

**Utah Valley University Board of Trustees Meeting
February 22, 2018
4:00pm SC 213c**

Tab	Agenda	Notes
<u>A</u>	<p><u>I. Information</u></p> <ol style="list-style-type: none"> 1. Board of Trustee Engaged Learning Scholarship <ol style="list-style-type: none"> a. 2017 Scholarship Final Reports <ol style="list-style-type: none"> i. Arthur Evans ii. Sarah Khelfa b. 2018 Scholarship Finalists <ol style="list-style-type: none"> i. Sarah Callaway ii. Amber Rowley iii. Nicholas Williams and Taylor Cook <p><u>II. Committee Reports</u></p> <ol style="list-style-type: none"> 1. Audit Committee, <i>R. Duff Thompson, Chair</i> 2. Finance and Facilities, <i>Jack Sunderlage, Chair</i> 3. Honorary Awards Committee, <i>Karen Acerson, Chair</i> 4. Academic Affairs Committee, <i>Paul Thompson, Chair</i> 	
<u>B</u>	<p><u>III. Action</u></p> <ol style="list-style-type: none"> 1. Academic Programs, <i>Paul Thompson, Chair, Academic Affairs Committee</i> <ol style="list-style-type: none"> a. Deletion of Graduate Certificate in Regulatory Affairs b. Minor in Event Planning c. Change in BA/BS Political Science core requirements; Change in Name of World Politics Emphasis; Change in Name of Political Philosophy/Public Law Emphasis d. Public Administration and Policy Emphasis e. Peace and Justice Emphasis 	
<u>C</u>	<ol style="list-style-type: none"> 2. Vineyard Property Sale, <i>Val Peterson, VP, Finance and Administration</i> 	
<u>D</u>	<ol style="list-style-type: none"> 3. Policies <ol style="list-style-type: none"> a. Policy 638 Post-Tenure Review, <i>Jeff Olson, SVP, Academic Affairs</i> 	
	<p><u>IV. Executive Session</u></p>	
	<p><u>III. Action (Continued)</u></p> <ol style="list-style-type: none"> 3. Naming Opportunity, <i>Scott Cooksey, VP, Development & Alumni Relations</i> 4. Sabbaticals, <i>Jeff Olson, SVP, Academic Affairs</i> 	
<u>E</u>	V. Consent Calendar	

1. Minutes of January 18, 2018

2. December 2017 Investment Report

I. Information (Continued)

2. President's Report, *Matthew S. Holland, President*

Board of Trustees Engaged Learning Scholarship Due Jan. 19, 2018

This form should be used to apply for the Board of Trustees Scholarship. The BoTS is an honor intended to support a student's engaged learning project. The award will be based on the applicant's involvement in the engaged learning project. A compelling engaged learning project will appraise higher than the applicant's academic performance.

Applications must be complete with a signature page attached by . DEADLINE Extended to January 19, 2018 at 5:00 pm.

PLEASE NOTE: You will need to secure signatures in order to complete the application. We will not accept hard copies of signatures in our office. Please plan ahead. Securing signatures from your mentor, department chair, and financial manager will take several days.

For questions, please contact Shelly Andrus at landrus@uvu.edu ext. 8337

Status: Pending

Submitted By

Sarah Callaway
10069373@my.uvu.edu
Jan 18, 2018, 09:06AM MST

Demographics

Name: Last, First, MI. [Required] Callaway, Sarah, K

UVU ID # [Required] 10069373

Home Address: [Required] 1742 N 1450 E Provo, UT 84604

Phone Number [Required] 408-685-1947

Email Address [Required] 10069373@uvu.edu

Add Additional Authors information here. No answer submitted.

Abstract

Title of Project: [Required] Wasatch Elementary School Absentee Survey

Proposals should:

Please complete proposal in approximately one page below.

