dream Weber, students must register for a full-time load of classes and maintain at least a 2.0 grade point average. These two conditions motivate students toward successful degree completion.

**Rationale** – Dream Weber already has been successful in opening the doors to a college education for students of limited means. With further financial backing, WSU will continue to be able to serve these students.

**Outcomes** – Continue to offer this program to all students who qualify.

**Assessment** – Number of students participating and successfully completing degrees.

**Budgetary Plan** – Operating Expense      \$651,510

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<b>SOUTHERN STATE UNIVERSITY</b>	<b>\$220,916</b>
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**Proactive Advising \$220,916**

**Description** – Many institutions around the country are beginning to implement technology solutions that use big data and powerful predictive analytics to help universities better focus their limited resources on those students who need it most.

As a result, these institutions are experiencing immediate increases in their retention and completion rates. In concert with our contract with the Education Advisory Board (EAB), to provide analytical data, SUU will continue its efforts with additional academic advisors and student success professionals to better serve our students.

**Rationale** – As SUU continues to strive for increased completion rates and stronger student success, we can no longer just sharpen the way we do things and hope for drastically improved results. Universities are seeing great results as they focus their time and energy on the students who are identified by these software packages as being "at-risk" for not persisting or graduating. The time is now for SUU to do something very different, be disruptive in our approach, and shift the way we spend our time if we are going to truly move the needle.

**Outcomes** – Increased student retention and completion rates; increased student academic performance; Increased use of University resources; Increased use of data to drive decision-making.

**Assessment** – Fall-to-Fall retention rates; 6-year graduation rate; Average GPA

**Budgetary Plan** – Salaries, Wages & Benefits      \$220,916

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<b>SNOW COLLEGE</b>	<b>\$139,173</b>
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**Snow Block – Addressing Bottle-Neck Courses \$25,000**

**Description** – Snow College will allocate \$25,000 to the development of second block courses in both the Fall and Spring Semesters and provide more evening courses to accommodate student schedules.

**Rationale** – Every semester, we experience large waitlists of students trying to get into general education courses. Reducing the bottleneck problem in course enrollment will help address the demand for general education courses, and allow students who drop a class to sign up for a class during the second block to keep up with the 15-to-finish goal for student completion. In addition, it will provide more sections of high demand courses that are attractive to students. The College will also invest an additional \$10,000 of unused funds from FY 2016 for this program.

**Outcomes** – Our plan is to provide 20 sections of high demand courses on a regular basis, taught second block and in the evenings. We expect students who have stumbled academically early in the semester to be able to use the program to recover credits they have lost earlier in the semester and we expect to accommodate students who wish to enroll in courses during the semester rather than at the beginning of the semester.

**Assessment** – Student advising will monitor participation in the program and determine if students wishing to replace courses they previously dropped and students who enroll at the College after the beginning of the semester, have been served well by this program.

**Budgetary Plan** – Salaries, Wages & Benefits      \$25,000

#### **Money Smart – Helping Students Complete 30 Credits per year \$20,000**

**Description** – Our Money Smart program will receive \$20,000 to support students with tuition costs during Maymester and summer sessions. Full or partial tuition will be awarded to students who need up to six credits in order to reach 30 credits in the academic year. Students receiving this support must have a G.P.A. of 2.0 or greater. Sara Golding in the scholarship office will administer these funds.

**Rationale** – Our Maymester and summer programs have been underutilized by students. The summer sessions provide excellent opportunities for students to take courses in the face-to-face or online format and be able to complete 30 credits in a year. We will emphasize online course delivery so students can go home during the summers and work, but still have access to high-demand courses.

**Outcomes** – We expect students will take advantage of tuition and partial tuition scholarships by enrolling in the Maymester or one of the summer sessions. In addition, we think it will increase the popularity of the summer courses in general, thus leading to greater completion rates overall.

**Assessment** – Our Institutional Research director monitors completion rates closely. She will be able to determine the increase in student participation in summer courses and the percentage increases of students reaching the 30 credit per year threshold.

**Budgetary Plan** – Operating Expenses      \$20,000

#### **Care for Students – Increasing Counseling Funding \$10,000**

**Description** – Care for Students will receive \$10,000 to provide additional counseling at the Wellness Center. In addition, unused funds of up to \$10,000 will be allocated from the FY 2016 budget for this program. Vice President Craig Mathie will administer these funds.

**Rationale** – Every semester, we lose students or students are forced to drop courses in order to deal with emotional challenges, be it homesickness, depression or anxiety. We believe if we can increase counseling opportunities on our campuses, more students will be able to complete semesters with full or fuller course loads than they would without additional counseling resources.

**Outcomes** – By providing more counseling opportunities, especially nighttime appointments, we expect to serve more students in our Wellness Center. We believe we can reduce emotional distress and allow more students to complete semesters without having to drop credits that will delay their completion rates.

**Assessment** – This is a difficult area to assess. Demand for counseling resources is always high, but we have no way to formally measure how many students we are able to maintain who would otherwise have left the College or dropped courses in order to deal with their stress. The Wellness Center will, however, be able to give us data on the number of students we serve, and how many of those students are retained at the College compared to previous years.

**Budgetary Plan** – Salaries, Wages & Benefits      \$10,000

#### **Hiring an Additional English Professor \$60,000**

**Description** – Composition courses are the highest demand courses we offer in the general education program. We are going to make a one-year hire to cover four sections of composition to increase the number of students who can take composition in their first year at Snow College.

**Rationale** – Students need a good academic start in their first year of college. We believe being able to take English 1010 in the first year is essential to develop good writing skills that will benefit students throughout their college and professional career. We have been unable to register all first year students for English 1010. Occasionally, students have to put off taking English 1010 until their second year, thus creating a bottleneck for English 2010 in the second year. Hiring an additional full-time faculty member will help us ease this problem.

**Outcomes** – The creation of this new position in our English Department will address student demand, lead to completion of English 1010 for first-year students and lead to better completion rates of English 2010 for second-year students.

**Assessment** – Student advising will be able to provide data that will inform us on how many students were served by the new position and whether we are closing the gap in students who were unable to take English 1010 in their first year of college.

**Budgetary Plan** – Salaries, Wages & Benefits      \$60,000

### Peer Mentoring Program \$24,173

**Description** – We are going to pilot a peer mentoring program to help increase the reach and quality of our advising program. Student mentors will help students with academic pathways, transfer information, and course planning and scheduling.

**Rationale** – Peer mentoring programs have been exceptionally successful at many institutions, including USHE institutions. Studies have shown that peer mentors are competent, helpful and encouraging when they are trained properly. Our current student to adviser ratio at Snow College is 500:1. This makes it difficult to properly care for students and guide them towards a completion path and get them transferred to another institution to complete their four-year degree on time. Music students in our four-year program need special care in advising in order to have them complete on time. This program will help us do a better job of advising and giving students clear direction in planning their courses of study.

**Outcomes** – We believe students will have greater and quicker access to good advising and will make better use of advising resources with the peer mentoring program. We also believe the program will give full-time advisers more time to work with students with special needs and challenges.

**Assessment** – Only about a third of current students make regular use of professional advising. Every time a student visits an adviser, an electronic record is kept of that visit. This program will allow us to track all students who visit with full-time or peer advisers and we will be able to determine how many students are making use of the program. In addition, electronic monitoring will allow us to know how many students make repeat visits and advising notes can record the content of the visits and the work that was done. This will allow us to know the quality of the advising program and the progress we are making and how we can improve.

**Budgetary Plan** – Salaries, Wages & Benefits      \$24,173

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## DIXIE STATE UNIVERSITY

**\$243,446**

### Student Success and Retention \$243,446

**Description** – Over the past year, DSU has implemented priorities and programs identified during its comprehensive strategic planning process. One of the most immediate crucial needs identified within the strategic plan was the enhancement of student success and retention efforts. One-time Performance Funding has provided and will continue to provide key resources to implement numerous pilot programs and new initiatives, including the following:

- A structured enrollment program to provide assistance with all aspects of college transition for “at risk” new students
- A Starfish academic early alert system



- Expanded orientation and advisement programs for all first-year students
- An enhanced Student Success Center (including expanded full-time staff and additional student mentors) to quickly identify and reach out to struggling students
- Improved coordination and availability of “high impact” learning opportunities, including internships, undergraduate research, study abroad, peer mentoring, and community service

Successful new programs have been and will continue to be transitioned to ongoing funding through implementation of the University’s strategic plan.

**Rationale** – DSU remains dedicated to its open access mission of providing personalized educational opportunities for students at all levels of academic preparedness. A successful first-year experience is particularly valuable in paving the way for later achievement and eventual degree completion.

**Outcomes** – Successful continuation of structured enrollment and other student success enhancement programs through Fall 2017.

**Assessment** – Number of students served by new and enhanced student success programs.

<b>Budgetary Plan</b> –	Salaries, Wages & Benefits	\$193,446
	Operating Expense	<u>\$ 50,000</u>
	Total	\$ 243,446

## **UTAH VALLEY UNIVERSITY**

**\$718,993**

### **Student Success and Completion Advisement Technology and Infrastructure \$718,993**

**Description** – Investment in advisement technology and infrastructure to integrate and utilize data for personalized student intervention and greater efficiency in course scheduling.

**Rationale** – While UVU is realizing significant improvement in student completion rates, UVU’s rate still lags behind peers. Through a significant investment in technology to use existing data in integrated data analytics, UVU will be able to proactively intervene with students at risk of not persisting to increase completion rates. Further, strategic use of both technology and academic advisors will allow UVU to scale up retention and completion efforts in more effective and efficient ways. Through the purchase of technology solutions that have been successful for other institutions, UVU will be able to focus efforts on students most likely to benefit from personalized intervention while providing more capable students with automated tools to progress more independently. Realignment of academic advising efforts will allow for coordinated completion efforts within each advisement center, identification and monitoring of advisor performance metrics, and new reporting to department leaders regarding student performance in milestone courses, time to degree, and overall student progress. An additional component of this initiative is the use of a consultant to assist UVU in completing and implementing course scheduling improvements including predictive analytics, software, and

scheduling guidelines to ensure that programs offer the appropriate number of sections at the right time in the right delivery mode to facilitate students' ability to stay on track for timely program completion.

**Outcomes** – Improved communication with students, shorter time to completion, and more efficient use of advisor resources.

**Assessment** – Increased retention, graduation, and completion rates; reduced time/credits to graduation; improved space efficiency.

<b>Budgetary Plan</b> –	Salaries, Wages & Benefits	\$241,656
	Operating Expense	<u>\$477,337</u>
	Total	\$718,993

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**SALT LAKE COMMUNITY COLLEGE****\$565,711****Improving Math Outcomes \$50,000**

**Description** - The SLCC Mathematics Initiative is a comprehensive project designed to accelerate math remediation, improve curriculum quality, identify student success factors, and enhance student completion of gateway and General Education mathematics courses. This specific project will require additional funding over the next two years of \$50,000 per year.

**Rationale** - The SLCC Math department has the highest number of student FTE's at the college, but needs resources to provide additional administrative and office support to enable facile implementation of high impact and innovative curriculum, pedagogy redesign, and rigorous learning assessment initiatives.

**Outcomes** - Five –year goals: Retention rates increase through developmental math through QL completion by 10%. Success rates increase from developmental math through QL by 15%. Numeracy across the curriculum so students understand the necessity of mathematics. Three-year goals: Standardize grading across faculty to improve student success. Two-year goal: Have standardized programs outlined in strategic plan started. One-Year goal: Hire Support Personnel (Analyst/Faculty Support/Program Manager/Completion Specialist). Identify student success factors. Identify completion barriers. Institute systematic assessment of all implemented programs in plan.

**Assessment –**

Goal	Start Date	Duration	End Date	Baseline Metric	Target Metric
Increase QL Completion	1-Jul-16	1095	29-Mar-20	55%	increase by 15%
Increase Retention	1-Jul-16	1095	29-Mar-20	25%	increase by 10%
Accelerate Math Remediation	1-Jul-16	1460	30-Jun-20	22%	increase by 15%
Improve Curriculum Quality / OER through QL	1-Jul-16	1095	29-Mar-20	7.4%	Increase to 75%
Improve Curriculum Quality / CE offering	1-Jul-16	1095	29-Mar-20	50 sections	Increase by 50%
Hire Personnel	1-Jul-16	90	29-Sep-16	vacant	hired
Increase STEM completion	1-Jul-16	1460	30-Jun-20	150 graduates	Increase by 25%

**Budgetary Plan –** Operating Expense \$50,000

**PACE/Future Growth \$194,415**

**Description** - PACE (Partnerships for Accessing College Education) is a college access and scholarship program created to increase college participation rates for low-income, first generation and underrepresented high school students. The Project was created through a partnership between local high schools, businesses, and Salt Lake Community College (SLCC). Eligible high school freshmen at participating schools are invited to enroll in the four-year program that provides resources, support systems, career exploration opportunities, and parent college knowledge information to ensure that high school students graduate from high school ready to succeed in college. Students who successfully complete the program in high school are awarded a two-year scholarship to SLCC. The scholarships are funded through our business partners. This funding will support a PACE advisor, hourly support, and operating expenses.

**Rationale** - Currently, operational expenses for PACE are being covered through the generosity of SLCC Foundation donors. However, the Foundation has indicated that operational expenses (staffing, supplies, programming, etc.) for PACE no longer aligns with our donors focus of providing student scholarships. Therefore, the College must absorb its current operating expenses, as well as operating expenses for future growth into two (2) additional high schools.

**Outcomes** - 1) 60% of PACE students will graduate from high school and enroll at SLCC; 2) 70% of PACE freshmen at SLCC will persist from freshman to sophomore year; and 3) 50% of PACE students will graduate from SLCC with an associate degree within two years.

**Assessment** - SLCC with the cooperation of the high schools maintains an extensive database monitoring student progress. Student grades, attendance, course taking patterns, and student and parent participation in PACE activities are monitored. We can track high school graduation rates, SLCC student persistence rates, and SLCC graduation rates in the database and compare those rates to non-participating peers in the high school and at SLCC.

<b>Budgetary Plan</b> – Salaries, Wages & Benefits	\$126,005
Operating Expense	<u>\$ 68,410</u>
Total	\$194,415

#### **FAFSA Completion Enhancement \$94,207**

**Description** – Salt Lake Community College is hiring two part-time College Outreach Advisors to assist the Director of School Relations and other College staff members with outreach efforts to educate the community and potential college students. These efforts include how to pay for college by accessing Federal financial aid, institutional aid, and scholarships as a funding source. The advisors will target first-generation, underrepresented, low-income prospective college students and their families. Advisors will offer workshops and coaching sessions on understanding Federal financial aid, financial college planning, and scholarship opportunities. Advisors will collaborate with internal college partners, community agencies, UHEAA, and K-12 schools to promote workshops on paying for college.

**Rationale** – Utah has the lowest FAFSA completion rates in the nation. As an example, four key feeder high schools for Salt Lake Community College have FAFSA completion rates as low as 25%. Meaning only 25% of their graduating high school seniors complete the FAFSA. Additionally, according to 2013-14 Salt Lake Community College Non-Returning Student Survey results, 18.3% of non-returning students left for financial reasons. Our goal is to ensure that students are not missing out on financial aid in which they are eligible.

**Outcomes** – Our goal is to raise the FAFSA completion rates at our feeder high schools to 40%.

**Assessment** – Our high school partners receive FAFSA completion rates for their high school seniors from the U.S. Department of Education. The high school partners are willing to share that data with us. We will compare 2015/16 academic year data with 2013/14 academic year to measure effectiveness.

<b>Budgetary Plan</b> – Salaries, Wages & Benefits	\$81,207
Operating Expense	<u>\$13,000</u>
Total	\$94,207

#### **Embedded Certificates \$43,434**

**Description** - In 2015-16, SLCC Advising received funding to pilot a project with students in the business and computer information systems programs. The project intended to identify students that were ready or near completion of embedded certificates. Two part-time advisors

contacted the students to make them aware of the value of a Certificate of Proficiency (CP) and guided them to petition for the award through the Graduation Office or to register for the missing courses toward the credential.

Awarding credentials before the completion of a degree is soaring in popularity at community colleges for several reasons (Mangan, 2015):

- 1) Ease people back into college while providing on-off ramps for students who may need to stop to care for family members or to earn money
- 2) Provide evidence that students have acquired skills as they move in and out of college
- 3) Recognize incremental advances in skills on a path that can lead to a degree
- 4) Motivate students at various points in their pathways to continue their education
- 5) Students use the credentials to land starting jobs

In addition, SLCC obtains credit for increasing the number of students completing a Certificate of Proficiency.

Advisors received a list of 640 business or computer science and information systems students from the DegreeWorks (DW) Coordinator. Those students were grouped as either as completers, needing one course, or needing two courses. Students received an email from the academic advisor and those students in need of one course for a certificate received a phone call.

The SLCC Graduation Office reported on May 17, 2016 that there has been an increased number of students receiving CP compared to 2014/15.

Program	2014-15	2015-16	Increased by (%)
CSCS-CP	56	116	100
CSNC-CP	5	8	60
CSNS-CP	15	29	93
BUSB-CP	1	4	300
ACCA-CP	0	2	No comparison
TOTAL	77	159	106

With the lessons learned through implementation of the pilot project in 2015-16, Academic and Career Advising will continue contacting students who have completed, or are nearing completion of, a CP in business or computer information systems. One of the lessons learned requires a more effective process of identifying these students. To this effect, we will request that the DegreeWorks Coordinator produce a comprehensive list of students. We will need the student name, ID number, Program of Study (business, computer science/information system), program of study at 50+% completion status, degree (AS, AAS) and how many credits the students need per each certificate of proficiency option in their major. This information will assist the advisors to group the students quickly by the number of courses needed. For students who are not registered for classes during 2016-17 period, the idea of a CP with one or two classes may bring them back to the college.

The second lesson learned during the pilot testing refers to the communication with the student. There are institutions with similar programs. The difference with SLCC's is that the Academic Deans are involved in the communication with the student, either sending an email or meeting with the student as needed. We want to strengthen the relationship between the students and the academic department. Advisors will prioritize their contact with students through follow-up phone calls.

