Utah Valley University Board of Trustees Meeting February 21, 2019 4:00pm SC 213c		
Tab	**Agenda**	**Notes**
A	I. Action 1. Academic Program Approval, *Jeff Olson, Senior VP Academic Affairs* Additions: a. EDT Name Change b. CP in Surveying Technology c. Name change of Geomatics Program d. AAS in Surveying Technology Deletions: e. IS emphasis in Graphic Design f. Forensic Chemistry Emphasis Three-Year Reviews g. BFA Theatre h. BS Entrepreneurship i. BS Mechatronics j. BS Digital Cinema k. BS Digital Audio l. BS Animation and Games m. BS Web Design and Development	

B	2. Policies
	    a. Policy 333 Background Checks, *Linda Makin, VP PBHR*
	    b. Policy 608 Internship Program Requirements and Implementation, *Linda Makin, VP PBHR*	

C	3. Property Purchase, *Jacob Atkin, AVP Finance* II. Executive Session *(To strategically discuss character, professional competence, or physical or mental health of an individual and litigation which is pending or reasonably imminent.)* I. Action (Continued) 4. Sabbaticals, *Jeff Olson, Senior VP Academic Affairs* 5. Honorary Awards, *Cameron Martin, VP University Relations*	

E	III. Consent Calendar
	
	1. Minutes of January 17, 2019
	
	2. December 2018 Investment Report
	
	3. 2018 Human Resources Report
	
	IV. Information
	
	1. Committee Updates
	    a. Audit, *R. Duff Thompson, Committee Chair*
	    b. Finance and Facilities, *Jack Sunderlage, Committee Chair*	

2. President's Report, *Dr. Astrid S. Tuminez, President*

3. Tuition Setting Process and Timelines, *Linda Makin, VP PBHR*

DATE:	**February 21, 2019**
TITLE:	**Academic Program Approvals**
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	**Jeff Olson, Sr. VP of Academic Affairs**
SUBJECT:	**Academic Program Approvals**
BACKGROUND:	The Board of Trustees is being asked to approve the following academic program additions and changes as recommended by the Academic Affairs Committee of the Board of Trustees: Additions: a. EDT Name Change b. CP in Surveying Technology c. Name change of Geomatics Program d. AAS in Surveying Technology Deletions: e. IS emphasis in Graphic Design f. Forensic Chemistry Emphasis Three-Year Reviews g. BFA Theatre h. BS Entrepreneurship i. BS Mechatronics j. BS Digital Cinema k. BS Digital Audio l. BS Animation and Games m. BS Web Design and Development
ALTERNATIVES:	• **Approve** as presented, "I move to approve the following academic program additions and changes: Additions: a. EDT Name Change b. CP in Surveying Technology c. Name change of Geomatics Program d. AAS in Surveying Technology Deletions: e. IS emphasis in Graphic Design f. Forensic Chemistry Emphasis Three-Year Reviews g. BFA Theatre

	h. BS Entrepreneurship i. BS Mechatronics j. BS Digital Cinema k. BS Digital Audio l. BS Animation and Games m. BS Web Design and Development" • **Amend** and approve, "I move to approve, as amended…" • **No action**, "I move that we go to the next agenda item…"
FINANCIAL IMPACT:	Available upon request
EXHIBITS:	Additions: a. EDT Name Change b. CP in Surveying Technology c. Name change of Geomatics Program d. AAS in Surveying Technology Deletions: e. IS emphasis in Graphic Design f. Forensic Chemistry Emphasis Three-Year Reviews g. BFA Theatre h. BS Entrepreneurship i. BS Mechatronics j. BS Digital Cinema k. BS Digital Audio l. BS Animation and Games m. BS Web Design and Development

Utah System of Higher Education
Administrative Unit Change Proposal
Cover/Signature Page—Abbreviated Template

Institution Submitting Request: Utah Valley University
Existing Unit Title: Department of Engineering Design Technology
Proposed Unit Title (if applicable): Department of Architecture and Engineering Design
Sponsoring School, College, or Division: College of Engineering and Technology
Sponsoring Academic Department(s) or Unit(s): Department of Engineering Design Technology
Proposed Effective Date: 7/1/2019
Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

X	Name Change of Existing Unit
☐	Administrative Unit Restructure (with or without Consolidation)
☐	Administrative Unit Transfer
☐	Administrative Unit Suspension
☐	Administrative Unit Discontinuation
☐	Reinstatement of Previously Suspended Administrative Unit
☐	Reinstatement of Previously Discontinued Administrative Unit

Chief Academic Officer (or Designee) Signature:

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

Name:

Date:

Unit Description—Abbreviated Template

Section I: The Request

The Department of Engineering Design Technology in the College of Engineering and Technology at Utah Valley University requests a name change to Department of Architecture and Engineering Design effective Fall 2019.

Section II: Program Proposal

Administrative Unit Description/Rationale

The Engineering Design Technology Department currently offers Certificates of Proficiency in Architectural Design Technology, Civil Design Technology, Mechanical Design Technology, and Structural Design Technology. Additionally, the department offers Associate of Science degrees in Engineering Design Technology and Geomatics; an Associate of Applied Science in Engineering Design Technology; and a Bachelor of Science in Geomatics. The department is in the process of changing several of the degree names, adding an associate degree in surveying, and has recently received approval for a new Bachelor of Architecture. The department name change will increase recognition of the recently added architecture degree while maintaining familiarity with existing degree programs. It is expected to provide greater clarity to students, other departments, and administrative units on campus.

Consistency with Institutional Mission/Institutional Impact

As the Department of Architecture and Engineering Design the focus will remain on preparing future professionals to engage in diverse design, modeling, and drafting disciplines. The department will continue to fulfill the approved mission, role, and goals of the University.

No additional faculty or staff resources beyond those previously specified and approved with the Bachelor of Architecture are anticipated to support the name change.

Finances

The Department of Engineering Design Technology is requesting a name change to Department of Architecture and Engineering Design. The cost to initiate this change will be minimal. The department will support the expenses with existing funds.

Utah System of Higher Education
New Academic Program Proposal
Cover/Signature Page—Abbreviated Template

Institution Submitting Request: Utah Valley University
Proposed Program Title: Certificate of Proficiency in Surveying Technology
Sponsoring School, College, or Division: College of Engineering and Technology
Sponsoring Academic Department(s) or Unit(s): College of Engineering and Technology
Classification of Instructional Program Code: 15.1102
Min/Max Credit Hours Required of Full Program: 28
Proposed Beginning Term: Fall 2019
Institutional Board of Trustees' Approval Date:

Program Type:

X	Certificate of Proficiency	☐ Entry-level CTE CP	X Mid-level CP
☐	Certificate of Completion		
☐	Minor		
☐	Graduate Certificate		
	K-12 Endorsement		

☐	New Emphasis for Regent-Approved Program
	    Credit Hours for NEW Emphasis Only:
	    Current Major CIP:
	    Current Program Title:
	    Current Program BOR Approval Date:		

☐	Out of Service Area Delivery Program		

Chief Academic Officer (or Designee) Signature:

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

Name:

Date:

Section I: The Request

The Engineering Design Technology Department in the College of Engineering and Technology at Utah Valley University requests approval to offer a Certificate of Proficiency in Surveying Technology effective Fall 2019.

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

The Certificate of Proficiency in Surveying Technology is intended to provide part of the educational competency required for licensure as a Professional Land Surveyor (PLS) in the State of Utah. If an individual holds a bachelor of science degree in a related surveying field such as civil engineering or construction management, according to the State of Utah Office of Administrative Rules 156-22-302(c)(3), they may complete an additional 30 semester hours of surveying specific course work to complete the educational component for licensure. This certificate meets this regulatory educational requirement if the related degree includes algebra, calculus, geometry, statistics, or trigonometry. It prepares students for immediate employment beyond entry level work in surveying or civil engineering firms as a crew chief or a position with similar responsibilities. Students will be prepared to perform many of the various field and office tasks related to surveying including site and topographic surveys, boundary investigation and research, map-making, various survey adjustment calculations, writing of legal property descriptions, and other survey technician duties and responsibilities. 95% of the total courses offered will be delivered in the evenings as face-to-face or hybrid and/or online leaving only two course currently taught during daytime hours.

UVU is committed to providing a steady supply of skilled employees for technology related companies. Utah County is one of the fastest growing regions in the state. Along with the growth in the need for skilled workers in the engineering technology fields, companies have increased the need for trained technology support services. Coupled with the rapid growth of Science, Technology, Engineering, and Mathematics (STEM) fields and particularly the infusion of new technology in local industry, there is an ever-increasing demand for higher levels of expertise within the labor force. A stackable sequence with a Certificate of Proficiency in Surveying Technology leading to a BS or AS in Surveying and Mapping will educate students beyond current levels and allow for greater technical expertise in these areas. Graduates will significantly add to their skillset and remain highly competitive in the job market. This sequence will not only provide new skill seeking students a pathway to follow to a career in demand, but it will also give students with related skills and degrees a pathway to licensure in surveying.

UVU and the state will benefit from students completing this degree by providing industry with greater technical expertise and reducing the current shortage of surveyors and survey technicians with advanced skills. UVU will also be providing a full educational pathway from certificates to a baccalaureate degree for traditional and non-traditional students because every course in this certificate will count towards the AS or BS degrees in Surveying and Mapping.

Labor Market Demand
According to the Bureau of Labor Statistics, employment of surveyors is projected to grow 11% from 2016 to 2026, faster than the average for all occupations. Surveyors will continue to be needed to certify boundary lines, work on resource extraction projects, and review sites for construction. Nationally there are currently 44,800 job openings, and the median pay for surveyors is $59,390, or an average of $28.56 per hour. In Utah the average median wage for surveyors is $64,010.[i] In Utah, job opportunities for those with surveying skills are expected to be good. Increased use of sophisticated technology and math has resulted in higher education requirements. As a result, those with the right combination of skills from an accredited school will have the best job opportunities.

Demand for traditional surveying services is closely tied to construction activity, therefore job opportunities will depend on local economic conditions.[ii] In Utah, construction related occupations are expected to experience much faster than average employment growth with a high volume of annual job openings. Business expansion, as opposed to the need for replacements, will provide the majority of job openings in the coming decade. Construction laborers who are able to perform a wide range of tasks should have the best job opportunities. Employment of construction laborers and helpers is especially sensitive to the fluctuations of the economy.[iii] The number of manufacturing and engineering firms is expected to grow significantly during the next five years. The latest Burning Glass report (September 30, 2017) indicates that in the Provo-Orem area employment will remain strong due to the expansion happening in the Mountainland Region in addition to the replacement jobs that will become available.[iv]

Student Demand
According to the Economic Development and Employer Planning System (EDPS) for SOC 15.1102 Surveying Technology and Surveying (Utah) there were the following program completers 2011-12 6; 2012-13 12; 2013-14 15; 2014-15 10; 2015-16 20. Combined, this an undersupply for statewide demand indicated by the BLS and an undersupply based on the BurningGlass report detailed.

Geomatics Program Core Course Attendance								
NO	COURSE DESCRIPTION	11-12	12-13	13-14	14-15	15-16	16-17	17-18
EGDT 1040	Fundamentals of Technical Engineering Drawing	195	146	147	143	102	126	161
EGDT 1400	Surveying Applications and Field Techniques I	77	82	75	80	51	78	82
EGDT 2400	Surveying Applications and Field Techniques II	5	12	13	11	0	15	15
GIS 3600	Intro to GIS	0	7	23	25	8	15	17
GIS 3620	GIS for Geomatics	0	0	17	6	19	9	10
SURV 1020	Introduction to Surveying and Mapping	19	5	11	7	2	11	10

SURV 2010	Land and Survey History	12	4	3	13	2	8	4
SURV 2030	Geodesy	8	10	1	13	3	7	5
SURV 2210	Advanced Photogrammetry	0	3	6	12	0	9	7
SURV 2220	Photogrammetry and Remote Sensing	0	0	9	12	3	0	5
SURV 2310	Surveying US Public Lands	3	3	6	12	12	8	7
SURV 2320	Public Land Records and Property Descriptions	6	2	0	0	0	0	11
SURV 3010	Measurement Analysis and Adjustments	0	7	3	12	2	8	5
SURV 3030	Land Development Planning and Platting	11	0	6	8	15	7	7
SURV 3220	Control Surveys	0	4	0	0	0	0	9
SURV 3230	Construction and Route Surveys	0	4	13	12	3	8	5
SURV 3340	Boundary Law	4	2	7	12	4	8	6
SURV 4340	Surveying Legal Principles	4	0	15	0	14	0	9
SURV 4500	Professional Services Practicum	0	3	7	0	25	1	9
SURV 451R	Surveying and Mapping Lecture Series	4	12	15	0	26	4	17
SURV 455G	Global Professional Ethics and Liabilities	4	5	7	0	13	0	9
SURV 4930	Surveying and Mapping Capstone	6	6	8	6	13	3	8

15.1102 Surveying Technology/Surveying (Utah)																
Market Share		Program Completers														
		2009-10			2010-11			2011-12			2012-13			2013-14		
Institution		M	W	Total	M	W	Total	M	W	Total	M	W	Total	M	W	Total
Associate's degree																
1 Salt Lake Community College		13	0	13	10	0	10	6	0	6	7	1	8	12	0	12
2 Utah Valley University		0	0	0	0	0	0	0	0	0	2	0	2	0	0	0
Subtotal		13	0	13	10	0	10	6	0	6	9	1	10	12	0	12

45.0702 Geographic Information Science and Cartography (Utah)															
Market Share			Program Completers												
			2009-10			2010-11			2011-12			2012-13			2013-14	
Institution	M	W	Total	M	W	Total	M	W	Total	M	W	Total	M	W	Total
Award at least 1 but less than 2 academic years															
1 Salt Lake Community College	0	0	0	0	0	0	9	2	11	4	4	8	10	3	13
2 Southern Utah University	0	0	0	0	0	0	0	0	0	1	0	1	3	0	3
Subtotal	0	0	0	0	0	0	9	2	11	5	4	9	13	3	16
Associate's degree															
1 Salt Lake Community College	0	0	0	0	0	0	0	2	2	2	0	2	1	0	1

Student enrollment in fields related to engineering and design technology have been increasing over the last few years. The AS and bachelor degree levels of the geomatics major at UVU has experienced an average headcount of about 34 majors annually over the past six years. Enrolled annual headcount of majors: 32 in 2011-12; 34 in 2012-13; 31 in 2013-14; 37 in 2014-15; 33 in 2015-16 and 35 in 2016-2017.

With the addition of the three new engineering degrees recently approved for UVU it is expected that the number of students interested in the proposed CP Surveying Technology will increase the demand for the Civil Engineering bachelor's degree. Many Civil Engineering students want to augment their education with this certificate because it meets the DOPL educational requirements for licensure as a land surveyor, if they also have a bachelor degree in a related discipline such as Civil Engineering. Many professional Civil Engineers (PE) in the United States and Utah also hold a license as a Professional Land Surveyor (PLS) because this dual license means they can practice both surveying and engineering in the same firm. This dual license exists with nearly half of the licensed surveyors and civil engineers in the State of Utah. This dual license potential makes graduates with the education for both licenses more appealing to potential employers than a single degree.

Consistency with Institutional Mission/Impact on Other USHE Institutions
The mission statement of Utah Valley University reads: "Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. In addition, UVU is to provide access to higher education and offer a broad range of opportunities from developmental education through honors programs. The proposed certificate of proficiency fits within UVU's mission to serve the educational and economic development needs of the Mountainland Region in harmony with institutional policy and the Regents R312 policy. This certificate specifically serves the needs of local, state, and federal governments and agencies as well as the engineering design and land development communities in the local area and beyond. It also strengthens the dual mission of UVU by providing students a complete educational pathway from certificates and associate degrees to a baccalaureate degree in surveying and mapping.

Finances

UVU's Engineering Design Technology Department currently teaches sufficient sections of the required and elective courses with the exception of one new elective course. This new course will be taught once annually by adjunct faculty at a cost of approximately $3,500. This additional cost will be funded by the College of Engineering and Technology.

Section III: Curriculum

Program Curriculum:

Course Number	New Course	Course Title	Credit Hours
Required Courses			
SURV 1020		Introduction to Surveying and Mapping	1
EGDT 1040		Fundamentals of Technical Engineering Drawing	3
EGDT 1400		Surveying Applications and Field Techniques I	3
EGDT 2400		Surveying Applications and Field Techniques II	3
SURV 1220		Remote Sensing and Photogrammetry	3
SURV 2310		Surveying US Public Lands	3
SURV 2320		Public Land Records and Property Descriptions	3
SURV 3340		Boundary Law	3
Required Course Credit Hour Sub Total:			22
Elective Courses (choose two courses totaling 6 credit hours)			
SURV 1030	X	Fundamentals of Geodesy and Control Surveys	3
SURV 2030		Geodesy	3
EGDT 2500		3 Dimensional Modeling—Civil 3D	3
GIS 3600		Intro to GIS	4
GIS 3620		Advanced GIS	3
EGDT 3500		Advanced Civil Drafting and Design	3
SURV 3220		Control Surveys	3
Elective Credit Hour Subtotal:			6
Core Curriculum			28

Program Curriculum Narrative

The Utah Division of Occupational and Professional Licensing (DOPL) according to State of Utah Office of Administrative Rules 156-22-302(c)(3) requires individuals who have earned a Bachelor of Science degree in a related field to complete 30 semester credit hours of surveying specific courses. In combination with the technical math (Trigonometry, Calculus, Statistics, or Algebra) earned in their baccalaureate program, students completing this certificate will fulfill this DOPL

requirement.

Degree Map:

Spring of First Year (Course Prefix and Number)	Course Title	Pre-requisite	Credit Hours
SURV 1020	Introduction to Surveying and Mapping		1
EGDT 1400	Surveying Applications and Field Techniques I		3
SURV 1220	Photogrammetry and Remote Sensing	MAT 1010	3
	Semester total:		7
Fall of First Year (Course Prefix and Number)	Course Title		Credit Hours
EGDT 1040	Fundamentals of Tech. Eng. Drawing		3
SURV 2310	Surveying US Public Lands	EDGT 1400, MATH 1060 or appropriate math placement score	3
EGDT 2400	Surveying Applications and Field Techniques II	EDGT 1040, EGDT 1400, and MATH 1060 or appropriate math placement score	3
	Semester total:		9

Spring of Second Year (Course Prefix and Number)	Course Title	Pre-requisite	Credit Hours
SURV 3340	Boundary Law		3
	Surveying and Mapping Elective		3
	Semester total:		6
Fall of Second Year (Course Prefix and Number)	Course Title		Credit Hours
SURV 2320	Public Land Records and Property Descriptions	ENGL	3

		1010, EGDT 1400	
	Surveying and Mapping Elective		3
	Semester total:		6

Section IV: Program Evaluation

Program Assessment

Program Learning Outcomes (PLO's)

1. *Integrate the principles, theories, and practices of the professional Land Surveyor, Mapper, and Civil Designer as applicable to each focus area.*
2. *Develop typical land surveys using professionally acceptable metrology and geodesy principles and practices.*
3. *Create maps and plans using professionally acceptable drafting, design, and cartographic principles and practices.*
4. Analyze the surveyor's roles and responsibilities of protecting the property rights, title, and interest of the public.
5. Establish prudent ethical judgement and critical thinking skills in making professional decisions.

These outcomes will be assessed using assignments, exams, drawings, maps, plans, and surveying projects, as well as faculty observation of student exercises and discussions.

Curriculum Map

Major Core Required Course	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
SURV 1020	I				
EGDT 1040	I		D		
EGDT 1400	I	E	D		
EGDT 2400	D	E	E		
SURV 1220	I	D	D		
SURV 2310	I	D	D	D	E
SURV 2320	I			D	D
SURV 3340	D			E	E

Student Standards of Performance

The holder of this certificate should be able to perform entry level surveying work including; operation of typical surveying equipment (total station, level, and GPS), perform basic field

operations (level loops, traverse and radial surveys, construction staking) as well as basic post-processing of survey data (calculations for adjustments to surveys) and create professional grade surveying drawings and maps. The entry level is expected to begin employment in the profession because many additional skills are intended to me learned on the job as a apprentice. The Surveying and Mapping program will be assessing the students ability to demonstrate these various skills and knowledge through assignments, exams, drawings, maps, plans, and surveying projects, as well as faculty observation of student exercises and discussions.

It is important to note that this certificate is intended for the person who is seeking a license as a Professional land Surveyor and it must eventually be accompanied by a Bachelor of Science in a related field like Civil Engineering, Construction Management, Architecture, Landscape Architecture, or Geology. However, it is also possible for any student, regardless of their background, to complete this certificate and be immediately employable with a civil engineering, land surveying, or construction company preforming entry level tasks and duties. Working under the direction of a licensed Professional Land Surveyor (PLS) this type of work could also help them gain the required 4-6 years practical apprenticeship experience towards their license.

[i] https://www.bls.gov/ooh/architecture-and-engineering/surveyors.htm

[ii] Utah Economic Data Viewer, Department of Workforce Services

[iii] https://jobs.utah.gov/jsp/utalmis/#/occupation/47-2061.00/report

[iv] BurningGlass report provided by the UVU IR department.

Utah System of Higher Education
Academic Program Change Proposal
Cover/Signature Page

Institution Submitting Request: Utah Valley University
Current Program Title: Geomatics
Proposed Program Title (if applicable): Surveying and Mapping
Sponsoring School, College, or Division: College of Engineering and Technology
Sponsoring Academic Department(s) or Unit(s): Engineering Design Technology
Classification of Instructional Program Code (new and old if different): 15.1102
Min/Max Credit Hours Required of Full Program (new and old if different):
Proposed Beginning Term: Fall 2019
Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

X	Name Change of Existing Program
☐	Program Restructure with or without Consolidation
☐	Program Transfer to a new academic department or unit
☐	Program Suspension
☐	Program Discontinuation
☐	
☐	Reinstatement of Previously Suspended Program
☐	Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

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

Name:

Date:

Program Change Description—Abbreviated Template

Section I: Surveying and Mapping

The Engineering Design Technology Department in the College of Engineering and Technology at Utah Valley University requests approval to change the name of the Geomatics Program and its Associate and Bachelor of Science degrees to Surveying and Mapping effective Fall 2019.

Section II: Program Proposal

Program Change Description/Rationale
When the Geomatics Program was first developed it was a new name being used by various institutions around the world and was intended to encompass not only traditional surveying but also geographic information systems and related disciplines. This name has never "caught on" because when asked "What is Geomatics?" the only identifiable and easily understood answer has been "Surveying and Mapping". It stands to reason that the name of the program and the associate of science and Bachelor of Science degrees offered in the program should be named Surveying and Mapping.

Consistency with Institutional Mission/Institutional Impact
The mission statement of Utah Valley University reads: "Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. In addition, UVU is to provide access to higher education and offer a broad range of opportunities from developmental education through honors programs. The proposed name change from Geomatics to Surveying and Mapping allows immediate recognition by professionals of the fact that UVU offers Surveying and Mapping coursework which by the name itself tells them we teach state mandated land surveying and mapping courses including geographic information drafting, and other field and office related courses. This name changes fits within UVU's mission to serve the educational and economic development needs of the Mountainland Region in harmony with institutional policy and the Regents R312 policy.

Finances
The only costs associated with this name change are changing the logo, website, academic catalog, and other programmatic communications. These costs will be absorbed by the department as part of regular updating of communication materials.

Program Curriculum Narrative
There are no curriculum changes anticipated with this name change.

Utah Valley University
Program Development Document

Proposed Program Title: Associate of Applied Science in Surveying Technology
Sponsoring School, College, or Division: College of Engineering and Technology
Sponsoring Academic Department(s) or Unit(s): College of Engineering and Technology
Classification of Instructional Program Code: 15.1102
Credit Hours Required to Earn Degree: 64
Proposed Beginning Term: Fall 2020
University Curriculum Committee Approval Date:
Academic Affairs Council Approval Date:
Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

X	Associate of Applied Science Degree (AAS)
☐	Associate of Arts Degree (AA)
☐	Associate of Science Degree (AS)
☐	Specialized Associate Degree (specify award type)
	Other (specify award type)
☐	Bachelor of Arts Degree (BA)
☐	Bachelor of Science Degree (BS)
☐	Professional Bachelor Degree (specify award type)
	Other (specify award type)
☐	Master of Arts Degree (MA)
☐	Master of Science Degree (MS)
☐	Professional Master Degree (specify award type)
	Other (specify award type)
☐	Doctoral Degree (specify award type)
☐	K-12 School Personnel Program
☐	Out of Service Area Delivery Program

<h1 style="text-align:center">Section I: The Request</h1>

The Engineering Design Technology Department in the College of Engineering and Technology at Utah Valley University requests approval to offer an AAS in Surveying Technology effective Fall 2020.

<h1 style="text-align:center">Section II: Program Proposal</h1>

Program Description

The AAS in Surveying Technology meets the educational component for licensure as a Professional Land Surveyor (PLS) in the State of Utah according to the State of Utah Office of Administrative Rules 156-22-302(c)(1). This degree prepares students for immediate employment beyond entry level work in surveying or civil engineering firms. Students will be prepared to perform many of the various field and office tasks related to surveying including site and topographic surveys, boundary investigation and research, map-making, various survey adjustment calculations, writing of legal property descriptions, and other survey technician duties and responsibilities.