Describe your project [Required]

Review and funding of undergraduate scholarly projects take into account the following criteria:

1. Project has clearly stated background, objectives, methodology, and outcomes.
2. The project includes a product that significantly contributes to the benefit of some "community" entity. (Is transformative for the community)
3. The proposal is well written and organized, offering background and context outlining the importance of the project.
4. The project is primarily a product of the individual student investment, and will be completed primarily by the student.
5. This project is a transformative experience for the student.
6. The abstract has the approval and full support of a faculty mentor, with the written endorsement of the department.

Background and Methodology

As a non-traditional student, returning to school after 15 years raising small children, I have looked for ways to apply my education to more directly benefit those in my influence. I am currently serving as the Safety and Welfare officer on the Wasatch Elementary PTO in Provo, Utah. Last August, the school principal described the school's absentee problem which has resulted in academic issues. After talking to the principal and other parents, I had several questions that could only be answered with research. That semester I was enrolled in a Biostatistics course. Going beyond the expectations for the course, I decided to use the knowledge that I was gaining in statistical analysis to help the school better determine the reasons for absenteeism. The initial data has been collected, and a basic analysis was conducted for the purpose of the Biostatistics course. Funds from this scholarship would allow me to further analyze the data and write the findings for publication and presentation, both locally and nationally.

The national rate of elementary school absenteeism is 5.1% (Snyder, de Brey, & Dillow, 2016). In comparison, during the 2016-17 school year, Wasatch Elementary School had a 17% absenteeism rate (R. Cunningham, personal communication, November 30, 2017). According to the attendance advocacy web site Attendance Works, Provo School District was identified as one of the 4% of school district where half of the country's chronically absent students were found (Attendance Works, 2016). Current research emphasizes the importance of attendance in early grades. Chronic absenteeism in early grades has been shown to increase the risk of poor academic performance in later grades (Applied Survey Research, 2011).

Survey questions were reviewed by peers, instructors, and school and district administrators. Prior to administering the survey at Wasatch, all materials were reviewed by the university IRB. The project was approved on November 13, 2017 (IRB #01857). The survey was sent to parents and guardians through the elementary school email system. The online Qualtrics platform was used to gather all data. Responses were recorded between November 17, 2017 and November 29, 2017. Qualtrics, Microsoft Excel, and IBM SPSS were used to analyze data.

The research was conducted with three primary objectives:

1. To better understand the source of absences at Wasatch Elementary
2. To determine if absences were related to certain attitudes or behaviors
3. To gauge basic anxiety levels at the school and see if anxiety was linked to absenteeism

Outcomes

The survey yielded 206 responses from parents and guardians of children at Wasatch Elementary School. With funding from this scholarship, I could continue this research in a few specific, impactful ways:

1. Expand the initial data analysis to include more complex statistics, including nonparametric measures.
2. Create a professional presentation and report of results for Wasatch Elementary, Provo School District, and Provo Board of Education administrators.
3. Write a peer-reviewed research article for the Journal of School Health.
4. Present research findings at Northern Rocky Mountain Educational Research Association.
5. Data from this project would be used in the following ways by Wasatch Elementary and Provo School District.
 - a. Create a detailed analysis and action plan for chronic absences at a school and district level.
 - b. Identify specific policy changes to be made at school and district levels.
 - c. Create an attendance awareness campaign for Wasatch Elementary School and Provo School District. Marketing materials would target specific populations identified in the survey data.
 - d. Identify families at risk for experiencing high amounts of school anxiety and implement an intervention program to address anxiety.
 - e. Identify community partners who could support the school and district efforts.

As a result of my participation in this project, I have learned how to engage with my community on a deeper level. This has been an empowering experience where I have learned to ask questions, talk to community leaders, and to use data to answer questions and find solutions.

References

Applied Survey Research. (2011, July). Attendance in early elementary grades: association with student characteristics, school readiness, and third grade outcomes. Retrieved from <http://www.attendanceworks.org/wp-content/uploads/2017/06/ASR-Mini-Report-Attendance-Readiness-and-Third-Grade-Outcomes-7-8-11.pdf>

Snyder, T.D., de Brey, C., & Dillow, S.A. (2016). Digest of Education Statistics 2015 (NCES 2016-014). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

Attendance Works, (2016, September). Where are the Nation's Chronically Absent Students Found?. Retrieved from <https://www.arcgis.com/apps/MapSeries/index.html?appid=7f567623f36744dda5ad339aba32aca2>

File Upload

Submitted File: [Callaway approval letter.docx](#)

please upload any supporting documents.