***Rationale*** - The goal of the program is to increase student success in completions and persistence. With the adjustments to the program, as previously mentioned, we are prepared for a full expansion of the program. The initial pilot testing is assisting us to make better decisions about how to allocate time and resources, as well as, be better prepared to measure the success of the program.

***Outcomes of this position include*** - There are two outcomes that advisors will accomplish in the second year of this project.

- 1) Solidify an efficient model for case management of students who may qualify for embedded certificates or CP. This includes data collection and the communication process.
- 2) Increase by 150% the number of CP awarded to students as they progress to an AS or AAS in BUS and CSIS degrees.

***Assessment*** - First, advisors will assess how efficient and effective the template of information provided from DW is for an easy interpretation of how close a student is to receive a CP. The efficiency and effectiveness of the lists will depend on how much more data the advisors need to extract from Banner and/or Degree Works. In addition, advisors will assess if a communication plan is timely executed by all parties (advisors, Academic Deans, Marketing, etc.)

Second, advisors will compare the number of certificates awarded in 2016-17 to those awarded in 2015-16. In addition, advisors will identify those students obtaining the certificate as a result of their intervention. All students will receive an email from the Dean and a direct phone call from the advisor. Marketing will support their activity.

***Budgetary Plan*** – Salaries, Wages & Benefits      \$43,434

**Next Step Program Support \$29,548**

***Description*** – The Next Step Program was established in August 2013. The goal of the program is to identify a specific student population and assist the students to apply for graduation. The current part-time advisor contacts students who have 55+ non-developmental college credits, who have not yet graduated, and who have attended SLCC at some point during the past five years. The student is then contacted and advised on the completion pathways towards graduation.

In addition, this position works on Reverse Transfer agreements with Utah State University, Strayer University, University of Phoenix, and recently with the University of Utah. The

universities identify student populations with specific criteria including students who have 60 or more credits at SLCC. The Next Step Advisor contacts and advises students through the graduation process.

**Rationale:** This program is providing attainable pathways towards completion for our students and providing assistance to students who are eligible for graduation. The Next Step program has been very successful and was awarded the 2014 NASPA Program Innovation award.

**Outcomes** – This program provides attainable pathways and assistance for graduation.

**Assessment** – Assessment will continue with both the Next Step Program and the Reverse Transfer Program. To date, as a result of the Next Step Program, over 3,000 students have been contacted; 556 students completed graduation; and 171 students have been advised and only need to complete their QL requirement in order to complete.

Regarding the Reverse Transfer Program, approximately 300 students have been notified; and 19 students have graduated.

It is projected that with the continuation of the Next Step Program and the Reverse Transfer agreements, graduation rates will increase.

**Budgetary Plan** – Salaries, Wages & Benefits      \$29,548

**West Valley Center (WVC) Hourly Site Support \$154,107**

**Description** – SLCC's mission is to support access to educational opportunities for all residents of Salt Lake County. In an effort to accommodate this access, the Utah State Legislature and State Board of Regents have approved the creation of multiple campus locations across the Salt Lake Valley. As these campus locations mature, it is important that appropriate support staff (student, academic, and IT) are adequate to support the students attending campuses proportionately to the Taylorsville Redwood Campus.

**Rationale** – The rationale for these positions is a response to need and demand. There is an increased need for academic support, student affairs support, and IT support at the WVC and we need to provide outreach support services. In particular, site support is needed for our students who attend in the evening.

The student services specialists help provide guidance and support to SLCC's students at the new West Valley Center. Interactions that students have with faculty and staff during this time period are critical. IT support is needed to help strengthen institutional support and address end user technology issues in a quicker fashion. This ultimately will make people more productive and allow students continuity in technological services.

**Outcomes** – The new West Valley Center provides greater access to SLCC on the west side of the Salt Lake valley. The expected outcomes include reaching students that may not otherwise have attended SLCC. Based on the SLCC Site Service Standards formula (which



considers headcount, purpose and distance from other sites), the Center has been developed as a Limited Service site and all core functions for such a site are represented at the Center.

In Year 1 we intend to increase enrollments at the West Valley Center and increase student satisfaction as demonstrated through the annual Campus Needs Assessment.

**Assessment** – Continue monitoring the student data and then compare it to baseline data gathered in year one. Data analysis will provide increased understanding of student demographics, unique needs and culture of the site. We will use the data to determine changes or modifications in support services, and project budget needs for FY 2018.

<b>Budgetary Plan</b> –	Salaries, Wages & Benefits	\$148,107
	Operating Expense	<u>\$ 6,000</u>
	Total	\$154,107

Reference:

Mangan, K. (2015). Stack Those Credentials. Chronicle of Higher Education, Vol. 62:3.

July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – 2016-2017 Market Demand Programs Initiatives (Revised)

Issue

Based on the outcome of the 2016 Legislative General Session, USHE institutions were asked to assess their campus needs and revise their initiatives associated with Market Demand Programs to better align with the \$5 million USHE received in new ongoing appropriations. The revised initiatives include:

- professional and graduate program support in high demand areas
- research support
- new high demand undergraduate programs
- undergraduate faculty support in high demand areas

Detailed descriptions, rationale, outcomes, assessment, and budgetary plans by institution are included in the attachment, and will be used for budget presentations, legislative budget item follow-up reports, and other requests.

Background

In 2015, the Legislature funded \$4 million on-going of a \$10 million request to enhance the graduate missions of the University of Utah (UU) and Utah State University (USU). During the 2016 Session, the Board requested an additional \$10 million - \$6 million to complete the graduate program initiative partially funded in 2015 (\$3.6 million for UU and \$2.4 million for USU), and \$4 million for the regional universities and community colleges to help meet critical market demands (to be allocated by formula based 50% on their share of USHE FTE students and 50% on their share of state tax funds). Of the \$10 million requested, USHE received \$5 million in new ongoing appropriations to support Market Demand Programs.

Commissioner's Recommendation

This is an informational item; no action is required.

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David L. Buhler  
Commissioner of Higher Education

DLB/KLH/BLS  
Attachment

## UTAH SYSTEM OF HIGHER EDUCATION 2016-2017 OPERATING BUDGET REQUEST

### Market Demand Program Initiatives

Original: \$10,000,000

Revised: \$5,000,000

Utah's economy is greatly benefitted from the work conducted by the graduate programs at the state's two Research I universities – the University of Utah (U of U) and Utah State University (USU), including receipt of over \$650 million in outside dollars for research endeavors annually. In 2015 the Legislature funded \$4 million on-going of a \$10 million request to enhance the graduate missions of these two institutions. In the 2016 Legislative session, the Board of Regents requested \$10 million - \$6 million for the U of U and USU to complete the graduate program initiative partially funded in 2015 (with \$3.6 million to the U of U and \$2.4 million to USU), and \$4 million for the regional universities and community colleges to help meet critical market demands (allocated by formula, based 50% on their share of USHE FTE students and 50% on their share of state tax funds).

### UNIVERSITY OF UTAH

Original: \$3,600,000

Revised: \$1,800,000

#### Professional & Graduate Program Growth – High Demand Areas

- Original: \$1,500,000 Revised: \$900,000
- Reduced salaries, wages, and benefits by \$300,000
- Reduced operating expense by \$300,000

#### Research Excellence

- Original: \$1,250,000 Revised: \$700,000
- Reduced salaries, wages, and benefits by \$300,000
- Reduced operating expense by \$250,000

#### Graduate Program Expansion & Support

- Original: \$500,000 Revised: \$200,000
- Reduced salaries, wages, and benefits by \$300,000

#### Research Information and Database - Library

- Eliminated
- Original: \$250,000 Revised: \$0

#### Research Systems Support – Core Facilities

- Eliminated
- Original: \$100,000 Revised: \$0

### UTAH STATE UNIVERSITY

Original: \$2,400,000

Revised: \$1,200,000

#### New Faculty Lines to Expand Graduate Education

- Added Data Science Cluster and removed programs in Food Science MS & PhD, Master of Human Resources Professional, and Aerospace Engineering PhD program.
- Original: \$1,500,000 Revised: \$665,000
- Reduced salaries, wages, and benefits by \$835,000

#### Expanding Graduate Student Education

- Removed expansion of the Graduate Research Training programs and Graduate Dissertation Enhancement funding.
- Original: \$650,000 Revised: \$285,000

### **Research Library Support**

- No changes
- Original: \$250,000 Revised: \$250,000

### **WEBER STATE UNIVERSITY**

**Original: \$871,800**

**Revised: \$435,900**

#### **Additional Faculty Members in Computer Science**

- Original: \$150,000 Revised: \$108,680
- Reduced salaries, wages, and benefits by \$41,320

#### **Additional Faculty Members in Health Administrative Services**

- Changed from Radiologic Science Department
- Original: \$90,000 Revised: \$92,950
- Increased salaries, wages, and benefits by \$2,950

#### **Two new STEM Education Faculty**

- Changed from four new faculty and one staff member to two faculty
- Original: \$384,120 Revised: \$173,030
- Reduced salaries, wages, and benefits by \$211,090

#### **New Faculty Member in Supply Change Management**

- Original: \$180,000 Revised: \$61,240
- Reduced salaries, wages, and benefits by \$118,760

#### **New Faculty Member in American Sign Language (ASL)**

- Original: \$67,680 Revised: \$0
- Reduced salaries, wages, and benefits by \$67,680

### **SOUTHERN STATE UNIVERSITY**

**Original: \$366,100**

**Revised: \$183,000**

#### **New Life, Chemical and Computer Science Faculty**

- Changed from hiring Business faculty to Life, Chemical and Computer Science faculty
- Original: \$366,100 Revised: \$183,000
- Reduced salaries, wages, and benefits by \$183,100

### **SNOW COLLEGE**

**Original: \$230,900**

**Revised: \$115,500**

#### **Construction Management**

- Changed from Composite Manufacturing
- Original: \$67,000 Revised: \$91,065
- Increased equipment by \$24,065

#### **Program Assistance in Other CTE Areas**

- Changed from Attract and Prepare Students for Market Demand Programs
- Original: \$163,900 Revised: \$24,435
- Decreased salaries, wages, and benefits by \$110,000
- Decreased operating expenses by \$29,465

**DIXIE STATE UNIVERSITY****Original: \$346,600****Revised: \$173,300****New Academic Programs**

- Original: \$346,600 Revised: \$173,300
- Reduced salaries, wages, and benefits by \$173,300

**UTAH VALLEY UNIVERSITY****Original: \$1,157,600****Revised: \$578,800****Associate of Science Nursing Cohort Expansion**

- Original: \$116,909 Revised: \$126,393
- Increased salaries, wages, and benefits by \$6,984
- Increased current expense by \$2,500

**Digital Media/Information Technology Programs**

- Original: \$546,151 Revised: \$359,368
- Decreased salaries, wages, and benefits by \$133,783
- Decreased current expense by \$53,000

**Engineering and Related Programs**

- Original: \$494,540 Revised: \$93,039
- Decreased salaries, wages, and benefits by \$444,040
- Increased current expense by \$42,539

**SALT LAKE COMMUNITY COLLEGE****Original: \$1,027,000****Revised: \$513,500****Respiratory Therapy Technician Certificate of Completion and AAS Program**

- No changes
- Original: \$220,000 Revised: \$220,000

**Math Department Enhancement**

- Changed from Hospital Management AAS Program
- Original: \$210,000 Revised: \$69,763
- Reduced salaries, wages, and benefits by \$90,277
- Reduced operating expenses by \$50,000

**Custom Fit Training Funds**

- Changed from IT Boot Camp Program
- Original: \$597,000 Revised: \$82,764
- Reduced salaries, wages, and benefits by \$250,000
- Reduced operating expenses by \$264,236

**Workforce Demand Initiatives**

- New Initiative
- Original: \$0 Revised: \$140,973
- Increased salaries, wages, and benefits by \$132,973
- Increased operating expenses by \$8,000

**Professional & Graduate Program Growth – High Demand Areas** **\$900,000**

**Description** – The University of Utah educates many of the students who receive advanced professional and graduate degrees in fields, which are in high demand by Utah businesses and industries. At the present time we cannot meet the demand for admission to many of these programs. The primary purpose of this funding is to allow the University to hire additional faculty to increase the number of students who can be admitted into fields like nursing and other health science fields, information systems, media arts, and other STEM fields.

**Assessment** – Success will be measured by recruitment of faculty in these areas and the increased number of qualified students who can be recruited and successfully graduated in these strategic, high demand professional fields.

**Budgetary Plan** – Salaries, Wages & Benefits \$900,000

**Research Excellence** **\$700,000**

**Description** – Funding will also be used to recruit and retain faculty in departments where we have PhD/Research programs that are of strategic importance to Utah's future. As Utah's only university currently classified as a very high research institution, it is important that we not only maintain the quality of our research faculty and education program as compared to peer institutions, but that we strive to increase our prestige and research funding. To accomplish this, we must recruit and be able to retain top faculty in strategic research areas. The Transformative Excellence Program (TEP) allows us to build strength in strategic interdisciplinary areas that will enhance our preeminence. These faculty are the key to successful education of future researchers and faculty who will carry out the discoveries needed for innovation and commercialization.

**Assessment** – We will measure the success of this funding by hiring and retaining key faculty in strategic research areas. Increases in grant funding as well as attracting top graduate students will also measure success.

**Budgetary Plan** – Salaries, Wages & Benefits \$700,000

**Graduate Program Expansion and Support** **\$200,000**

**Description** – As a research institution, the U's mission includes educating future faculty. Top graduate students in Ph.D. programs receive graduate stipends as part of their participation in Ph.D. education. The resources to fund these stipends have not kept pace with amounts needed to match the national average for Ph.D. students. This leaves us at a disadvantage for recruiting the caliber of graduate students we need both to maintain the prestige of our programs and to retain quality faculty. We need to be able to recruit talented students and expand student recruitment in key areas, such as STEM, to meet needs of the workforce including the next generation of STEM faculty. The additional graduate students in key areas

will also help us to be able to increase the support for undergraduate students as these graduate students fulfill the teaching part of their training.

**Assessment** – Success will be measured by our ability to recruit top student talent for key Ph.D. programs as well as student graduation and job placement.

**Budgetary Plan** – Salaries, Wages & Benefits      \$200,000

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UTAH STATE UNIVERSITY      Original: \$2,400,000      Revised: \$1,200,000

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**New Faculty Lines to Expand Graduate Education**      \$665,000

**Description** – Funding will be used to recruit and hire world-class faculty who will be directly tied to new graduate programs in data science and public health.

**Data Science Cluster.** Faculty lines hired within this cluster will enhance the Data Science expertise at Utah State University and will allow the University to become a regional leader in the development of new ways to analyze massive data structures. These methods of analysis will be applied to several areas of research including the biomolecular analyses of organisms, geospatial analyses of earth and high resolution temporal analyses of data strings. The ability to advance basic research and application in large data science will be complemented by the development of a graduate certificate program, a professional Master's degrees in data science and research projects for Master's and doctoral graduate students. Students in the professional graduate programs will intern in businesses along the Wasatch front, providing critical state-of-the-art data science expertise to the Utah business community.

**Master of Public Health.** Healthcare in the U.S. is a major industry, with a growing need to provide quality services to an aging population. Associates for Public Health Education estimates 250,000 more public health workers will be needed by 2020. USU is designing and implementing a new Master's of Public Health (MPH) degree to meet the demand of this expanding industry. New faculty lines will be created by USU to direct and deliver curriculum and training in the MPH program. The average salary for MPH graduates in the industry is \$68,000 per year. Possible positions of employment include health services administration, biostatistics, epidemiology, health education, environmental health and clinical research. The MPH program will be delivered across the USU campuses, thereby filling an important workforce need in many rural Utah communities.

**Assessment** – Increased numbers of faculty directing graduate students, increased graduate student applications and enrollments in these two high priority, demand-driven areas., and increased numbers of students receiving graduate degrees.

**Expanding Graduate Student Education**      \$285,000

**Description** – Graduate students are a critical part of a university's engine of innovation. In research-based degree programs, this workforce is limited by the number of competitive assistantships that are available to recruit and support outstanding students. Funds will be



used to recruit the best students by creating nationally competitive graduate assistantships that include both research and teaching expectations and experiences.

**Assessment** – Increased number of graduate student applications and enrollment, increased quality of graduate student applicants, and increased number of students receiving graduate degrees.

#### Research Library Support

\$250,000

**Description** - The success of graduate training is strongly aligned with a broad access to online published information and specialized archived resources. The USU Libraries system plays a lead role in providing graduate students with access to the research publications and resources they need. In order to maintain access to publicly available datasets and publications across the USU campus system, USU Libraries must have ongoing funding to cover annual subscription increases designated by publishers.

**Assessment** – Maintain access to publicly available datasets and publications needed by faculty and graduate students and accessed at all USU campuses. Ensure institutional compliance with federal requirements for public access to research publications and data created by graduate students.

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#### WEBER STATE UNIVERSITY

Original: \$871,800

Revised: \$435,900

#### Additional Faculty Members in Computer Science

\$108,680

**Description** – Data from the third week of Fall semester 2015 indicate that WSU's Computer Science Department has 1,220 majors. The department employs 15 faculty members, resulting in a faculty/student ratio of 81.33 to one.

**Rationale** – Given the demand for courses in this area—and the high market demand for graduates in the area—faculty are pushed into teaching overload. ABET accreditors and program reviewers have expressed concern about the faculty/student ratio and have encouraged the institution to hire more faculty in CS.

**Outcomes** – In 2011, Utah's Department of Workforce Services determined a projected jump in CS employment of 27% between 2012 and 2018; projected graduation rates are not going to keep up with this demand. At the national level, The United States Bureau of Labor Statistics projects a growth rate in total computer-related jobs of 15% between 2012 and 2022. A greater number of faculty members will decrease the need for faculty overload teaching, will ensure that students have greater access to faculty, will allow faculty to engage in teaching and research necessary to sustain a department that offers both BS and MS degrees, and will bolster yet further WSU's capacity to provide well-educated employees in this high-demand area.