Consistency with Institutional Mission

The mission statement of Utah Valley University reads: "Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. In addition, UVU is to provide access to higher education and offer a broad range of opportunities from developmental education through honors programs. The proposed AAS in Surveying Technology fits within UVU's mission to serve the educational and economic development needs of the Mountainland Region in harmony with institutional policy and the Regents R312 policy. This degree specifically serves the needs of local, state, and federal governments and agencies as well as the engineering design and land development communities in the local area and beyond. It also strengthens the dual mission of UVU by providing students a complete educational pathway from certificates and associate degrees to a baccalaureate degree in surveying and mapping. While the AAS is a terminal degree many, not all, of the courses are stackable to the BS degree in Surveying and Mapping.

Method of Delivery

There are three new courses in the degree and all remaining courses are existing and will continue to be delivered primarily face-to-face including many evening courses. Currently, nine courses are being considered for conversion to either hybrid or online formats, but this will happen given faculty time and student demand for such formats.

Types of Degrees Offered

The AAS degree will be offered as a terminal degree and somewhat complementary to the AS and BS degrees currently being offered because many, but not all, of the courses will transferable to those degrees. Of course, the AAS degree contains lower division technical courses and much fewer general education courses making it an applied science degree. Importantly, offering an AAS degree will also meet the primary means of obtaining the educational component required for licensure as a Professional Land Surveyor (PLS).

Timetable

Upon degree approval recruiting for new students will commence immediately through email and other marketing efforts directed to the professional surveying community in Utah. Because the Geomatics Program has been in existence since 2011, it has become well known throughout Utah. So, announcements, press releases, and articles in the State surveying association newsletters and other publications will provide ample recruiting opportunities for enrollment in the new degree. No additional facilities or equipment will be required for such efforts. However, some additional budgetary expenses will be required for new marketing materials, but these will be accompanied by the pending two new

certificates and the BS and AS degree name changes as well.

Section III: Needs Assessment

Program Rationale

UVU is committed to providing a steady supply of skilled employees for technology related companies. Utah County is one of the fastest growing regions in the state. Along with the need for skilled workers in the engineering technology fields, companies have increased the need for trained technology support services. Coupled with the rapid growth of Science, Technology, Engineering, and Mathematics (STEM) fields and particularly the infusion of new technology in local industry, there is an ever-increasing demand for higher levels of expertise within the labor force. A stackable sequence with a Certificate of Proficiency in Surveying Technology leading to a BS in Surveying and Mapping will educate students beyond current levels and allow for greater technical expertise in these areas. Graduates will significantly add to their skillset and remain highly competitive in the job market. This sequence will not only provide new skill seeking students a pathway to follow to a career in demand, but it will also give students with related skills and degrees a pathway to licensure in surveying.

UVU and the state will benefit from students completing this degree by providing industry with greater technical expertise and reducing the current shortage of surveyors and survey technicians with advanced skills. UVU will also be providing a full educational pathway from certificates to a baccalaureate degree for traditional and non-traditional students.

Labor Market Demand

According to the Bureau of Labor Statistics, employment of surveyors is projected to grow 11% from 2016 to 2026, faster than the average for all occupations. Surveyors will continue to be needed to certify boundary lines, work on resource extraction projects, and review sites for construction. Nationally there are currently 44,800 job openings, and the median pay for surveyors is $59,390, or an average of $28.56 per hour. In Utah, the average median wage for surveyors is $64,010.[i] In Utah, job opportunities for those with surveying skills are expected to be good. Increased use of sophisticated technology and math has resulted in higher education requirements. As a result, those with the right combination of skills from an accredited school will have the best job opportunities.

Demand for traditional surveying services is closely tied to construction activity, therefore job opportunities will depend on local economic conditions.[ii] In Utah, construction related occupations are expected to experience much faster than average employment growth with a high volume of annual job openings. Business expansion, as opposed to the need for replacements, will provide the majority of job openings in the coming decade. Construction laborers who are able to perform a wide range of tasks should have the best job opportunities. Employment of construction laborers and helpers is especially sensitive to the fluctuations of the economy.[iii] The number of manufacturing and engineering firms is expected to grow significantly during the next five years. The latest Burning Glass report (September 30, 2017) indicates that in the Provo-Orem area employment will remain strong due to the expansion happening in the Mountainland Region in addition to the replacement jobs that will become available.[iv]

Student Demand

According to the Economic Development and Employer Planning System (EDPS) for SOC 15.1102 Surveying Technology and Surveying (Utah) there were the following program completers 2011-12 6; 2012-13 12; 2013-14 15; 2014-15 10; 2015-16 20. Combined, this an undersupply for statewide demand indicated by the BLS and an undersupply based on the BurningGlass report detailed.

Student enrollment in fields related to engineering and design technology have been increasing over the last few years. The AS and bachelor degree levels of the geomatics major at UVU has experienced an average headcount of about 34 majors annually over the past six years. Enrolled annual headcount of majors: 32 in 2011-12; 34 in 2012-13; 31 in 2013-14; 37 in 2014-15; 33 in 2015-16 and 35 in 2016-2017.

With the addition of the three new engineering degrees recently approved for UVU it is expected that the number of students interested in the proposed AAS in Surveying Technology may increase the demand for the degree. Many students begin an engineering program and discover they do not have the aptitude or the interest in pursuing the required curriculum associated with an engineering baccalaureate degree and often opt for an alternative and yet related career pathway. The Engineering Design Technology Department recently conducted a survey of incoming, declared majors to determine the interest in additional degree and certificate offerings within the department. Interest was high in having additional offerings at UVU such as this proposed degree. The departments research and information feasibility report are available within the department.

Similar Programs
Currently there are three surveying or GIS certificate or associate level programs at higher education institutions in Utah (including University of Utah, Utah State University, Salt Lake Community College and Southern Utah University. In 2013-14 there were 29 total certificates or associate degrees awarded in Utah (16 certificates and 13 associate). Combined, this is an undersupply for statewide demand indicated by the BLS and an undersupply based on the Burning Glass report cited above. The addition of the proposed programs at UVU should not have an impact on the other programs in USHE.

Collaboration with and Impact on Other USHE Institutions
The proposed AAS degree will be delivered in and is specifically designed for the Mountainland Region. There should be no impact on other USHE related programs, since the growth in the Mountainland Region in the construction related industry should be adequate to absorb the number of graduates. The only formal discussions on this topic have been made with Salt Lake Community College, Earth Science Department who assured the department that by UVU offering such a degree as being proposed herein would not compete with them due to the different geographical service regions. Otherwise no formal discussions have been held with any other institutions, however the department has researched similar programs to make sure the offerings are in harmony with other programs and the requirements of accreditation and licensure agencies.

External Review and Accreditation
The Department of Engineering Design Technology will be seeking ABET-Applied and Natural Science Accreditation Commission approval within the next five years. There is a specific program criterion for surveying and geomatics programs within this accreditation and as such, professional and academic credibility of the program will increase.

The Department of Engineering Design Technology has an advisory board from industry and education with expertise in architectural design, civil design, electrical design, mechanical design, structural design, and surveying. Input from the board has not only informed the shape of the proposed programs but has also advocated their creation.

This Industry Advisory Board consists of:

Glen Barton (AMS Foster Wheeler),   Von Hill (Hill Argyle Surveying)
Matt Brown (MW Brown Engineering Inc.),   Kevin Bishop (Oak Hills Surveying)
Brant Tuttle (Northern Engineering),   Gary Christensen (GDA Engineering)

Alan Bedingfield (Steel Encounters),
Steve Holdaway (Tectonix Steel),
Rob Schoen (Axis Steel Detailing),
Doug Nordin (GE Wind),
Ken Zabriski (IM Flash),
Jeff Adams (Jeff Adams Design),
Curtis Miner (Curtis Miner Architecture),

Tyson Munford (Kyune Engineering),
Alan Shurtliff (Pontis Architectural Group),
Nathan Sweat (Royal Engineering),
Ryan Moss (Acute Engineering),
Kevin Armatage (L-3 Communications),
Shawn Herring (Prosoft)

<u>Additional Statements for Proposed AAS Degree</u>:

Estimated Number of Graduates from the Program including certificates and AAS degree Per Year: 8 in 2020; 10 in 2021; 12 in 2022; 18 in 2023; 25 in 2024. Part of these numbers are based on the current enrollment of students seeking an AAS degree in surveying and geomatics from Salt Lake Community College whose enrollment averages 50 students. Approximately 20% of these students reside outside of Salt Lake County. Because we anticipate that 30-40% of these students will drop the SLCC program to come to UVU I have communicated with the SLCC department chair, Adam Dastrup, has assured me they are not concerned with UVU adding the AAS degree because they are in "different geographical areas".

Section IV: Program Details

Graduation Standards and Number of Credits
Graduation standards will remain the same as for the current BS and AS degrees as follows:
- Completion of a minimum of 64 semester credits required for an AAS degree
- Overall grade point average 2.5 or above with a minimum of 3.0 GPA in all surveying and mapping courses.
- Residency hours-- minimum of 20 credit hours through course attendance at UVU.

Admission Requirements
There are no admissions or matriculation requirements in addition to those currently required by the University.

Curriculum and Degree Map
Program Curriculum:

Course Number	New Course	Course Title	Credit Hours
General Education Courses			
ENGL 1010		Introduction to Writing	3
Complete one of the following:			
STAT 1040		Introduction to Statistics	
STAT 1045		Introduction to Statistics	
MATH 1030		Quantitative Reasoning	
MATH 1050		College Algebra	3
MATH 1055		College Algebra	
Complete the following:			
PHIL 2050		Ethics and Values	3
Distribution courses:			
Any approved Behavioral Science, Social, or Political Science Course			3
Any approved Biology or Physical Science Course			3
Any approved Physical Education, Health, Safety or Environment Course			3
		General Education Subtotal:	18
Required Courses			
Surveying Technology Foundation			
MATH 1060 or		Trigonometry	3

EGDT 1600 and 1610		Technical Math I and II	
MKTG 2200		Written Business Communications	3
SURV 1020		Introduction to Surveying and Mapping	1
EGDT 1040		Fundamentals of Technical Engineering Drawing	3
EGDT 1400		Surveying Applications and Field Techniques I	3
EGDT 2400		Surveying Applications and Field Techniques II	3
GIS 2640		Fundamentals of Geographic Information Systems	3
SURV 1220		Remote Sensing and Photogrammetry	3
SURV 1030	X	Fundamentals of Geodesy and Control Surveys	3
SURV 1340	X	Fundamentals of Boundary Law	3
SURV 2010		Land and Survey History	3
SURV 2100	X	Mapping Field to Finish	3
SURV 2310		Surveying US Public Lands	3
SURV 2320		Public Land Records and Property Descriptions	3
		Required Course Credit Hour Sub Total:	40
Elective Courses: choose six credits from the following:			
EGDT 1060		Microstation Infrastructure Design (3)	
SURV 2030		Geodesy (3)	
EGDT 2500		Civil Design and Modeling (3)	
		Elective Credit Hour Subtotal:	6
		Core Curriculum	64

Program Curriculum Narrative

* These courses are required for licensure in the State of Utah and in order to have the Utah Division of Occupational and Professional Licensing (DOPL) approval these courses must be part of the required curriculum for an Associate of Applied Science degree in Surveying Technology.

Degree Map:

Fall of First Year (Course Prefix and Number)	Course Title	Pre-requisite	Credit Hours
ENGL 1010	Introduction to Writing	ENGH 0990 (C- or higher) or placement score	3
Any approved Biology or Physical Science Course			3
Complete one of the following:			3
STAT 1030	Introduction to Statistics QL- 3 credits	MAT 1000 or 1010	
STAT 1045	Introduction to Statistics QL- 5 credits	Math Dept. Approval	
MAT 1030	Quantitative Reasoning QL- 3 credits	MAT 1000 or 1010	
MAT 1035	Quantitative Reasoning w/Integrated Algebra QL- 5 credits	MAT 0950	
MATH 1050	College Algebra QL- 4 credits	MAT 1000 or 1010	

MATH 1055	College Algebra QL- 5 credits	Math Dept. Approval	
EGDT 1400	Surveying Applications and Field Techniques I		3
GIS 2640	Fundamentals of GIS		4
	Semester total:		17
Spring of First Year (Course Prefix and Number)	Course Title		Credit Hours
PHIL 2050	Ethics and Values		3
Any approved Behavioral Science, Social, or Political Science Course			3
MATH 1060 or	Trigonometry	MATH 1050	3
EGDT 1610	Technical Math II	EGDT 1600 or equivalent	
EGDT 1040	Fundamentals of Tech. Engr. Drawing		3
SURV 1030	Fundamentals of Geodesy and Control Surveys		3
	Semester total:		15

Fall of Second Year (Course Prefix and Number)	Course Title	Pre-requisite	Credit Hours
SURV 2010	Land History of America		3
SURV 2310	Surveying US Public Lands	EGDT 1400, MATH 1060 or 1600 and 1610 or appropriate placement score	3
SURV 2320	Public Land Records and Property Descriptions	ENGL 1010, EGDT 1400	3
EGDT 2400	Surveying Applications and Field Techniques II	EGDT 1040, 1400, 1600 or equivalent	3
SURV 2100	Mapping Field to Finish	EGDT 1400 1040, GIS 2640	3
	Semester total:		15
Spring of Second Year (Course Prefix and Number)	Course Title		Credit Hours
Any approved Physical Education, Health, Safety or Environment Course			2
MKTG 2200	Written Business Communication		3
SURV 1220	Remote Sensing and Photogrammetry	or appropriate placement score	3
SURV 1340	Fundamentals of Boundary Law		3
	Surveying and Mapping Elective		6
	Semester total:		17

Section V: Institution, Faculty, and Staff Support

Institutional Readiness

There are three new courses required for this degree. UVU and the Engineering Design Technology department have been teaching all the courses except these three and they are not yet operating at full capacity. The additional enrollment generated by interest in this degree is not expected to exceed the current class capacity. The new courses will be taught by adjunct faculty.

Faculty

There are no new faculty required for this new degree except three adjunct faculty. All existing courses in the program have not yet reached full enrollment capacity. Therefore, there is no reason to add additional sections of any of the courses so the current full-time faculty will be able to meet the teaching demands required by the new degree.

Staff

There are no new staff required for this new degree because the addition of three adjunct faculty will have little impact on staffing demands since most of this coordination is done by the existing program coordinator. Additionally, the existing courses in the program have not yet reached full enrollment capacity. This new degree has no deleterious impact on current department staffing.

Student Advisement

No significant impact expected

Library and Information Resources

The Utah Valley University Fulton Library cultivates a dynamically changing collection of eBooks, streamed videos, journals and books that relate to Engineering. Surveying Technology themed holdings are interspersed throughout. As the influence of the program continues to expand, UVU Fulton
Library's Engineering and Surveying Technology collection development will match its content and direction.

Collections are housed primarily in the TA501- 625 (Surveying) using the Library of Congress classification system to the specific subject area (see also: TA1-2040 Engineering [General] and TA174-710 Civil Engineering). Additional call numbers may apply as this subject is given attention by numerous minor subject areas. The library specialist assigned to Engineering- Surveying will work with the department faculty and staff to augment the current collection with additional books and electronic materials as required.

Resources are selected in collaboration with faculty to best support current and future classes at UVU, and are updated with peer-recommended lists and other review sources. Because of the relatively new age of the holdings, students have access to books of quality and currency.

Initial "one-stop-shopping" for articles/books/videos relating to surveying research can be done by means of the UVU Fulton Library website's *OneSearch* feature, which allows a single search to simultaneously span multiple databases and including a search of the library catalog's books, journals, eBooks, and videos. (Each individual database can also be searched within the scope of the respective database website.)

EBook Collections

Currently the UVU Fulton Library has access to O'Reilly Safari Tech Books, EBSCO EBooks and ProQuest EBook Central. An over reaching list of approximately **180,000** academic titles.

Databases

Currently, the UVU Fulton Library provides access to over 275 periodical databases. Those deemed useful for surveying technology include:

1) ScienceDirect Journals:

ScienceDirect offers full text access to more than 1,600 peer-reviewed journals in, technology, law, and more. Full text coverage ranges from 1995 to the present. This database can also be used to search the entire collection of over 9,000 titles from their first issues to the present. Some full-text content is available.

2) Applied Science and Technology:

This database indexes nearly 800 journals and magazines in science, engineering, mechanics and technology and includes articles on computer science and security, robotics, earth sciences, waste management, space science, oceanography and more. Peer-reviewed articles are available. Coverage spans 1983 to the present. Some full text content available.

3) Academic Search Ultimate:

This multidisciplinary database contains nearly 3,900 peer-reviewed journals in addition to more than 8,500 journals, magazines, and newspapers. Use this database to search for articles in all subjects including politics, science and technology, health, music, popular culture, history, and many more. Coverage ranges from 1975 to the present. Some full text content available.

4) Web of Science:

Web of Science database provides researchers with quick, powerful access to the bibliographic and citation information for journal articles to find research data, analyze trends, and more.

The following databases not yet carried by UVU Fulton Library that are highly recommended for a surveying technology program are: Scopus; the largest abstract and citation database of peer-reviewed literature: scientific journals, books and conference proceedings. *(UVU will soon gain access to SCOPUS through the Utah Academic Library Consortium.)*

Current library catalog holdings for Surveying Technology are estimated as follows:

Books – About 24 print books that relate to surveying and geomatics.
eBooks – About 13
Streamed Video – 5 videos that relate directly or indirectly to surveying or geomatics
Journals – 14 journals that relate directly or indirectly to surveying or geomatics.

Off-campus web access to library patrons is enabled by means of an LDAP login authentication layer that is enforced by the UVU Fulton Library EZProxy server.

A patron may often seek information (articles, books, etc.) that are not directly owned or licensed by UVU Fulton Library. In such cases, a desired item may be accessed from other libraries throughout the United States by means of the Interlibrary Loan service (ILL). A requested article in full text is emailed to a requester within one business day. Print books are generally located, received, and made available within seven business days. In addition, UVU Fulton Library patrons have access to check out items from partner libraries of higher education in the Utah area (BYU, U of Utah, Utah State, Weber State, etc.) by means of a Utah Academic Library Consortium (UALC) agreement.

Physical Facilities and Equipment

No significant impact expected

Projected Enrollment and Finance

Part I.

Departmental Financial Data						
	Department Budget					
	2018-19	Year 1	Year 2	Year 3	Year 4	Year 4
Project additional expenses associated with offering new program(s). Account for New Faculty as stated in "Faculty Projections"	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)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)
Expenses- bature of additional costs required for proposed program(s)						
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.						
Personnel (Faculty & Staff Salary and Benefits)	$1,070,167.00	$8,184.40	$20,624.69	$20,624.69	$20,624.69	$20,624.69
Operating Expenses (equipment, travel, resources)	$24,365.00	$0.00	$0.00	$0.00	$0.00	$0.00
Other:						
Total Program Expenses	$1,094,532.00	$8,184.40	$20,624.69	$20,624.69	$20,624.69	$20,624.69
Funding- Source of funding to cover additional costs generated by proposed program(s)						
Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.						
Internal Reallocation		$0.00	$0.00	$0.00	$0.00	$0.00
Appropriation	$1,094,532.00					
Special Legislative appropriation						
Grants and Contracts						
Special Fees						
Tuition		$15,108.00	$37,770.00	$37,770.00	$37,770.00	$37,770.00
Differential Tuition (requires Regents approval)						
Total Revenue	$1,094,532.00	$15,108.00	$37,770.00	$37,770.00	$37,770.00	$37,770.00
PROPOSED PROGRAM FUNDING						
TOTAL DEPARTMENT FUNDING	$1,094,532.00	$8,184.40	$20,624.69	$20,624.69	$20,624.69	$20,624.69
Difference						
Funding-Expense	$0.00	$6,923.60	$17,145.31	$17,145.31	$17,145.31	$17,145.31

Part II: Expense explanation

Expense Narrative
No significant impact expected

Part III: Describe funding sources
Revenue Narrative 1
Three new courses and an additional section of two existing courses will need to be added to support this AAS program. These courses will be taught by adjunct faculty. The additional revenue generated by these courses will be sufficient to cover the cost of adjunct faculty. No other resources are required.

Section VI: Program Evaluation

Program Assessment
Program Learning Outcomes (PLO's)
Integrate the principles, theories, and practices of the professional Land Surveyor, Mapper, and Civil Designer as applicable to each focus area.
Develop typical land surveys using professionally acceptable metrology and geodesy principles and practices.
Create maps and plans using professionally acceptable drafting, design, and cartographic principles and practices.
Analyze the surveyor's roles and responsibilities of protecting the property rights, title, and interest of the public.
Establish prudent ethical judgement and critical thinking skills in making professional decisions.

These outcomes will be assessed using assignments, exams, drawings, maps, plans, and surveying projects, as well as faculty observation of student exercises and discussions.

Curriculum Map
The following Program Learning Outcomes (PLO'S) apply to the BS degree in Surveying and Mapping. However, because the proposed degree is an Associate of Applied Science outcome is not applicable.
1. Provide sufficient knowledge to Surveying and Mapping students to have 80% of interested students pass the NCEES Fundamentals of Surveying Exam within 5 years of their graduation
2. Maintain a minimum Jobs to Surveying and Mapping graduates ratio of 1:1
3. Each Surveying and Mapping student to be given professional engaged learning opportunities
4. Become an ABET/ANSAC accredited program

Major Core Required Course	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
MATH 1060 or	I				
EGDT 1600 and 1610	I		D		
MKTG 2200	I	E	D		
SURV 1020	D	E	E		
EGDT 1040	I	D	D		
EGDT 1400	I	D	D	D	E
EGDT 2400	I			D	D
GIS 2640	D			E	E
SURV 1220	I	D	D		
SURV 1030	I		I		
SURV 1340	1			I	I
SURV 2010	I			I	
SURV 2100	I	D	D		
SURV 2310	D	E	E	D	D
SURV 2320	D			I	I

Student Standards of Performance

The holder of this degree should be able to perform entry to next level surveying work including; operation of typical surveying equipment (total station, level, and GPS), perform basic field operations (level loops, traverse and radial surveys, construction staking) as well as basic post-processing of survey data (calculations for adjustments to surveys) and create professional grade surveying drawings and maps. The entry level and next level is expected to provide employment in the profession because many additional skills are intended to me learned on the job as an apprentice. The Surveying and Mapping program will be assessing the students ability to demonstrate these various skills and knowledge through assignments, exams, drawings, maps, plans, and surveying projects, as well as faculty observation of student exercises and discussions.

It is important to note that this degree is intended for the person who is seeking a license as a Professional Land Surveyor (PLS) and should provide the opportunity for immediate employment with a civil engineering, land surveying, or construction company preforming entry and next level tasks and duties. Working under the direction of a licensed Professional Land Surveyor (PLS) this type of work could also help them gain the required 6 years practical apprenticeship experience towards their license.

i https://www.bls.gov/ooh/architecture-and-engineering/surveyors.htm

ii Utah Economic Data Viewer, Department of Workforce Services

iii https://jobs.utah.gov/jsp/utalmis/#/occupation/47-2061.00/report

iv BurningGlass report provided by the UVU IR department.

Program Deletion/Suspension Form

Institution Submitting Request: Utah Valley University
Current Program Title: Integrated Studies Emphasis in Graphic Design
Sponsoring School, College, or Division: School of the Arts
Classification of Instructional Program Code: 30.9999
Min/Max Credit Hours Required of Full Program: 18 emphasis
Proposed Effective Term: Fall 2019
Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

☐	Program Suspension
X	Program Discontinuation
☐	Reinstatement of Previously Suspended Program
☐	Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

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

Name:

Date:

Program Change Description-Abbreviated Template

The Art and Design Department in the School of the Arts at Utah Valley University requests approval to discontinue the Integrated Studies emphasis in Graphic Design effective Fall 2019.

Section II: Program Proposal

Program Deletion/Suspension Rationale

The Integrated Studies degree provides opportunities for students with multiple interests to create an individualized educational experience by incorporating course work from two different disciplines into a single degree. The Graphic Design Emphasis is one of 40 emphases from which students may craft their unique focus. Due to course prerequisites on upper-division graphic design courses, limited faculty resources, and limited student interest, the Graphic Design Emphasis is no longer a viable program track for Integrated Studies students.

The Graphic Design BFA program has the highest enrollment numbers of student majors in the Art and Design Department of any BFA area. The strain caused by student demand, such as high waitlists and delayed completion rates, necessitated significant curriculum modifications to the Graphic Design BFA degree, effective Fall 2018. The department implemented a very rigorous selection process and adjusted curriculum in order to address the issue of delayed student completions due to high demand, as well as to ensure that students obtain the skills needed to compete in an extremely competitive design market. As a result of these changes, there is a single pathway to navigate through the program, which begins with entering the AAS track. The AAS is now stackable with the BFA degree. Students are required to progress through the program and complete the AAS before applying to the BFA program. At the completion of the AAS degree a portfolio review has been implemented to determine whether the student may continue in order to gain access to the upper division courses.

In order to preserve the integrity of this Graphic Design BFA degree model, exceptions cannot be made for students wishing to take upper-division graphic design classes to fulfill an Emphasis for a non-BFA program. Even if exceptions are made and prerequisites waived, students will face significant challenges that will impact their success. Graphic Design BFA students now progress through the program with a cohort; students from outside the BFA degree taking only selected graphic design courses will be greatly disadvantaged (as courses are geared for students with certain skill sets and competencies).