Budget/Signature Page

Please download the XCEL budget spreadsheet by clicking on the form. Then complete the budget and upload at the following question by clicking on "Upload" and attaching the XCEL spreadsheet.

<https://orgsync.com/88951/files/1088599/show>

File Upload [Required]

Submitted File: [Engaged Learning - Budget with Signatures .pdf](#)

Please upload your XCEL budget sheet by clicking on "Upload" and then attaching your form.

Mentors Support Letter

NOTE TO MENTORS:

The BoTs is a scholarship and an honor for the student. There will be only one individual chosen. The primary criterion is that this be a "compelling" engaged learning experience for the student and community. In your letter of support, please address the extent you believe the candidate can complete the project as described in the abstract. Also, address the five criterion requested that the student will address above.

File Upload [Required]

Submitted File: [Letter of Support - Sarah Callaway.pdf](#)

Please UPLOAD your mentor's support letter here. Mentors should address the student's ability to perform the activities proposed.



Dear Selection Committee,

I am writing in full and unequivocal support of Sarah Callaway's application for the Board of Trustees Engaged Learning Scholarship. I have very worked closely with Sarah over the past year, and believe the off-campus, IRB-approved research that she has initiated is overwhelming in its quality and funding her completion of the project would be money well spent. I will detail the research and Sarah's academic performance below.

I first met Sarah when she applied to be a research assistant for me last summer. She impressed me with her intellect and work ethic. The topic of statistical analysis was new for her, but she excelled, often reading other articles and websites to better understand statistical tests. She always completed her work in an efficient manner, and her work was of the highest quality that I received. In truth, working with Sarah on research felt more like working with a colleague, than with a student. She is mature, insightful and dedicated to the work and the process.

For Fall semester, Sarah enrolled in both my Biostatistics and Epidemiology courses. Having worked with Sarah over the summer, I had no reservations when she came to me during Biostatistics and asked if she could take our class project and apply to it a real-world situation. The students in the course are to write a 20-question survey and get 30 responses on it. They then use the data that they collected to learn data analysis skills. While most students choose easy topics, and have their friends fill out their surveys, Sarah went above and beyond and told me of a need at her children's elementary school. She had spoken to the principal about the attendance rates at the schools and he was interested in getting some data on why parents were allowing children to miss.

With my approval of her topic, Sarah then met with the principal to get his feedback, and then with Provo School District administrators to get approval. After those meetings, Sarah met with me and said they would only approve her survey if she went through the full IRB process (which is not required for classroom student projects). At this point, I think most students would have decided that working with a community group for a class project was too labor-intensive, and would have chosen an easier project. Sarah, on the other hand, said she wanted to do the survey right and make it useful for the school. She completed the majority of the IRB application on her own, with very little direction from me.

Sarah gathered data just before Thanksgiving, and ended up with over 200 surveys completed. She was able to analyze just enough for the class project prior to the end of the semester and has been working on further analysis for reports for the school administrators. Her next goals with the project are to publish and present it.

I have no doubt in Sarah's ability to complete this project and fulfill the objectives outlined. While I have counseled with her in my office on various occasions, the majority of the work thus far has been hers. She has single-handed managed the stakeholders – both Wasatch Elementary and Provo School District – working with them to ensure that their needs were met through the survey. She completed the IRB application mostly on her own, asking me only a few questions throughout. Thus far, she has spent hours analyzing the dataset and interpreting what it means, only coming to me for more direction on statistical tests that were not discussed in our Biostatistics class. While I have provided direction and assistance, this project is hers. It was her idea and she has done the bulk of the work on it. It is also worth noting that the



majority of the work that she has done on this project has been as a service to the elementary school. The class project requirements were only a fraction of the work that she completed.