**Assessment** – Comparative number of graduates pre and post-hiring; comparative evaluation of graduation rates; comparative analysis of post-graduate employment options; comparative salary figures for recent graduates.

**Budgetary Plan** – Salaries, Wages & Benefits      \$108,680 (1 faculty at \$76k salary)

**Additional Faculty Member in Health Administrative Services**      **\$92,950**

**Description** – The programs in Health Administrative Services (HAS) have steady enrollment growth with 35.5% of courses being taught by adjunct/overload. Adding an additional faculty line will result in less dependence on overload and adjunct instruction and allow the department to continue to grow its programs.

**Rationale** – The HAS department has realized a 28% increase in undergraduate enrollment over the past 5 years. This increase is primarily in the Health Administrative Services and Health Information Management (HIM) programs. The HIM program was the recipient of a Department of Labor TAAACCT grant, which allowed the department to meet the demand of the enrollment increase. Funding from the DOL grant will end on March 31, 2017, however, and the department will still need to serve the students in its programs.

**Outcomes** – The Bureau of Labor Statistics predicts an employment growth rate for 2014-2024 of 17% for Medical and Health Services Managers and 15% for Medical Records and Health Information Technicians. A greater number of faculty members will decrease the need for adjuncts and faculty overload teaching, will ensure that students have greater access to faculty, will allow faculty to engage in teaching and research necessary to sustain a department that offers both BS degrees and an MHA degree, and will bolster WSU's capacity to provide well-educated employees in this high-demand area. In addition, this position will ensure that the courses covered by the TAAACCT grant can continue to be offered.

**Assessment** – Comparative number of graduates pre and post-hiring; comparative analysis of post-graduate employment options; comparative salary figures for recent graduates

**Budgetary Plan** – Salaries, Wages & Benefits      \$92,950 (1 faculty at \$65k salary)

**Two new STEM (Science, Technology, Engineering, Math) Education Faculty \$173,030**

**Description** – Two new faculty members will include one math educators and one life-science educator.

**Rationale** – Data on Utah's college-level math preparedness are grim. In 2008, only 34% of Utah high school graduates entering in-state colleges and universities were ready to take college-level mathematics courses. Students who enroll in developmental or remedial math are less likely to complete degrees than those who are prepared to enroll, upon admission, in college-level math.

College-level math provides the foundation for many STEM degrees—degrees listed as highly desirable and highly marketable in the state of Utah. If we are going to improve college

completion rates and provide tomorrow's workforce, we need to make drastic changes in how we teach math and science in elementary and secondary schools. In other words, at the university level we need to do a better job preparing future teachers of science, math, and technology. The addition of STEM education faculty to the College of Science allows us to initiate this process, a process that ultimately will result in more effective elementary and secondary teachers, better-educated college students, and better-prepared employees for tomorrow's careers and professions.

Note: Utah currently confronts a shortage of elementary and secondary school teachers. That shortage is predicted to get worse in coming years, especially in the critical areas of science and math.

**Outcomes** – Additional math educators will not only allow us to improve math education in regional districts, but also can help improve developmental math at WSU while decreasing the long-term need for that program by improving math success among K-12 students. WSU also lacks sufficient expertise in life-science education. We aim to develop a core of STEM education expertise at an appropriate scale to make a difference in our region.

**Assessment** – Comparative data (pre-hire/post-hire) on number of graduating students prepared to teach STEM courses in public schools; number of graduates receiving teaching positions; general improvement in ACT math scores and performance in college-level math courses in the Weber/Davis region.

**Budgetary Plan** – Salaries, Wages & Benefits      \$173,030 (2 faculty at \$60k and 61k)

**New Faculty Member in Supply Chain Management**      **\$61,240**

**Description** – A new faculty member in SCM would allow us to address enrollment bottlenecks currently affecting at least two courses. Eliminating the bottlenecks will increase our 6-year graduation efficiency, thereby allowing us to produce highly-employable graduates in this area.

**Rationale** – SCM is a high-demand occupation. Over the past four years, SCM graduates have averaged three job offers each with salaries ranging from \$50,000 - \$62,000. Demand continues to grow. In addition, SCM is creating a Center for Supply Chain Excellence – approved by the Board of Regents on April 1, 2016 - that will provide students the opportunity to work on real company problems, connecting students and employers and most likely leading to more and better placements upon graduation.

**Outcomes** – Increased number of majors; increased enrollment in SCM classes by non-majors; increased number of internships in SCM; increased national recognition for the SCM program and Goddard School; restructuring of current Concurrent Enrollment SCM course.

**Assessment** – Comparative data on number of majors, SCH's, internships and placements in SCM.

**Budgetary Plan** – Salaries, Wages & Benefits      \$61,240

*WSU will provide matching funds from internal reallocation to meet competitive salary*

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SOUTHERN STATE UNIVERSITY	Original: \$366,100	Revised: \$183,000
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New Life, Chemical and Computer Science Faculty	\$183,000
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**Description** – Increase the number of course offerings in high demand programs through hiring additional life, chemical and computer science faculty.

**Rationale** – Majors with STEM emphases are in high demand, particularly in the medical and health related fields. Additionally, entry level and general education courses in support of these degrees have exceed capacity due to the increased enrollment demand. SUU is also committed to producing graduates with competent writing skills, hence a faculty line is needed to shore up our technical writing and composition offerings.

**Outcomes** – Increased number of graduates in the described fields.

**Assessment** – Track number of students graduating in applicable majors and their time to completion.

**Budgetary Plan** – Salaries, Wages & Benefits      \$183,000

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SNOW COLLEGE	Original: \$230,900	Revised: \$115,500
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Construction Management	\$91,065
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**Description** – Snow College is rebuilding its Construction Technology Program which offers a certificate of completion and an Associate of Applied Science Degree in Construction Management. Hard-hit by the Great Recession of 2009-2011, our program has hired a new department chair/professor in Construction Management and we are excited by the challenge of meeting the needs of a booming construction industry in our region. We are seeking to update our equipment inventory in our Construction Management Program.

**Rationale** – Our six-county service region has been particularly hard hit in recent decades. While much of the state of Utah grew during the boom years of the 1990s and early 2000s, much of rural, central Utah suffered from economic compression or decline due to a lack of economic development opportunities. Snow College works closely with our six-county economic advisers in bi-monthly meetings in developing degree and credential programs especially geared to the demands of the region. The construction industry has been boom-or-bust like it is in every area, but in recent years, construction demands have been high.

The number of permits issued for new housing construction has doubled from 2011 to 2015 in the immediate area served by our Construction Technology Program:

Juab County Permits: 2011—12 permits issued; 2015—65 permits issued

Sanpete County Permits: 2011—22 permits issued; 2015—45 permits issued

Sevier County Permits: 2011—31 permits issued; 2015—90 permits issued

The Department of Workforce Services (DWS) estimates that there will be 2,630 new jobs in the construction industry annually statewide between now and 2022. Furthermore, DWS recognizes construction management jobs in the state as five-star quality with a median salary for a construction manager at \$37.70 per hour. In our region, the outlook for construction employment is very strong. In April of this year, DWS reported a 21% increase in new construction jobs in Sanpete County from December of 2014 to December of 2015, and in Sevier County a 5.1% increase in construction jobs during the same period. Construction is a very significant employment sector in Sanpete County, with 17.4% of the working population employed in that industry at the end of 2015.

**Outcomes** – The College will enhance its construction management program and train students on the very latest equipment to help provide students with jobs in our six-county service area.

**Assessment** – Meeting the market demands of local six-county service area.

**Budgetary Plan** – Equipment \$91,065

#### Upgrades and Initial Investment Needs to Construction Management Program

Item	Quantity	Unit Cost	Total Cost
Framing Nail Guns	4	\$375	\$1,500
18 gauge nail gun	2	\$100	\$200
16 gauge nail gun	1	\$100	\$100
30 gallon air compressor	1	\$500	\$500
Trailer deck	1	\$800	\$800
Cordless drill sets	5	\$180	\$900
Concrete stamp set	2	\$100	\$200
Trowels	2	\$30	\$60
Mags	3	\$20	\$60
Form oil	5 gallons	\$5	\$25
Plate compactor	1	\$1,900	\$1,900
Lineman plyers	5	\$20	\$100
Wire reel	5	\$20	\$100
100' measuring tape	4	\$25	\$100
Strip screw guns	2	\$300	\$600
Stabila level (set of 3)	4	\$130	\$520
Milwaukee Hole Hawg	1	\$300	\$300
Generator	1	\$500	\$500
Shapers/Cutters	1 set	\$2,000	\$2,000
Work lights	4	\$25	\$100
Bar Clamps	1 set	\$500	\$500
Vertical Edge Sander	1	\$3,000	\$3,000
Band saw mill	1	\$30,000	\$30,000

CNC Router	1	\$45,000	\$45,000
Hand Planes/Chisels			\$2,000
Total Equipment Request			\$91,065

**Program Assistance in Other CTE Areas**

**\$24,435**

**Description** – We have hired an additional faculty member in industrial technology, as well as a faculty member in agribusiness and in agrimechanics. As these programs grow, we are going to need to purchase additional software, tools and machinery to facilitate program growth in each of these areas.

**Rationale** – Agricultural implement companies have had a very difficult time attracting mechanics to repair farm equipment. ACT Aerospace in Gunnison has had to hire people off the street and train them in composite manufacturing. We want to help these industries by purchasing new equipment to train students so they can serve in these two industries.

**Outcomes** – Student completions in agribusiness, agrimechanics, and composite manufacturing that will meet employment demands in our six-county region.

**Assessment** – Attract and prepare students for market demand programs.

**Budgetary Plan** – Equipment and Supplies                      \$24,435

**DIXIE STATE UNIVERSITY**

**Original: \$346,600**

**Revised: \$173,300**

**New Academic Programs**

**\$173,300**

**Description** – One of the primary goals outlined in DSU's recently completed strategic plan is the addition of baccalaureate majors and master's degree programs over the next five years. Funding for Market Demand Programs will greatly assist with the effort to hire the necessary faculty to launch these new programs.

The University has established an Academic Program Research Committee to identify areas of need and recommend key programs. Among the committee's initial findings are potential new undergraduate programs in health promotion, bioinformatics, digital film, earth and environmental science, information systems management, and sport and recreation management. The committee has also identified possible graduate program opportunities in education, technology entrepreneurship, and psychology.

New bachelor's degrees in digital film, bioinformatics, and health promotion are currently in development and are expected to be approved and implemented by Fall 2017.

**Rationale** – Although DSU has increased its number of available baccalaureate majors from 5 to 30 over the last ten years, many students are still faced with a choice of either pursuing a non-preferred course of study or transferring to another institution. Demand for new programs





**Assessment** – Increased number of majors and graduates in these programs.

<b>Budgetary Plan</b> –	Salaries, Wages & Benefits	\$348,868
	Operating Expense	<u>\$ 10,500</u>
	Total	\$359,368

**Engineering and Related Programs** **\$93,039**

**Description** – UVU continues to expand existing and develop new engineering and related programs in response to the engineering shortage in Utah.

**Rationale** – UVU's service region is experiencing explosive growth in an already robust high technology sector. UVU is working closely with industry partners to identify their workforce needs from trained technicians to baccalaureate-trained engineers. Graduates in these programs earn high salaries and meet key workforce needs in the region and state.

**Outcomes** – Adequate equipment to support expansion of EART/Mechatronics to meet student demand and maintain industry standard.

**Assessment** – Increased number of majors and graduates in these programs.

<b>Budgetary Plan</b> –	Operating Expense	\$ 93,039
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**SALT LAKE COMMUNITY COLLEGE** **Original: \$1,027,000    Revised: \$513,500**

**Respiratory Therapy Technician Certificate of Completion and AAS Program** **\$220,000**

**Description** – Funding is needed to create a Respiratory Therapy Program. There is a current shortage for respiratory therapy technicians in the Salt Lake County service area. Based upon extensive discussion with major health care providers regarding immediate and long-term workforce needs, SLCC intends to develop a Respiratory Therapy Associates Degree Program to provide trained technicians in this high-demand area.

**Rationale** – Over twenty hospitals and 18 homecare companies compete to hire Respiratory graduates each year in the Salt Lake area. Only 40 students graduate from Weber State University each year. There is only one other school offering a respiratory therapy program, and they are under probation for the third year in a row. As of June 2015 there were 44 open positions in the valley and 30 more expected by the end of the year.

The Salt Lake Valley needs a feeder school that can continue to graduate qualified students ready for hire. An opportunity lies for the college to provide a competent Respiratory School in the Salt Lake area. In the Intermountain Healthcare System alone, there are 426 total RTs. Of the 426, 149 (35%) are in the Central Region which includes: Intermountain Medical Center, Alta View, The Orthopedic Specialty Hospital, Riverton, and LDS hospital. Adding in Primary Children's and Park City hospital, it increases this number to 224 (53%) RT's total. There are 20 Respiratory Therapists planning to retire in the Central Region in the next two years. With

turnover and retirement, Intermountain alone could hire half of the proposed graduating cohort each year.

Clinical lab space for Health Science programs are at critical premium levels during the day. Accrediting bodies require designated lab space for a Respiratory Therapy Program. The college intends to create a unique niche for the Respiratory Program by offering an evening program. This would allow the Program to utilize the Nursing Arts Lab, which is used during the day, and provide the required the space needed for accreditation. Faculty office space is available in the Jordan Health Science building.

**Outcomes** – 1st year Develop Program, Receive approval from College Curriculum Committee, Apply for Accreditation. Once approvals obtained start marketing program, hire faculty. educate student services. 2nd year—Admit cohort up to 25 students. 3rd –year and ongoing—Continue with program and anticipate up to 25 graduates in the 4<sup>th</sup> year.

**Assessment** – Program will be assessed in like manner to other School of Health Sciences programs through a national accreditation.

<b>Budgetary Plan</b> – Salaries, Wages & Benefits	\$160,000
Operating Expense	<u>\$ 60,000</u>
Total	\$220,000

**Math Department Enhancement** **\$69,763**

**Description** – The SLCC Math department provides key math courses needed for many degrees and certificates that are offered. Math is one of the essential areas impacting student persistence and college completion. The Math Department and College are working on various initiatives to enhance the department overall. These funds will allow for support funding for a staff person to assist Math faculty and also to provide additional base funding for the Math Program Manager position.

**Rationale** – The SLCC Math department has the highest number of student FTE's and the largest number of faculty (full and part-time) at the college. The workload demand on the department has resulted in a need for resources to provide additional administrative and office support. This added support would enable facile implementation of high impact and innovative curriculum and pedagogy redesign and rigorous learning assessment initiatives.

**Outcomes** – Many projects and funding sources help enhance SLCC's Math Department and initiatives. Market Demand funding will support the growing needs in administrative and office support to enable the math department administration to focus on identifying student success and persistence issues and creating strategies to improve in these areas. The College expects to see improved pass rates over time. We will continue to identify students served and students persisting in Math.

**Assessment** – The College will continue to monitor student success in our programs including the Math Department. We will assess student persistence and completion in the Math Department.

**Budgetary Plan** – Salaries, Wages & Benefits      \$69,723

**Custom Fit Training Funds** **\$82,764**

**Description** – Salt Lake Community College (SLCC) is requesting funding to expand training opportunities through the use of additional Custom Fit monies. Custom Fit Training is one of Corporate Solutions most flexible, customized training programs that is designed to provide Utah businesses with a well-trained workforce. Utilizing funds provided by the Utah State Legislature, Custom Fit Training is designed to stimulate economic development and facilitate the creation of new jobs in our state. Our goal is to help organizations grow, train, and retain an efficient and productive employee base.

**Rationale** – A broad range of industries within the Salt Lake service region comprise the local and regional economy. Because of the breadth and diversity, an influx of new monies will create a greater footprint for training. All targeted workforce clusters within the state are serviced by the Custom Fit funds and the associated training.

**Outcomes** – More companies and their respective employees will be able to receive training, otherwise not affordable through the additional dollars received in Custom Fit Funding. Companies are required to provide a match so the \$82,764 in new monies will be even more impactful within the businesses served.

**Assessment** – All Custom Fit training is tracked for numbers of companies and employees served. The impact of the new monies will be accurately recorded in the annual report including the increases in training opportunities provided.

**Budgetary Plan** – Operating Expenses      \$82,764

**Workforce Demand Initiatives** **\$140,973**

**Description** – SLCC strives to align industry needs with educational courses and programs for students. This funding will be used to fund a Workforce Solutions Manager to better coordinate industry and company training needs to programs that are either in operation or those that need to be specifically developed. Collaboration within the institution along with regional and state initiatives will be under the efforts by this individual. Funding will also help support a Workforce Solutions Marketing Position that will lead the messaging and outreach efforts to community members that are either unemployed or underemployed in order to gain more marketable training and education.

**Rationale** – One of SLCC's core duties is to provide workforce training. These funds will be instrumental in allowing personnel to focus on the development and delivery of a centralized point of contact for our surrounding business sectors. Salt Lake County houses the most diversified economy within the state of Utah.

**Outcomes** – This funding will be used to improve connections between business and the College through more targeted training for incumbent workers and expanding the employment pipelines for companies and industries in high growth modes.

**Assessment** – The College will be able to monitor efforts of increased business and industry partnerships through the number of companies served and for the number of jobs that are filled by well-trained student completers from SLCC.

<b>Budgetary Plan</b> –	Salaries, Wages & Expenses	\$132,973
	Operating Expenses	<u>\$ 8,000</u>
		\$140,973

July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: USHE – Report on Research and Development Funds Required by Senate Bill 156

Issue

During the 2016 General Session the Utah State Legislature passed Senate Bill 156, *State Facilities Amendments*, which required the Board of Regents to examine the use of research grant reimbursed overhead funds to help offset the cost of facility operations. The attached report fulfills the legislative requirement. The report recommends that the Legislature continue to support the policy adopted in the late 1980s which allows research universities to reinvest reimbursed overhead funds into new research activities, as well as, facilities. We anticipate presenting this report to the Legislative Infrastructure and General Government Appropriations Subcommittee in October.