In addition to issues related to program requirements and student success, the Graphic Design Emphasis has very limited student interest. During the past five years, only one student per year has progressed through this Emphasis, which does not justify the investment of resources into this program track. In addition, while the number is minimal, that single seat will displace a member of a designated cohort. This will disrupt the Graphic Design BFA cohort model preventing a student access to a class that would keep them on track for graduation. It also compromises the integrity of the selection process in bypassing the portfolio reviews required to gain access to our upper division courses. The

Art and Design Department seeks to provide all students the same evaluative method. It would be unfair to the students to have a program that could bypass these check points. It is critical to the success of this upcoming curriculum that the integrity of the evaluative process be maintained

Institutional/USHE Impact
Negligible impact.

Finances
No direct costs or savings anticipated.

Section III: Curriculum

Teach Out Plan
Provide a plan for the seven year teach out of this program for the program (starts from date of deletion/suspension approved semester). If requesting a suspension, please provide information on when the program will be deleted or reinstated in full.

Currently, only one student is progressing through the integrated studies major with a declared emphasis in graphic design; this student will graduate in Fall 2018. While this emphasis still remains a part of the catalog, the Integrated Studies department has removed the graphic design designation from their site and no longer actively promotes it. Within the next seven years Art & Design will allow for those students who may discover the major through the catalog and have rights to their respective academic curriculum. Based on trends from the previous five years (three students have declared the graphic design emphasis since 2013), we anticipate the numbers will decline even further while the program is no longer being advertised.

Utah System of Higher Education
Academic Program Change Proposal
Cover/Signature Page—Abbreviated Template

Institution Submitting Request: Chemistry Department
Current Program Title: Chemistry- Forensic Chemistry Emphasis, BS
Sponsoring School, College, or Division: College of Science
Sponsoring Academic Department(s) or Unit(s): Department of Chemistry
Classification of Instructional Program Code (new and old if different): 40.0501
Proposed Beginning Term: Fall 2019
Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

☐	Name Change of Existing Program
☐	Program Restructure with or without Consolidation
☐	Program Transfer to a new academic department or unit
☐	Program Suspension
✓	Program Discontinuation
☐	Reinstatement of Previously Suspended Program
☐	Out of Service Area Delivery Program

Chief Academic Officer (or Designee) Signature:

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

Name:

Date:

Program Change Description—Abbreviated Template

Section I: The Request

The Department of Chemistry in the College of Science at Utah Valley University requests approval to discontinue the Forensic Chemistry emphasis effective Fall 2019.

Section II: Program Proposal

Program Deletion Rationale

At the request of Dean Dan Fairbanks of The College of Science and Dr. Jeff Olson, Senior Academic Vice President, the Chemistry Department was asked to determine if the Forensic Chemistry emphasis should continue to be offered. In the past five years, there have been a total of two graduates in the emphasis. Most of the required and elective courses were offered in the Chemistry Department or the Criminal Justice Department. However, there was one specific course in the Chemistry Department, Forensic Analytical Chemistry that only students in the Forensic Chemistry emphasis were required to take. This course was a three-credit hour course and would typically have only one student enrolled. It wasn't offered every year, but only when there was a student needing it to graduate. This caused two problems: 1) teaching assignments would have to be juggled, sometimes at the last minute, and 2) a faculty member receiving three ICHE for a course with one student is not a good use of University resources. Upon deletion of the emphasis, the Forensic Analytical Chemistry course will also be deleted.

In addition to the Forensic Chemistry emphasis, UVU also offers a degree in Forensic Science under the Department of Criminal Justice. The difference in programs is nuanced, and few students are pursuing degrees in Chemistry under the Forensic Chemistry emphasis. In the past five years, only two students have graduated with the Forensic Chemistry emphasis while there have been 41 graduates in Forensic Science. Due to lower student enrollment and the existence of the Forensic Science program, the Chemistry Department and College of Science wish to discontinue the Forensic Chemistry emphasis. The program does not utilize resources efficiently nor is it desired by students.

Consistency with Institutional Mission/Institutional Impact

Students wishing to pursue forensics will still be served by UVU due to the Forensic Science degree offering in the Department of Criminal Justice. This preserves UVU's mission to meet the regional educational needs of its service area. By discontinuing a near-duplicate degree program, UVU resources will be better utilized as professors will not be teaching courses with only a single student. Instead, those professors can be assigned to course areas where there is great need, such as lower division courses.

Utah System of Higher Education
Follow-up Reports
Cover/Signature Page—Abbreviated Template

Institution Submitting Report: Utah Valley University
Program Title: BFA in Theatre Arts
Sponsoring School, College, or Division: School of the Arts
Sponsoring Academic Department(s) or Unit(s): Department of Theatrical Arts for Stage and Screen
Classification of Instructional Program Code: 50.0501
Board of Regents' Original Approval Date for Program: 9/4/2014
Institutional Board of Trustees' Approval Date for this report:
Program First Offered: Fall 2015

Report Type:

X	Three-year Follow-up report of Committee-of-the-Whole action items approved by the Regents
☐	Two-year Follow-up Report of Fast Tracked Certificate

Chief Academic Officer (or Designee) Signature:

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

Name: Jeffery E. Olsen

Date:

Unit Description—Abbreviated Template

Section I: The Request

The Department of Theatrical Arts in the School of the Arts at Utah Valley University submits this follow-up three-year review of its BFA degree program in Theatre Arts with emphases in Acting, Musical Theatre, and Design and Production. This BFA program was originally approved by the Board of Regents on 9/4/2014 and the first students were able to be accepted to the program in Fall 2015.

Section II: Program Report

Utah Valley University's Bachelor of Fine Arts (BFA) in Theatre Arts was initiated in Fall 2015 to provide students seeking careers as performers, designers, and technicians with a rigorous, professional training degree with one of three emphases: Acting, Musical Theatre, or Design and Production. Through concentrated study and intensive practical experience, the BFA coursework prepares students to meet industry and professional standards and the demands of leading graduate programs. While the BA in Theatre Arts provides students with a well-rounded, liberal arts degree with individualized curriculum choices, the BFA in Theatre Arts offers three regimented course sequences that have more concentrated focus and specialization.

The 2014 R401 proposal for the BFA degree in Theatre Arts at UVU includes the results of a survey of 57 high school students at four Wasatch Front high schools who indicated that they intended to major in theatre in college. The 2014 survey indicated that 72% of those high school seniors would be more likely or much more likely to attend UVU if it offered a BFA degree in addition to its BA and BS Ed degrees. Since the BFA in Theatre Arts was implemented at UVU, the total number of majors has increased by 38%, from 199 in Spring 2015 to 274 in Fall 2018. The number of registered majors in the BFA in Theatre Arts is currently 55. The BFA program will add a new cohort of students in Spring 2019 and the enrollment in the BFA at the end of year four is expected to be over 80. Enrollment in the program should level off and remain stable in the range of 80 to 100 theatre majors for the next five years. While the majority of UVU theatre majors will continue to be enrolled in the BA program, the option to pursue either the BA or the BFA degree has dramatically increased the number of theatre majors at Utah Valley University.

Enrollment and Revenue Data

The following table indicates the number of students who are enrolled in the BFA program as well as expenses to the institution and revenues generated. These numbers reflect department or unit numbers as reported in the approved R401 proposal for "Year Preceding Implementation" with graduation numbers confirmed by the UVU Office of Institutional Research. While the first theatre majors were accepted as freshmen into the BFA program in Spring 2015, they were not registered as majors in the BFA in Theatre Arts until they matriculated as sophomores during the 2015-2016 academic year.

	Year Preceding Implementation	New Program									
		Year 1		Year 2		Year 3		Year 4		Year 5	
		Estimated	Actual	Estimated	Actual	Estimated	Actual	Estimated	Actual	Estimated	Actual
Student Data											
# of Majors in Department	199		234		264		274				
# of Majors in Proposed Program(s)		20	0	45	51	65	55				
# of Graduates from Department	15		16		20		24				
# of Graduates in New Program(s)		0	0	0	0	0	1				

Three Year Projection/Program Participation and Department Budget

REVENUE—source of funding to cover additional costs generated by proposed program(s)

	Year Preceding Implementation	Department Budget					
		Year 1		Year 2		Year 3	
		Estimated	Actual	Estimated	Actual	Estimated	Actual
Student Data							
Internal Reallocation							
Appropriation	$1,348,587	$1,348,587	$1,639,725	$1,398,784	$1,420,345	$1,420,345	$1,717,526
Special Legislative Appropriation							
Grants and Contracts							
Special Fees							
Tuition							
Differential Tuition (requires Regents approval)	$1,348,587	$1,348,587	$1,639,725	$1,398,784	$1,420,345	$1,420,345	$1,717,526
Other							
Total Funding							

Institutional Analysis of Program to Date

Because of the 38% increase in major enrollment during the past three years, the UVU Department of Theatrical Arts for Stage and Screen has been able to increase the number of full-time tenure-track faculty, giving both BFA and BA students greater access to more professors with a wider range of expertise and professional experience. Since the implementation of the BFA, the department has been able to add four new tenure track positions: one in costume and makeup, one in lighting and stage management, and two in musical theatre that replaced guest artist positions. The number of tenure-track faculty in the department over the past three years has grown from 8 to 12.

The department has had a proportionate increase in adjunct instructors, including a majority with terminal degrees in their specialties. With the anticipated opening of the Noorda Center for the Performing Arts at UVU in Spring 2019, staff positions have also increased in the costume and scenery shops as they prepare to service music and dance productions as well as plays and

musicals. Students enrolled in the BFA degree will have opportunities to work with these staff members and develop greater understanding of the requirements and expectations of professional work in the arts.

The opening of the Noorda Center for Performing Arts will provide students with a wider variety of performance spaces. A 500-seat proscenium theatre will be added to the 150-seat black box theatre that has been used for almost all main season productions for the past nine years. The new Center will help students achieve the department's expected learning outcome of artistry by providing performance and design students with experience in both black-box and proscenium staging. It will also help the students achieve the department's expected learning outcome of professionalism by providing them with greater exposure to professional performers and technicians as companies from outside of the university work side by side with UVU Theatre Arts students.

Most of the BFA students move through the degree program in cohorts. However, the department works individually with non-cohort students who become interested in the BFA program later than their sophomore year, who were completing the BA before the BFA was implemented, or who have faced a variety of individual challenges and circumstances. Non-cohort students fill spots in cohort classes vacated by students who leave the program without completing their degree. Vacancies in classes aimed at students in the BFA cohorts are also filled by BA students who apply and audition for the remaining spaces.

The number of students who apply for the BFA emphases in Acting and in Musical Theatre each year is more than twice the number of student slots in the cohorts. Enrollment in the BFA emphasis in Technical Design and Production cohorts are increasing but there are currently more available slots than there are qualified, committed students to fill them. Nevertheless, students in the Design and Production emphasis are increasingly filling classes in the tracks in Costume, Lighting, Scenery, and Stage Management while classes in the Technical Direction track, which currently lacks a full-time faculty member, have yet to make minimum enrollments. The addition of two tenure track design faculty members has already improved the effectiveness of the department's recruitment efforts in those areas.

Minor refinement to the course sequences in all three emphases have been made through the university curriculum process in order to better serve the learning needs of students and to address unexpected schedule conflicts and challenges. One factor that prevents making larger adjustments to course sequences is the requirement that all students in all three emphases in the BFA degree must have at least half of their coursework in common. The Acting and Musical Theatre emphases have just over 75% of their coursework in common while the Acting and Musical Theatre emphases have just over 50% of their coursework in common with the Design and Production emphasis.

The department is considering a proposal to divide the BFA in Theatre Arts into two separate BFA degrees, one with emphases in Acting and Musical Theatre and the other with an emphasis in Design and Production. This would allow the Acting emphasis to add more coursework in film and television acting and the Design and Production emphasis to add more specialized courses in costuming, scenery, lighting, such as a class in electronic programming for entertainment events like concerts and theme parks. Having multiple BFA degrees in a single theatre department would

align with the approach of the University of Utah, which has five separate BFA degree programs rather than a single BFA degree with multiple emphases.

Employment Information

While the four-year BFA program was not expected to produce graduates until the end of its fourth year, four students who were completing the BA degree when the BFA was first implemented have completed the BFA with their emphasis in Design and Production. The first UVU student graduated with a BFA in Theatre in Spring 2018 and has already designed and built sets and props for Sundance Summer Theatre, Spoleto Festival USA, and Chautauqua Theater Company. The second student completed the BFA in Summer 2018 and has done design work for Sackerson in Salt Lake City and An Other Theatre Company in Provo as well as serving as production assistant to the art team for an Imagine Dragons music video.

In order to connect BFA graduates with career opportunities upon graduation, the UVU Department of Theatrical Arts for Stage and Screen is planning to build on its current partnership with the Open Jar Institute in New York City, which will enable BFA Theatre Arts students to complete a residency with Open Jar during their final semester. According to Jeff Whiting, founding director of the Institute, of the 19 students who have completed the residency with Open Jar in the program's first two years, eight secured professional agents, three were hired immediately for national touring productions, and 16 of the 19 are working consistently in the competitive field

The Design and Production area is initiating a design showcase in 2019 to which local and national hiring agents will be invited and student work will be reviewed and professionally critiqued. The showcase will help connect UVU students with professional employment in design and production in the region and throughout the country.

Institution Submitting Report: Utah Valley University

Program Title: Bachelor of Science in Entrepreneurship

Sponsoring School, College, or Division: Woodbury School of Business, Utah Valley University

Sponsoring Academic Department(s) or Unit(s): Department of Strategic Management and Operations

	Original	New (if applicable)
Classification of Instructional Program Code[1] :	52.0701	52.0701

Board of Regents' Original Approval Date for program: 3/27/15

Institutional Board of Trustees' Approval Date for *this* report:

Award Type:

Program First Offered: Fall 2015

Report Type:

☐	Three-year Follow-up Report of Committee-of-the-Whole action items approved by the Regents
☐	Two-year Follow-up Report of Fast Tracked Certificate

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

Please type your first and last name   Date:

☐   I understand that checking this box constitutes my legal signature.

Follow-up Report - Abbreviated Template

Section I: The Request

The Department of Strategic Management and Operations at Utah Valley University submits a follow-up report for the BS in Entrepreneurship. This program was originally approved by the Board of Regents on 3/27/15 and the first students were able to declare or be admitted to the program in Fall 2015.

Section II: Program Report

Program Description

This program replaced the Entrepreneurship emphasis in the Woodbury School's General Business degree with a Bachelor of Science in Entrepreneurship. This program was intended to strengthen the Woodbury School's current curricula, adding rigor to those students desiring entrepreneurship skill sets, and to reduce the variance with which the new list of required specialty core classes are taken. Thus, this Entrepreneurship degree was implemented to better student outcomes by preparing all students in the major to complete projects in which they were required to launch a new business and assist community-based small businesses solve problems.

Enrollment and Revenue Data

	Year Preceding Implementation (2014-15)	New Program					
		Year 1 (2015-16)		**Year 2 (2016-17)**		**Year 3 (2017-18)**	
		Estimated	Actual	Estimated	Actual	Estimated	Actual

Three Year Projection/Program Participation and Department Budget

Student Data

	Year Preceding Implementation (2014-15)	Estimated	Actual	Estimated	Actual	Estimated	Actual
# of Majors in Department	2010		2272		2337		2292
# of Majors in Proposed Program(s)		95	92	120	177	145	185
# of Graduates from Department	349		318		338		470
# of Graduates in New Program(s)		24	0	30	5	35	11

REVENUE—source of funding to cover additional costs generated by proposed program(s)

	Year Preceding Implementation (2014-15)	Department Budget					
		Year 1 (2015-16)		**Year 2 (2016-17)**		**Year 3 (2017-18)**	
		Estimated	Actual	Estimated	Actual	Estimated	Actual
Internal Reallocation							
Appropriation	$1,814,312	$1,814,312	$1,925,966	$1,814,312	$2,264,291	$1,814,312	$2,299,035
Special Legislative Appropriation							
Grants and Contracts							
Special Fees							
Tuition							
Differential Tuition (requires Regents approval)							
Other							
Total Funding	$1,814,312	$1,814,312	$1,925,966	$1,814,312	$2,264,291	$1,814,312	$2,299,035

Institutional Analysis of Program to Date
The number of majors in this program has exceeded the projections, with 338 majors in 2016-17. Finances and faculty to serve this major are more than adequate at present and pose no threat to the viability of this program. The main weakness of this program is the noticeable lack of graduates to date. Given the graduation rate of the overall department, this program should have graduated at least 30 students so far

but has only managed five. The Woodbury School needs to assess the reasons that this program has attracted a viable number of students in the major but has not kept students through graduation within this specific major.

Employment Information
Due to the nature of this program and the low number of graduates so far, employment numbers are not available.

Utah System of Higher Education
Follow-up Reports
Cover/Signature Page—Abbreviated Template

Institution Submitting Report: Utah Valley University
Program Title: Mechatronics Engineering Technology BS
Sponsoring School, College, or Division: College of Engineering & Technology
Sponsoring Academic Department(s) or Unit(s): Engineering Technology Department
Classification of Instructional Program Code: 14.4201
Board of Regents' Original Approval Date for Program: March 27, 2015
Institutional Board of Trustees' Approval Date for this report: Pending
Program First Offered: Fall 2015

Report Type:

☒	Three-year Follow-up report of Committee-of-the-Whole action items approved by the Regents
☐	Two-year Follow-up Report of Fast Tracked Certificate

Chief Academic Officer (or Designee) Signature:

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

Name:

Date:

Unit Description—Abbreviated Template

Section I: The Request

The Engineering Technology Department in the College of Engineering & Technology at Utah Valley University submits a follow-up review. This program was originally approved by the Board of Regents on March 27, 2015 and the first students were able to declare or be admitted to the program in Fall 2015.

Section II: Program Report

Program Description

The Mechatronics Engineering Technology bachelor degree was created at the request of Autoliv and other manufacturers within the state of Utah. The degree offers a specific skill set that few institutions within the western United States offer and is directly tied to emerging technologies in automation. UVU has seen a significant growth within the program as well as recognition within the state for highly skilled graduates. USHE has benefited from the recognition as well, as the skill sets taught in mechatronics are in high demand.

Enrollment and Revenue Data

In the following table, record the number of students who are enrolled in the program as well as expenses to the institution and revenues generated. Use department or unit numbers as reported in the approved R401 proposal for "Year Preceding Implementation."

	Year Preceding Implementation	New Program									
		Year 1		Year 2		Year 3		Year 4		Year 5	
		Estimated	Actual	Estimated	Actual	Estimated	Actual	Estimated	Actual	Estimated	Actual
Student Data											
# of Majors in Department		0	542	0	628	0	662				
# of Majors in Proposed Program(s)		35	20	55	111	55	142				
# of Graduates from Department		0	67	0	53	0	75				
# of Graduates in New Program(s)		0	4	15	12	18	14				

Three Year Projection/Program Participation and Department Budget

REVENUE—source of funding to cover additional costs generated by proposed program(s)

	Year Preceding Implementation	Department Budget					
		Year 1		Year 2		Year 3	
		Estimated	Actual	Estimated	Actual	Estimated	Actual
Student Data							
Internal Reallocation							
Appropriation	$252,588	$385,308	$248,426	$511,981	$366,523	$500,539	$524,527

Special Legislative Appropriation							
Grants and Contracts							
Special Fees							
Tuition							
Differential Tuition (requires Regents approval)							
Other							
Total Funding	$252,588	$385,308	$248,426	$511,981	$366,523	$500,539	$524,527

Institutional Analysis of Program to Date

As with all new programs, Mechatronics Engineering Technology has gone through growing pains. The rapid growth of enrollment in the program has created a need for space, instructors, and equipment. For the current academic year space has been addressed, however, it will need to be expanded in the future. Staffing has been a particularly difficult challenge as most applicants who meet the University's requirements for a Ph.D. lack the skill set needed to teach within the mechatronics program. To address this issue, the Engineering Technology Department is working to create a separate technology school under the dual charter of UVU with a separate hiring and tenure criteria. Being able to hire the right people with the right skill set is crucial to the success of the program. Finally, the equipment needed to teach technology programs is always a strain on the budget. The department is working to prioritize purchases each year to help use the funds wisely. Teaching a lab of 25 students with limited equipment can be very challenging, but the problem can only be solved in incremental purchases. The department has been able to procure some donations of surplus life-cycled equipment, which has improved the student experience, but there are a few areas that still require some large purchases in order to be complete.

Employment Information

Based on the best and most current information, at least 95% of all the graduates in the Mechatronics Engineering Technology bachelor degree are employed, with most of them working in Utah. Moreover, most of the graduates are earning an above average income, with local companies offering high salaries as the skill set taught in mechatronics is in very high demand.

Utah System of Higher
Education Follow-up Reports
Cover/Signature Page - Abbreviated Template

Institution Submitting Report: Utah Valley University

Program Title: Bachelor of Science in Digital Cinema

Sponsoring School, College, or Division: College of Engineering **and Technology**

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

Original   New (if applicable)
Classification of Instructional Program Code[1] :

50.0602

Board of Regents' Original Approval Date for program: 3/27/15

Institutional Board of Trustees' Approval Date for *this* report:

Award Type:

Program First Offered:

Report Type:

☐	Three-year Follow-up Report of Committee-of-the-Whole action items approved by the Regents
☐	Two-year Follow-up Report of Fast Tracked Certificate

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

Please type your first and last name   Date:

☐   I understand that checking this box constitutes my legal signature.

Follow-up Report - Abbreviated Template

Section I: The Request

The Digital Media Department in the School of Engineering and Technology at Utah Valley University provides a three-year follow-up for the Bachelor of Science in Digital Cinema which was effective Fall 2015.

Section II: Program Report

Program Description

The Utah Valley University "Digital Cinema" four-year degree program was created and implemented to help students succeed better in industry after completion; to enable faculty to steep students in professional digital film production training earlier in their UVU experience, and for a longer time; and to bring additional prestige and public recognition to UVU.

1. Students are better prepared to succeed in industry for both reasons of substance and reasons of perception. Substantively, as compared to the former Digital Media four-year degree with emphases in various disciplines, students are given a broader and deeper foundation in digital cinema (digital film) related concepts and practices because these students have fewer inter-disciplinary courses required of them, and therefore the students are able to spend more time with digital cinema curriculum. They are simply better trained and more practiced because they do not have to spend nine credit hours or more learning non-cinema-related subject matter.
2. Proficiency in digital cinema is comprised of technical knowledge, practical skills and experience, and a developed sense of aesthetics to match the technical knowledge and skills earned in this degree program. The former structure of a generalist degree with a large interdisciplinary core, left far fewer credit hours and time slots available for students to be immersed in the cinema world from the beginning of their time in the program. With the focused lower division curriculum the degree now offers, students are able to work on motion picture sets during their lower division experience, giving them greater skill sets when entering their upper division classes.
3. Utah Valley University has grown at an exponential pace part due to the accolades received by students and faculty for excellence in their fields of study. The Digital Cinema emphasis in the generalist Digital Media degree of the past did win awards, but successes continue on an even stronger level with the implementation of the specific Digital Cinema degree.

The Digital Media faculty and staff have observed only positive results with the Digital Cinema four-year degree program. The implementation of the discipline-specific Digital Cinema degree has achieved its desired outcomes to date. In the future it is expected to meet or exceed the original R-401 document outcomes.

Enrollment and Revenue Data

See Appendix A: Program Participation and Finance

Institutional Analysis of Program to Date

Institutional analysis of the Digital Cinema program has shown only positive results. The Digital Cinema Coordinator said this:

> The Digital Cinema four-year degree was implemented Fall of 2015. We have had one new hire, which was planned before the changes took place. In 2013 we requested a larger sound stage and Fall 2019 we will move into the new facility, which will allow us to go deeper into the curriculum as well as add students to the upper division cohort.
>
> Faculty has seen a notable increase in student competency in this year's Junior and Senior class. This can only be attributed to the structure of the new program.
> -- Dennis R. Lisonbee, Coordinator of the Digital Cinema

Employment Information

The university does not collect employment data. A survey of seniors indicates 65% are currently working in a film production related field. The Digital Cinema faculty and Advisory Committee have noticed an increase in UVU students working on Utah film sets and an increase in UVU graduate credits in the Internet Movie Database (IMDB), which is the clearing house for motion picture credits.

The difficulty in tracking exact employment data of graduates is institution-wide. Finding and keeping current address and emails for graduates is financially impossible at the department level unless the graduates, on their own initiative, contact UVU administration with information about their employment and whereabouts.

	Year Preceding Implementation	New Program									
		Year 1		Year 2		Year 3		Year 4		Year 5	
		Estimated	Actual	Estimated	Actual	Estimated	Actual	Estimated	Actual	Estimated	Actual
Student Data											
# of Majors in Department	747		793		843		894				
# of Majors in Proposed Program(s)		50	123	120	248	170	289				
# of Graduates from Department	107	0	86	0	89	0	88				
# of Graduates in New Program(s)	0	0	0	0	6	25	26				

Three Year Projection/Program Participation and Department Budget

REVENUE—source of funding to cover additional costs generated by proposed program(s)

	Year Preceding Implementation	Department Budget					
		Year 1		Year 2		Year 3	
		Estimated	Actual	Estimated	Actual	Estimated	Actual
Student Data							
Internal Reallocation							
Appropriation	$1,638,426	$1,646,684	$1,682,876	$1,654,523	$1,871,493	$1,677,763	$2,154,076
Special Legislative Appropriation							
Grants and Contracts							
Special Fees							
Tuition							
Differential Tuition (requires Regents approval)							
Other							
Total Funding	$1,638,426	$1,646,684	$1,682,876	$1,654,523	$1,871,493	$1,677,763	$2,154,076

Utah System of Higher
Education Follow-up Reports
Cover/Signature Page - Abbreviated Template

Institution Submitting Report: Utah Valley University

Program Title: Bachelor of Science in Digital Audio

Sponsoring School, College, or Division: School of Technology and Engineering

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

Original   New (if applicable)

Classification of Instructional Program Code[1] : 10.0203

Board of Regents' Original Approval Date for program: 3/27/2015

Institutional Board of Trustees' Approval Date for *this* report:

Award Type:

Program First Offered:

Report Type:

☐	Three-year Follow-up Report of Committee-of-the-Whole action items approved by the Regents
☐	Two-year Follow-up Report of Fast Tracked Certificate

Chief Academic Officer (or Designee) Signature:

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

Please type your first and last name   Date:

☐   I understand that checking this box constitutes my legal signature.

Follow-up Report - Abbreviated Template

Section I: The Request

The Digital Media Department in the School of Engineering and Technology at Utah Valley University offers a three-year follow-up for the Bachelor of Science in Digital Audio which began Fall 2015.

Section II: Program Report

Program Description

The Utah Valley University "Digital Audio" four-year degree program was created and implemented to help students succeed better in industry after completion; to enable faculty to steep students in professional audio engineering training earlier in their UVU experience, and for a longer time; and to bring additional prestige and public recognition to UVU.

1. Students are better prepared to succeed in industry for both reasons of substance and reasons of perception. Substantively, as compared to the former Digital Media four-year degree with emphases in various disciplines, students are given a broader and deeper foundation in directly-audio-related concepts and practices because these students have fewer inter-disciplinary courses required of them, and therefore the students are able to spend more time with audio-specific topics. They are simply better trained and more practiced because they do not have to spend nine credit hours or more learning non-audio-related subject matter. It must be noted, however, that the Digital Audio degree program stills requires the DGM 1110 digital media survey course, which gives the students a familiarity and grounding in all digital media disciplines sufficient to understand other people's roles in industry and collaborate well with teams in industry.

2. Proficiency in digital audio engineering is comprised of technical knowledge, practical skills, and experience, and a developed sense of aesthetics to match the technical knowledge and skills earned in this degree program. The former structure of a generalist degree with a large interdisciplinary core, left far fewer credit hours and time slots available for students to be immersed in the audio world from the beginning of their time in the program. For the last three years, students have been immersed in audio concepts and practices from their first semester onward and with appreciable intensity. This allows the four-year graduate to leave this program with habits and approaches already ingrained in them.

3. Utah Valley University has grown at a shocking pace in part due to the accolades received by students and faculty for excellence in their fields of study. The audio emphasis in the generalist Digital Media degree of the past did win awards in the Skills USA and Audio Engineering Society "Student Grammy" events, and these successes continue on an even stronger level with the implementation of the specific Digital Audio degree. Because the students are not distracted by off-topic courses as they were in the former generalist degree, faculty have observed a large, new group of highly-motivated Digital Audio students emerging who will enter competitions this year and onward.

No ill effects of any kind have come out of the implementation of the Digital Audio four-year degree program. Faculty have observed only positive results.

This implementation, then, of this discipline-specific Digital Audio degree, has achieved its desired outcomes to date, and is on track to meet or exceed all remaining desired outcomes listed in the original R-401 document within a reasonable time frame.

Enrollment and Revenue Data

Three Year Projection/Program Participation and Department Budget											
	Year Preceding Implementation	New Program									
		Year 1		Year 2		Year 3		Year 4		Year 5	
		Estimated	Actual	Estimated	Actual	Estimated	Actual	Estimated	Actual	Estimated	Actual
Student Data											
# of Majors in Department	747		793		843		894				
# of Majors in Proposed Program(s)		27	63	89	94	116	107				
# of Graduates from Department	107	0	86	0	89	0	88				
# of Graduates in New Program(s)	0	0	0	0	5	20	7				
REVENUE—source of funding to cover additional costs generated by proposed program(s)											
	Year Preceding Implementation	Department Budget									
		Year 1			Year 2			Year 3			
		Estimated	Actual		Estimated	Actual		Estimated	Actual		
Student Data											
Internal Reallocation											
Appropriation	$1,638,426	$1,646,684	$1,682,876		$1,654,523	$1,871,493		$1,677,763	$2,154,076		
Special Legislative Appropriation											
Grants and Contracts											
Special Fees											
Tuition											
Differential Tuition (requires Regents approval)											
Other											

Total Funding	$1,638,426	$1,646,684	$1,682,876	$1,654,523	$1,871,493	$1,677,763	$2,154,076

Institutional Analysis of Program to Date

Institutional analysis of the Digital Audio program has shown only positive results. The former Department Chair of the Digital Media Department, who is also an audio faculty member and therefore has first-hand knowledge of outcomes, assessed the first three years of the Digital Audio program as follows:

> The Digital Audio four-year degree program asked for, and approved for implementation in the Fall of 2015, was designed to have near zero negative budgetary impact on the department, college, or university. No additional faculty members, space, or equipment have been needed or asked for because of the implementation of the program, so that objective has been met. The Digital Audio degree simply adopted all-existing courses into a revised four-year calendar structure. Nothing was added nor lost, except that the students were given broader and deeper foundations in Digital Audio much earlier than in the former generalist program. There was no increase in classroom load, either. Everything moved seamlessly from the former program to the current one.
>
> Additionally, student outcomes and successes are much higher in the new version of the digital audio program. As a faculty member teaching both lower and upper division audio courses, I have seen a notable increase in upper-division competency in my students, and this can only be attributed to the structure of the new program, since nothing else changed for the students – program structure is the only variable.
>
> I am satisfied that university, college, and department level goals have been achieved, and with essentially zero negative budgetary impact.
>
> -- Arlen L. Card, Chair of the Digital Media Department from May 15, 2015 to June 30, 2018.

Employment Information

While there is no formal employment data on graduates of the program, nor is any collected by the university or college, the Digital Audio faculty and Program Coordinator Michael Wisland have observed Digital Audio graduates entering the freelance world as before, but in increasing numbers taking jobs or internships which then became jobs in the local and national industry. While the majority of Digital Audio students remain here in Utah, working for such entities as BYUTV, the Church of Jesus Christ of Latter-day Saints, KPCW radio station in Park City, and numerous other television and radio station positions, some have migrated to the Hollywood and New York City industries. Another serves as a freelance expert witness on audio forensics. Yet another is a sought-after location sound recordist for video and film productions of all kinds.

One indicator of the success of the Digital Audio students in finding gainful, audio-related employment, is the fact that with the relatively low full-time faculty count relative to total program course offerings, adjunct instructors are needed, and faculty have had a very difficult time securing the help of former Digital Audio students because they are all working in industry.

It must be noted that the difficulty in tracking exact employment data of graduates is an institution-wide phenomenon. There is no legal necessity for continued contact between UVU and its graduates. Finding and keeping current address and emails for graduates is nearly impossible unless the graduates, on their own initiative, contact UVU officials and report their employment and whereabouts. Therefore, the sampling of anecdotal knowledge we have from those Digital Audio graduates who stay in touch must be extrapolated out to a generality.

Utah System of Higher Education
Follow-up Reports
Cover/Signature Page - Abbreviated Template

Institution Submitting Report: Utah Valley University

Program Title: Bachelor of Science in Animation and Game Development

Sponsoring School, College, or Division: College of Engineering and Technology

Sponsoring Academic Department(s) or Unit(s): Department of Digital Media

	Original	New (if applicable)
Classification of Instructional Program Code[1] :	11.0801	

Board of Regents' Original Approval Date for program: 3/27/15

Institutional Board of Trustees' Approval Date for *this* report:

Award Type: Bachelor of Science

Program First Offered: Fall 2015

Report Type:

X	Three-year Follow-up Report of Committee-of-the-Whole action items approved by the Regents
☐	Two-year Follow-up Report of Fast Tracked Certificate

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

_____   Date: August 30, 2018

☐ I understand that checking this box constitutes my legal signature.

Section I: The Request

The Digital Media Department in the School of Engineering and Technology at Utah Valley University offers this three year follow up report for the Bachelor of Science in Animation and Game Development that started in Fall 2015.

Section II: Program Report

Program Description

The BS in Animation and Game Development seeks to teach mastery in three primary areas: animation principles, software literacy, and scripting. The specifics of these three elements have been identified and defined by industry partners acting in the capacity of discipline advisors. The curriculum integrates these three components to prepare students for a spectrum of industry opportunities in entertainment and other professional environments. The program provides motivated students an opportunity to work with professionally active faculty members committed to the future of this digital discipline. UVU students have benefited from having this Bachelor of Science degree, which provides a deep and challenging educational experience within the confines of contemporary animation and game development industries. Students have a realistic understanding and are prepared for employment opportunities within the state and region.

Enrollment and Revenue Data

Prior to becoming a major of its own, Animation and Game Development (AGD) was an emphasis in UVU's Bachelor of Science in Digital Media. Enrollment in the AGD program over the last five years has remained fairly constant, including the last two years as an emphasis. Enrollment throughout this time, from 2013 to the 2017/2018 academic years the program has maintained between 190 and 225 students enrolled. The average over this period is 206. The department budget, which includes all four new degrees, was estimated for the first year at $1,646,684 and came in at $1,682,876. The second year costs came in at $1,871,493, and the third year costs were $2,154,076.

	Year Preceding Implementation	New Program									
		Year 1		Year 2		Year 3		Year 4		Year 5	
		Estimated	Actual	Estimated	Actual	Estimated	Actual	Estimated	Actual	Estimated	Actual
Student Data											
# of Majors in Department	747		793		843		894				
# of Majors in Proposed Program(s)		30	110	89	167	118	209				
# of Graduates from Dept	107		86		89		88				
# of Graduates in New Program(s)	0	0	0	0	3	20	8				
REVENUE—source of funding to cover additional costs generated by proposed program(s)											
	Year Preceding Implementation	Department Budget									
		Year 1			Year 2			Year 3			

Table title: Three Year Projection/Program Participation and Department Budget

		Estimated	Actual	Estimated	Actual	Estimated	Actual
				Student Data			
Internal Reallocation							
Appropriation	$1,638,426	$1646,684	$1,682,876	$1,654,523	$1,871,493	$1,677,763	$2,154,076
Special Legislative Appropriation							
Grants and Contracts							
Special Fees							
Tuition							
Differential Tuition (requires Regents approval)							
Other							
Total Funding	$1,638,426	$1646,684	$1,682,876	$1,654,523	$1,871,493	$1,677,763	$2,154,076

Institutional Analysis of Program to Date

As of the 2017/2018 academic year, the Animation and Game Development program has four full-time instructors. The addition of the fourth faculty member has reduced the adjunct ratio within the program and improved the rigor of the program's technical curriculum. Since labs are in high demand, a few core classes have been converted to hybrid courses, which reduce pressure on the key lab resources. Grant funding has been secured over the last few years, which has allowed the program to remain current with industry practices. UVU's Augmented Reality Lab, coming on line in Fall 2018, was made possible through generous contributions from industry partners. In 2016, senior students enrolled in this program won UVU's first College Television Award, (Student Emmy), that was followed in 2017 by the next group of seniors submitting a project that reached the semi-finals of the Student Academy Award competition. Student projects completed in the last three years have been accepted to dozens of film, animation, and game design festivals.

Employment Information

Students enrolled in this degree program, upon completion of their academic work, have generally found employment using the skillset learned and developed while in school. Some alumni from this program have found entry-level employment in what would be considered high-end studios like Industrial Light and Magic and Nickelodeon. Smaller entertainment-oriented studios like the Void and regional game independent game development studios have also employed a number of graduates. However, the majority of graduates find employment outside of the entertainment sector. The development of their specialized skills leads to employment for firms that specialize in occupations like military training and certification, medical and safety industries, manufacturing, secondary education, and even mining. Each year several graduates seek to further their education through application to graduate programs.

Utah System of Higher
Education Follow-up Reports
Cover/Signature Page - Abbreviated Template

Institution Submitting Report: Utah Valley University

Program Title: Bachelor of Science in Web Design and Development with emphases in Web and App

Development and Interaction and Design

Sponsoring School, College, or Division: School of Engineering and Technology

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

	Original	New (if applicable)

Classification of Instructional Program Code[1] : 11.1004

Board of Regents' Original Approval Date for program: 3/27/2015

Institutional Board of Trustees' Approval Date for this report:

Award Type:

Program First Offered: Report Type:

☐ X	Three-year Follow-up Report of Committee-of-the-Whole action items approved by the Regents
☐	Two-year Follow-up Report of Fast Tracked Certificate

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

Please type your first and last name   Date:

☐   I understand that checking this box constitutes my legal signature.

Follow-up Report - Abbreviated

Template Section I: The Request

The Digital Media Department in the School of Engineering and Technology at Utah Valley University offers a three-year follow-up for the Bachelor of Science in Web Design and Development with emphases in Web and App Development and Interaction and Design effective. This program was approved by the UVU Board of Trustees on December 4, 2014.

Section II: Program Report

Program Description
Web Design and Development fuses together the design, development, and delivery of rich media content through the medium of the internet to hand-held mobile devices as well as desktop computers. The curriculum integrates these digital mediums to entertain, educate, and communicate ideas and information through meaningful human interaction. This program provides motivated and dedicated students the opportunity to work with professionally active faculty members committed to the future of digital disciplines. The students of UVU have benefited from having this BS degree to better prepare them for the many job opportunities that exist in Utah.

Enrollment and Revenue Data
The estimated number of students enrolling in Web Design and Development were 30 for the first year, 110 for the second year and 150 for the third year. In all three years the actual number of students surpassed these initial estimates. The actual number of students in the program in the first year was 72 (240% above expectation), the second year was 181 (165% above expectation), and the third year was 218 (145% above expectation).

The department budget, which includes all four new degrees, was estimated for the first year at $1,646,684 and came in at $1,682,876. The second year was estimated at $1654523 and came in at $1871493, while the third year was estimated at $ 1,677,763 and came in at $ 2,154,076.

Institutional Analysis of Program to Date
The Web Design and Development program which had four full-time instructors is finally on track with two new and one replacement hire in the last three years. Adjunct to full time ratio has been significantly reduced with these additional positions. Labs are also in high demand and many classes have been pushed to online only to fill the student need. Additional steps are currently being taken to secure grant money for equipment and classroom space so additional sections can be provided to meet the student demand.

Employment Information
A survey of seniors indicates that 60% are already employed in a field related to web development. The University does not track students after they graduate and was unable to provide any additional information.

	Year Preceding Implementation	New Program									
Three Year Projection/Program Participation and Department Budget											
		Year 1		Year 2		Year 3		Year 4		Year 5	
		Estimated	Actual	Estimated	Actual	Estimated	Actual	Estimated	Actual	Estimated	Actual
Student Data											
# of Majors in Department	747		793		843		894				
# of Majors in Proposed Program(s)		30	72	110	181	150	218				
# of Graduates from Department	107	0	86	0	89	0	88				
# of Graduates in New Program(s)	0	0	1	0	6	20	6				

REVENUE—source of funding to cover additional costs generated by proposed program(s)

	Year Preceding Implementation	Department Budget					
		Year 1		Year 2		Year 3	
		Estimated	Actual	Estimated	Actual	Estimated	Actual
Student Data							
Internal Reallocation							
Appropriation	$1,638,426	$1,646,684	$1,682,876	$1,654,523	$1,871,493	$1,677,763	$2,154,076
Special Legislative Appropriation							
Grants and Contracts							
Special Fees							
Tuition							
Differential Tuition (requires Regents approval)							
Other							
Total Funding	$1,638,426	$1,646,684	$1,682,876	$1,654,523	$1,871,493	$1,677,763	$2,154,076

DATE:	**February 14, 2019**
TITLE:	**UVU Policy 333** *Background Checks*
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	**Linda Makin, VP, Budget, Planning, and Human Resources**
SUBJECT:	**UVU Policy 333** *Background Checks*

BACKGROUND:	UVU's Office of General Counsel recommended revision to Policy 333 to better align the policy with applicable federal law and Equal Employment Opportunity Commission (EEOC) guidelines. The policy update changes the title from *Criminal Background Checks* to *Background Checks*, which better reflects the types of applicant/employee verifications that may be conducted (e.g., criminal, credit, employment, education verification, motor vehicle, degree/transcript, and license/certification verification,).
	Key points:
	- Incorporates guidelines from the EEOC under Title VII of the *Civil Rights Act of 1964* and applicable case law - Provides language to better ensure legal compliance and protection of the privacy of applicants by restructuring the committee and review process - Ensures UVU is complying fully with the *Federal Fair Credit Reporting Act* - Better aligns with Policy 704 *Minors on Campus*
ALTERNATIVES:	**Approve** as presented, "I move to approve UVU Policy 333 *Background Checks* for entrance into the UVU Policy Manual." **Amend** and approve, "I move to approve, as amended UVU Policy 333 *Background Checks* for entrance into the UVU Policy Manual."

	• **No action**, "I move that we go to the next agenda item."
FINANCIAL IMPACT:	No substantial impact.
EXHIBITS:	a. Policy 333

Proposed Policy Number and Title: 333 Background Checks
Existing Policy Number and Title: 333 Criminal Background Checks

Approval Process*		
X Regular	□ Temporary Emergency	□ Expedited
□ New	□ New	□ New
X Revision	□ Revision	□ Revision
□ Deletion	□ Suspension	
	Anticipated Expiration Date:	

*See UVU Policy #101 *Policy Governing Policies* for process details.

Draft Number and Date: Stage 4, Board of Trustees Review, February 21, 2019
President's Council Sponsor: Linda Makin   **Ext.**
Policy Steward: Christie Snyder/Karen Clemes   **Ext.**

POLICY APPROVAL PROCESS DATES

Policy Drafting and Revision

Entrance Date: 4/20/2017

University Entities Review

Entrance Date: 10/11/2018

Close Feedback: 11/29/2018

University Community Review
Entrance Date: 1/31/2019

Open Feedback: 1/31/2019

Close Feedback: 2/14/2019

Board of Trustees Review

Entrance Date: 02/14/2019

Approval Date: MM/DD/YYYY

POST APPROVAL PROCESS

Verify:

□ Policy Number
□ Section
□ Title
□ BOT approval
□ Approval date
□ Effective date
□ Proper format of Policy Manual posting
□ TOPS Pipeline and Archives update

Policy Office personnel who verified and posted this policy to the University Policy Manual

Name: _____

Date posted and verified: MM/DD/YYYY

Printed On:
February 12, 2019
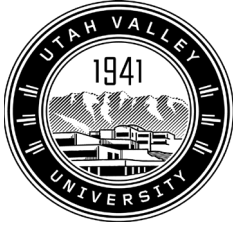
POLICY TITLE	Background Checks	Policy Number	333
Section	Human Resources	**Approval Date**	
Subsection	Conditions of Employment	**Effective Date**	
Responsible Office	Office of the Vice President of Planning, Budget, and Human Resources		

1.0 PURPOSE

1.1 This policy establishes the background check requirements and processes for Utah Valley University prospective employees, current employees, and certain volunteers to protect employees, students, property, and assets. The University provides this formal process of background checks and verifications to (1) minimize institutional risk, (2) comply with federal and state regulations that require it for specified positions, and (3) help responsible hiring managers make sound hires.

2.0 REFERENCES

2.1 *Americans with Disabilities Act of 2008 (ADAAA)* (as amended)

2.2 *Fair Credit Reporting Act (FCRA),* 15 USC § 1681 et seq.

2.3 Title VII of the *Civil Rights Act of 1964*, as amended, 42 U.S.C. § 2000e *et seq.* (Title VII)

2.4 *EEOC Enforcement Guidance: Consideration of Arrest and Conviction Records in Employment Decisions under Title VII of the Civil Rights Act of 1964*

2.5 Utah Code Annotated 34-52-101, et seq. *Reducing Barriers to Employment for Individuals with Criminal Records*

2.6 Utah State Board of Regents' Policy R847 *Criminal Background Checks*

2.7 UVU Policy 405 *Fleet Management*

2.8 UVU Policy 704 *Minors on Campus and at University-Sponsored Events*

3.0 DEFINITIONS

3.1 Background check: May consist of one or more verification processes, including (1) the University using a third-party agency to conduct a criminal background check, credit check, and/or employment/education verification and/or (2) the University conducting a motor vehicle check, employment/education or other reference verification, degree/transcript verification, license/certification verification, or student loan status verification.

3.2 Criminal background check: A review of an individual's criminal background by a third-party agency that includes criminal records (misdemeanor or felony convictions) and sex offender registries, and may include the OFAC (Office of Foreign Assets Control of the US Department of Treasury) Terrorist Watch list. Criminal background checks will be conducted in the cities and counties of known residences where an applicant lived or worked for the past seven years and will include a search of all available sex offender registries in those areas.

3.3 Minor: For the purposes of this policy, an individual younger than 18 years of age.

3.4 Security-sensitive position: Position in which the job duties require, provide for, or encompass the potential to incur human, financial, or property loss or other harm to the University and its constituents. Individual departments may be subject to additional restrictions, requirements, laws, or regulations. A security-sensitive position includes at least one of the following elements:

1) Regular potential access to minors, including in a child care center, or to vulnerable adults;

2) Relationships with students where exceptional trust and responsibility are involved, such as faculty, counselors, academic advisors, healthcare providers, coaches, and student residence personnel;

3) Responsibility for providing direct medical care, treatment, or counseling and/or access to pharmaceuticals, toxins, hazardous, or controlled substances;

4) Direct access to laboratory materials and other property that have the potential of being misused either for financial gain or for harmful, dangerous, or illegal purposes;

5) Decision-making authority for committing university funds or financial resources through contracts and commitments and/or direct access to or responsibility for handling cash, checks, credit/debit cards or cash equivalents, university property, disbursements, or receipts;

6) Access to building master control and key systems;

7) Access to confidential information or sensitive personal information such as employment, health, donor, financial, and other records, including data that could facilitate identity theft;

8) Access to or responsibility for the maintenance, upgrading, and repair of the University's computer networks and/or information technology systems; and

9) Responsibility for police, security, guard forces, or other significant health or safety issues.

3.5 Volunteer: An individual who is unpaid in their service at the University, offers services freely without coercion or pressure to serve, and has no expectation of receiving pay or other benefits.

3.6 Vulnerable adult: An adult who, because of physical or mental disability or dependency on accessibility or other institutional services, is particularly vulnerable to maltreatment.

4.0 POLICY

4.1 Scope of Policy

4.1.1 This policy applies to all Utah Valley University employees, including full-time and part-time faculty, staff, and student employees, final applicants to university positions, interns, certain volunteers, and in certain circumstances, contractors and their employees.

4.2 Statement of Policy

4.2.1 Utah Valley University conducts background checks to promote the University's commitment to safe and secure educational and working environment and in compliance with applicable Board of Regents policy, state law, federal law, privacy law, antidiscrimination laws, and applicable background check laws.

4.2.2 The University requires the following individuals to undergo and successfully pass all necessary and relevant background checks before they may begin employment or other service:

1) Candidates for employment with the University, including all part-time and full-time faculty, executive, staff, and student positions;

2) Temporary employees accepted into the Human Resources temporary pool;

3) Current or past employees considered for rehire, reinstatement, and/or change of assignment (unless Human Resources has conducted a background check appropriate for the position on the

individual within the previous two years);

4) University volunteers assigned to work with minors in university-sponsored or co-sponsored programs or events, unless the event qualifies as a discrete event under UVU Policy 704 *Minors on Campus and at University-Sponsored Events*; and

5) Contractors and their employees in certain cases where such individuals will have regular longer term contact with University employees or students.

4.2.3 Background checks must include criminal history, including a registered sex offender registry check. Dependent on the specific position, background checks may also include credit checks, motor vehicle records, employment/education verification, professional license and certification verification, degree/transcript verification, other reference verification, student loan status verification, and/or other job-related information.

4.2.4 An employment/education verification shall be conducted when an offer of employment, transfer, or change of assignment to an executive or faculty position requires certain educational and/or licensing credentials.

4.2.5 For any position that requires an educational degree or license/certification, the University reserves the right to obtain a copy of the applicant's degree/transcripts or license/certification documentation. Individual departments are responsible for ensuring that evidence of continued licensure is tracked and documented. After hire or change of assignment, employees and other individuals covered by this policy are required to report promptly any subsequent loss or suspension of required license/certification.

4.2.6 Individuals are responsible for providing truthful, accurate, and complete information for all background checks. Violations of this requirement, including providing false or incomplete information in application or applications materials, during the hiring process or during background check processes, shall be handled in accordance with applicable university policies and procedures, which may include disqualification from employment, promotion, or volunteer opportunities and/or corrective actions, up to and including termination.

4.2.7 After hire or change of assignment, employees and other individuals covered by this policy are required to promptly report any subsequent criminal convictions, guilty pleas, or pleas in abeyance that occur after their hire, excluding misdemeanor offenses punishable only by a fine, to Human Resources.

4.2.8 Human Resources is responsible for coordinating background checks with the University's designated third-party vendor(s) and for reviewing and determining whether the results of such checks meet university requirements, in consultation with the Office of General Counsel. Hiring

managers or their designees on the hiring committee are responsible for conducting reference checks.

4.2.9 All Utah Valley University employees involved in the background check process are responsible for ensuring the integrity and confidentiality of the background check process. All information obtained through the criminal and credit background check process is highly confidential; therefore, access to such information is limited to Human Resources and the Office of General Counsel. Human Resources shall maintain the results of the background check process in strict confidentially and shall keep the results separate from regular personnel files. All such documents are designated as private under the Utah Government Records and Management Act (GRAMA).