Background

Senate Bill 156 (2016) contained the following language:

*The State Board of Regents shall: before November 16, 2016, conduct a study to identify the best method to determine the amount or percentage of money received from research and development activities that should be spent on operation and maintenance costs; consult with stakeholders to make the identification described; and on or before November 16, 2016, present a written report of the study and the method identified to the Infrastructure and General Government Appropriations Subcommittee.*

The attached report examines research and development activities at Utah's two research universities (the University of Utah and Utah State University); identifies how those institutions collect and use reimbursed overhead funds from research grants; reviews the legislative policy governing reimbursed overhead; and discusses the economic impact of academic research in Utah.

Prior to 1985, the Legislature directly appropriated reimbursed overhead (indirect facility and administrative costs of research grants). Research programs did not have an established funding mechanism. In 1987, the Utah System of Higher Education recommended that the Legislature allow institutions to re-invest reimbursed overhead funds in research programs thereby tying research success to the ability to generate grant revenue. The success of this policy is evident in the six-fold increase in research grant revenue over the last twenty-seven years.

A legislative audit in 2015 recommended that the Legislature re-examine its reimbursed overhead policy and directed the Board of Regents to review and update their policy (R535) on reimbursed overhead as appropriate. Recommendations for the Board's response to the audit were heard in the September 2015 Regent meeting and an updated Regent policy R535 was presented and approved in the January 2016 Regent meeting. Senate Bill 156 was the Legislature's response to the audit and asks the Board to recommend a course of action for funding operation and maintenance costs with research revenue.

Based on the exponential growth in research grant awards, the substantial contribution research funds make to the Utah economy, and the significant use of reimbursed overhead for facility-related expenses; we recommend that the Legislature continue the current policy and allow institutions to reinvest reimbursed overhead to research activities including facilities support without a specific amount or percentage for funding operation and maintenance from these funds.

Commissioner's Recommendation

This is an information item; no action is required.

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David L. Buhler  
Commissioner of Higher Education

DLB/KLH/RPA  
Attachment

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Utah System of Higher Education

**Research and Development Activities and Facility and Administration Costs  
At Utah's Research Universities: University of Utah and Utah State University**



A Report to the Infrastructure and General Government Appropriations Subcommittee

**September 1, 2016**

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Prepared by  
The Office of the Commissioner of Higher Education  
60 South 400 West  
Salt Lake City, UT 84101

## Executive Summary

Thirty years ago, the Legislature exercised foresight by granting the state's colleges and universities the authority to retain reimbursements for overhead costs and to reinvest them into expanding existing research programs and pioneering new research. This policy has enabled Utah's research universities to become nationally and globally renowned for innovations in engineering, agriculture, medicine, chemistry, biotechnology, business, education and physics.

Utah's research institutions negotiate reimbursement rates for overhead costs with the federal government. While these reimbursements are calculated based on administrative and facility cost components, not all grants reimburse for overhead and some (including off-campus research grants) do not provide any reimbursement for facilities-related costs. While Utah's research universities expended approximately \$650 million of research funds in FY 2014, those institutions received approximately \$110 million of reimbursed overhead funds. The institutions dedicate approximately 20 percent of annual reimbursed overhead to facilities-related support.

The Legislature's policy has created incalculable worth for the state of Utah as growth in research expenditures directly benefits Utah's economy. Economic impact analysis estimates that over 85 percent of university research expenditures are spent in Utah, most of which are salary-related earnings for Utah residents. Research expenditures at Utah's two research institutions have grown by almost six hundred percent in the last 27 years to \$650 million. This translates to more than half a billion dollars spent each year directly in Utah supporting more than 4,700 University jobs and more than 7,300 jobs in other industries. These expenditures directly generate tens of millions of dollars annually in tax revenue for state and local governments.

Advances at the University of Utah and Utah State University enhance Utah's reputation around the world and attract the brightest scholars—among them a Nobel Laureate. Utah's students now have access to unprecedented learning opportunities and Utah is home to new, developing industries that drive the state's economy. Over the decades, the Legislature has maintained its commitment to the universities' research successes and we recommend the Legislature continue its policy of institutional reinvestment of reimbursed overhead funds.

## Senate Bill 156 Study

During the 2016 General Session the Utah State Legislature passed Senate Bill 156, *State Facilities Amendments* which contained the following language:

*The State Board of Regents shall: before November 16, 2016, conduct a study to identify the best method to determine the amount or percentage of money received from research and development activities that should be spent on operation and maintenance costs; consult with stakeholders to make the identification described; and on or before November 16, 2016, present a written report of the study and the method identified to the Infrastructure and General Government Appropriations Subcommittee.*

This report fulfills the requirement for the State Board of Regents to provide a written report to the Infrastructure and General Government Appropriations Subcommittee.

## Research and Development Activities

Utah has two research universities: the University of Utah and Utah State University. While often associated with science and technology, the designation of “research university” comes from the awarding of doctorate degrees and the research conducted not only in the sciences, but also in humanities, the social sciences, business, and other fields. In 2015 the University of Utah awarded 384 doctorate degrees and Utah State University awarded 102<sup>1</sup>. Of those 486 doctorate degrees a little more than half were awarded in STEM (Science, Technology, Engineering, and Math) related fields<sup>2</sup>.

Research is shaped both by high quality faculty who compete and apply for outside research funding as well as by the quality of the graduate students. Graduate students provide staffing for laboratories and other research areas and work hand in hand with the faculty to make significant contributions to research programs. Graduate student involvement with quality faculty in cutting edge research is a vital component of graduate degree programs and the prominence of research institutions. Success in attracting high-quality graduate students depends on the availability of quality research opportunities, competitive graduate student stipends, and tuition support, among other factors.

Universities receive research funding from many sources including the federal government, state and local governments, private businesses, and nonprofit organizations. The federal government is by far the largest contributor to research funding at both Utah research universities. Since the 1940s the federal government has partnered with research institutions to invest significant resources into the development of new knowledge and innovation. Congress recognizes that research funds are best spent at national universities in a competitive award process and

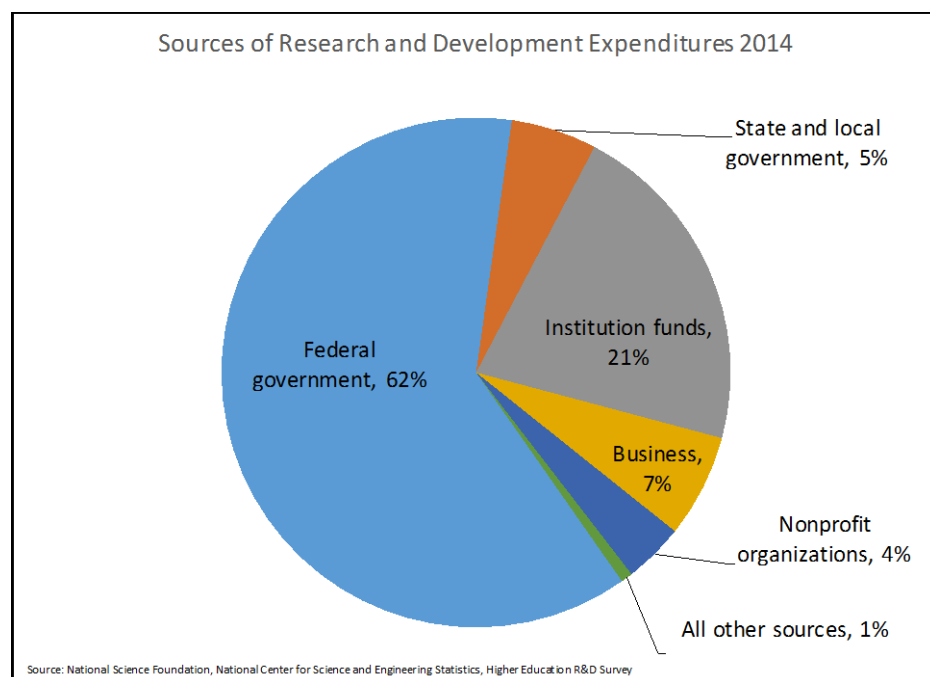
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<sup>1</sup> Utah System of Higher Education (USHE). 2016. “[Five Year History of Degrees and Awards](#).” In *2016 Data Book*, Tab B, p. 5.

<sup>2</sup> USHE. 2016. [Doctorate Degrees Public Institutions in Utah](#).” In *2016 Data Book*, Tab B, p. 18.

appropriates funds to various federal agencies that distribute grants independently. More than 600 institutions compete for over \$67 billion of research grants including almost \$40 billion from the federal government<sup>3</sup>. In this highly competitive environment Universities must submit strong proposals that demonstrate the strength of both faculty members and the institutions they represent. This requires substantial support at the institutional level in terms of administration, research development, technology, facilities support, and numerous other support categories.

Federal grants make up close to 60 percent of the University of Utah research and development expenditures followed by about 27 percent of institutional funds. At Utah State University, federal funds make up 70 percent of research and development expenditures followed by 18 percent from state and local governments. Dollar amounts and additional sources of Utah's research university research and development expenditures may be found in Appendix A. Figure 1 below shows the allocation of research and development expenditures by source for fiscal year 2014 for both the University of Utah and Utah State University.



**Figure 1**

In fiscal year 2014 research and development expenditures at the University of Utah were approximately \$486 million and \$165 million at Utah State University<sup>4</sup>. Life sciences at the University of Utah account for two thirds of all research dollars. Medical sciences (a subfield of life sciences) is the single largest field of research at the University of Utah accounting for nearly 37 percent of research dollars followed by biological and other life sciences at 29 percent. The

<sup>3</sup> National Center for Science and Engineering Statistics. 2014. "Higher Education R&D Expenditures, by Source of Funds." In *Higher Ed. Research and Development Survey*. Accessed at: [https://ncesdata.nsf.gov/herd/2014/html/HERD2014\\_DST\\_02.html](https://ncesdata.nsf.gov/herd/2014/html/HERD2014_DST_02.html)

<sup>4</sup> See Appendices A, B, and C.

Department of Health and Human Services provided approximately 67 percent of the federal research grant expenditures at the University of Utah in 2014<sup>5</sup>.

Utah State University, on the other hand focuses research on agricultural science and engineering. Approximately 41 percent of research funds at Utah State University go to aeronautical/astronautical engineering and 27 percent go to agricultural sciences. In 2014 the Department of Defense provided approximately 46 percent of the federal research funds for Utah State University<sup>6</sup>. Additional detail on fields of research expenditures at each of these institutions may be found in Appendices B and C.

### Cost Reimbursement

Grant funding typically includes two types of cost reimbursement: direct and indirect. Direct costs pay for resources directly attributable to a specific research project such as researcher salaries, travel, and equipment. Indirect costs cannot be easily identified with a particular research project, but are real costs incurred for common or joint objectives. Indirect costs include facility-related costs and administrative costs and are sometimes referred to as “F&A” (Facilities and Administration). While direct costs may be charged against grant receipts, indirect costs are typically negotiated with the federal government.

Each research university negotiates with a cognizant federal agency that oversees the administration of sponsored agreements and projects. The negotiations are formalized in a F&A Rate Agreement for a fixed period of time. For example, recently the University of Utah negotiated with the federal Department of Health and Human Services and Utah State University negotiated with the Office of Naval Research.

Negotiated rate agreements typically have three main F&A areas: Sponsored Research, Sponsored Instruction and Training, and Other Sponsored Activities. Sponsored Research consists of all research and development activities sponsored by federal agencies and includes such activities as applied research, operation of research facilities, research training, and data collection or evaluation. Sponsored Instruction and Training involves instructing university students, staff, or faculty; instructing elementary school teachers or students; instructing the general public; and may also include curriculum development. Other Sponsored Activities involve programs other than instruction and organized research that are financed by federal agencies, state agencies, non-profits, and private sponsorships. Examples include travel grants, support for conferences and seminars, public events, and support for library collections.

The federal government requires that indirect F&A costs be identified and grouped according to cost categories which are broken into two components: facilities and administrative costs.

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<sup>5</sup> National Science Foundation. 2014. “Federally Funded R&D Expenditures, by Federal Agency” in *Higher Education R&D Survey*. Accessed at: <https://ncesdata.nsf.gov/profiles/site?method=report&fice=3675&id=h3>.

<sup>6</sup> National Science Foundation. 2014. “Federally Funded R&D Expenditures, by Federal Agency” in *Higher Education R&D Survey*. Accessed at: <https://ncesdata.nsf.gov/profiles/site?method=report&fice=3677&id=h3>.

Allowable facilities costs include an allowance for depreciation of buildings and equipment, operation and maintenance expenses, library costs, and interest on debt. While the federal government does not pay directly for the cost of facilities, it does reimburse institutions for the depreciation expense of facilities used for research programs using a straight-line method of depreciation. Operation and maintenance costs include the upkeep of an institution's physical plant and land including utility costs, janitorial, property repairs, and grounds upkeep. Library expenses include salaries and benefits of library personnel, operating expenses, and the cost of books and library materials. Interest on debt associated with buildings and equipment is also an allowable cost for F&A calculations.

Administrative costs include general administration and general expenses, departmental administration, sponsored project administration, and student administration and services. General administration expenses relate to the executive management and administration of the institution including costs associated with the president's office, accounting, purchasing, human resources, budget and planning, central services, and information technology. Departmental administration includes salary costs associated with deans' offices and other support services in academic departments and divisions. Sponsored project administration includes the administrative costs of institutional research offices that help administer research programs. Student administration and services include only the costs directly associated with graduate students working on research projects. Traditional student administration like admissions, registration, counseling, and placement do not usually relate to sponsored research and are typically not allocable to research.

The most recent F&A rate agreements for the University of Utah and Utah State University are attached in Appendices D and E. These tables provide the F&A rates by category and type that have most recently been negotiated with the cognizant federal agency.

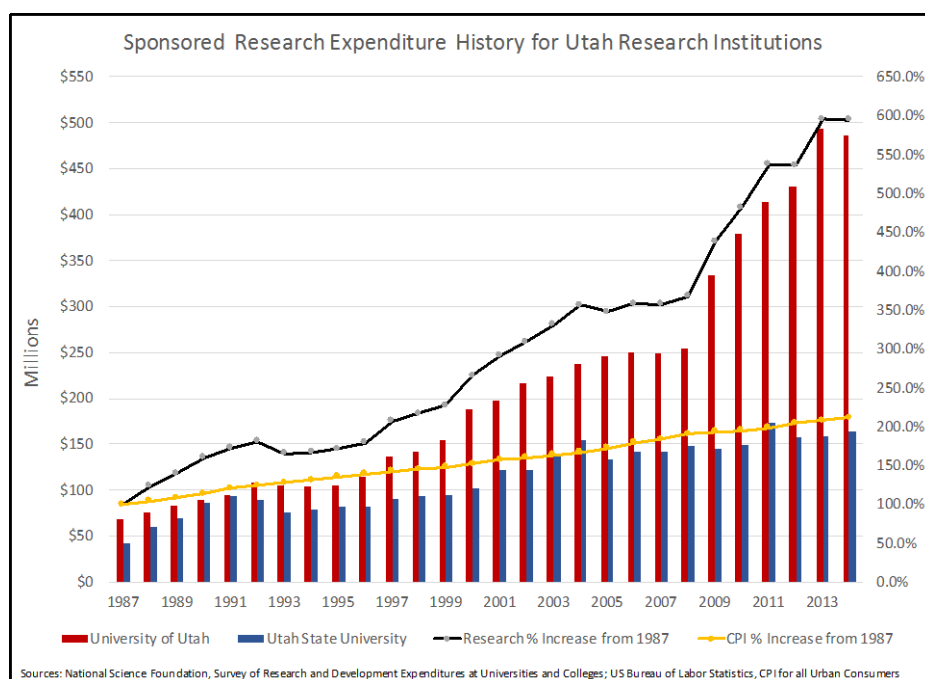
#### [Legislative Policy for Reimbursed Overhead](#)

Traditionally, Utah policy refers to the indirect F&A cost payments collected from federal grants (as well as other grant programs) as "reimbursed overhead." Prior to 1985, research programs, including related graduate programs, did not have an established funding mechanism to sustain operations or encourage growth. A majority of reimbursed overhead funds were appropriated by the Legislature as "dedicated credits" funding sources within state-appropriated Education and General budgets. Research program costs were addressed within existing budgets at the expense of other needed support, including the needs of the undergraduate degree programs.

To address this issue the Utah System of Higher Education proposed redirecting the use of reimbursed overhead (F&A receipts) to become the funding support for academic based research. This proposal tied funding for research efforts to success in receipt of contract and grant funding—if research contract and grant funding increased, funding to support that increased activity would increase; if contract and grant activity decreased, research support funding would decrease.

The Legislature responded positively to the proposal and enacted legislative intent in 1985 requiring that budget documents for 1986-87 and thereafter allow research institutions to retain 100% of the reimbursed overhead for support of research and related programs. In 1989 a bill amended statute to stipulate that reimbursed overhead revenues would no longer be considered a dedicated credit (see Appendix F). Over the next several years (fiscal years 1987 to 1991), the Legislature replaced the dedicated credit funding from reimbursed overhead in institutional budgets with tax funds. The Board of Regents subsequently adopted a policy (R535, *Reimbursed Overhead*) to provide guidance to the institutions regarding approved uses of the funds.

During the time period from fiscal year 1987 until 2014 the total research expenditures at Utah's two research institutions have multiplied close to six times from \$109 million to \$651 million<sup>7</sup>. As a comparison, during that same time period the CPI has merely doubled (from a fiscal year average of 111.2 to 235.0)<sup>8</sup>. While all of the increase in research grants cannot alone be attributed to the 1987 funding decision, the policy change has clearly been an important factor contributing to this extraordinary growth. Allowing research institutions to reinvest in researchers, graduate students, and new research proposals has facilitated research growth and, as will be explored in the next section, fueled growth in the Utah economy and tax base. Appendix G contains the expenditure history of research and development expenditures at Utah institutions from 1987 to 2014. Figure 2 below depicts the increase of Utah research and development expenditures over time compared to growth in the consumer price index.