5.0 PROCEDURES

5.1 Authorization for Background Checks

5.1.1 Human Resources will initiate the background check only after a conditional offer of employment or other service has been made to and accepted by the candidate. A candidate for an executive position may be asked to have their background checks completed before the on-campus interview. Employment or service in the new position may not begin until Human Resources has determined that the candidate has successfully passed all required background checks.

5.1.2 Candidates who have accepted a conditional offer of employment must sign a written consent from UVU's third-party vendor to conduct the background check and to release the information to the University. The University may also require individuals who are being hired for certain positions to be subject to fingerprinting as part of a criminal background check.

5.2 Motor Vehicle Record Check

5.2.1 Any applicant for a position that requires the operation of a motor vehicle is subject to a motor vehicle record check, which will be conducted in accordance with UVU Policy 405 *Fleet Management.*

5.3 Credit Check

5.3.1 A satisfactory credit check may only be required when it is a bona fide occupational requirement of the position and as allowed by law. Individuals applying for or employees currently holding a security-sensitive position, including positions that involve the handling of

credit cards, cash, or other university funds (including financial aid and scholarships), may be subject to credit checks.

5.4 Evaluation of Background Checks

5.4.1 Upon completion of the background check, the agency conducting the check will provide the Human Resources designee with a complete report. To ensure confidentiality of applicant information, Human Resources will review the report and communicate to the hiring manager whether the applicant is eligible for employment or service in the position.

5.4.2 Information obtained in a background check will be compared with information provided by the applicant. An applicant who provides false, incomplete, or misleading information on an application, resume, or other written submissions, or in an interview, will be immediately eliminated from further consideration for employment. An employee who provides false, incomplete, or misleading information during the application or interview process may be subject to corrective action, up to and including termination of employment.

5.4.3 Having a criminal conviction does not automatically preclude employment. The Human Resources designee, in consultation with the Office of General Counsel, evaluates the relevance of the criminal history of the individual being considered for hire to the position being filled. The nature and gravity of the offense, the circumstances surrounding it, the proximity in time of the conviction and/or completion of sentence, and its relevance to the nature of the job for which the applicant has applied will be considered on a case-by-case basis.

5.4.4 For employment or volunteer positions involving regular contact with minors and/or vulnerable adults, a criminal history involving any of the following offenses will likely result in the disqualification of the volunteer/candidate or termination/reassignment of current employees: (1) conviction for crimes against or involving a minor or vulnerable adult, including but not limited to child abuse, neglect, abandonment, or sexual crimes of any nature; or (2) a conviction for any other crime that the University determines would create an unacceptable level of risk.

5.4.5 For positions requiring a credit check, the Human Resources designee in consultation, if needed, with the Office of General Counsel and with the Associate Vice President for Finance and Administration , evaluates the relevance of the information obtained regarding the individual being considered for hire to the position being filled. The nature of the information and its relevance to the nature of the job for which the applicant has applied will be considered on a case-by-case basis.

5.4.6 If any background check report yields information that may warrant further investigation, the Human Resources designee may interview the candidate about the background check.

5.4.7 If a current employee's background check information precludes the employee from being hired into a new position, the employee typically will remain in their former position. However, if an employee's background check information or other disclosure of an employee's conviction, guilty plea, or plea in abeyance, reflects that the employee is not qualified or casts doubt on their ability to safely perform the former job duties, the employee may be precluded from returning to their former position but may be considered for another vacant position if similar concerns do not exist for that vacant position.

5.4.8 The only data and information that the hiring manager will receive from Human Resources concerning an applicant's background check is whether the investigation on the applicant yielded satisfactory or unsatisfactory results.

5.4.9 Human Resources will maintain data collected as part of the background check in separate confidential files. Any employee who is responsible for an unauthorized disclosure of information collected under this policy will be subject to corrective action, up to and including termination of employment.

5.5 Applicants' Rights and Obligations

5.5.1 Applicants for employment, volunteer service, promotion, or vacant positions must disclose criminal convictions (excluding convictions that have been sealed or expunged) on the *Background Check Authorization Form* provided by the background check agency. The nature and gravity of the information and its relevance to the duties and responsibilities of the job for which the applicant has applied will be considered on a case-by-case basis.

5.5.2 If the University intends to take an adverse employment action because of information in the background check report, the University will provide the applicant with a pre-adverse action letter or notice that an adverse action may be taken based at least in part on information provided in the background check report, a copy of the information on which the adverse action will be based, and other information as required by law.

5.5.3 An applicant denied employment based on unsatisfactory results of the background check report who believes his or her background check information is incorrect as reported by the agency may contact the agency or other entities to provide correct information. The applicant is ineligible for hire to the position unless the official records obtained through the third-party vendor confirm the correction to the information.

5.5.4 If the University decides to take an adverse employment action because of information in the background check report, the University will provide the applicant with an adverse action letter informing the applicant of their rights as required by law.

5.5.5 Background check decisions and adverse action letters are final and may not be appealed or grieved within the University.

POLICY HISTORY		
Date of Last Action	Action Taken	Authorizing Entity
January 8, 2009	Approved for entrance to the Policy Manual	UVU Board of Trustees

~~POLICY TITLE~~	~~Criminal Background Checks~~	~~Policy Number~~	~~333~~
~~Section~~	~~Human Resources~~	~~Approval Date~~	~~January 8, 2009~~
~~Subsection~~	~~Conditions of Employment~~	~~Effective Date~~	~~January 8, 2009~~
~~Responsible Office~~	~~Office of the Vice President of Planning, Budget, and Human Resources~~		

1.0 PURPOSE

1.1 ~~Criminal background checks for prospective and existing employees of the University are mandated by Utah Code 53B-1-110 *Higher Education Criminal Background Checks* and Utah State Board of Regents' Policy R847 *Criminal Background Checks*.~~

2.0 REFERENCES

2.1 ~~*Fair Credit Reporting Act (FCRA),* 15 U.S.C. § 1681 et seq.~~

2.2 ~~Utah Code 53A-3-410 *Criminal Background Checks on School Personnel – Notice – Payment of Cost – Request for Review*~~

2.3 ~~Utah Code 53B-1-110 *Higher Education Criminal Background Checks*~~

2.4 ~~Utah State Board of Regents' Policy R165 *Concurrent Enrollment*~~

2.5 ~~Utah State Board of Regents' Policy R481 *Academic Freedom, Professional Responsibility and Tenure*~~

2.6 ~~Utah State Board of Regents' Policy and Procedure R847 *Criminal Background Checks*~~

3.0 DEFINITIONS

~~*This policy uses the following terms as defined by Utah State Board of Regents' Policy R847.~~

~~*3.1 Adjunct faculty*: Part-time teachers, post-doctoral fellows, visiting lecturers, graduate assistants, and other professional staff members of businesses, industries, and other agencies and organizations who are employed by the University on a part-time basis to carry out instructional, research, or public service functions.~~

3.2 Applicant: ~~The final applicant offered employment, transfer or promotion, contingent on acceptable results of a criminal background check and other reviews required for the position by the University such as financial/credit checks, degree transcripts or license documentation, or student loan status.~~

3.3 Background check: ~~Commercial or governmental process of searching public records to determine no less than whether an individual has been convicted of criminal conduct anywhere in the United States of America within no less than the last seven years. The background check may include the search of public records outside the United States of America.~~

3.4 Diminished capacity adult: ~~A person who lacks decision-making capacity which requires, to greater or lesser degree: (1) possession of a set of values and goals; (2) the ability to communicate and to understand information; and (3) the ability to reason and to deliberate about one's choices.~~

3.5 Employee: ~~A faculty member, including adjunct faculty, or any exempt or non-exempt employee of the University who receives compensation for work or services from funds controlled by the University, regardless of the source of the funds, the duties of the position, the amount of compensation paid, or the percent of time worked.~~

3.6 Minor: ~~A person younger than 21 years of age.~~

3.7 Reasonable cause: ~~Where the known facts and circumstances are sufficient to warrant a person of reasonable prudence to believe that the employee poses an unreasonable risk to persons or property and/or that a history or report of a crime will be found. Reasonable cause may be established by, but is not limited to, the following criteria: arrest during period of employment, substantiated complaints of abuse or harassment, incidental discovery of history of criminal activity.~~

3.8 Risk Assessment Committee: ~~Consists of the Associate Vice President of Human Resources, a permanent representative from each vice president's area, hiring manager, and dean or dean's designee or director (as designated by dean or vice president.) This is an ad hoc committee appointed by the vice presidents and approved by the President. The committee has access to legal counsel.~~

3.9 Security-sensitive position: ~~Position where the job duties require, provide for, or encompass the potential to incur human, financial, or property loss or other harm to the University and its constituents. A security-sensitive position should include at least one of the following elements:~~

~~1) Access to children, including child care in a child care center, or to diminished capacity adults;~~

2) Relationships with students where exceptional trust and responsibility are involved, such as counselors, health care providers, coaches, and residence hall personnel;

3) Responsibility for providing direct medical care, treatment, or counseling and/or access to pharmaceuticals, toxins, hazardous, or controlled substances;

4) Direct access to laboratory materials and other property that have the potential of being diverted from their proper use either for financial gain or for harmful, dangerous, or illegal purposes;

5) Decision-making authority for committing university funds or financial resources through contracts and commitments and/or direct access to or responsibility for handling cash, checks, credit/debit cards or cash equivalents, university property, disbursements, or receipts;

6) Access to building and residence hall master control and key systems;

7) Access to confidential information or sensitive personal information such as employment, health, donor, financial and other records, including data that could facilitate identity theft;

8) Access to or responsibility for the maintenance, upgrading, and repair of the University's computer networks and/or information technology systems; and

9) Responsibility for police, security, guard forces, or other significant health or safety issues.

3.10 Significant contact: An employee position involves significant contact with minor persons if there is a reasonable expectation that in the course of the normal, routine responsibilities of the position, the employee and a minor would interact on a one-on-one basis. For example, teachers with office hour consultations, mentors, counselors, test center employees, coaches, and advisors could all reasonably expect to interact one-on-one with students as a normal, routine part of their work and hence would have "significant contact" with one or more minor persons during the course of their employment.

4.0 POLICY

4.1 The University will comply with Utah Code and Board of Regents' policy in conducting criminal background checks on employees. The University is committed to conducting criminal background checks in a manner that will ensure fairness and confidentiality to its prospective and existing employees.

5.0 PROCEDURES

5.1 Required Background Checks for Applicants

~~**5.1.1** An applicant for any employee position at the University that involves significant contact with minors or is considered to be security sensitive by the University President or his or her designee must submit to a criminal background check as a condition of employment.~~

5.2 Background Checks for Adjunct Faculty, Temporary, or Part-time Applicants

~~**5.2.1** Adjunct faculty, temporary, and part-time classifications of employees may be exempted from the requirement in section 5.1.1 by the President or his or her designee. The President or his or her designee shall require such exempted employees to self-disclose any criminal background and to sign an agreement whereby such exempted employee agrees to comply with any and all institutional rules and policies regarding sexual harassment, financial obligations, security issues, and health and safety requirements.~~

5.3 Optional Background Checks for Applicants

~~**5.3.1** The President or his or her designee may require applicants for positions other than those described in section 5.1.1, including adjunct faculty, temporary, or part-time positions, to submit to a criminal background check as a condition of employment.~~

5.4 Background Checks for Existing Employees

~~**5.4.1** An existing employee must submit to a criminal background check, where the University President or his or her designee finds that reasonable cause exists. For such existing employees, the University shall request a written and signed release of information for a criminal history background check. In the event the existing employee does not provide a written and signed release as requested, the University may proceed with obtaining a criminal history background check and provide the employee with written notice that the background check has been requested.~~

5.5 Written Release of Information

~~**5.5.1** For applicants with a contingent offer of employment, the University shall obtain a written and signed release of information for a criminal history background check.~~

5.6 Fingerprint Background Check

5.6.1 The University may require each applicant or employee subject to a criminal background check under this section to be fingerprinted and provide a written consent to a fingerprint background check by the Utah Bureau of Criminal Identification or the Federal Bureau of Investigation.

5.6.2 The University may request the Utah Bureau of Criminal Identification to conduct criminal background checks of prospective employees and, where reasonable cause exists, existing employees pursuant to university policy.

5.6.3 Except as provided in section 5.8, the University shall pay the actual cost of fingerprint background checks incurred by the Utah Bureau of Criminal Identification.

5.7 Consumer-reporting Agency Criminal History Background Check

5.7.1 The President or his or her designee may determine to use a consumer-reporting agency to conduct a criminal history background check instead of the fingerprint background check process provided in section 5.6. At a minimum, the consumer-reporting agency must conduct an investigation to verify the applicant or employee's social security number, obtain information regarding past employment, and search the individual's criminal background nationwide in the individual's counties of residence for the last seven years, and comply with all provisions of the *Fair Credit Reporting Act.*

5.8 Payment of Costs

5.8.1 The President or his or her designee may require an applicant to pay the costs of a criminal background check as a condition of employment.

5.9 Risk Assessment

5.9.1 Based on the convictions disclosed by the criminal background check, the Risk Assessment Committee will assess the overall risk to persons and property of employment or continued employment. That risk assessment will include:

1) The number of crimes committed,

2) The severity of those crimes,

3) The length of time since they were committed,

4) The likelihood of recidivism,

February 12, 2019

5) The security sensitivity of the position sought by the applicant or held by the existing employee, and

6) Other factors that may be relevant.

5.9.2 The Risk Assessment Committee is responsible to request or research additional information relevant to the risk assessment if needed and maintain strict confidentiality throughout the process.

5.9.3 The Risk Assessment Committee may determine that an individual with a criminal history should be considered eligible to obtain or retain the position, or that additional documentation should be required. When a decision is reached, the documentation must be reviewed by the Assistant Attorney General.

5.10 Opportunity to Respond

5.10.1 Before an applicant is denied employment or an employee is subjected to an adverse employment action based on information obtained in the criminal background report, the applicant or employee shall receive a copy of the report, written notice of the reasons for denial or the adverse action, a written description of his or her rights under the *Fair Credit Reporting Act*, and shall have an opportunity to respond to the reasons and any information received as a result of the criminal background check. If an applicant disagrees with the accuracy of any information in the report and notifies Human Resources within three business days of his or her receipt of the report, the University shall provide a reasonable opportunity to address the information contained in the report.

5.10.2 The Risk Assessment Committee will review and verify any new information provided by the applicant or employee and consult the divisional vice president who will make the final employment decision.

5.11 Financial/Credit Check

5.11.1 If an applicant is applying for, or an employee holds, a security-sensitive position with access to sensitive personal information or financial responsibilities over the funds of the University or others, the President or his or her designee may require an additional financial/credit check to be performed.

5.12 Degree Transcripts or License Documentation

5.12.1 If the position requires a degree or license, the University reserves the right to obtain a copy of the applicant's degree transcripts or license documentation.

February 12, 2019

5.13 Limitations on the Use of Information

5.13.1 The information contained in the criminal history background check report will be available only to those persons involved in making employment decisions or performing the background investigation, and the information will be used only for the purpose of making an employment or promotion decision. All criminal history background check reports, waivers, forms, and related documentation will be kept in a secure area in Human Resources. Access to the files will be limited to Human Resources personnel with a need to know.

5.14 Concurrent Enrollment Faculty

5.14.1 Employees of the University, who are concurrent enrollment instructors with unsupervised access to K-12 students, shall complete a fingerprint criminal background check consistent with Utah Code §53A-3-410. The hiring department will verify and document that concurrent enrollment faculty and contractual concurrent enrollment faculty have completed the required fingerprint criminal background check.

POLICY HISTORY		
Date of Last Action	Action Taken	Authorizing Entity

DATE:	February 21, 2019
TITLE:	**UVU Policy 608 *Internship Program Requirements and Implementation***
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	**Linda Makin, VP, Budget, Planning, and Human Resources**
SUBJECT:	**UVU Policy 608 *Internship Program Requirements and Implementation***
BACKGROUND:	As one of the pillars of Engaged Learning, internships are essential to UVU's mission and core themes. In 2015 the University implemented a centralized internship services model to ensure consistency of quality, data collection, student experience, academic integrity, rigor, and legal compliance of each department's internship program. Implementing a university policy will provide clarification of institutional requirements, encourage consistent implementation of internships across departments, and ensure legal compliance with applicable laws.
ALTERNATIVES:	• **Approve** as presented, "I move to approve UVU Policy 608 *Internship Program Requirements and Implementation* for entrance into the UVU Policy Manual." • **Amend** and approve, "I move to approve, as amended UVU Policy 608 *Internship Program Requirements and Implementation* for entrance into the UVU Policy Manual." • **No action**, "I move that we go to the next agenda item."
FINANCIAL IMPACT:	
EXHIBITS:	a. Policy 608

UTAH VALLEY UNIVERSITY
Policies and Procedures

Proposed Policy Number and Title:	**608** Internship Program Requirements and Implementation	
Existing Policy Number and Title: 608 Internships		
Approval Process*		
☒ Regular	☐ Temporary Emergency	☐ Expedited
☒ New	☐ New	☐ New
☐ Revision	☐ Revision	☐ Revision
☐ Deletion	☐ Suspension	
	Anticipated Expiration Date:	

*See UVU Policy 101 *Policy Governing Policies* for process details.

Draft Number and Date: Stage 4, Board of Trustees Review, February 21, 2019

President's Council Sponsor: Jeff Olson   **Ext.**

Policy Steward: Kat Brown, Pilar Hays, McKay Isham   **Ext.**

POLICY APPROVAL PROCESS DATES	
Policy Drafting and Revision	**POST APPROVAL PROCESS**
Entrance Date: 8/31/2017	Verify:
University Entities Review	☐ Policy Number
Entrance Date: 7/12/2018	☐ Section
Close Feedback: 10/19/2018	☐ Title
	☐ BOT approval
University Community Review	☐ Approval date
Entrance Date: 11/29/2018	☐ Effective date
Open Feedback: 11/29/2018	☐ Proper format of Policy Manual posting
Close Feedback: 1/04/2019	☐ TOPS Pipeline and Archives update
	Policy Office personnel who verified and posted this policy to the University Policy Manual
Board of Trustees Review	**Name:**
Entrance Date: 1/17/2019	
Approval Date:	**Date posted and verified:**

UTAH VALLEY UNIVERSITY
Policies and Procedures

POLICY TITLE	Internship Program Requirements and Implementation	Policy Number	608
Section	Academics	**Approval Date**	
Subsection	Instruction and Curriculum	**Effective Date**	
Responsible Office	Office of the Senior Vice President of Academic Affairs		

1.0 PURPOSE

1.1 UVU is committed to preparing students for professional life after graduation through meaningful, experience-based learning and career education. Internships give students the opportunity to gain rich professional development experiences that enhance their professional skills and networks in fields they are considering for career paths. This policy will facilitate consistency of quality, data collection, student experience, academic integrity, rigor, and legal compliance of each department's internship program.

2.0 REFERENCES

2.1 UVU Policy 115 *Minors on Campus and at University-Sponsored Events*

2.2 UVU Policy 247 *Contract Review and Signature Authority*

2.3 UVU Policy 252 *International Travel for Students, Faculty, and Staff*

2.4 UVU Policy 522 *Undergraduate Credit and Transcripts*

2.5 UVU Policy 524 *Graduate Program Credit and Graduation Requirements*

2.6 UVU Policy 541 *Student Code of Conduct*

2.7 UVU Policy 601 *Classroom Instruction and Management*

2.8 UVU Policy 605 *Curriculum Approval Process*

2.9 UVU Policy 610 *Credit Hour*

2.10 UVU Policy 635 *Faculty Rights and Professional Responsibilities*

2.11 UVU Policy 639 *Adjunct Faculty*

2.12 UVU Policy 641 *Salaried Faculty Workload—Academic Year*

UTAH VALLEY UNIVERSITY
Policies and Procedures

2.13 UVU Policy 642 *Salaried Faculty Overload*

3.0 DEFINITIONS

3.1 Faculty member: An employee hired into a faculty position categorized as a full-time, benefits-eligible employee.

3.2 Faculty supervisor: A faculty member who teaches an internship course and mentors interns through the internship process.

3.3 Family member: For the purposes of this policy, family members include the individual, parents, spouse, domestic partner, children, dependents, siblings, and each of their respective spouses or domestic partners.

3.4 Intern: A UVU student engaged in an internship as approved by Internship Services.

3.5 Internship: A form of academic experiential learning that integrates knowledge and theory learned in coursework with practical application, skills development, and mentoring in a professional setting.

3.6 Internship coordinator: A staff or faculty member who oversees an internship program, including consultation and internship course registration, for a particular college/school or department.

3.7 Internship provider: The organization providing the internship experience.

3.8 Internship Services: University department comprised of university staff and administration charged with supporting and facilitating internships through the University.

3.9 Remote internship: A work experience program in which the participant (intern) gains experience while working in a remote professional setting and is not physically present at the job location.

3.10 Site supervisor: A supervisor at an internship site who trains and mentors student interns.

3.11 Volunteer: For purposes of this policy, individuals that are not receiving credit or compensation for work performed for an organization.

4.0 POLICY

4.1 The primary purpose of an internship program is to provide UVU undergraduates with career exploration and preparation, and development of practical, professional skills. Internships should be designed to give students the opportunity to explore a specific career path, gain job

experience, and forge professional connections by working with internship providers within a chosen industry. Any current UVU undergraduate student who is 18 years of age or older and not a UVU concurrent enrollment student is eligible to apply for internship credit.

4.1.1 Departments may establish prerequisites or internship requirements in addition to the criteria outlined in this policy.

4.2 UVU Internship Services provides guidance for credit-bearing internships to undergraduate students currently enrolled. Internship Services organizes, promotes, and coordinates the internship process outlined in section 5.0 of this policy. Internship Services coordinates with department/college faculty/internship coordinators.

4.3 To maximize the quality of professional and educational components of an internship experience, paid and non-paid internship programs shall include all of the following specific elements defined by the National Association of Colleges and Employers (NACE):

4.3.1 The experience shall be an extension of the coursework aligned with degree requirements: a learning experience that provides for applying the knowledge gained in the classroom. It shall not be simply to advance the operations of the internship provider or be the work that a regular employee would routinely perform.

4.3.2 The skills or knowledge learned shall be transferable to other employment settings.

4.3.3 The experience shall have a defined minimum time period and a job description with desired qualifications.

4.3.4 There shall be clearly defined learning objectives/goals related to the professional goals of the student's academic coursework.

4.3.5 There shall be supervision by a professional employee of the service provider with expertise and educational and/or professional background in the field of the experience.

4.3.6 The site supervisor shall provide routine feedback to the student.

4.4 Resources, equipment, and facilities provided by the internship provider shall support the student's learning objectives/goals as outlined and agreed to in the *Master Internship Agreement*.

4.5 Non-paid internships must meet the "primary beneficiary test" considering the following factors established by the Department of Labor, as determined and approved in writing by the Director of Internship Services:

4.5.1 The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee—and vice versa.

UTAH VALLEY UNIVERSITY
Policies and Procedures

4.5.2 The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including the clinical and other hands-on training provided by educational institutions.

4.5.3 The extent to which the internship is tied to the intern's formal education program by integrated coursework or the receipt of academic credit.

4.5.4 The extent to which the internship accommodates the intern's academic commitments by corresponding to the academic calendar.

4.5.5 The extent to which the internship's duration is limited to the period in which the internship provides the intern with beneficial learning.

4.5.6 The extent to which the intern's work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.

4.5.7 The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.

4.6 An experience that falls under any of the following situations shall not be considered an internship unless approved in writing by the Director of Internship Services:

4.6.1 The intern is an independent contractor or contract employee;

4.6.2 The intern is compensated with straight commission;

4.6.3 The intern is supervised by a direct family member;

4.6.4 The proposed internship is related to a course at another college or university;

4.6.5 The internship is an "ambassadorship" or similar function on the UVU campus; or

4.6.6 The internship is a remote internship; except in rare circumstances, this type of internship is discouraged.

4.7 While a unique experience is preferred for an internship, in some cases students may be allowed to use their employer for an internship experience, as long as the Director of Internship approves the experience in writing and one of the following conditions is met:

4.7.1 The intern has worked in the proposed internship position for less than 2 months; or

4.7.2 The intern has been employed by the internship provider for longer than 2 months and the intern is assigned additional duties outside of the previously assigned job duties. The new

UTAH VALLEY UNIVERSITY
Policies and Procedures

internship shall include only the hours spent on the newly assigned duties for the internship. At its discretion, a university department may establish requirements that are more stringent.

4.8 Each university department shall establish guidelines for internship coursework and assignments in the department; faculty supervisors shall use these guidelines when building an internship course.

4.9 Faculty supervisors shall provide details about coursework and assignments in a course syllabus developed for the internship. At a minimum, this syllabus shall include identification of learning objectives and the supervisor evaluation and internship completion survey templates provided by Internship Services.

4.10 Faculty who supervise credit-bearing internships do so as part of their standard workload credit hour equivalent as instructional credit hours, as long as it does not exceed their allowable hourly workload and they are compensated appropriately by their department in accordance with compensation practices laid out in UVU Policy 641 *Academic Workload—Academic Year* and Human Resources, as well as with Faculty Senate guidelines for compensation for individualized and supervised instruction.

4.11 Only students enrolled in internship credit and working in an internship with an organization that has entered into a *Master Internship Agreement* with UVU are entitled to services provided by the supporting department and Internship Services. UVU students who choose to serve as volunteers for non-university entities or organizations shall be considered as serving as private citizens outside of their university-affiliated status, and are not subject to this policy or entitled to university services under this policy.

4.12 If a student is participating in an internship in which the student will work with minors, the student must comply with university policies that govern working with minors (see Policy 115 *Minors on Campus and at University-Sponsored Events*).

4.13 UVU departments that engage UVU interns must comply with Internship Services requirements, including but not limited to giving prospective interns an offer letter using Internship Services templates that define the scope, length, and other material terms of the internship.

4.14 The University reserves the right to terminate a student's and/or an internship provider's participation in an internship program if the University determines this participation is no longer in the best interests of the student or the University.

5.0 PROCEDURES

5.1 Students who wish to have a credit-bearing internship experience shall consult with the appropriate internship coordinator assigned to their department/college in Internship Services.

UTAH VALLEY UNIVERSITY
Policies and Procedures

5.2 Students who wish to receive credit for an internship experience shall register for credit prior to beginning internship work and complete the internship during the academic term in which the student is receiving academic credit.

5.3 Students participating in an international internship must meet the following additional requirements:

5.3.1 Complete requirements established by UVU Policy 252 *International Travel for Students, Faculty, and Staff* as well as any procedures required by the Office of Global Engagement.

5.3.2 An international student who wishes to complete an internship shall first consult with International Student Services to determine the requirements for that student's visa.

5.4 Students shall submit an *Application for Academic Credit* to their internship coordinator and complete the internship orientation prior to registering for an internship course and/or beginning an internship experience.

5.4.1 Students shall also obtain a *Master Internship Agreement* and request that their internship provider complete and sign their required portions of the form. All forms can be found on the Internship Services website.

5.4.2 Department chairs shall make the final decision in disputes over the denial of an application for academic credit so long as the decision complies with this policy. Input is encouraged from the Director of Internship Services, the internship coordinator, and the faculty supervisor.

5.5 Each department shall determine the method for evaluating student performance. The standard method for denoting student performance shall be a letter grade.

5.6 Departments shall determine the number of hours of student internship work that equal one academic credit; however, the hours shall fall between 60 and 75 hours per one credit per semester unless otherwise approved by Internship Services.

5.7 Students may not exceed a total of 12 cumulative internship credits in any one department. Students may not exceed a total of 600 working hours on an internship assignment per semester (that is, 40-hour work week). Exceptions may be authorized through the collaborative review and approval by Internship Services and the respective department.

5.8 The department shall determine further requirements, if any, for students to participate in an internship, such as GPA, matriculation, or prerequisites, if any.

5.9 Academic requirements for the internship and the method(s) of evaluation should be clearly stated on the *Learning Agreement Form* and discussed with the student before the internship begins.

Printed On:
February 12, 2019

UTAH VALLEY UNIVERSITY
Policies and Procedures

5.10 Requirements for faculty supervisors are as follows:

5.10.1 Faculty supervisors shall have a currently active faculty role in the department;

5.10.2 Faculty supervisors shall be assigned by department chairs or by department vote of voting-eligible faculty members with consideration of the following:

5.10.2.1 Ability, desire, and willingness to mentor students;

5.10.2.2 Experience in the field, either as a professional or as an academic who has studied the field, and current knowledge of the industry.

5.11 The site supervisor's responsibilities are as follows:

5.11.1 Complete the *Master Internship Agreement* and abide by its guidelines;

5.11.2 Familiarize the intern with the workplace facility;

5.11.3 Work with the intern and faculty supervisor to create meaningful learning objectives and assign work to support the objectives;

5.11.4 Provide guidance and remain accessible to the intern;

5.11.5 Meet with intern weekly to review progress and provide feedback;

5.11.6 Communicate effectively with the faculty supervisor as needed; and

5.11.7 Complete the final supervisor evaluation and submit it to the faculty supervisor in a timely manner.

5.12 The University reserves the right to terminate a student's and/or an internship provider's participation in an internship program, and to remove a student from a work assignment at any time, if the faculty supervisor decides, in consultation with the Director of Internship Services, or if the Director of Internship Services independently determines that continued participation is not in the best interests of the University and/or its students.

5.12.1 Internship Services, in consultation with any relevant university area, shall work with students to determine the appropriate course of action in the instance of a terminated internship. Possible tuition refunds or credit earned may be given depending on the reason for terminating the internship.

POLICY HISTORY		
Date of Last Action	Policy created and approved.	UVU Board of Trustees

UTAH VALLEY UNIVERSITY
Policies and Procedures

DATE:	**February 21, 2019**
TITLE:	**Property Purchase**
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	**Jacob Atkin, Associate Vice President for Finance**
SUBJECT:	**Silva Home Purchase**
BACKGROUND:	Mr. Jose Silva of 1252 South 490 West, Orem has approached the University offering to sell his home. The Board of Trustees are being asked to approve negotiations and purchase of the home at or below appraised value. The purchase will be completed using institutional funds. The Master Plan identifies the small neighborhood east of the Alumni House and south of the Extended Education building as University growth zone. The University currently owns three of the properties in this zone. The Silva property is located in the growth zone. The house, built in 1966, has 3,632 square feet on a lot of .37 acre. Tom Maxwell has been hired to appraise the property. He will compete his site visit on February 22, 2019. Utah County has a tax valuation of the subject property at $323,900. Zillow.com suggests a value of $436,968.
ALTERNATIVES:	• **Approve** as presented, "I move "to approve the purchase of the home for up to $500,000; but if the home appraises for more than $500,000, the Board of Trustees will approve the purchase subject to Board of Regents approval." • **Amend** and approve, "I move to approve, as amended…"

	• **No action**, "I move that we go to the next agenda item…"
FINANCIAL IMPACT:	TBD
EXHIBITS:	a. Area Map of Silva home

DATE:	**February 21, 2019**
TITLE:	**Consent Calendar**
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	**Justin Jones, Chief of Staff & Secretary to the Board**
SUBJECT:	**Consent Calendar**
BACKGROUND:	The Board of Trustees is being asked to approve the Consent Calendar which contains the following items: 1. Minutes of January 17, 2018 2. December 2018 Investment Report 3. 2018 Human Resources Report
ALTERNATIVES:	• **Approve** as presented, "I move to approve the consent calendar as presented." • **Amend** and approve, "I move to approve, as amended…" • **No action**, "I move that we go to the next agenda item…"
FINANCIAL IMPACT:	Available upon request
EXHIBITS:	a. Minutes of January 17, 2019 b. December 2018 Investment Report c. 2018 Human Resources Report

At the beginning of the meeting, Trustee Chair Elaine Dalton welcomed all those in attendance, noted those who could not be present, and addressed housekeeping items. She asked for a moment of silence for Trustee R. Duff Thompson and his family who had recently experienced an unexpected and painful loss.

I. ACTION

1. Academic Program Approval

The Trustees were provided with a review of the most recent meeting of the Academic Affairs committee by Trustee Paul Thompson, as well as an update on the search for a new Provost and Vice President for Academic Affairs. The Trustees were then presented with several academic programs for adoption. These programs were discussed in two categories – pathways for stackable degree programs and certificates of proficiency (CP) that create an entry to stackable degrees. For each program, the value of the degree was discussed in terms of student educational preparation, local and national industry need, and the particular manner in which UVU will provide instructional resources and engaged learning for these courses. The Trustees engaged in thoughtful questioning about each program, specifically the ability of UVU to financially support the new programs.

In the first category, the Trustees were presented with proposals for the following degree programs: AAS in Web Design and Development, AAS in Digital Audio, AAS in Digital Cinema, Full Stack Web Development Emphasis in Computer Science, MBA Technology Management Emphasis, and Master of Education Higher Education Leadership Emphasis. Trustee P. Thompson motioned to approve the adoption of the AAS in Web Design and Development, AAS in Digital Audio, AAS in Digital Cinema, Full Stack Web Development Emphasis in Computer Science, MBA Technology Management Emphasis, and Master of Education Higher Education Leadership Emphasis. Trustee James Clarke seconded. The motion carried without opposition.

In the second category, the Trustees were presented with proposals for the following CPs: Cabinetry and Woodworking, Art and Design, Aviation Science, Information Systems and Technology, Health, Public and Community Heath, Criminal Justice, and Construction Management. Trustee P. Thompson motioned to approve the adoption of CPs in Cabinetry and Woodworking, Art and Design, Aviation Science, Information Systems and Technology, Health, Public and Community Heath, Criminal Justice, and Construction Management. Trustee Jack Sunderlage seconded. The motion carried without opposition.

Finally, the Trustees were presented with several changes to programs already in existence. These changes included the restructuring of the curriculum for the Environmental Studies Minor and IS Emphasis and name changes to the Automotive Technology, Cinema Studies, Journalism, and Civil Design programs to better reflect the respective focus of the curricula. The Trustees engaged in minimal discussion of these requests. Trustee P. Thompson motioned to approve changes to the name of the Automotive Technology program, the minor in Environmental

Studies, the name of the Cinema Studies program, the name of the Journalism program, and the name of the Civil Design program. Trustee Marc Reynolds seconded. The motion carries without opposition.

2. Policies

The Trustees were presented with a request to approve Policy 361 Leave of Absence in temporary emergency. It was noted that the policy was amended to include paid medical maternity leave and tighten language around FMLA. The addition of paid medical maternity leave to policy is an anomaly in USHE, but it reflects the feedback received from numerous entities on campus and the importance given to it by the administration. Trustee Jill Taylor motioned to approve the amendments to Policy 361 Leave of Absence in temporary emergency. Trustee P. Thompson seconded. The motion carried without opposition.

3. Master Plan Revision

The Trustees reviewed a proposal to make minor modifications to the university's Master Plan to reflect not only the gift of the Lakemount Manor home by the Bastian family, but also home purchase opportunities in the Sunset Heights neighborhood (south side of 925 South in Orem). After thoughtful discussion of these opportunities, Trustee Sunderlage motioned to approve the updated Master Plan and the forwarding of the plan to the Board of Regents for approval. Trustee Taylor seconded. The motion carried without opposition.

II. EXECUTIVE SESSION

Trustee Reynolds motioned to enter Executive Session to strategically discuss character, professional competence, or physical or mental health of an individual and litigation that is pending or reasonably imminent. Trustee Taylor seconded. The motion carried without opposition.

III. CONSENT CALENDAR

The Trustees were asked to review the Consent Calendar, which consisted of the minutes of November 29, 2018 and the October and November 2018 Investment Reports. Trustee Taylor motioned to approve the Consent Calendar. Trustee Clarke seconded. The motion carried without opposition.

IV. INFORMATION

1. President's Report

President Astrid S. Tuminez provided the Trustees with an update on the University since the late November 2018 Board meeting. Her report began with a reflection on her first State of the University address and her intention to pivot/reframe the University's mission and commitments to action. She then noted many upcoming events, including her keynote address at the Silicon Slopes Tech Summit, the "Week of Dreams" in which the Noorda Center for the Performing Arts will officially have its ribbon cutting, she will be inaugurated, and Terry Crews will speak as the 2019 Spring Presidential Lecturer among other exciting events. She then related successes at the University, which included faculty scholarship, student scholarship and research, and extracurricular and athletic activities. She also commented on publicity that UVU has received for these successes, including the *Chronicle of Higher Education*'s publishing of a "day in the life" of President Tuminez. She noted specific events that transpired, including the opening of Wendy's and the MLK Commemoration. She then closed with a reflection on the changes to university leadership and governance, specifically the make-up of her Cabinet and the new role of the University Executive Council.

2. Mental Health at UVU

Bill Erb, Student Health Services Director, provided the Trustees with an introduction to the initiatives and programs available at UVU to address the mental health needs of students. After an overview of the state of mental health nationally and the impact mental health services have on academic success, the Trustees were introduced to the professional and programmatic resources UVU currently has available and the shortfalls and unmet needs of the Student Health Center. It was specifically noted that UVU has a critical need for 16 additional full-time therapists to

meet the best practice stipulation that there should be a 1 to 1500 ratio of provider to student. Additionally, there are space needs within the Center. The Trustees were informed of the efforts of the Student Health Center to create a system and culture of care that includes therapists, a medical practitioner, and psychological/crisis services, and relies on relationships with other existing centers on campus to increase connection and belonging. The Trustees engaged in thoughtful discussion about mental health on campus and the challenges faced by the Student Health Center to meet demand, giving specific attention to funding sources and opportunities for peer support.

3. Legislative Update

The Trustees were given reference cards for UVU's budgetary priorities for the legislative session. The potential changes to capitol facilities priority designation were discussed. The Trustees were asked to help message the need for increased funding to UVU to help manage growth and reminded of the importance of attending the higher ed Day on the Hill on March 4.

Chair Dalton adjourned the meeting.

CASH AND INVESTMENT REPORT
December 2018

Monthly Composite Performance Review
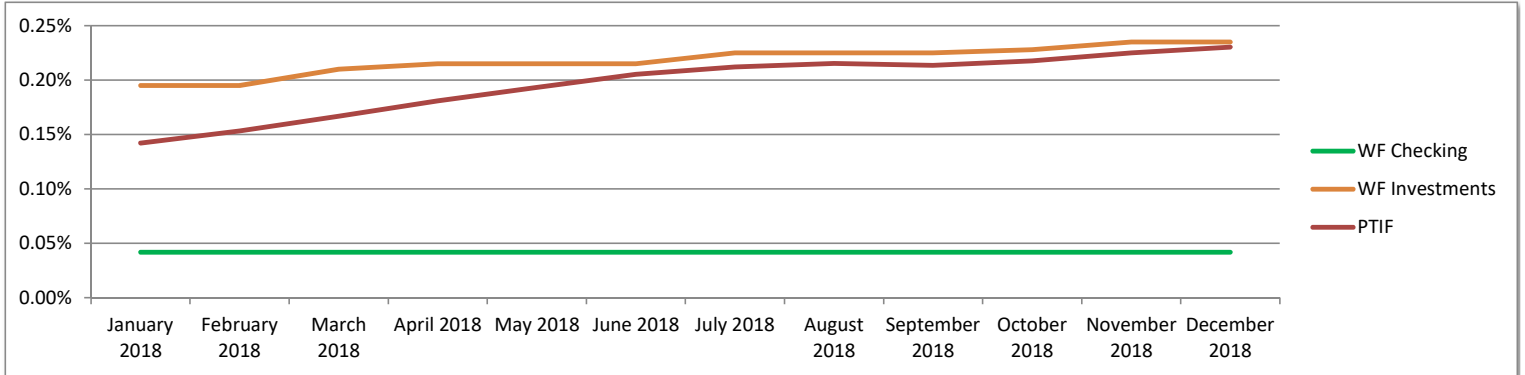## UTAH VALLEY UNIVERSITY
December 2018

UVU UTAH VALLEY UNIVERSITY

Account Activity

	Checking/Sweep	Investments	PTIF	Total University Cash and Investments	Past Twelve Months of Activity
Beginning Balance	$ 11,625,430	$ 91,012,064	$ 56,027,174	$ 158,664,668	$ 157,527,333
Interest/Earnings Credit	5,708	284,918	147,022	437,648	3,936,248
Acquisitions/Credits	-	-	12,373,482	12,373,482	270,822,250
Dispositions/Debits	(2,059,247)	-	(8,000,000)	(10,059,247)	(272,690,682)
Unrecognized Gain/Loss	-	(326,939)	-	(326,939)	(631,705)
Fees	(5,708)	-	-	(5,708)	(77,990)
Transfers *	-	(284,918)	1,590,497	1,305,579	3,504,029
Ending Balance	$ 9,566,183	$ 90,685,125	$ 62,138,175	$ 162,389,483	$ 162,389,483

* Transfers consist of activity between UVU and the Foundation and interest transferred to UVU.

2.05%
12 Month Return

Performance Returns

	Wells Fargo Checking/Sweep	Wells Fargo Investments	PTIF
January 2018	0.04%	0.20%	0.14%
February 2018	0.04%	0.20%	0.15%
March 2018	0.04%	0.21%	0.17%
April 2018	0.04%	0.22%	0.18%
May 2018	0.04%	0.22%	0.19%
June 2018	0.04%	0.22%	0.21%
July 2018	0.04%	0.23%	0.21%
August 2018	0.04%	0.23%	0.22%
September 2018	0.04%	0.23%	0.21%
October 2018	0.04%	0.23%	0.22%
November 2018	0.04%	0.24%	0.23%
December 2018	0.04%	0.24%	0.23%
Monthly Average	0.04%	0.22%	0.20%
12 Month Return	0.50%	2.62%	2.36%

UVU Cash and Investments
as a Percent of Total

Wells Fargo Sweep 6%
Wells Fargo Inv. 56%
PTIF 38%
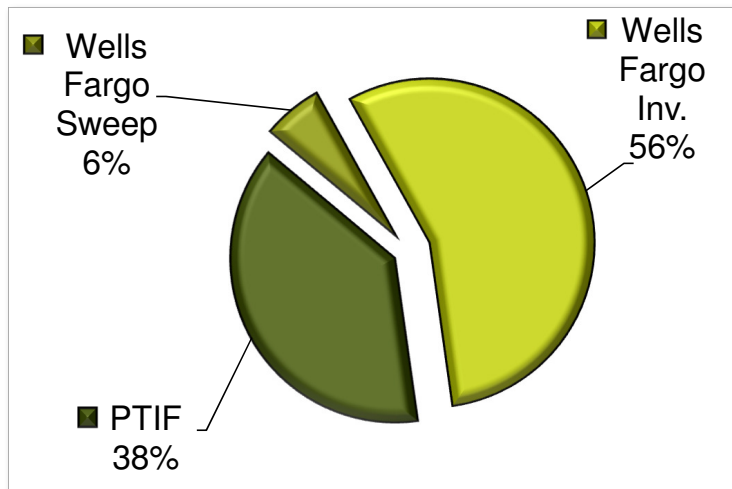
UVU Cash and Investments
Investments by Type

Fixed Income/ Bonds 56%
Cash 44%
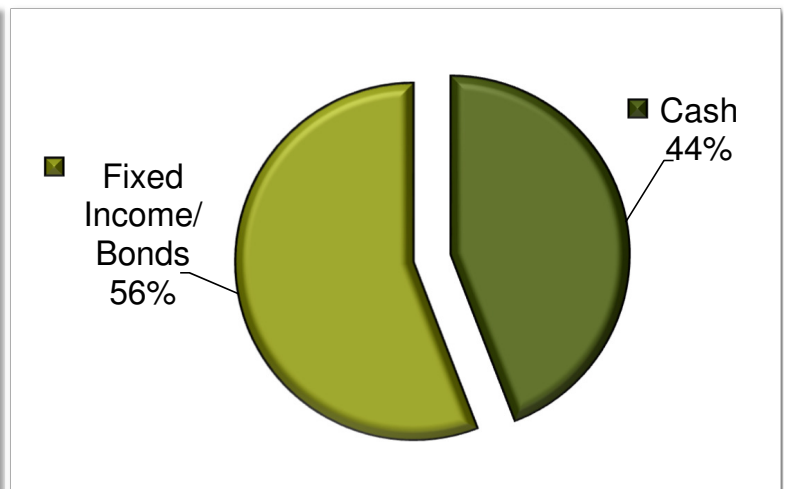
Monthly Composite Performance Review
UVU Foundation
December 2018

UVU FOUNDATION
UTAH VALLEY UNIVERSITY

Account Activity

	Unrestricted	Temporarily Restricted	Permanently Restricted - Endowments	Total Foundation Investments	Past Twelve Months of Activity
Beginning Market Value	$ 4,778,258	$ 42,351,739	$ 29,354,334	$ 76,484,330	$ 80,554,990
Interest	7,661	85,050	1,746	94,457	1,287,533
Acquisitions	-	45,802	2,380,888	2,426,690	60,112,000
Dispositions	(2,014)	(549,802)	(1,884,920)	(2,436,736)	(60,190,243)
Gain/Loss Rec & Unrec	-	(537,122)	(1,329,180)	(1,866,302)	(2,697,251)
Fees	-	(175)	(413)	(588)	(92,917)
Transfers *	(144,612)	(2,742,365)	1,296,480	(1,590,497)	(5,862,759)
Ending Market Value	$ 4,639,293	$ 38,653,127	$ 29,818,935	$ 73,111,354	$ 73,111,354
Monthly Return	0.16%	-1.07%	-4.52%	-2.32%	
12 Month Return	0.53%	0.16%	-6.37%		-1.87%

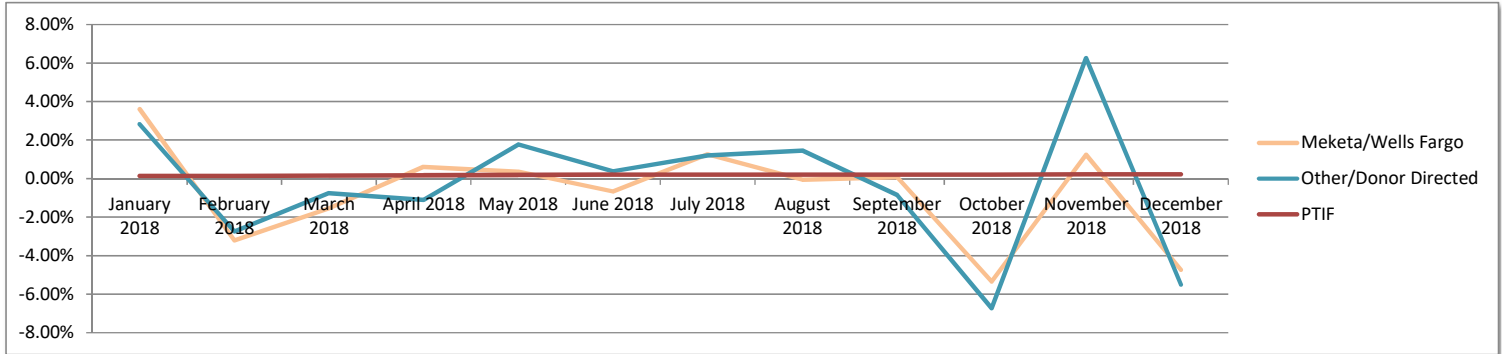| Notes Due From University ^	
Beginning Balance	$ 7,970,125
Additional Notes	-
Principal Received	(320,807)
Ending Balance	$ 7,649,318
Interest Received	$ 222,268
Rate	5.5%
^ Fiscal Year Activity	

* Transfers consist of activity between money market accounts and other investment accounts as well as activity between the University and the Foundation.