<sup>7</sup> National Science Foundation. 2014, 2005, and 1996. "Total R&D Expenditures, by Field" in *Higher Education R&D Survey*. Accessed at: <https://ncesdata.nsf.gov/profiles/site?method=report&fice=3677&id=h1>.

<sup>8</sup> US Bureau of Labor Statistics. 2015 "Consumer Price Index for all Urban Consumers, US City Average, All Items, Not Seasonally Adjusted (1982-84=100)." Accessed at: [data.bls.gov](http://data.bls.gov).



Figure 2

### Economic Impact of Academic Research

With the growth in research and development expenditures comes growth in the Utah economy. Each year Utah's research universities inject hundreds of millions of dollars into the state economy as a result of their research activities. This spending contributes to the state's economic base in several ways— supporting and creating jobs, increasing earnings for Utah residents, and providing tax revenue for state and local units of government.

The University of Utah (UofU) and Utah State University (USU) independently conducted economic impact analyses of sponsored research in 2009<sup>9</sup> and 2013<sup>10</sup> respectively. The approaches and results of the two studies were largely consistent and identified the following economic impacts:

- 86 percent of all sponsored research expenditures at the UofU were made in the state of Utah, directly impacting the economy.
- Every \$1 million of UofU research spending supports 20 jobs in the Utah economy: 8 direct University FTE and 12 full-time and part-time jobs in other industry sectors.
- Every \$1 million of UofU research spending translates into \$849,490 in earnings for Utah residents with their associated contribution to income taxes.
- Every dollar spent on UofU research generates approximately 8.6 cents of state and local taxes.
- Every dollar spent on USU research generates an additional \$0.81 in economic output.
- Every USU full-time job funded by research supports an additional 1.79 jobs.
- Every dollar spent on USU research generates approximately 10.4 cents of state and local taxes.

Assuming the economic impact of sponsored research in 2014 is similar to the estimates made in the two studies discussed above, the \$651 million of sponsored research at Utah's two research institutions in 2014 would translate into approximately \$560 million spent directly in the Utah economy and support over 4,700 University FTE and more than 7,300 jobs in other industries. The 2014 research expenditures would also have been expected to generate approximately \$60 million of state and local tax revenue.

While these reports assess the direct and indirect effects of university research spending in the Utah economy, they do not capture the full economic contribution of sponsored research. The reports do not include the commercialization potential of research at both Universities and the spin-off companies and industries created in Utah as a result of research discovery and

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<sup>9</sup> Bureau of Economic and Business Research. 2009. "The Economic Impact of Sponsored Research at the University of Utah." Utah Economic and Business Review Volume 69 (2).

<sup>10</sup> Office of Research and Graduate Studies. 2013. "The Economic Impact of Utah State University Sponsored Programs on the Utah Economy."

innovation. Likewise, the reports do not capture the intangible benefits associated with the investment in education and human capital that sponsored research makes; attracting a higher-caliber workforce to Utah as well as outside firms desiring to relocate to Utah to capitalize on these assets. The indirect impact of research university spending is significant.

#### Uses of Reimbursed Overhead Funds

Unlike direct cost reimbursements, federal indirect cost reimbursements (F&A receipts) are not required to be spent in the particular categories for which they were received. Appendices J and K summarize the uses of federal reimbursed overhead funds at the two research universities over the past five years. This summary information is reported to the State Board of Regents on an annual basis and shared with the Legislature through the Office of the Legislative Fiscal Analyst as required by Board policy.

A significant amount of reimbursed overhead funds are used for facilities support. Categories of facilities support include operation and maintenance (O&M), bond payments, leases and rent, and research lab set-up. Between 20 to 25 percent of total reimbursed overhead funds are spent on facilities related support at both Utah State University and the University of Utah.

Another significant use of reimbursed overhead funds is for reinvestment in new research funding, which includes such efforts as recruiting key research faculty and seeding funds to university researchers. Utah's research universities attract global leaders in research fields as a result of collaborative environments and the ability to outfit these researchers with the tools and facilities needed for cutting-edge research. Reimbursed overhead funds provide the resources to improve facilities and procure needed research equipment. In addition, reimbursed overhead is also used to provide university researchers the funding necessary to acquire initial datasets and more fully develop research ideas so that the researchers are in a better position to apply for and win research grants. Similar to priming a pump with an initial bottle of water, reinvesting reimbursed overhead as seed money to researchers produces an increased flow of grant funds to the universities. The University of Utah spends between 35 to 40 percent of their federal reimbursement to develop and fund additional research and Utah State University spends approximately 25 percent

Other areas of reimbursed overhead expenditure include graduate tuition awards and programmatic support. As noted previously, graduate students are an integral part of research at doctoral universities and play as important a role in prestige and research accomplishments as faculty and physical facilities. High caliber students are attracted by tuition support and funding considerations. Using reimbursed overhead to support graduate students furthers the missions of the research institutions and attracts students who not only produce quality research, but become successful future donors to the universities. The University of Utah invests between 10 to 15 percent of reimbursed overhead funds into graduate tuition and Utah State University has invested up to 5 percent in recent years. An example of the caliber of graduate students funded from research grants and reimbursed overhead is Dolly (Holt) Casper who during her doctoral

work at the University of Utah in bioengineering developed a device to hold tendons and ligaments together<sup>11</sup>. She founded a startup company NovaBio Technology to further develop the device and recently won a \$150,000 grand prize at an international life science and healthcare entrepreneurship competition<sup>12</sup>. Reimbursed overhead funds attract and retain graduate students like Dolly to Utah's research universities.

Finally, reimbursed overhead funds are used for programmatic and general research support including library acquisitions and information technology. High-speed data connections and data infrastructure are increasingly important tools for research. Approximately 8 to 9 percent of the University of Utah's reimbursed overhead funds is spent on super computing, management systems, and infrastructure. Utah State also spends approximately 6 percent of reimbursed overhead on central IT functions, high-performance computing and other information technology. In an effort to further economize resources and avoid duplication of costly IT resources, Utah State University is currently in discussions to support high-performance capacity at the University of Utah who will invest in creating a broader infrastructure to benefit both institutions.

#### Legislative Audit Response

In the *Follow-up Audit of Higher Education Management Practices for Operation and Maintenance Funding* (June 2015) the Office of the Legislative Auditor General recommended the Legislature re-examine the 1987 legislative policy that allows research universities to spend reimbursed overhead funds. The auditor also recommended that the Board of Regents review and revise its policies on reimbursed overhead funding.

The Office of the Commissioner of Higher Education believes that continuing the current legislative policy will allow Utah's research universities to continue to advance research and cover indirect costs. The growth in research activities that has occurred over the last four decades is attributable to this policy; which has subsequently had direct, positive effects on the Utah economy. The Office therefore recommends against any changes to the legislative policy.

In accordance with the auditors' recommendation, the Board of Regents updated policy R535, *Reimbursed Overhead*, in the January 2016 meeting. The revision improves the transparency and accountability of institutional expenditure of reimbursed overhead funds and clarifies appropriate uses for reimbursed overhead funds including significant operation and maintenance needs. The policy continues to preserve the institutional flexibility that has proven vital to the success of research programs. A copy of this policy may be found in Appendix H.

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<sup>11</sup> Lassonde Entrepreneur Institute. University of Utah. "U Student Wins Techtitans Contest with Tendon Repair Device." 2011. <http://lassonde.utah.edu/u-student-wins-techtitans-contest-with-tendon-repair-device/>.

<sup>12</sup> Lassonde Entrepreneur Institute. University of Utah. "U Alum Wins \$150k to Develop Ligament Repair Device." 2015. <http://lassonde.utah.edu/u-alum-wins-150k-to-develop-ligament-repair-device/>.

In conjunction with the updated policy, the Office of the Commissioner has also created an updated, universal reporting format for the institutions for reimbursed overhead expenditures. This updated format will further improve the detail, accuracy, and transparency of the forms that have previously been submitted to the Legislature. The updated form provides more detail on reimbursements and subsequent expenditures among the institutions and will be more easily auditable. These forms are annually submitted to the Legislature as part of the budget process. A copy of the new reporting form may be found in Appendix I.

### Recommendation

We recommend that the Legislature continue the policy implemented in the late 1980s to allow institutions the ability to reinvest reimbursed overhead to research activities, including facilities support, without a specific amount or percentage for funding operation and maintenance from these funds.

Acknowledging facilities as important components of research programs, both research institutions dedicate a substantial percentage of reimbursed overhead to facilities support (including operation and maintenance). Both Universities support the legislative focus on facility maintenance and long-term investment in facilities. Facilities support through reimbursed overhead sustains the operation of rented research facilities and contributes to operation and maintenance for owned facilities. While allocating additional reimbursed overhead funding for operation and maintenance may provide the appearance of a short-term benefit to the State, we believe it will be economically detrimental and ill-advised for the State's economic future.

Maintaining the desired quantity and quality of academic research programs and their economic spin-offs requires continual investment. Federal research funds have decreased approximately ten percent over the last few years (especially in defense research).<sup>13</sup> Given federal budget pressures on discretionary spending, it seems likely that federal research funds will continue to decline; which will increase competition among research universities. Without continued reinvestment and institutional flexibility, Utah's research universities will likely not be able to contribute as substantially to the economy or the tax base as they have over the last several decades.

The benefits to Utah's economy as a result of the Legislature's foresight to invest in Utah's future during a challenging economic period in the 1980s are clear and compelling. We ask the current Legislature to continue this practice for future generations.

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<sup>13</sup> American Association for the Advancement of Science. 2015. "Trends in Federal Research and Development, 1976-2016." Accessed at: [http://www.aaas.org/sites/default/files/DefNon\\_1.jpg](http://www.aaas.org/sites/default/files/DefNon_1.jpg).

## Appendix A: Research University Research and Development Expenditures 2014

	University of Utah	Utah State University	Total
Federal government	\$288,514,000	\$114,959,000	\$403,473,000
State and local government	\$5,206,000	\$30,294,000	\$35,500,000
Institution funds	\$129,960,000	\$9,660,000	\$139,620,000
Business	\$37,697,000	\$4,997,000	\$42,694,000
Nonprofit organizations	\$24,340,000	\$561,000	\$24,901,000
All other sources	\$423,000	\$4,421,000	\$4,844,000
<b>All R&amp;D expenditures</b>	<b>\$486,140,000</b>	<b>\$164,892,000</b>	<b>\$651,032,000</b>

	University of Utah	Utah State University	Total
Federal government	59%	70%	62%
State and local government	1%	18%	5%
Institution funds	27%	6%	21%
Business	8%	3%	7%
Nonprofit organizations	5%	0%	4%
All other sources	0%	3%	1%
<b>All R&amp;D expenditures</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

**Source:** National Science Foundation. 2014. "Total R&D Expenditures, by Source of Funds and R&D Field" in *Higher Education R&D Survey*. Accessed at: <https://ncesdata.nsf.gov/profiles/site?method=report&fice=3677&id=h2> and <https://ncesdata.nsf.gov/profiles/site?method=report&fice=3675&id=h2>.

## Appendix B: University of Utah Research and Development Expenditures 2014

Field	All R&D expenditures	Federal government	State and local gov.	Institution funds	Business	Nonprofit organization	All other sources
Computer sciences	\$31,500,000	\$22,882,000	\$44,000	\$6,779,000	\$1,419,000	\$376,000	\$0
Environmental sciences	\$12,302,000	\$8,305,000	\$432,000	\$2,456,000	\$729,000	\$380,000	\$0
Life sciences							
Biological sciences	\$56,591,000	\$44,909,000	\$81,000	\$9,007,000	\$0	\$2,594,000	\$0
Medical sciences	\$179,223,000	\$119,016,000	\$682,000	\$28,785,000	\$16,030,000	\$14,710,000	\$0
Other life sciences	\$85,810,000	\$34,820,000	\$134,000	\$40,477,000	\$7,453,000	\$2,926,000	\$0
Mathematical sciences	\$5,816,000	\$3,824,000	\$756,000	\$798,000	\$0	\$438,000	\$0
Physical sciences	\$18,783,000	\$13,580,000	\$21,000	\$4,443,000	\$31,000	\$708,000	\$0
Psychology	\$3,588,000	\$2,294,000	\$479,000	\$481,000	\$0	\$334,000	\$0
Social sciences	\$7,672,000	\$5,178,000	\$1,017,000	\$1,269,000	\$140,000	\$68,000	\$0
<b>Total Science</b>	<b>\$401,285,000</b>	<b>\$254,808,000</b>	<b>\$3,646,000</b>	<b>\$94,495,000</b>	<b>\$25,802,000</b>	<b>\$22,534,000</b>	<b>\$0</b>
Bioengineering/biomed.	\$7,273,000	\$4,985,000	\$1,000	\$2,102,000	\$85,000	\$100,000	\$0
Chemical engineering	\$7,986,000	\$4,595,000	\$59,000	\$2,366,000	\$786,000	\$180,000	\$0
Civil engineering	\$19,756,000	\$5,775,000	\$279,000	\$3,605,000	\$9,766,000	\$331,000	\$0
Electrical engineering	\$5,801,000	\$4,091,000	\$24,000	\$1,279,000	\$236,000	\$108,000	\$63,000
Mechanical engineering	\$4,549,000	\$3,039,000	\$0	\$1,053,000	\$397,000	\$60,000	\$0
Metallurgical/materials	\$7,778,000	\$6,133,000	\$55,000	\$726,000	\$587,000	\$264,000	\$13,000
Other Engineering	\$21,589,000	\$699,000	\$0	\$20,838,000	\$38,000	\$14,000	\$0
<b>Total Engineering</b>	<b>\$74,732,000</b>	<b>\$29,317,000</b>	<b>\$418,000</b>	<b>\$31,969,000</b>	<b>\$11,895,000</b>	<b>\$1,057,000</b>	<b>\$76,000</b>
Business and mgt.	\$1,312,000	\$608,000	\$382,000	\$281,000	\$0	\$41,000	\$0
Communication	\$1,703,000	\$216,000	\$195,000	\$1,187,000	\$0	\$105,000	\$0
Education	\$3,132,000	\$1,723,000	\$380,000	\$942,000	\$0	\$87,000	\$0
Humanities	\$2,649,000	\$1,409,000	\$33,000	\$793,000	\$0	\$414,000	\$0
Law	\$1,211,000	\$433,000	\$102,000	\$227,000	\$0	\$102,000	\$347,000
Visual and perform. arts	\$116,000	\$0	\$50,000	\$66,000	\$0	\$0	\$0
<b>Total Non-Science &amp; Eng.</b>	<b>\$10,123,000</b>	<b>\$4,389,000</b>	<b>\$1,142,000</b>	<b>\$3,496,000</b>	<b>\$0</b>	<b>\$749,000</b>	<b>\$347,000</b>
<b>Total R&amp;D Expenditures</b>	<b>\$486,140,000</b>	<b>\$288,514,000</b>	<b>\$5,206,000</b>	<b>\$129,960,000</b>	<b>\$37,697,000</b>	<b>\$24,340,000</b>	<b>\$423,000</b>

**Source:** National Science Foundation. 2014. "Total R&D Expenditures, by Source of Funds and R&D Field" in *Higher Education R&D Survey*. Accessed at: <https://ncesdata.nsf.gov/profiles/site?method=report&fice=3675&id=h2>.

## Appendix C: Utah State University Research and Development Expenditures 2014

Field	All R&D expenditures	Federal government	State and local gov.	Institution funds	Business	Nonprofit org.	All other sources
Computer sciences	\$1,743,000	\$943,000	\$387,000	\$95,000	\$213,000	\$0	\$105,000
Environmental sciences	\$2,608,000	\$2,385,000	\$186,000	\$26,000	\$11,000	\$0	\$0
Life sciences							
Agricultural sciences	\$44,620,000	\$21,284,000	\$16,140,000	\$4,004,000	\$914,000	\$261,000	\$2,017,000
Biological sciences	\$8,705,000	\$2,796,000	\$3,859,000	\$772,000	\$638,000	\$23,000	\$617,000
Medical sciences	\$747,000	\$629,000	\$68,000	\$34,000	\$0	\$11,000	\$5,000
Mathematical sciences	\$334,000	\$232,000	\$67,000	\$35,000	\$0	\$0	\$0
Physical sciences	\$3,994,000	\$2,549,000	\$1,075,000	\$205,000	\$2,000	\$14,000	\$149,000
Psychology	\$12,700,000	\$9,812,000	\$549,000	\$1,711,000	\$0	\$126,000	\$502,000
Social sciences	\$1,101,000	\$528,000	\$356,000	\$143,000	\$16,000	\$1,000	\$57,000
Other sciences	\$207,000	\$177,000	\$30,000	\$0	\$0	\$0	\$0
<b>Total Science</b>	<b>\$76,759,000</b>	<b>\$41,335,000</b>	<b>\$22,717,000</b>	<b>\$7,025,000</b>	<b>\$1,794,000</b>	<b>\$436,000</b>	<b>\$3,452,000</b>
Aeronautical/astronaut.	\$67,310,000	\$64,999,000	\$61,000	\$996,000	\$1,176,000	\$0	\$78,000
Bioengineering/biomed.	\$2,489,000	\$422,000	\$1,612,000	\$249,000	\$8,000	\$0	\$198,000
Civil engineering	\$10,940,000	\$3,578,000	\$4,698,000	\$496,000	\$1,595,000	\$125,000	\$448,000
Electrical engineering	\$2,878,000	\$1,615,000	\$746,000	\$224,000	\$277,000	\$0	\$16,000
Mechanical engineering	\$2,361,000	\$1,760,000	\$283,000	\$157,000	\$147,000	\$0	\$14,000
Other engineering	\$464,000	\$366,000	\$6,000	\$19,000	\$0	\$0	\$73,000
<b>Total Engineering</b>	<b>\$86,442,000</b>	<b>\$72,740,000</b>	<b>\$7,406,000</b>	<b>\$2,141,000</b>	<b>\$3,203,000</b>	<b>\$125,000</b>	<b>\$827,000</b>
Business and management	\$46,000	\$17,000	\$1,000	\$2,000	\$0	\$0	\$26,000
Education	\$1,617,000	\$867,000	\$164,000	\$486,000	\$0	\$0	\$100,000
Humanities	\$9,000	\$0	\$0	\$5,000	\$0	\$0	\$4,000
Visual and performing arts	\$15,000	\$0	\$6,000	\$0	\$0	\$0	\$9,000
Other non-science or eng.	\$4,000	\$0	\$0	\$1,000	\$0	\$0	\$3,000
<b>Total Non-Science &amp; Eng.</b>	<b>\$1,691,000</b>	<b>\$884,000</b>	<b>\$171,000</b>	<b>\$494,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$142,000</b>
<b>Total R&amp;D Expenditures</b>	<b>\$164,892,000</b>	<b>\$114,959,000</b>	<b>\$30,294,000</b>	<b>\$9,660,000</b>	<b>\$4,997,000</b>	<b>\$561,000</b>	<b>\$4,421,000</b>

**Source:** National Science Foundation. 2014. "Total R&D Expenditures, by Source of Funds and R&D Field" in *Higher Education R&D Survey*. Accessed at: <https://ncesdata.nsf.gov/profiles/site?method=report&fice=3677&id=h2>.



## Appendix D: University of Utah—Facilities and Administration (F&A) Negotiated Rates

Rate Component July 2016 to June 2017	<u>Organized Research</u>		<u>Instruction</u>		<u>Other Sponsored Research</u>	
	On Campus	Off Campus	On Campus	Off Campus	On Campus	Off Campus
<b>Administration</b>						
General Administration	4.30%	4.30%	3.30%	3.30%	4.30%	4.30%
Departmental Administration	16.40%	16.40%	14.10%	14.10%	16.20%	16.20%
Sponsored Project Administration	5.30%	5.30%	3.90%	3.90%	5.50%	5.50%
Student Services Administration	0.00%	0.00%	4.70%	4.70%	0.00%	0.00%
<b>Total Administration Rate Components</b>	<b>26.00%</b>	<b>26.00%</b>	<b>26.00%</b>	<b>26.00%</b>	<b>26.00%</b>	<b>26.00%</b>
<b>Facilities Rate Components</b>						
Building Depreciation	6.00%	0.00%	3.80%	0.00%	1.70%	0.00%
Equipment Depreciation	3.00%	0.00%	1.20%	0.00%	0.40%	0.00%
Operation and Maintenance	12.00%	0.00%	8.80%	0.00%	3.80%	0.00%
Interest	2.50%	0.00%	1.00%	0.00%	0.30%	0.00%
Library	1.20%	0.00%	6.70%	0.00%	4.30%	0.00%
Utility Cost Adjustment	0.30%	0.00%	0.00%	0.00%	0.00%	0.00%
<b>Total Facilities Rate Components</b>	<b>25.00%</b>	<b>0.00%</b>	<b>21.50%</b>	<b>0.00%</b>	<b>10.50%</b>	<b>0.00%</b>
<b>Total University of Utah F&amp;A Rate</b>	<b>51.00%</b>	<b>26.00%</b>	<b>47.50%</b>	<b>26.00%</b>	<b>36.50%</b>	<b>26.00%</b>

**Source:** University of Utah. 2016. "College and Universities cost rate agreement with the Department of Health and Human Services." Accessed at: <http://fbs.admin.utah.edu/download/gca/FARateAgreement2016.pdf>.

## Appendix E: Utah State University—Facilities and Administration (F&A) Negotiated Rates

Rate Component July 2015 to June 2016	<u>Organized Research</u>		<u>Instruction</u>		<u>Other Sponsored Research</u>	
	On Campus	Off Campus	On Campus	Off Campus	On Campus	Off Campus
<b>Administration Rate Components</b>						
General Administration	4.02%	4.02%	4.02%	4.02%	4.02%	4.02%
Departmental Administration	9.60%	9.60%	7.72%	7.72%	7.21%	7.21%
Departmental Admin. Allowance	3.60%	3.60%	3.60%	3.60%	3.60%	3.60%
Sponsored Project Administration	1.61%	1.61%	0.08%	0.08%	1.71%	1.71%
Student Services Administration	0.00%	0.00%	11.05%	11.05%	0.00%	0.00%
Administrative Cap Adjustment	0.00%	0.00%	-0.46%	-0.46%	0.00%	0.00%
<b>Total Administration Rate Components</b>	<b>18.83%</b>	<b>18.83%</b>	<b>26.00%</b>	<b>26.00%</b>	<b>16.54%</b>	<b>16.54%</b>
<b>Facilities Rate Components</b>						
Building Depreciation	7.57%	0.00%	7.52%	0.00%	1.43%	0.00%
Equipment Depreciation	3.48%	0.00%	1.40%	0.00%	0.30%	0.00%
Improvements Depreciation	0.00%	0.00%	0.56%	0.00%	0.00%	0.00%
Operation and Maintenance	11.12%	0.00%	7.85%	0.00%	2.76%	0.00%
Interest	1.70%	0.00%	11.03%	0.00%	0.24%	0.00%
Library	0.40%	0.00%	0.00%	0.00%	0.36%	0.00%
Adjustments/Rounding	0.02%	-3.53%	0.00%	0.00%	-0.41%	0.02%
<b>Total Facilities Rate Components</b>	<b>24.28%</b>	<b>-3.53%</b>	<b>28.36%</b>	<b>0.00%</b>	<b>4.68%</b>	<b>0.02%</b>
<b>Total Utah State University F&amp;A Rate</b>	<b>43.11%</b>	<b>15.30%</b>	<b>54.36%</b>	<b>26.00%</b>	<b>21.22%</b>	<b>16.56%</b>

**Source:** Utah State University. 2015. "Facilities and Administrative rate Negotiation Agreement with the Department of the Navy." Accessed at: [https://controllers.usu.edu/files/uploads/FY15\\_FY16FixedFARateAgmt.pdf](https://controllers.usu.edu/files/uploads/FY15_FY16FixedFARateAgmt.pdf).

## **Appendix F: Utah Code Title 53B Chapter 7 Section 104, Retention of Reimbursed Overhead**

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**Title 53B State System of Higher Education**  
**Chapter 7 Finance**  
**Part 1 Budgets and Funding**  
**Section 104 Retention of net reimbursed overhead revenues.**

### **53B-7-104. Retention of net reimbursed overhead revenues.**

- (1) For fiscal year 1990-91 and for each succeeding year, all budget documents for the system of higher education shall reflect retention by the institutions within the system of their net reimbursed overhead revenues for support of research and related programs under policies established by the State Board of Regents. These overhead revenues may not be considered a dedicated credit.
- (2) The board, in conjunction with institutions within the system, shall provide the Legislature, through the Office of Legislative Fiscal Analyst, with a complete accounting of the net reimbursed overhead revenues on an annual basis. This accounting shall include actual expenditures for the prior fiscal year, budgeted expenditures for the current fiscal year, and planned expenditures for the following fiscal year.

Amended by Chapter 277, 1989 General Session

**Source:** Utah State Legislature. 2016. *Utah State Code*. Accessed at: [http://le.utah.gov/xcode/Title53B/Chapter7/53B-7-S104.html?v=C53B-7-S104\\_1800010118000101](http://le.utah.gov/xcode/Title53B/Chapter7/53B-7-S104.html?v=C53B-7-S104_1800010118000101).

## Appendix G: History of Sponsored Research Expenditures for Utah Research Institutions

Fiscal Year	University of Utah	Utah State University	Utah Research Institutions	Research % Increase from 1987	CPI- All Urban	CPI % Increase from 1987
1987	\$68,194,000	\$41,343,000	\$109,537,000	100.0%	111.23	100.0%
1988	\$75,789,000	\$59,273,000	\$135,062,000	123.3%	115.84	104.1%
1989	\$83,340,000	\$69,944,000	\$153,284,000	139.9%	121.19	109.0%
1990	\$89,018,000	\$86,450,000	\$175,468,000	160.2%	126.98	114.2%
1991	\$94,621,000	\$94,167,000	\$188,788,000	172.4%	133.92	120.4%
1992	\$108,486,000	\$89,776,000	\$198,262,000	181.0%	138.21	124.3%
1993	\$105,263,000	\$75,835,000	\$181,098,000	165.3%	142.53	128.1%
1994	\$103,771,000	\$79,085,000	\$182,856,000	166.9%	146.22	131.5%
1995	\$105,642,000	\$82,468,000	\$188,110,000	171.7%	150.41	135.2%
1996	\$114,423,000	\$81,709,000	\$196,132,000	179.1%	154.50	138.9%
1997	\$135,911,000	\$91,292,000	\$227,203,000	207.4%	158.91	142.9%
1998	\$142,956,000	\$94,228,000	\$237,184,000	216.5%	161.74	145.4%
1999	\$153,843,000	\$95,364,000	\$249,207,000	227.5%	164.54	147.9%
2000	\$187,661,000	\$103,161,000	\$290,822,000	265.5%	169.29	152.2%
2001	\$197,597,000	\$121,359,000	\$318,956,000	291.2%	175.09	157.4%
2002	\$216,707,000	\$121,621,000	\$338,328,000	308.9%	178.19	160.2%
2003	\$223,739,000	\$138,862,000	\$362,601,000	331.0%	182.11	163.7%
2004	\$237,159,000	\$153,616,000	\$390,775,000	356.8%	186.09	167.3%
2005	\$246,132,000	\$134,223,000	\$380,355,000	347.2%	191.69	172.3%
2006	\$249,719,000	\$142,935,000	\$392,654,000	358.5%	198.99	178.9%
2007	\$248,864,000	\$142,784,000	\$391,648,000	357.5%	204.14	183.5%
2008	\$254,632,000	\$148,257,000	\$402,889,000	367.8%	211.70	190.3%
2009	\$334,002,000	\$145,240,000	\$479,242,000	437.5%	214.66	193.0%
2010	\$379,200,000	\$149,169,000	\$528,369,000	482.4%	216.74	194.8%
2011	\$414,316,000	\$174,167,000	\$588,483,000	537.2%	221.09	198.8%
2012	\$430,056,000	\$157,355,000	\$587,411,000	536.3%	227.56	204.6%
2013	\$494,058,000	\$158,352,000	\$652,410,000	595.6%	231.35	208.0%
2014	\$486,140,000	\$164,892,000	\$651,032,000	594.3%	234.97	211.2%

## Appendix H: State Board of Regent Policy R535, Reimbursed Overhead

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**R535-1. Purpose:** To provide policy guidelines for institutional budgeting, accounting and reporting of reimbursed overhead revenues and expenditures.

### R535-2. References

2.1. Utah Code **§53B-7-104** (Retention of Net Reimbursed Overhead Revenues)

### R535-3. Definitions

**3.1 Reimbursed Overhead Revenue:** Reimbursed overhead revenue is recovery from contracts or grants designated to reimburse the institution for associated overhead expenses.

### R535-4. Policy

**4.1. Not a Dedicated Credit:** Reimbursed overhead is not considered a dedicated credit.

**4.2. Retained for Support of Research and Related Programs:** Institutions shall retain all research related reimbursed overhead recovery for the support of research and related programs.

**4.2.1** Suitable uses of reimbursed overhead funds in support of research include but are not limited to:

- Costs of recruiting and retaining key researchers
- Significant operations and maintenance costs that support research programs
- Graduate student support
- Funding for the development of new research initiatives
- Direct support of specific research programs
- General research support of entities critical to the research program
- Facilities, student, academic, and institutional support
- Cooperative extension programs as a means of extending research results to Utah citizens

**4.3. Annual Report to the Board:** Each institution shall submit an annual report to the Board of Regents as part of the annual budget cycle in a format provided by the Office of the Commissioner. The report shall include an accounting of all reimbursed overhead recovery received during the previous fiscal year. The institution shall report a detailed accounting of how it distributed the funds, specifically identifying the separate uses of reimbursed overhead funds for direct and indirect research support and other related programs. The institutions shall report actual reimbursements and expenditures for the prior fiscal year, and budgeted reimbursements and expenditures for the following fiscal year.

**4.4. Reporting to the Legislature:** The Office of the Commissioner shall provide the report outlined in Section 4.3 to the Legislature through the Office of the Legislative Fiscal Analyst.

**4.5. Accounting Standards:** In accounting for reimbursed overhead, each institution shall comply with financial accounting and reporting standards as outlined in the "NACUBO Accounting Manual for Higher Education."

**Source:** Utah State Board of Regents. 2016. *Policy 535, Reimbursed Overhead*. Accessed at: <http://higheredutah.org/policies/>.

## Appendix I: State Board of Regent Form S-5: Reimbursed Overhead

**Purpose of the Form:** Utah code 53B-1-104 and Regents Policy R535 require an annual, detailed accounting of reimbursed overhead revenue and expenditure of those revenues. Mere summaries of these revenues and expenditures do not comply with this requirement. To make compliance easier, the Office of the Commissioner created this report format, which if filled out completely and in detail, will ensure institutions meet the policy's requirements. Importantly, when filling out this report, institutions should show that the reimbursed overhead revenue they received from research contracts and grants was expended in support of their research programs.

	Actual 2015-16	Budget 2016-17
<b>I. SOURCES OF FUNDS</b>		
A. Carryforward		
B. Receipts		
1. Research Contracts and Grants		
2. Related Programs Contracts and Grants (Instruction and Public Service)		
Subtotal - Receipts	\$0	\$0
TOTAL FUNDS AVAILABLE	\$0	\$0
<b>II. USES OF FUNDS</b>		
A. Research Programs - Direct and Indirect Costs		
1. Development of New Research Funding	\$0	\$0
2. Retention/Support of Key Researchers	\$0	\$0
3. Graduate Student Support	\$0	\$0
4. General Research Support	\$0	\$0
5. Programmatic Support	\$0	\$0
6. Facilities Related Funding	\$0	\$0
7. Other Research Support	\$0	\$0
TOTAL RESEARCH PROGRAMS - DIRECT AND INDIRECT COSTS	\$0	\$0
B. Related Programs Costs		
1. Instructional Support	\$0	\$0
2. Academic Support	\$0	\$0
3. Student Services Support	\$0	\$0
4. Institutional Support	\$0	\$0
5. Public Service	\$0	\$0
6. Physical Plant Operation and Maintenance	\$0	\$0
TOTAL RELATED PROGRAMS COSTS	\$0	\$0
TOTAL USES OF FUNDS	\$0	\$0
<b>III. CARRYFORWARD BALANCE</b>	\$0	\$0

		Actual 2015-16	Budget 2016-17
<b>II. USES OF FUNDS</b>			
<b>A. Research Programs - Direct and Indirect Costs</b>			
1. Development of New Research Funding			
a.			
b.			
Subtotal - Development of New Research Funding		\$0	\$0
2. Retention/Support of Key Researchers			
a.			
b.			
Subtotal - Retention/Support of Key Researchers		\$0	\$0
3. Graduate Student Support			
a.	Graduate Student Tuition Awards		
b.	Graduate Student Stipends		
c.			
Subtotal - Graduate Student Support		\$0	\$0
4. General Research Support			
a.			
b.			
Subtotal - General Research Support		\$0	\$0
5. Programmatic Support			
a.			
b.			
Subtotal - Programmatic Support		\$0	\$0
6. Facilities Related Funding			
a.	Research Equipment Replacement		
i.			
ii.			
Subtotal - Research Equipment Replacement		\$0	\$0
b.	Research Lab Setups for New Faculty		
i.			
ii.			
Subtotal - Research Lab Setups for New Faculty		\$0	\$0
c.	Research Lab Remodeling		
i.			
ii.			
Subtotal - Research Lab Remodeling		\$0	\$0
d.	O&M for Research Facilities		
i.			
ii.			
Subtotal - O&M for Research Facilities		\$0	\$0
e.	Other Capital Facilities Support		
i.	Research Facilities Planning and Consulting		
ii.	Leases / Rents		
iii.	Bonded Debt Service		
iv.			
Subtotal - Other Capital Facilities Support		\$0	\$0
f.	Library Acquisitions		
i.			
ii.			
Subtotal - Library Acquisitions		\$0	\$0
Total Facilities Related Funding		\$0	\$0
7. Other Research Support (please specify)			
a.			
b.			
Subtotal - Other Research Support		\$0	\$0
<b>TOTAL RESEARCH PROGRAMS COSTS</b>		<b>\$0</b>	<b>\$0</b>



		Actual 2015-16	Budget 2016-17
<b>II. APPLICATION BY CATEGORY</b>			
<b>B. Related Programs Costs</b>			
1. Instructional Support			
a.			
b.			
c.			
d.			
Subtotal - Instructional Support		\$0	\$0
2. Academic Support			
a.			
b.			
c.			
d.			
Subtotal - Academic Support		\$0	\$0
3. Student Services Support			
a.			
b.			
c.			
d.			
Subtotal - Student Services Support		\$0	\$0
4. Institutional Support			
a.			
b.			
c.			
d.			
Subtotal - Institutional Support		\$0	\$0
5. Public Service			
a.			
b.			
c.			
d.			
Subtotal - Public Service		\$0	\$0
6. Physical Plant Operation and Maintenance			
a.			
b.			
Subtotal - Physical Plant O&M		\$0	\$0
<b>TOTAL RELATED PROGRAMS COSTS</b>		<b>\$0</b>	<b>\$0</b>

## Appendix J: Five Year History of University of Utah Reimbursed Overhead Expenses

	FY 2015	FY 2014	FY 2013	FY 2012	FY 2011	TOTAL
<b>University of Utah</b>						
<b>Facilities Related Support</b>						
Research Equipment Replacement	1,600,000	1,600,000	1,600,000	1,600,000	1,600,000	<b>8,000,000</b>
Research Lab Set-ups for New Faculty	3,325,386	4,417,016	4,124,870	6,334,993	7,324,993	<b>25,527,258</b>
Capital Facilities						<b>8,620,675</b>
Leases and Rent	4,730,710	4,299,812	5,450,512	4,822,394	4,772,394	<b>19,345,112</b>
Debt Service	3,784,965	3,016,078	4,222,779	3,801,451	6,705,919	<b>17,746,227</b>
Other	100,000	305,000	235,000	838,768	2,245,000	<b>3,623,768</b>
Research Lab Remodeling				600,000	1,000,000	<b>1,600,000</b>
O&M for Research Facilities	1,106,500	1,106,500				<b>2,213,000</b>
<b>Subtotal Facilities Related Support</b>	<b>14,652,561</b>	<b>14,744,406</b>	<b>15,633,161</b>	<b>17,997,606</b>	<b>23,648,306</b>	<b>86,676,040</b>
	19%	19%	19%	21%	28%	<b>21%</b>
Development of New Research Funding	29,742,421	30,730,913	29,937,849	29,843,364	23,491,898	<b>143,746,445</b>
Retention of Key Researchers	1,050,000	1,050,000	1,050,000	1,058,705	1,047,277	<b>5,255,982</b>
Graduate Tuition Awards	11,714,592	11,016,661	10,698,166	10,004,775	9,246,298	<b>52,680,492</b>
Programmatic Support	4,984,586	5,966,808	7,176,992	10,381,418	7,097,376	<b>35,607,180</b>
General Research Support	9,553,015	7,950,171	9,476,316	8,831,062	13,248,223	<b>54,076,977</b>
Library Acquisitions	879,500	879,500	879,500	879,500	950,559	<b>4,468,559</b>
Information Technology	5,018,190	6,458,272	7,562,851	6,381,538	5,945,695	<b>26,348,356</b>
<b>Total University of Utah</b>	<b>77,594,865</b>	<b>78,796,731</b>	<b>82,414,835</b>	<b>85,377,968</b>	<b>84,675,632</b>	<b>408,860,031</b>

**Sources:** Utah System of Higher Education. 2011-2015. *Form S-5, Reimbursed Overhead*.

Utah System of Higher Education. 2016 "Table 5, Reimbursed Overhead Gross Receipts and Uses." *2016 Data Book*. Tab G, pg. 5.