Performance Returns

	Meketa/ Wells Fargo	Other - Donor Directed	PTIF
January 2018	3.61%	2.82%	0.14%
February 2018	-3.20%	-2.75%	0.15%
March 2018	-1.55%	-0.76%	0.17%
April 2018	0.61%	-1.09%	0.18%
May 2018	0.37%	1.77%	0.19%
June 2018	-0.67%	0.38%	0.21%
July 2018	1.26%	1.21%	0.21%
August 2018	-0.05%	1.46%	0.22%
September 2018	0.08%	-0.85%	0.21%
October 2018	-5.35%	-6.73%	0.22%
November 2018	1.24%	6.26%	0.23%
December 2018	-4.74%	-5.49%	0.23%
Monthly Average	-0.70%	-0.31%	0.20%
12 Month Return	-8.39%	-3.77%	2.36%

UVU Foundation Investments as a Percent of Total

Meketa/WF 46.00%
Notes Receivable from UVU 9.53%
Other 2.33%
PTIF 42.14%

UVU Foundation Investments by Type

Notes Receivable from UVU 9.47%
Real Estate 3.52%
Mutual Funds 0.48%
Alternatives 6.68%
Fixed Income 5.51%
Cash 41.87%
Money Market Funds 0.19%
Equities 32.28%
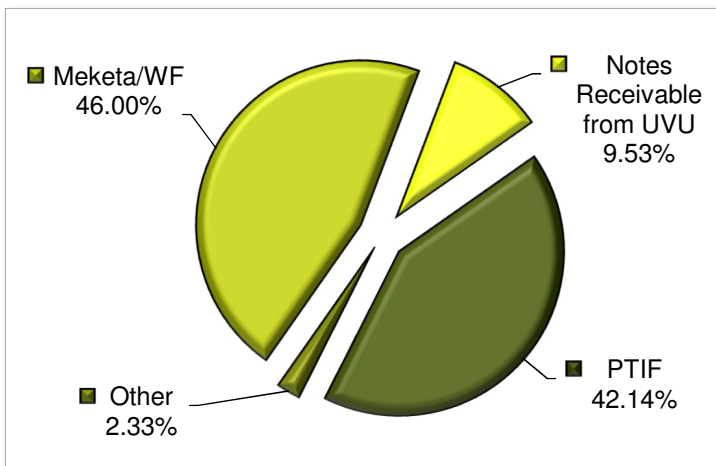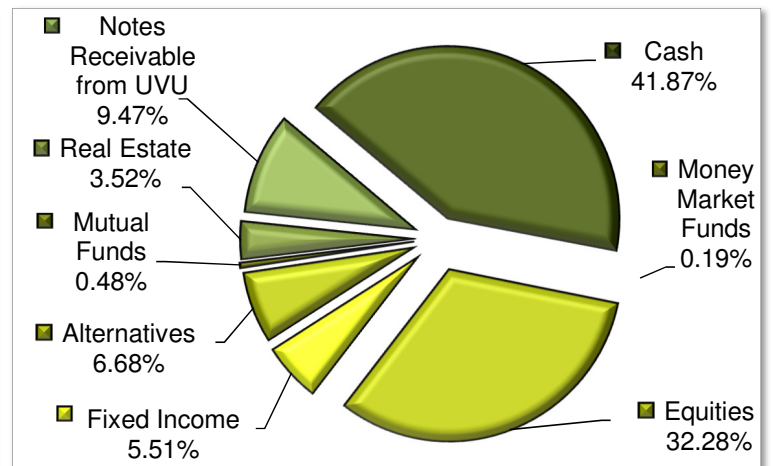
Utah Valley University
Investments and Investment Earnings
From 7/1/18 to 12/31/18

Description	Coupon	Settlement Date	Maturity Date	Principal	Premium (Discount)	Accrued Interest	Net Amount	Par	Total Interest Received To Date	Less Accrued Interest	Interest Earnings
Santander UK PLC	4.26%	5/12/2016	3/14/2019	405,230.53	5,230.53	1,384.76	406,615.29	400,000.00	7,754.27	-	**7,754.27**
Bank of America Corp	3.27%	4/5/2016	4/1/2019	2,482,991.76	(17,008.24)	415.31	2,483,407.07	2,500,000.00	40,352.06	-	**40,352.06**
Citigroup Inc	3.11%	8/10/2016	4/8/2019	753,281.47	3,281.47	983.88	754,265.35	750,000.00	5,878.28	-	**5,878.28**
Citigroup Inc	3.25%	9/9/2016	6/7/2019	1,512,795.00	12,795.00	146.95	1,512,941.95	1,500,000.00	-	-	**-**
Citigroup Inc	3.25%	9/7/2016	6/7/2019	3,529,785.00	29,785.00	-	3,529,785.00	3,500,000.00	-	-	**-**
Citigroup Inc	3.25%	9/30/2016	6/7/2019	4,031,138.24	31,138.24	4,506.57	4,035,644.81	4,000,000.00	-	-	**-**
BK of Communications/HK	3.50%	5/15/2017	8/16/2019	3,017,220.00	17,220.00	14,023.75	3,031,243.75	3,000,000.00	49,029.79	-	**49,029.79**
Goldman Sachs Group Inc SRNT	3.13%	1/20/2017	12/13/2019	2,004,571.62	4,571.62	3,708.17	2,008,279.79	2,000,000.00	16,011.22	-	**16,011.22**
China Development Bank	3.29%	7/28/2017	3/6/2020	1,000,662.47	662.47	2,560.28	1,003,222.75	1,000,000.00	14,580.30	-	**14,580.30**
Goldman Sachs Group Inc SRNT	3.64%	2/23/2018	4/23/2020	5,783,361.78	100,361.78	14,213.59	5,797,575.37	5,683,000.00	101,522.29	-	**101,522.29**
UBS AG Stamford CT	3.59%	9/29/2017	6/1/2020	3,038,334.36	38,334.36	5,054.26	3,043,388.62	3,000,000.00	48,720.59	-	**48,720.59**
Morgan Stanley	3.77%	6/16/2017	6/16/2020	3,544,030.00	44,030.00	-	3,544,030.00	3,500,000.00	58,646.64	-	**58,646.64**
Barclays Bank	3.39%	6/16/2017	6/16/2020	5,000,000.00	-	-	5,000,000.00	5,000,000.00	73,360.26	-	**73,360.26**
National Bank of Canada	3.34%	8/24/2017	6/12/2020	4,024,000.00	24,000.00	14,503.56	4,038,503.56	4,000,000.00	58,768.59	-	**58,768.59**
National Bank of Canada	3.34%	8/24/2017	6/12/2020	1,006,000.00	6,000.00	3,625.89	1,009,625.89	1,000,000.00	14,692.15	-	**14,692.15**
Bank of Montreal	3.23%	1/9/2018	6/15/2020	1,507,200.00	7,200.00	2,113.01	1,509,313.01	1,500,000.00	21,409.38	-	**21,409.38**
Wells Fargo	3.35%	8/21/2017	7/22/2020	5,083,300.00	83,300.00	8,526.39	5,091,826.39	5,000,000.00	81,756.18	-	**81,756.18**
Canadian Imperial Bank	2.72%	3/9/2018	10/5/2020	2,507,925.00	7,925.00	8,775.94	2,516,700.94	2,500,000.00	33,538.44	-	**33,538.44**
JPMorgan Chase & Co.	3.71%	1/16/2018	10/29/2020	3,076,110.00	76,110.00	16,789.24	3,092,899.24	3,000,000.00	53,899.75	-	**53,899.75**
American Express Co	2.85%	1/24/2018	10/30/2020	3,001,500.00	1,500.00	12,240.38	3,013,740.38	3,000,000.00	40,851.32	-	**40,851.32**
Canadian Imperial Bank	2.87%	2/12/2018	2/2/2021	3,006,600.00	6,600.00	12,240.38	3,018,840.38	3,000,000.00	40,951.50	-	**40,951.50**
Wells Fargo	4.08%	5/2/2018	3/4/2021	3,590,463.24	90,463.24	18,972.44	3,609,435.68	3,500,000.00	65,135.32	-	**65,135.32**
HSBC HOLDINGS PLC	5.01%	3/16/2018	3/8/2021	8,547,201.00	447,201.00	7,717.10	8,554,918.10	8,100,000.00	189,973.16	-	**189,973.16**
Toronto Dominion Bank	3.41%	4/10/2018	4/7/2021	3,067,953.00	67,953.00	277.55	3,068,230.55	3,000,000.00	50,853.44	-	**50,853.44**
Bank of Nova Scotia	2.91%	4/30/2018	4/20/2021	5,015,250.00	15,250.00	3,887.03	5,019,137.03	5,000,000.00	71,764.31	-	**71,764.31**
Morgan Stanley	3.87%	4/30/2018	4/21/2021	5,143,600.00	143,600.00	3,657.07	5,147,257.07	5,000,000.00	94,900.62	-	**94,900.62**
Santander UK PLC	3.36%	6/6/2018	6/1/2021	1,502,280.00	2,280.00	608.40	1,502,888.40	1,500,000.00	22,587.37	-	**22,587.37**
Mitsubishi UFJ FIN GRP	3.16%	8/10/2018	7/26/2021	1,803,030.04	10,030.04	2,229.95	1,805,259.99	1,793,000.00	13,677.05	(2,229.95)	**11,447.10**
Citigroup Inc	3.75%	8/8/2018	8/2/2021	8,670,000.00	170,000.00	5,012.96	8,675,012.96	8,500,000.00	76,865.39	(5,012.96)	**71,852.43**
Goldman Sachs Group Inc SRNT	3.79%	11/29/2018	11/15/2021	2,020,000.00	20,000.00	2,944.77	2,022,944.77	2,000,000.00	-	(2,944.77)	**(2,944.77)**
FHLB	1.75%	8/30/2017	8/23/2022	3,000,000.00	-	-	3,000,000.00	3,000,000.00	26,250.00	-	**26,250.00**
FHLB	2.00%	10/27/2017	10/27/2022	2,000,000.00	-	-	2,000,000.00	2,000,000.00	17,500.00	-	**17,500.00**
				103,675,814.51			103,846,934.09	102,226,000.00	1,391,229.67	(10,187.68)	1,381,041.99
Matured/Sold				(11,831,571.33)			(11,840,916.90)	(11,750,000.00)			
Total				**91,844,243.18**			**92,006,017.19**	**90,476,000.00**			

UTAH VALLEY UNIVERSITY

Great people. Great passion. Great purpose.

UTAH VALLEY
UVU
UNIVERSITY

HUMAN RESOURCES REPORT FOR 2018

PREPARED FOR UVU BOARD OF TRUSTEES, FEBRUARY 21, 2019

MISSION STATEMENT

Through collaborative partnerships, Human Resources designs, develops, and delivers comprehensive, creative, people-focused solutions that align with the University's mission.

Objectives

1. Provide an environment of inclusive learning, collaboration, personal and professional development, appreciation, and recognition, enabling employees to achieve their highest potential to positively impact student success.
2. Promote productivity and employee success by protecting the health, wealth, and well-being of UVU employees and their families.
3. Enhance HR service delivery capabilities and alignment by adapting, standardizing, and streamlining essential processes, procedures, and communication while maintaining customer service through human interaction.
4. Attract and maintain a highly skilled workforce by creating people-focused solutions through search advocacy, meaningful recognition and rewards programs, sound policies, procedures, and practices that balance the needs of employees with the resources of the University while ensuring compliance with federal, state, and local laws.

Department Profile

Benefits + Talent and Compensation + Employee Relations + Employee Learning and Development + HR Information Systems + Records + Employee Service Center

- Full-time staff: 21
- Part-time staff: 10
- Student Interns: 1

EXECUTIVE SUMMARY

This report is prepared annually for the Utah Valley University (UVU) Board of Trustees, and provides key summary data regarding UVU's workforce and workforce activity (for example, total number of employees, turnover rates, average salaries, and demographic composition). This summary provides an overall snapshot of UVU's workforce and key metrics for trend analysis.

While the information and graphs presented on the following pages are primarily for the full-time benefits-eligible workforce at UVU, summary data for UVU's part-time and student employees is also included.

Summary highlights:

- UVU continues to be among Utah's largest employers.
  - UVU is Orem's largest employer, the third-largest employer in Utah County, and the 14th-largest employer in the state of Utah.
  - As of November 2018, the University's total employee headcount was 5,656, employing:
    - 724 full-time faculty
    - 1,232 adjunct/part-time faculty
    - 1,301 full-time staff
    - 786 part-time staff
    - 29 executives
    - 1,565 student employees
    - 19 Early Retirees
- The full-time employee headcount of 2,054 is an increase of 2.7 percent over 2017.
  - Full-time faculty increased by 3.8 percent.
  - Full-time staff increased by 2 percent.
  - Executives decreased by 3.3 percent.
  - In 2018, the University's overall turnover rate was 10.1 percent, a slight decrease from 2017. In comparison, according to the Bureau of Labor Statistics, the state and local education turnover rate for 2017 was 16.7 percent (www.bls.gov).
- Salaries in all employee categories continued to rise in 2018.

EMPLOYEE LEARNING

Human Resources understands that UVU's greatest asset is its employees. To enhance workforce effectiveness at all levels of the University, we developed the UVULearn program. This system is designed to provide professional development and learning online. Departments and divisions work with Employee Learning & Development to create individualized trainings for their employees. Through UVULearn, HR hopes to support employees to improve on and develop key performance competencies expected of all UVU staff.

In 2018, new initiatives and projects were launched to meet the needs of the University's employees.

A revamped New Employee Experience was introduced during Spring 2018. The monthly employee orientation shifted its focus from a long presentation to a hands-on learning approach where employees are introduced to the University in an interactive form.

UVULEAD (Leadership Development and Exploration) was launched during Fall 2018. UVULEAD is a 10-month, cohort-style program for midlevel supervisors seeking to improve leadership skills.

During the year, HR partnered with departments to create training and professional development opportunities for employees. Some of those partnerships resulted in the deployment of the Green Light program for student employees and Foundations of Inclusion workshops.

7,478 Hours Spent on Learning

161 Online Courses

4,074 Employees Used UVULearn

29 New Live Training

FULL-TIME EMPLOYEE HEADCOUNT

In 2018, the overall employee headcount increased by 2.9 percent over 2017 numbers. Since 2008, UVU's overall employee headcount has increased by 16.3 percent. Over that same period, faculty had the largest percent increase (33.5 percent), followed by exempt staff (31 percent) and nonexempt (29.3 percent). Part-time staff saw an overall decrease (5.7 percent). Executive headcount has stayed essentially the same during this time period. For comparison, UVU's student headcount increased 32 percent in this same period.

2017 Full-Time Employee Headcount (2017 IPEDS Data)

Executives
30

Nonexempt Staff
566

Exempt Staff
706

Faculty
696
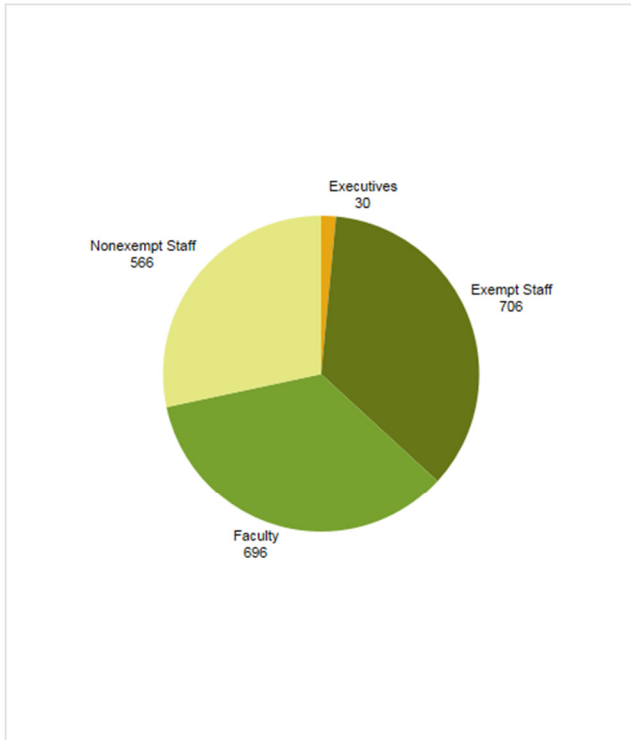
2018 Full-Time Employee Headcount (2018 IPEDS Data)

Executives
29

Nonexempt Staff
562

Exempt Staff
739

Faculty
724
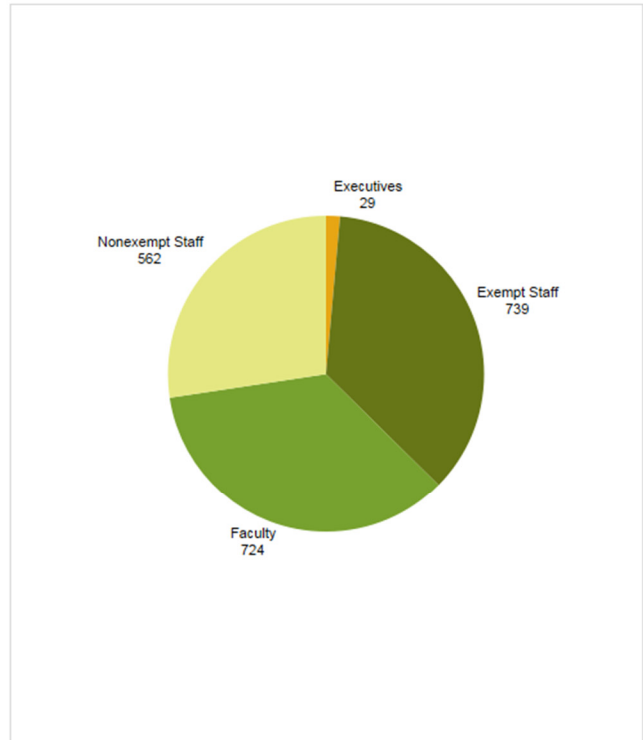
Headcount By Employee Classification (IPEDS Data)

Headcount Totals

Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Count	4,720	4,631	4,483	4,674	4,645	4,610	4,881	5,131	5,261	5,468	5,637

Legend:
- Student
- Adjunct Faculty
- Part-Time Staff
- Exempt Staff
- Faculty
- Nonexempt St..
- Executives

Student: 1,315 (2008), 1,348 (2009), 1,204 (2010), 1,306 (2011), 1,214 (2012), 1,158 (2013), 1,325 (2014), 1,416 (2015), 1,452 (2016), 1,519 (2017), 1,565 (2018)

Adjunct Faculty: 1,136, 1,064, 1,027, 1,087, 1,047, 1,035, 1,014, 1,058, 1,063, 1,158, 1,232

Part-Time Staff: 834, 800, 751, 696, 720, 744, 821, 799, 819, 793, 786

Exempt Staff: 510, 520, 553, 585, 601, 601, 616, 681, 694, 706, 739

Faculty: 481, 476, 519, 553, 582, 576, 590, 642, 670, 696, 724

Nonexempt St.: 411, 390, 400, 416, 447, 462, 483, 502, 529, 566, 562

Executives: 33, 33, 29, 31, 34, 34, 32, 33, 34, 30, 29

EMPLOYEE DEMOGRAPHICS

Though little change occurred in the demographic breakdown of its workforce in 2018, the University continues to work toward impro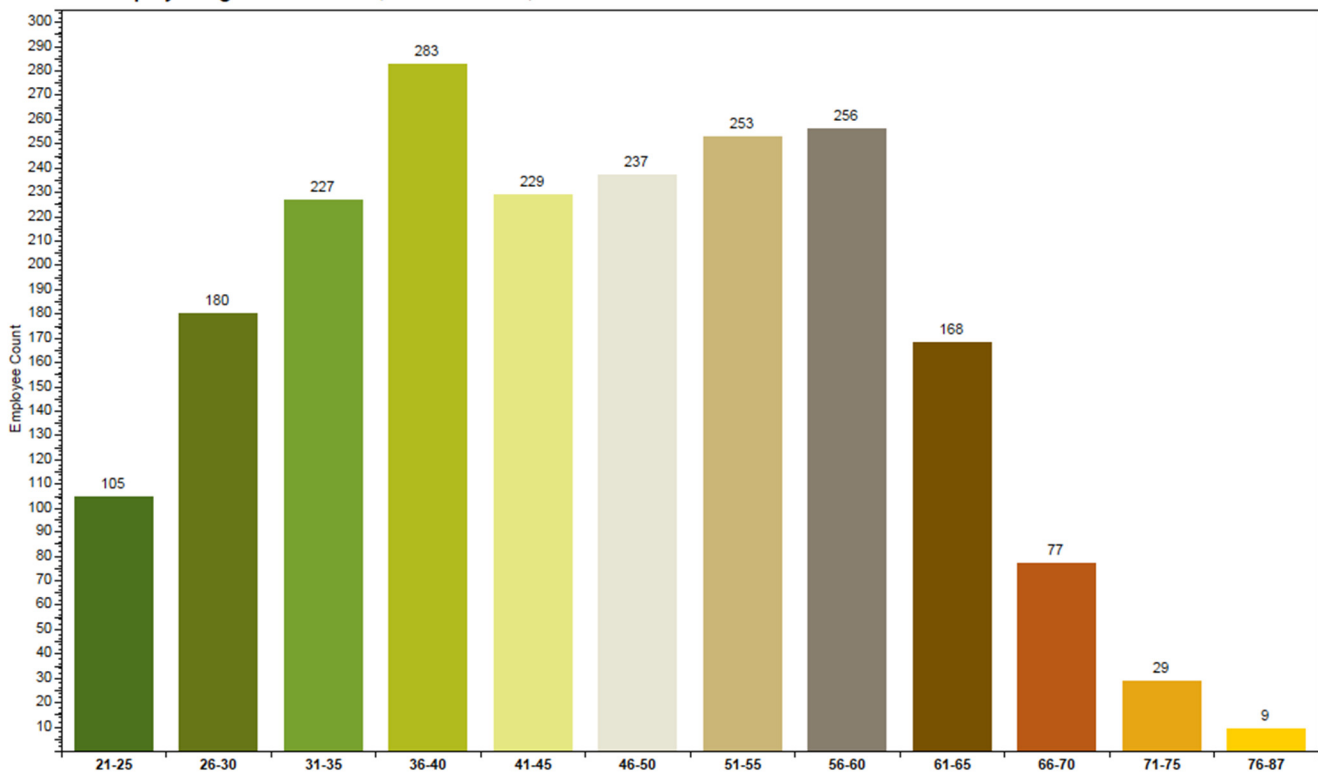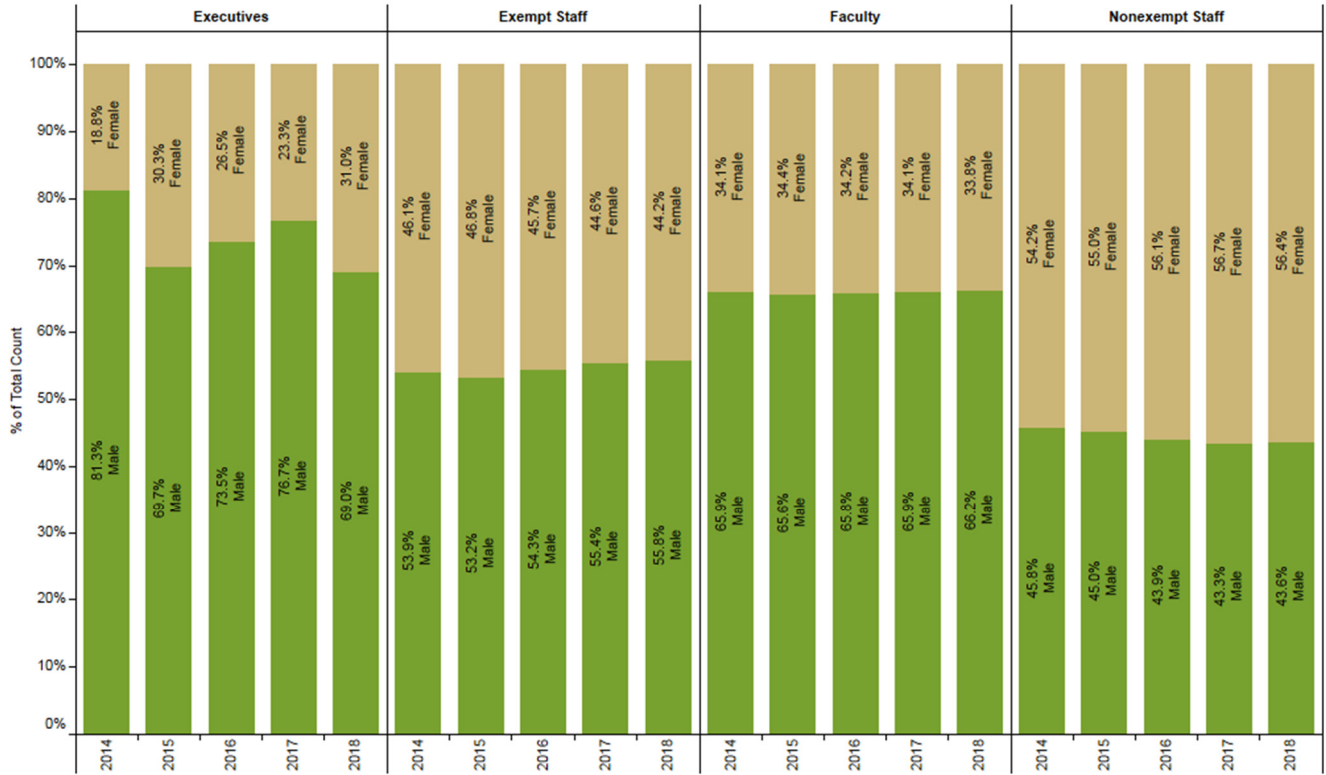vement of women and minority representation, with plans to address improvement in recruitment, selection, and compensation in 2018. Specific opportunities exist for better representation of women in the executive, faculty, exempt staff, and adjunct faculty classifications. Opportunities also exist for better representation of minorities in all employee classifications.

The median age of UVU's faculty is 50.5 years, executives is 52.46 years, exempt staff is 43 years, and nonexempt staff is 41.1 years.