## Appendix K: Five Year History of Utah State University Reimbursed Overhead Expenses

	FY 2015	FY 2014	FY 2013	FY 2012	FY 2011	TOTAL
<b>Utah State University</b>						
<b>Facilities Related Support</b>						
Research Equipment Replacement	1,359,503	1,472,413	1,514,005	2,867,007	1,117,604	<b>8,330,532</b>
Research Lab Set-ups for New Faculty	1,735,896	2,406,779	1,627,630	1,354,516	1,095,617	<b>8,220,438</b>
Capital Facilities	2,256,309	1,791,058	2,356,659	1,483,655	2,360,187	<b>10,247,868</b>
Research Lab Remodeling		200,000		192,894	328,266	<b>721,160</b>
O&M for Research Facilities	1,403,204	1,403,203		759,547	9,200	<b>3,575,154</b>
<b>Subtotal Facilities Related Support</b>	<b>6,754,912</b>	<b>7,273,453</b>	<b>5,498,294</b>	<b>6,657,619</b>	<b>4,910,874</b>	<b>31,095,152</b>
	22%	24%	19%	22%	18%	<b>21%</b>
Development of New Research Funding	7,373,954	7,662,769	7,606,971	8,073,813	7,602,088	<b>38,319,595</b>
Retention of Key Researchers			50,000		129,978	<b>179,978</b>
Graduate Tuition Awards		1,453,560	1,379,037	692,864		<b>3,525,461</b>
Programmatic Support	14,876,503	14,487,658	13,927,596	13,037,376	12,362,098	<b>68,691,231</b>
Other	1,674,117			1,422,462	1,940,814	<b>5,037,393</b>
<b>Total Utah State University</b>	<b>30,679,486</b>	<b>30,877,440</b>	<b>28,461,898</b>	<b>29,884,134</b>	<b>26,945,852</b>	<b>146,848,810</b>

**Sources:** Utah System of Higher Education. 2011-2015. *Form S-5, Reimbursed Overhead*.

Utah System of Higher Education. 2016 "Table 5, Reimbursed Overhead Gross Receipts and Uses." *2016 Data Book*. Tab G, pg. 5.

July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: University of Utah – Property Disposal

Issue

As required by Regent Policy R710, *Capital Facilities*, the University of Utah (UU) is notifying the Board of Regents regarding the recent sale of the following two gifted properties:

- 80 acre property in unincorporated Salt Lake City sold for appraised value of \$120,000
- 0.2 acre property in Emigration Canyon sold for \$55,000 (with an appraised value of \$56,000).

Three quarters interest in both properties was gifted to the University primarily for the benefit of Red Butte Gardens and the College of Engineering.

Background

Regent Policy R710, *Capital Facilities* delegates authority to the institutional Boards of Trustees to dispose of donated or gifted property that is not contiguous to institutional campuses and does not exceed \$500,000. The UU Board of Trustees approved the disposal of this property in a June 14, 2016 meeting. Additional information about the transaction may be found in the attached letter from the University.

Commissioner's Recommendation

This is an information item; no action is required.

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David L. Buhler  
Commissioner of Higher Education

DLB/KLH/RPA  
Attachment

June 13, 2016

Mr. David Buhler  
Commissioner  
Board of Regents Building, The Gateway  
60 South 400 West  
Salt Lake City, Utah 84101-1284

Dear Commissioner Buhler:

The University of Utah hereby notifies the Board of Regents' of the following sales of donated or gifted property:

1. 80 acres located at approximately 2500 North City Creek Canyon Road in Unincorporated Salt Lake County, Utah
  - a. Gifted to the University primarily for the benefit of Red Butte Gardens and the College of Engineering.
  - b. University owned a  $\frac{3}{4}$  interest.
  - c. Sold for \$120,000.00.
  - d. Appraised for \$120,000.00.
2. Vacant land located at 1089 Pinecrest Canyon Road, Emigration Township, Utah
  - a. Gifted to the University primarily for the benefit of Red Butte Gardens and the College of Engineering.
  - b. University owned a  $\frac{3}{4}$  interest.
  - c. Sold for \$55,000.00.
  - d. Appraised for \$56,000.00.

Thanks for your consideration and support.

Sincerely,



John E. Nixon  
Sr. Chief Administrative Officer & CFO

c: President David W. Pershing  
Dr. Kimberly Henrie  
Arnold B. Combe  
Jonathon Bates

July 6, 2016

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: General Consent Calendar

The Commissioner recommends approval of the following items on the Regents' General Consent Calendar:

A. Minutes

1. Minutes of the Board Meeting May 20, 2016, Snow College, Ephraim, Utah (Attachment).

B. Grant Proposals

1. University of Utah – US Department of Energy; “Solar Adoption in LI Community”; \$1,351,954. Divya Chandrasekhar, Principal Investigator.
2. University of Utah – Ed Office of Special Education Programs; “Stepping Up Technology”; \$2,481,030. Aaron Jason Fischer, Principal Investigator.
3. University of Utah – DHHS National Institutes of Health; “Brain Initiative: Array”; \$2,019,659. Steven M Blair, Principal Investigator.
4. University of Utah – DOD Defense Advanced Research Projects Agency; “Darpa Nesd: BISC Interface”; \$2,002,187. Florian Solzbacher, Principal Investigator.
5. University of Utah – NIH National Inst Biomedical Imaging & Bioeng; “Stewart Weiss R01 A1”; \$1,862,500. Russell J Stewart, Principal Investigator.
6. University of Utah – New York Stem Cell Foundation; “Deans NYSCF”; \$1,500,000. Tara Lynn Deans, Principal Investigator.
7. University of Utah – National Science Foundation; “Organic Topological Materials”; \$1,475,100. Feng Liu, Principal Investigator.
8. University of Utah – CDC National Inst Occupational Safety & Health; “Mine Ground Control Safety”; \$1,185,764. Michael K McCarter, Principal Investigator.
9. University of Utah – NASA Science Mission Directorate; “Carbon Monitoring System”; \$1,078,125. John Chun-Han Lin, Principal Investigator.

10. University of Utah – NIH National Inst of General Medical Science; “Dynamics of HIV Protease”; \$1,862,500. Saveez Saffarian, Principal Investigator.
11. University of Utah – NIH National Institute on Drug Abuse; “Targeting Dysregulation”; \$3,004,791. Eric L Garland, Principal Investigator.
12. University of Utah – George Washington University; “MFMU ECHO”; \$14,458,606. Michael W Varner, Principal Investigator.
13. University of Utah – US Department of Labor; “DOL Techhire 2016”; \$3,999,999. Gregory M Jones, Principal Investigator.
14. University of Utah – NIH National Institute on Drug Abuse; “Synthetic Cathinones”; \$1,862,500. Annette Sode Fleckenstein, Principal Investigator.
15. University of Utah – NIH National Inst Dental Craniofacial Research; “Molecules and Cures for Tooth”; \$1,250,000. Rena D’Souza, Principal Investigator.
16. University of Utah – NIH National Inst Arthrit Muscolskel Skin Dis; “Supiano/Lastayo U01 Motrpac”; \$6,758,939. Mark Andrew Supiano, Principal Investigator.
17. University of Utah – NIH National Cancer Institute; “Cancer Genomic Data”; \$4,879,233. Gabor T Marth, Principal Investigator.
18. University of Utah – DHHS National Institutes of Health; “Marth R01 2/18/2016”; \$3,714,030. Gabor T Marth, Principal Investigator.
19. University of Utah – NIH National Inst Diabetes Digest Kidney Disease; “Prediabetes Screening R18”; \$3,682,574. Timothy Eugene Graham, Principal Investigator.
20. University of Utah – US Department of Health & Human Services; “Park CMV Resub R01”; \$3,629,393. Albert H Park, Principal Investigator.
21. University of Utah – DHHS National Institutes of Health; “MRI Head/Neck Atherosclerosis”; \$3,416,068. Dennis L Parker, Principal Investigator.
22. University of Utah – National Multiple Sclerosis Society; “Microbial Pathogenesis”; \$2,022,960. John D Kriesel, Principal Investigator.



23. University of Utah – DHHS National Institutes of Health; “R01: Telomere Uncapping”; \$1,949,317. Anthony Donato, Principal Investigator.
24. University of Utah – DHHS National Institutes of Health; “Adrenoleukodystrophy”; \$1,900,945. Anthes Letsou, Principal Investigator.
25. University of Utah – DHHS National Institutes of Health; “Polycystic Kidney Disease”; \$1,900,638. Erhu Cao, Principal Investigator.
26. University of Utah – NIH National Heart Lung & Blood Inst; “Glycolysis-Linked Enos”; \$1,862,500. John David Symons, Principal Investigator.
27. University of Utah – DHHS National Institutes of Health; “Low-Dose CT”; \$1,839,750. Gengsheng Lawrence Zeng, Principal Investigator.
28. University of Utah – NIH National Cancer Institute; “Hepatic Cancer-Resubmission”; \$3,322,750. Marc D Porter, Principal Investigator.
29. University of Utah – DHHS National Institutes of Health; “Ghandehari R01 Resub SELP”; \$1,862,500. Hamidrezas Ghandehari, Principal Investigator.
30. University of Utah – US Department of Transportation; “University Trans. Center”; \$1,500,000. Reid Ewing, Principal Investigator.
31. University of Utah – DOE National Energy Technology Lab; “Geologic CO2 Sequestration”; \$2,370,327. Mikhail Skliar, Principal Investigator.
32. University of Utah – DOE OFC Energy Efficiency & Renew Energy; “Utah industrial Assessment Ctr”; \$1,698,975. Kody Merlin Powell, Principal Investigator.
33. University of Utah – NIH National Inst Neurology Disorders Stroke; “Add Contract Renewal”; \$26,570,083. Karen S Wilcox, Principal Investigator.
34. University of Utah – NIH National Inst of General Medical Science; “Symbiosis and Diversity”; \$2,665,250. Eric W Schmidt, Principal Investigator.
35. University of Utah – DOD Defense Advanced Research Projects Agency; “Phenotyping Tumors”; \$1,125,000. Andrea H Bild, Principal Investigator.
36. University of Utah – DHHS National Institutes of Health; “Dynamics of HIV Protease”; \$1,845,181. Saveez Saffarian, Principal Investigator.

37. University of Utah – National Science Foundation; "Reptilian Genomes/Phenomes"; \$1,429,861. Colleen G Farmer, Principal Investigator.
38. University of Utah – NIH National Cancer Institute; "Healthy Body Healthy Mind"; \$2,265,373. Jessie Xizojing Fan, Principal Investigator.
39. University of Utah – DHHS Office of Minority Health; "Families and Schools Together"; \$2,000,000. Rosemary Alvarado, Principal Investigator.
40. CDC National Center for Chronic Disease Prevention; "Witness This"; \$1,369,174. Lindsay Gezinski, Principal Investigator.
41. University of Utah – DHHS National Institutes of Health; "Co-Constructed Edu Model"; \$1,690,512. Caren Jean Frost, Principal Investigator.
42. University of Utah – NIH Office of the Director; "Stanford Echo UG3/UH3 April 2016"; \$18,373,102. Joseph Stanford, Principal Investigator.
43. University of Utah – HRSA Maternal & Child Health Bureau; "Kerr/Norlin HRSA May 2016"; \$1,218,750. Lynne M Kerr, Principal Investigator.
44. University of Utah – US Department of Defense; "Camp-Breakthrough – DOD"; \$1,063,998. Nicola J Camp, Principal Investigator.
45. University of Utah – HRSA Bureau of Health Professions; "Resolving Barriers Oral Health"; \$1,400,000. Wyatt R Hume, Principal Investigator.
46. University of Utah – DHHS Centers for Disease Control & Prevention; "Shepherd Mathematical Modeling"; \$4,161,103. Matthew H Samore, Principal Investigator.
47. University of Utah – NIH National Inst Child Health & Human Development; "Sherwin R01 April 2016"; \$3,752,825. Catherine M Sherwin, Principal Investigator.
48. University of Utah – NIH National Institute of Nursing Research; "NKOY R01 CMC NINR June 2016"; \$3,481,814. Flory Lumu Nkoy, Principal Investigator.
49. University of Utah – DHHS Centers for Disease Control & Prevention; "Antibiotic Stewardship"; \$3,000,000. Matthew H Samore, Principal Investigator.

50. University of Utah – Samhsa Center for Substance Abuse Prevention; “Keeshin Samhsa May 2016”; \$3,000,000. Brooks R Keeshin, Principal Investigator.
51. University of Utah – NIH National Inst Child Health & Human Development; “DBTG”; \$2,700,000. H Joseph Yost, Principal Investigator.
52. University of Utah – NIH National Eye Institute; “Parallel Pathways-VIS. Cortex”; \$2,688,171. Alessandra Angelucci, Principal Investigator.
53. University of Utah – Progenity Inc; “Whole Blood Samples – PRO-101”; 41,875,000. Erin Anne Shaw Clark, Principal Investigator.
54. University of Utah – DHHS National Institutes of Health; “Harnessing Mait”; \$1,789,311. Daniel Ted Leung, Principal Investigator.
55. University of Utah – University of New Mexico; “Dean UNM Sub April 2016”; \$1,438,415. J Michael Dean, Principal Investigator.
56. Utah State University – US National Science Foundation; “NRT: Graduate Climate Adaption Research that Enhances Education and Responsiveness of Science at the Management-policy int”; \$2,952,345. Nancy J Huntly, Principal Investigator.
57. Utah State University – US Department of Education; “Educational Talent Search”; \$2,099,808. Jami Joelle Bayles, Principal Investigator.
58. Utah State University – US Dept of Health & Human Svcs – National Institutes of Health; “Pro-BDNF and Memory”; \$1,781,619. Mona C Buhusi, Principal Investigator.
59. Utah State University – US Dept of Hlth. And Hum. Svcs. – National Institutes of Health; “Menopausal changes in ovarian hormones and hormone receptors influence the maintenance of trabecular bone through a FoxO/Wn. Jeffrey B Mason, Principal Investigator.
60. Utah State University – Harris Corporation, Government Communications Systems; “Absolute Baseline Sounder Interferometer Carriage”; \$7,536,604. Deron Scott, Principal Investigator
61. Utah State University – Air Force Research Laboratory; “Ion-Neutral Mass Spectrometer (INMS) for Measurement of Small Scale and Transient Phenomena”; \$2,134,708. Erik Syrstad, Principal Investigator.

62. Utah State University – Blackmore Sensors and Analytics Inc.; “Multi-Beam Optical Phased Array LADAR Enabled by ARRAYS of Chip Scale Emitters (ARCHES)”; \$3,000,468. Mike Wojcik, Principal Investigator.
63. Utah State University – US Department Of Health & Human Services-National Institutes of Health (NIH); “On the causal relation between delay discounting and cocaine self-administration in male and female rats”; \$1,579,002. Gregory J Madden, Principal Investigator.
64. Utah State University – US Department of Health and Human Services-National Institutes of Health (NIH); “Cognitive processing and Sentence Comprehension in SLI”; \$3,641,104. Ron Gillam, Principal Investigator.
65. Utah State University – UT Department of Health-Maternal and Child Health; “National Technical Resource Center for Newborn Hearing Screening and Intervention”; \$1,200,000. Karl R White, Principal Investigator.
66. Utah State University – US Department of Agriculture (USDS); “USDA CYFAR Afterschool Program”; \$1,280,000. David W Francis, Principal Investigator.
67. Utah State University – US Department of Ag.-National Institute of Food and Ag (NIFA); “Integrating Legumes Into organic Orchards for Multiple Benefits in the Intermountain and Pacific Northwest”; \$1,893,630. Jennifer Rose Reeve, Principal Investigator.
68. Utah State University – Orbital ATK, Inc.; “Foghorn”; \$3,615,362. Scott Anderson, Principal Investigator.
69. Utah State University – NASA Jet Propulsion Laboratory; “RainCube Spacecraft”; \$1,753,471. Tim Neilsen, Principal Investigator.
70. Utah State University – Surrey Satellite Technology US LLC; “Sustained Land Imaging Piggyback Radiometer Calibration Instrument Concept Engineering Model Demonstration”; \$2,637,705. Jed Hancock, Principal Investigator.
71. Utah State University – Raytheon Corp General; “Peregrine High Altitude Balloon Experiment”; \$5,985,200. Jim Perry, Principal Investigator.
72. Utah State University – Misc Federal Sponsors; “Small Satellite Portfolio (SSP) Biarri Square Dance”; \$1,898,600. David Anderson, Principal Investigator.
73. Utah State University – Air Force Research Laboratory; “Dynamic Sensor Support (DSS)”; \$49,000,000. John Santacroce, Principal Investigator.

C. Awards

1. University of Utah – NIH National Inst Child Health & Human Development; “Folic Acid Supplementation and Semen Quality Trial”; \$3,040,951. Matthew Peterson, Principal Investigator.
2. University of Utah – Army Research Office; “Alliance for Multiscale Modeling of Electronic Materials”; \$1,200,000. Robert Michael Kirby II, Principal Investigator.
3. University of Utah – Viralytics; “Storm”; \$2,378,157. Sumati Virendra Gupta, Principal Investigator.
4. University of Utah – Biogen; “Biogen BIIIB037 (Clarity)”; \$1,274,256. Richard Daniel King, Principal Investigator.
5. University of Utah – University of Pittsburgh; “Path Phase II CDRN”; \$1,253,006. Rachel Hess, Principal Investigator.
6. Utah State University – University of California at Berkeley; “Far Ultraviolet (FUV) Imager”; \$1,900,228.99. Erik Syrstad, Principal Investigator.
7. Utah State University – US Department of Health \* Human Services; “National Resource Center for Early hearing Detection and Intervention Programs”; \$1,200,000. Karl R White, Principal Investigator.
8. Utah State University – Air Force Space and Missiles Command; “Mission Data processing (MDP) for Wide Field of View (WFOV) Testbed”; \$1,000,000. Kenny Reese, Principal Investigator.
9. Utah State University – Missile Defense Agency; “Systems Engineering, Research and Experimentation Support to AFRL/RVB”; \$1,299,280. John Santacrose, Principal Investigator.
10. Utah State University – Misc Federal Sponsors; “Remote Global GEOINT (Geospatial intelligence) Ground (RG3) Task Order (TO) 8-Marine Corps Fiscal Year 15-16”; \$1,414,743.82. Seth Putnam, Principal Investigator.
11. Utah State University – Air Force Research Laboratory; “Air Force Research Laboratory (AFRL) Task Order 0001 – Monolith CubeSat”; \$2,120,000. Robert Burt, Principal Investigator.
12. Utah State University – Misc Federal Sponsors; “Remote Global GEOINT (Geospatial Intelligence) Ground (RG3) Task Order (TO) 16 – Small Portfolio (SSP) Biarri Square Dance”; \$1,904,115. David Anderson, Principal Investigator.

13. Utah State University – Air Force Research Laboratory; “Space Situational Awareness (SSA) Sensor Development”; \$1,054,000. John Santacroce, Principal Investigator.

D. Academic Items Received and Approved

1. New Programs

- University of Utah – Emphasis in Clinical and Translational Epidemiology within the PhD in Population Health Sciences
- University of Utah – Graduate Certificate in Business Analytics
- Weber State University – Emphasis in Exercise Science within the BS in Exercise and Sport Science
- Southern Utah University – Emphasis in Educational Leadership Preparation (online) within the Master of Education
- Snow College – Certificate of Completion in Computer Numerical Control (CNC) Machining
- Snow College – Certificate of Completion in Manual Machining
- Dixie State University – Minor in American Sign Language
- Utah Valley University – Certificate of Proficiency in Advanced Manufacturing
- Utah Valley University – Certificate of Proficiency in Application Development
- Utah Valley University – Certificate of Proficiency in Database Administration and Data Warehousing
- Utah Valley University – Certificate of Proficiency in Data Analytics
- Utah Valley University – Certificate of Proficiency in Health Information Technology
- Utah Valley University – Certificate of Proficiency in Unmanned Aircraft Systems
- Utah Valley University – Emphasis in Application Development within the BS in Information Systems
- Utah Valley University – Emphasis in Applied Behavior Analysis within the Master of Education
- Salt Lake Community College – Certificate of Proficiency in Certified Electronics Technician
- Salt Lake Community College – Certificate of Proficiency in Ethical Hacking and Digital Forensic Investigation
- Salt Lake Community College – Certificate of Proficiency in Fundamentals of Information Assurance and Cyber Defense
- Salt Lake Community College – Certificate of Proficiency in Medical Office Administration
- Salt Lake Community College – Certificate of Proficiency in Motorcycle and Outdoor Power Equipment Technology

2. New Administrative Unit

- University of Utah – School for Cultural and Social Transformation with Division of Ethnic Studies and Division of Gender Studies
3. New Center
- University of Utah – Center for Research on Migration and Refugee Integration
  - Utah Valley University – Center for National Security Studies
4. Name Change
- Utah State University - BS in Watershed and Earth Systems to BS in Management and Restoration of Aquatic Ecosystems
  - Dixie State University – DSU Schools to DSU Colleges
5. Name Change/Program Restructure
- Weber State University – BS in Human Performance Management to BS in Exercise and Sport Science
  - Weber State University – Emphasis in Wellness to Emphasis in Fitness Professional within BS in Exercise and Sport Science
  - Utah Valley University – Master of Education in Curriculum and Instruction to Master of Education with Emphases in Educational Technology, Elementary Mathematics, Elementary STEM, English as a Second Language, Reading I, and Teacher Leadership
6. Discontinuation
- Utah State University – Emphasis in Atmospheric and Space Sciences - PhD in Electrical Engineering
  - Utah State University – Emphasis in Communications - PhD in Electrical Engineering
  - Utah State University – Emphasis in Control and Optimization - PhD in Electrical Engineering
  - Utah State University – Emphasis in Infrared and Optics Systems - PhD in Electrical Engineering
  - Utah State University – Emphasis in Microelectronics - PhD in Electrical Engineering
  - Utah State University – Emphasis in Microwaves - PhD in Electrical Engineering
  - Utah State University – Emphasis in Parallel Computers and Digital Systems - PhD in Electrical Engineering
  - Utah State University – Emphasis in Signal Processing - PhD in Electrical Engineering
  - Weber State University – BS in Athletic Training
  - Weber State University – BS/Minor in Business/Marketing Education Composite Teaching
  - Weber State University – Emphasis in Health Promotion within BS in Health Administrative Services



- Salt Lake Community College – Certificate of Completion in Media Design Technology
  - Salt Lake Community College – Certificate of Completion in Medical Office Administration
  - Salt Lake Community College – Certificate of Proficiency in Network Infrastructure Technician
7. Program Suspension
- Salt Lake Community College – Certificate of Completion in Clinical Medical Assisting
8. Seven-Year Review
- University of Utah – Department of Communication Sciences and Disorders
  - University of Utah – Professional Master of Science and Technology Program (PMST)

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David L. Buhler  
Commissioner of Higher Education

DLB/LO  
Attachment

STATE BOARD OF REGENTS  
SNOW COLLEGE, EMPHRAIM, UTAH  
FRIDAY, MAY 20, 2016

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STATE BOARD OF REGENTS  
SNOW COLLEGE, EMPHRAIM, UTAH  
FRIDAY, MAY 20, 2016

COMMITTEE OF THE WHOLE  
MINUTES

Regents Present

Daniel W. Campbell, Chair  
France A. Davis, Vice Chair  
Jessellie B. Anderson  
Nina R. Barnes  
Bailey Bowthorpe  
Wilford Clyde  
Marlin K. Jensen  
Patricia Jones  
Robert S. Marquardt  
Robert W. Prince  
Harris H. Simmons  
Mark R. Stoddard  
Teresa L. Theurer  
Joyce P. Valdez  
John H. Zenger

Regents Absent

Leslie Castle  
Steven Lund  
Steve Moore

Office of the Commissioner

David L. Buhler, Commissioner of Higher Education  
Elizabeth Hitch, Associate Commissioner for Academic Affairs  
Kimberly L. Henrie, Associate Commissioner for Finance & Facilities

Institutional Presidents Present

Dr. Ruth Watkins for David W. Pershing, University of Utah  
Noelle Cockett for Stan L. Albrecht, Utah State University  
Scott L. Wyatt, Southern Utah University  
Gary L. Carlston, Snow College  
Matthew S. Holland, Utah Valley University  
Michael Lacourse for Richard B. Williams, Dixie State University  
Dr. Clifton Sander for Denece G. Huftalin, Salt Lake Community College  
Charles Wight, Weber State University

Other Commissioner's Office and institutional personnel were also present. The signed role is on file in the Commissioner's Office.

**Vice Chair Davis called the meeting to order at 1:31 p.m.** and turned the time over to President Carlston for his State of the College.

### State of the College

President Carlston welcomed the Regents and guests to Snow College. He thanked all those who work hard to make Snow College successful. President Carlston noted Snow College's core themes are to be innovative, forward thinking, changing, improving and engagement. Along with those core themes they want to serve well. Snow is a community college with open enrollment and wants to remain that way, but at the same time, wants to respond to the economic and educational needs of the area. Snow's strategic plan emphasises quality, changing and revamping their general education program and making it more integrated, acknowledging their responsibilities in the area of economic development, and making sure students can afford to be there. He noted Snow's service area includes six counties; Juab, Millard, Piute, Sanpete, Wayne, and Snow wants to serve well in these areas. Their focus is on success. One very important perspective and what President Carlston wants everyone to remember, is the highest priority and its success relies on the success of the faculty and staff. He also made note of several accomplishments: for the last six years Snow has been recognized nationally from the Aspen Institute, and this year they have been invited to submit an application to receive a 1 million dollar award; for two consecutive years the women's basketball team has had the highest GPA among community colleges in the nation; the students have ranked the professors at Snow as the 14<sup>th</sup> best in the nation; 60% of students at Snow take 30 credits per year. Snow has created several programs to help students be successful; Snow Block, Dollar Smart and Care for Students. He stated they know students need financial aid and guidance. They also know completing college is not just about taking classes and sometimes students face emotional challenges. Snow is growing and for the first time they have reached over 5000 students. They are also growing in diversity. Snow College has the lowest tuition in the state and if they can get students to campus, they can keep students. They must stay affordable. They must also be responsive; in that last two years they have added 40 programs. He emphasized the success of the music department. Snow has a new Robert and Joyce Graham Science Center being built and it should be completed in August 2017. He also noted the nursing program was fully accredited last Fall. President Carlston closed by saying we must never forget that the top priority is the student.

Vice-chair Davis thanked President Carlston and acknowledged Regents and Presidents not in attendance.

### General Consent Calendar TAB V

Vice-chair Davis asked for a motion to approve, **Regent Theurer motioned to approve and was seconded by Regent Zenger; the following items were approved on the Regents' General Consent Calendar:**

- A. Minutes – Minutes of Board meetings April 1, 2016, Dixie State University
- B. Grant Proposals
- C. Awards
- D. Academic Items Received and Approved

### Reports of Board Committees

#### Academic and Student Affairs Committee

Regent Prince stated they had an excellent committee meeting today and noted they have five action items to cover. The first two were:

University of Utah – Doctor of Philosophy Nutrition and Integrative Physiology (TAB A)

University of Utah – Masters of Science in Sports Medicine (TAB B)

The committee had a good discussion on both items and were unanimously approved in committee. **Regent Prince moved to approve both items as outlined in Tabs A and B. The motion was seconded by Regent Stoddard and the motion carried.**

Weber State University – Bachelor of Science in Emergency Healthcare Services (TAB C)  
Weber State University – Bachelor of Science in Outdoor and Community Recreation with Emphases in Outdoor Recreation Administration and Community Recreation Administration (TAB D)

Regent Prince made note that TAB C should read Bachelor of Science in Emergency Healthcare Sciences and this was amended in committee. **Regent Prince stated both were approved unanimously in committee and moved to approve as outlined in Tabs C and D. The motion was seconded by Regent Marquardt and the motion carried.**

Process to Support Institutional Proposals for Strategic Workforce Investment Funds (TAB E)

Regent Prince noted this is action to allow the Commissioner to act on behalf of the Regents. **Regent Prince moved to approve as outlined in Tab E. The motioned was seconded by Regent Simmons and the motion carried.**

Institutional Completion Update: Snow College (TAB F)

The New Student-Friendly Regents' and New Century Scholarship Application and Administration System (TAB G)

Regent Prince noted they heard fantastic presentations on both Tab F and G. These are information items and no action was taken.

#### Finance/Facilities Committee

Snow College – Campus Master Plan Approval (TAB H)

Regent Marquardt noted they discussed land acquisitions and needs in the future. The committee unanimously approved in committee; **Regent Marquardt moved to approve as outlined in Tab H. The motion was seconded by Regent Zenger and the motion carried.**

Snow College – Endowment Fund Investment Policy (TAB I)

**Regent Marquardt noted the committee fully endorsed and moved to approve as outlined in Tab I. The motioned was seconded by Regent Barnes and the motion carried.**

University of Utah – Series 2016 Approving Resolution for General Revenue and Refunding Bond Issue (TAB J)

Regent Marquardt noted this is to construct a new David Eccles School of Business Executive Education Building for up to 55 million and to refund up to 100 million of previously issued revenue bonds. The timing will depend on the market. **Regent Marquardt motioned to approve as outlined in Tab J. The motion was seconded by Regent Jones and the motion carried.**

Utah State University – Series 2016 Approving Resolution for Research Revenue Bond Issue (TAB K)

Regent Marquardt noted this is to finance the construction of phase two of the Space Dynamics Laboratory. This was previously authorized by the legislature with principal not to exceed 12.5 million and interest rate

not to exceed 5.5%. **Regent Marquardt** motioned to approve as outline in Tab K. The motion was seconded by **Regent Simmons** and the motion carried.

Utah State University – Series 2016 Approving Resolution for Student Fee and Housing System Revenue Bond Issue (TAB L)

Regent Marquardt noted this is for the Blue Square Apartment Complex and has previously been discussed; principal amount not to exceed 20.5 million, interest rate not to exceed 5.5%. **Regent Marquardt** moved to approve as outlined in Tab L. The motion was seconded by **Regent Zenger** and the motion passed.

Utah Valley University – Non-State Funded Athletic Dome Project Approval (TAB M)

Regent Marquardt noted this project will be financed with Western Athletic Conference Affiliation Funds. **Regent Marquardt** moved to approve as outlined in Tab M. The motion was seconded by **Regent Clyde** and the motion carried.

USHE – Revision of Policy R512, *Determination of Resident Status* (TAB N)

Regent Marquardt noted this change will have a limited impact. **Regent Marquardt** moved to approve as outlined in Tab N. The motion was seconded by **Regent Barnes** and the motion carried.

USHE – Revision of Policy R513, *Tuition Waiver and Reductions* (TAB O)

Regent Marquardt noted this will add partial waivers and allow for online coursework, and stated this will have limited impact. **Regent Marquardt** moved to approve as outlined in Tab O. The motion was seconded by **Regent Simmons** and the motion carried.

USHE – Capital Development Prioritization (CDP) Cycle – Adoption of Priority Guidelines (TAB P)

Regent Marquardt noted there has been a lot discussion and the result was no change to the policy. However, there will be an effort to be more transparent and open with how the points will be put together. Additionally, the information will be shared with the institutions prior to the September Board of Regents meeting. **Regent Marquardt** moved to approve as outlined in Tab P. The motion was seconded by **Regent Clyde** and the motion carried.

USHE – 2016-17 Performance Based funding Amendments and Allocations (TAB Q)

Regent Marquardt noted the legislation allocated 5 million in one-time funding for performance funding. This presents challenges because it is less than it was last year and it makes it difficult to fund long-term projects with one-time funds. There are two recommended changes for the funding model this year; 1) the legislative change in the definition of institutional efficiency, which takes out the graduation rate and no longer includes peer institutions, 2) the change in the data source used to identify graduate research expenditures. **Regent Marquardt** moved to approve as outlined in Tab W. The motion was seconded by **Regent Barnes** and the motion carried.

USHE – Enrollment Forecasts (TAB R)

Regent Marquardt noted we are projecting an average per institution of 52,000 or 2.6% annual growth in students and 35,000 or 2.5% in FTE over the next ten years. **Regent Marquardt** moved to approve as outline in Tab R. The motion was seconded by **Regent Bowthorpe** and the motion carried.

Southern Utah University – Series 2016 Auxiliary System and Student Building Fee Revenue Refunding Bonds (TAB S)

Regent Marquardt summarized as outlined in Tab S. This is information only and no action was taken.

USHE – Capital Improvement Update for 2016-17 (TAB T)

Regent Marquardt noted the State Building Board met in April and allocated 61 million to USHE for capital improvement projects, which is the largest amount ever appropriated by the state legislature. This is information only and no action was taken.

USHE – Institutions' Health Plan Changes 2016-17 (TAB U)

Regent Marquardt noted this is information only and no action was taken.

Report of Nomination Committee and Election of Board Chair and Vice-chair for 2016-2018 (TAB W)

Regent Prince noted the nomination committee, which consists of himself, Regent Theurer and Regent Valdez, have completed their work and are pleased to put forward a motion that Regent Daniel W. Campbell be selected to serve as Chair of the Board of Regents and Regent France A. Davis as Vice-chair of the Board of Regents for a second term. **Regent Prince motioned to approve the second term for Chair Campbell and Vice-chair Davis. The motion was seconded by Regent Theurer and the motion carried unanimously.**

Regent Davis recognized Regent Bailey Bowthorpe for her year of service as the Student Regent. Regent Davis asked President Wyatt to comment. President Wyatt noted that Regent Bowthorpe served two years as a student body officer, has been a phenomenal student and is finishing up her Master's degree. Regent Bowthorpe thanked the Regents for their efforts and has enjoyed being a member of the Regents over the last year.

Vice-chair Davis thanked those in attendance.

**It was moved by Regent Stoddard and seconded by Regent Barnes to meet in Executive Session for the sole purpose of discussing the character, professional competence, or physical or mental health of individuals. The motion carried.**

The Board of Regents met in Executive Session until 3:45 p.m.

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Loreen Olney  
Executive Secretary

Date Approved: July 15, 2016