Full-Time Employee Age Distribution (Data as of 11/01/2018)

Age Range	Employee Count
21-25	105
26-30	180
31-35	227
36-40	283
41-45	229
46-50	237
51-55	253
56-60	256
61-65	168
66-70	77
71-75	29
76-87	9

2014-2018 Full-Time Employee Gender % (2014-2018 IPEDS Data)

	Executives	Exempt Staff	Faculty	Nonexempt Staff

Executives
- 2014: 18.8% Female / 81.3% Male
- 2015: 30.3% Female / 69.7% Male
- 2016: 26.5% Female / 73.5% Male
- 2017: 23.3% Female / 76.7% Male
- 2018: 31.0% Female / 69.0% Male

Exempt Staff
- 2014: 46.1% Female / 53.9% Male
- 2015: 46.8% Female / 53.2% Male
- 2016: 45.7% Female / 54.3% Male
- 2017: 44.6% Female / 55.4% Male
- 2018: 44.2% Female / 55.8% Male

Faculty
- 2014: 34.1% Female / 65.9% Male
- 2015: 34.4% Female / 65.6% Male
- 2016: 34.2% Female / 65.8% Male
- 2017: 34.1% Female / 65.9% Male
- 2018: 33.8% Female / 66.2% Male

Nonexempt Staff
- 2014: 54.2% Female / 45.8% Male
- 2015: 55.0% Female / 45.0% Male
- 2016: 56.1% Female / 43.9% Male
- 2017: 56.7% Female / 43.3% Male
- 2018: 56.4% Female / 43.6% Male

2014-2018 Full-time Employee Primary Race % (2014-2018 IPEDS Data)

Legend: Unknown · Minority · White

Executives (White %)
- 2014: 90.63% (6.25% / 3.13%)
- 2015: 90.91% (6.06% / 3.03%)
- 2016: 97.06% (2.94%)
- 2017: 100.00%
- 2018: 93.10% (6.90%)

Exempt Staff (White %)
- 2014: 89.12% (9.58% / 1.30%)
- 2015: 88.99% (9.84% / 1.17%)
- 2016: 87.32% (11.38% / 1.30%)
- 2017: 88.53% (10.48% / 0.99%)
- 2018: 85.93% (11.64% / 2.44%)

Faculty (White %)
- 2014: 86.44% (11.69% / 1.86%)
- 2015: 85.20% (13.24% / 1.56%)
- 2016: 86.27% (12.24% / 1.49%)
- 2017: 86.21% (12.07% / 1.72%)
- 2018: 85.36% (12.15% / 2.49%)

Nonexempt Staff (White %)
- 2014: 89.23% (9.94% / 0.83%)
- 2015: 90.44% (7.97% / 1.59%)
- 2016: 89.98% (8.13% / 1.89%)
- 2017: 89.93% (8.13% / 1.94%)
- 2018: 89.68% (8.54% / 1.78%)

2018 Full-Time Benefit Eligible Primary Race (2018 IPEDS Data)

Legend:
- White
- Hispanic/Latino/Latina
- Asian
- Other Non-White
- Unknown

White: 86.9%
Hispanic/Latino/Latina: 4.4%
Asian: 3.7%
Other Non-White: 2.9%
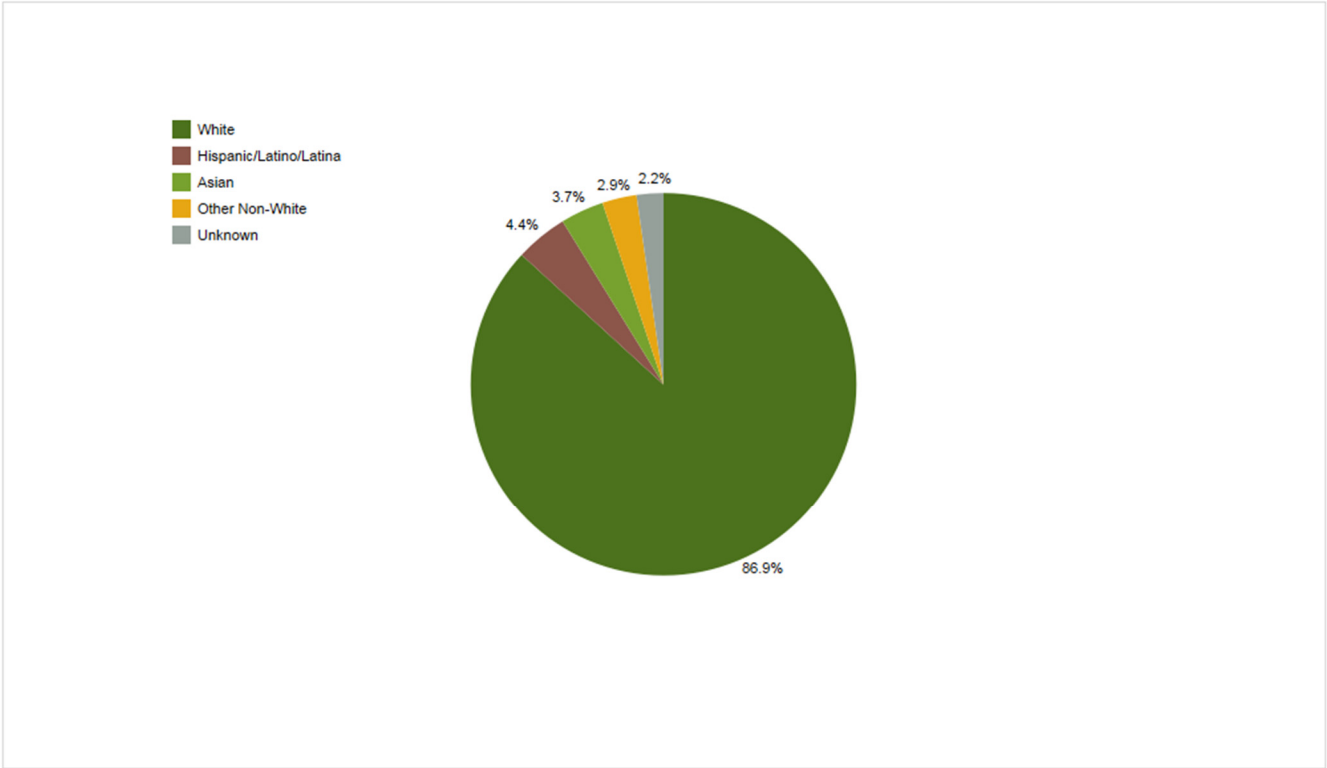Unknown: 2.2%
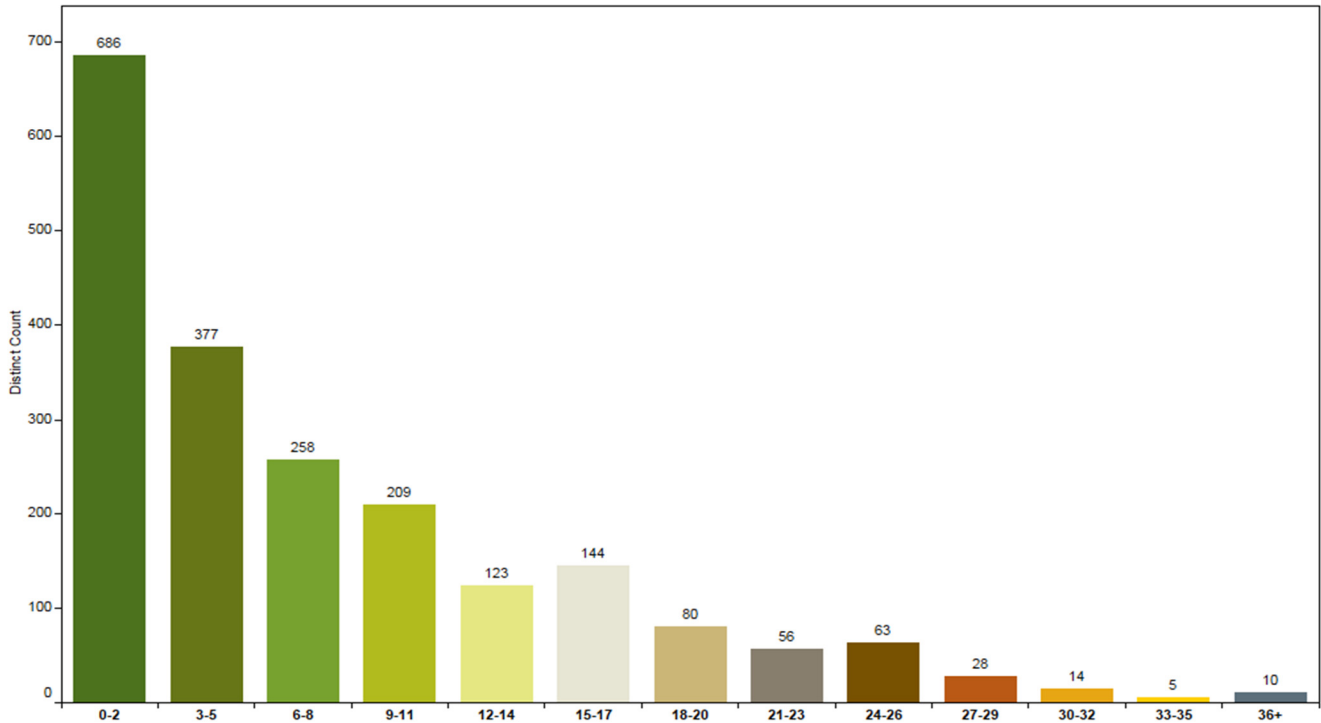
FULL-TIME EMPLOYEE GEOGRAPHIC DISTRIBUTION

Full-Time Employee Geographic Distribution (Data as of 01/01/2019)
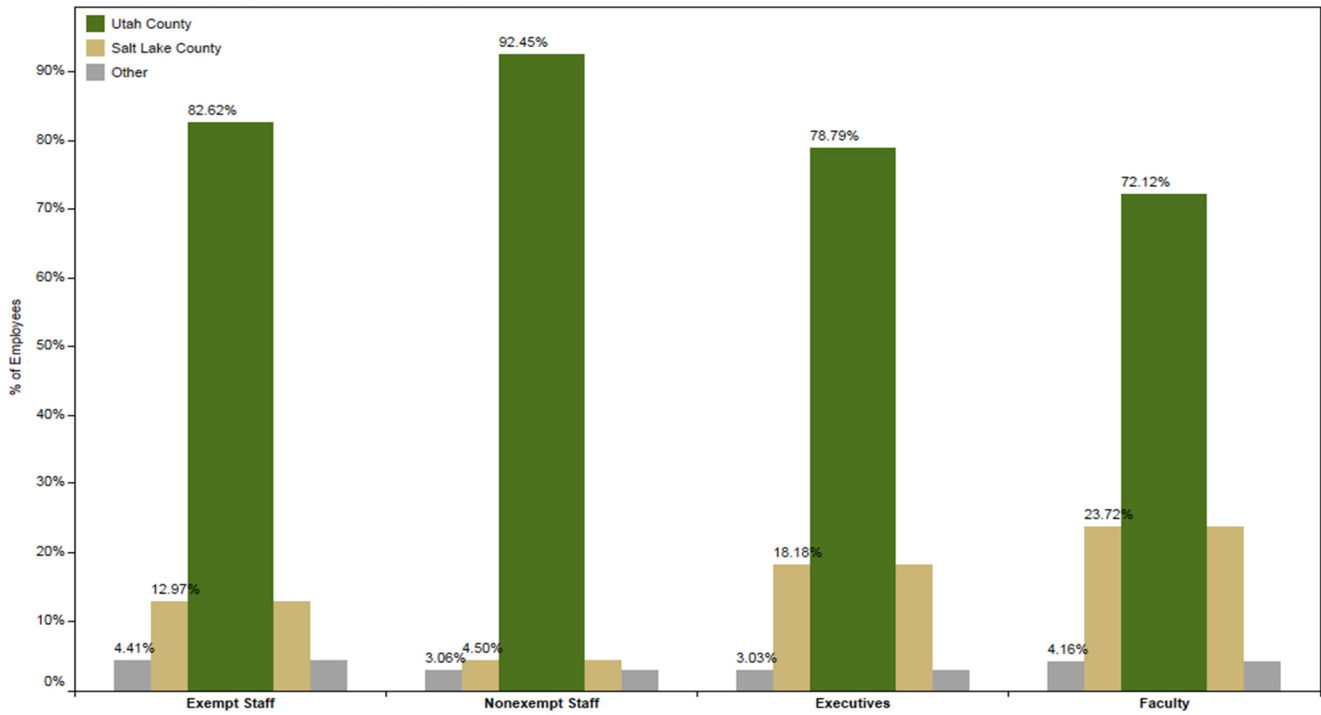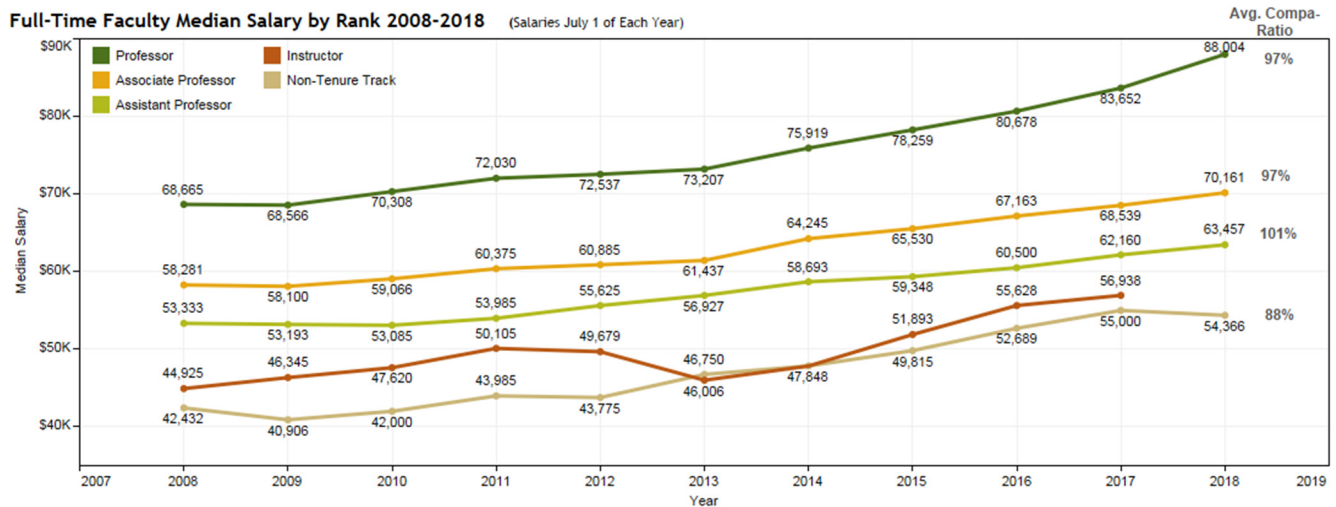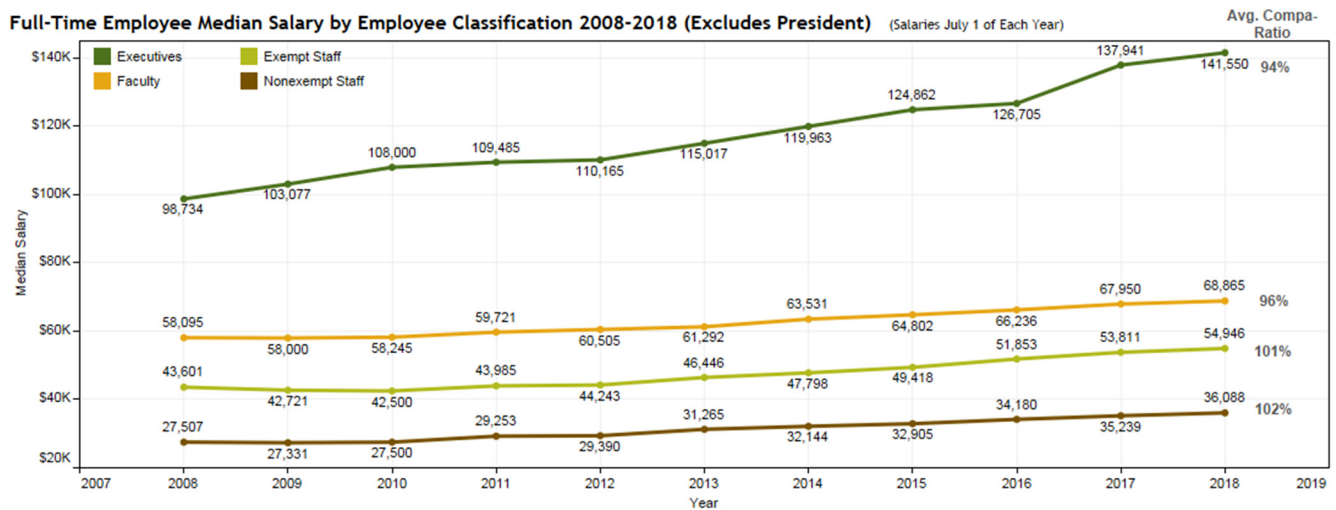

FULL-TIME EMPLOYEE AVERAGE YEARS OF SERVICE

Full-Time Employee Years of Service (Data as of 11/01/2018)
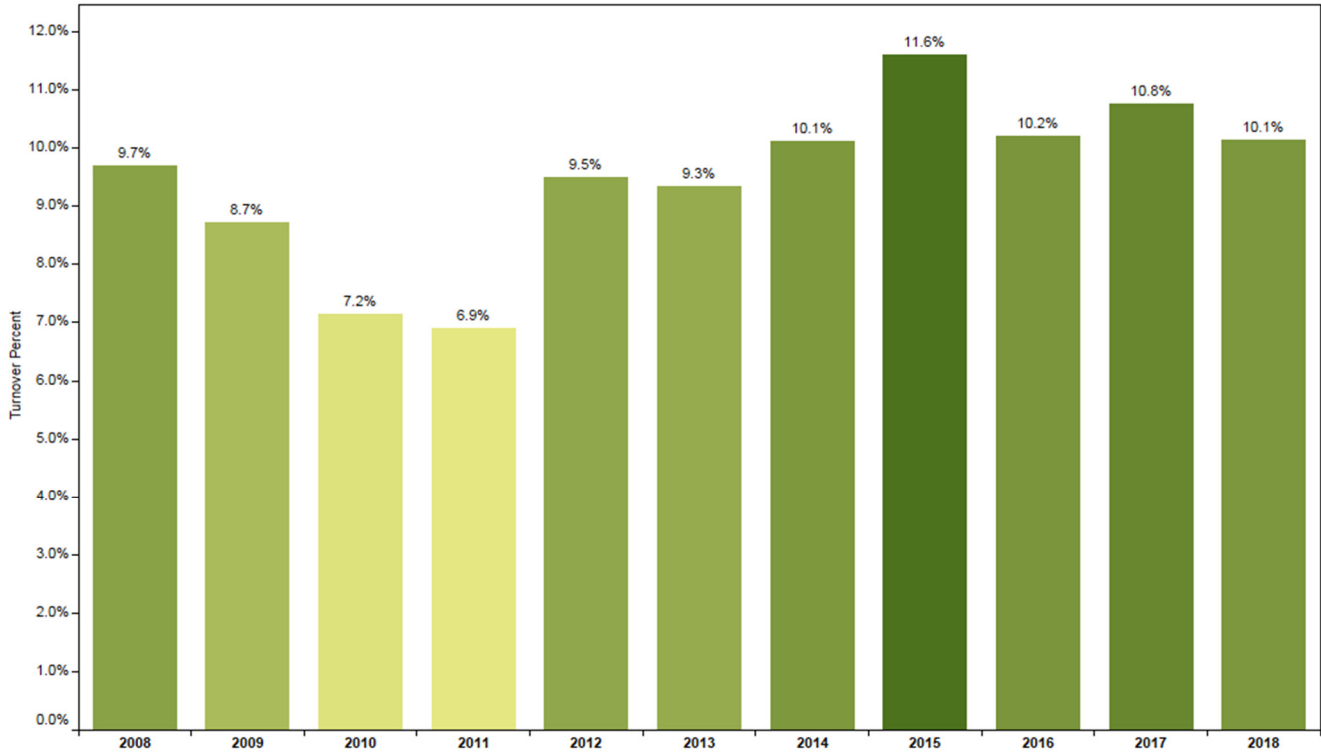
EMPLOYEE COMPENSATION

In order to fulfill its mission, UVU strives to attract, develop, retain, and reward a highly qualified and diverse workforce. Within the boundaries of financial feasibility and sustainability, UVU's compensation strategies help the University: 1) Provide wages, salaries, and benefits which are competitive within our appropriate labor markets, 2) Promote internal equity across diverse university functions, and 3) Ensure consistency in meeting compliance requirements while remaining flexible in responding to internal and external workforce changes. The University continually monitors relevant labor markets and implements compensation strategies to address compensation challenges.

In 2018, compensation continued to be at the top of the University's priority list with a firm commitment to improving salaries for University employees. The University implemented pay equity plans for both full-time faculty and staff while also providing across-the-board salary adjustments and merit pay programs within available resources. Part-time staff and adjunct faculty also saw wage increases in 2018.
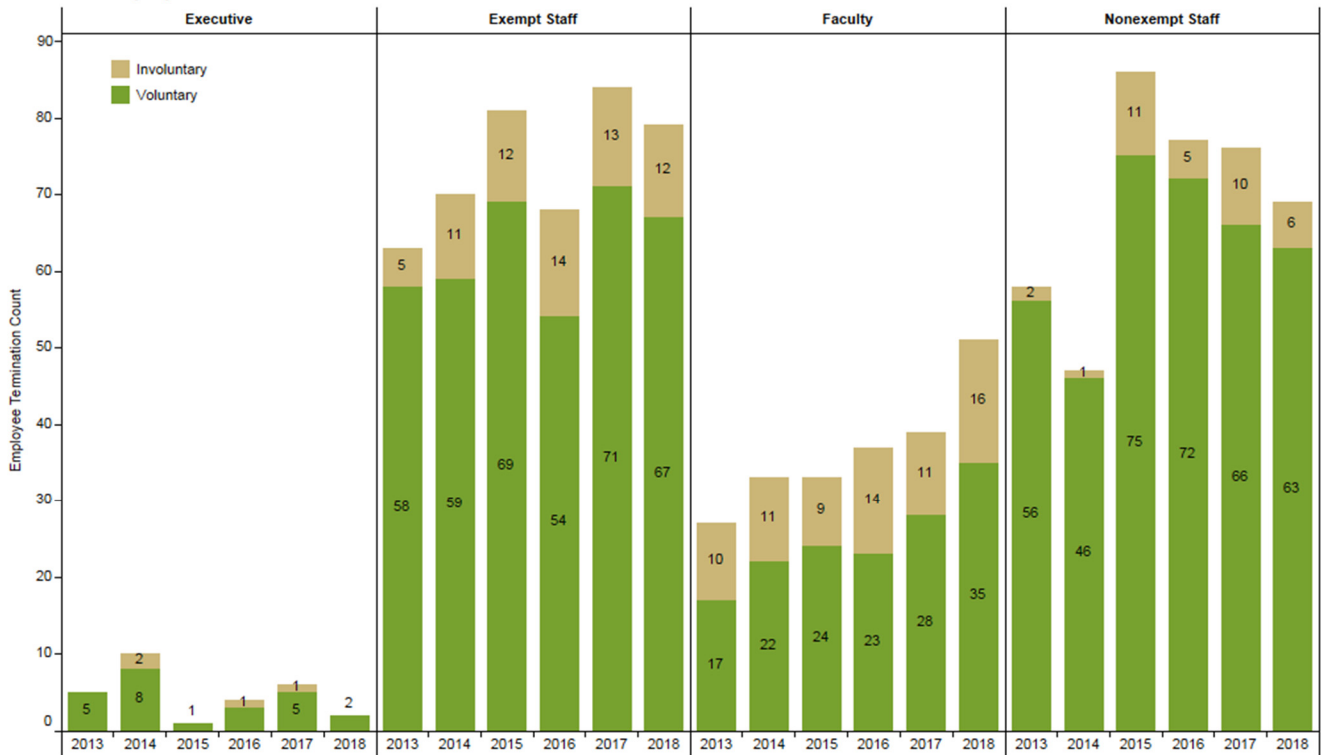

Full-Time Employee Median Salary by Employee Classification 2008-2018 (Excludes President) (Salaries July 1 of Each Year)

Full-Time Faculty Median Salary by Rank 2008-2018 (Salaries July 1 of Each Year)

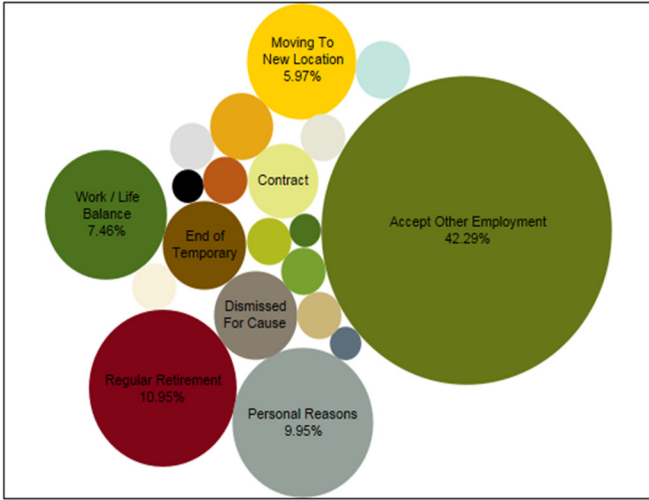# FULL-TIME EMPLOYEE TURNOVER

Full-Time Turnover Ratio by Fiscal Year

Full-Time Employee Terminations (Fiscal Year Data)

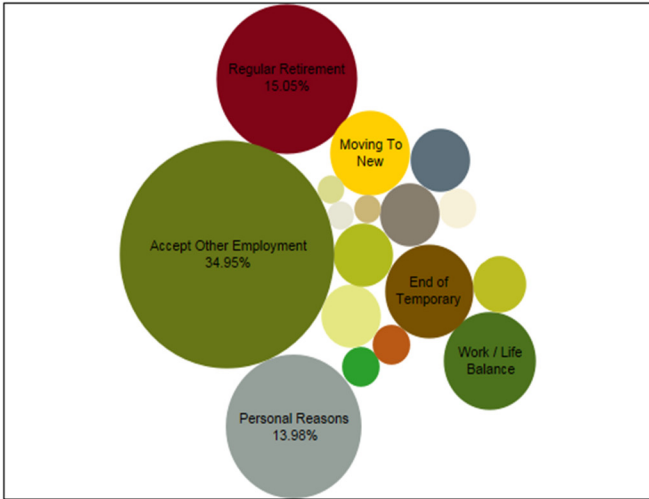**Full-Time Employee Terminations** (Fiscal Year 2018)

- Moving To New Location 5.97%
- Contract
- Work / Life Balance 7.46%
- End of Temporary
- Dismissed For Cause
- Accept Other Employment 42.29%
- Regular Retirement 10.95%
- Personal Reasons 9.95%

Full-Time Employee Terminations (Fiscal Year 2017)

- End of Temporary
- Termination During
- Accept Other Employment 44.88%
- Reduction In Staff
- Moving To New
- Regular Retirement 12.68%
- Personal Reasons 10.73%
- Work / Life Balance 5.85%

Full-Time Employee Terminations (Fiscal Year 2016)

- Regular Retirement 15.05%
- Moving To New
- Accept Other Employment 34.95%
- End of Temporary
- Work / Life Balance
- Personal Reasons 13.98%

Full-Time Employee Terminations (Fiscal Year 2015)

- Moving To New
- Contract Expiration
- Regular Retirement 13.43%
- Work / Life Balance
- End of
- Dismissed For Cause
- Death
- Accept Other Employment 35.82%
- Personal Reasons 16.42%