On a more personal note, Sarah Callaway is the type of student we want representing UVU. She is a non-traditional student, working on a degree in Healthcare Administration within the Public and Community Health department. She is the mother of three children, one of whom has some challenges (he is on the autism spectrum). She has come back to school, after spending years raising her children, and has absolutely excelled. In both of my classes last semester, she was one of the top students. In addition to doing well, she also helped her classmates to understand the material. In both classes, I often saw her explaining difficult concepts to students who were struggling. In Biostatistics, she formed a study group with the two students who were having the most trouble in the class. When I questioned her about it one day, she told me that re-teaching the material to them was helpful as she worked to learn it herself.

She has done this project to help her community, use the knowledge she is gaining in class to benefit her world. It was at my advisement that she agreed to apply for this award. She has not done the research for the money, praise or accolades. She has done it entirely out of a desire to help her community. She is the type of student who should be awarded with this kind of scholarship.

Please consider my resounding recommendation and my full confidence in her abilities as you evaluate her application.

Sincerely,

A handwritten signature in black ink, which appears to read "Sue Jackson". The signature is fluid and cursive, with the first name "Sue" being more prominent than the last name "Jackson".

Sue Jackson, PhD, MPH
Associate Professor, Public and Community Health
Utah Valley University
800 W. University Parkway, MS 170
Orem, UT 84058
801-863-8687, Sue.jackson@uvu.edu



ASSESSMENT, DATA & RESEARCH
DEPARTMENT OF TEACHING & LEARNING

ANNE-MARIE HARRISON-PAULSEN
EXECUTIVE DIRECTOR

RON TWITCHELL, PH.D.
DIRECTOR

Date 11/17/2017

To Whom It May Concern:

This letter is to give approval for Sarah Callaway to conduct a research study titled “*Wasatch Absentee Survey*” in Provo City School District (PCSD). I have reviewed your research request and give permission for the research to move forward. This means that PCSD personnel and patrons may be contacted, but they are not required to participate. No undo pressure should be applied in order to gain participation.

Per this approval, you also agree to provide PCSD with the results of your findings within 30 days of its conclusion.

If you have any questions or need additional information, feel free to contact me at (801) 374-4924 or at ront@provo.edu.

Sincerely,

Ron Twitchell, Ph.D.
Director of Assessment, Data & Research
Provo City School District

Board of Trustees Engaged Learning Scholarship

Budget Request

Project

Title: Wasatch Elementary School Absentee Survey

Project

Leader: Sarah Callaway

Total BoTS Request: \$5,860

Date: 16-Jan-18

Budget Item	BoTS Request
Survey Incentives (4 giftcards of \$25 each)	\$100.00
Printing costs - Executive Summary for school and district	\$80.00
Promotional Materials	\$400.00
Student wages (\$10/hr for 400 hours)	\$4,000.00
Benefits associated with wages (7%)	\$280.00
Conference Travel - present research	\$1,000.00
TOTAL	\$5,860.00

In budget justification please describe each item and its importance as well provide a rationale for the number of salary hours requested for the project as budgets may need to be cut.

Budget Justification

Survey Incentives: Survey incentives were used to help gain participation from parents. This will reimburse personal funds that were used to purchase these giftcards. Printing Costs: Costs associated with printing an executive summary for stakeholders (school and district). Due to the charts and graphs that are contained in this document, the printing will be in color and will cost about \$35 per copy. Promotional Materials: Costs associated with an awareness campaign at the school. Student Wages and Benefits: Supporting hourly work on the project, including: consulting with the school administrators, developing a needs assessment, surveying participants, data analysis, writing reports, writing journal articles, and presenting data at a conference. Conference Travel: I will be presenting at a regional education conference in Fall 2018. This funding will pay for the registration for the conference, as well as any associated travel costs.

Faculty Mentor's signature (required):

[Signature]

Date: 1-16-18

(Signature implies you are insuring student will complete project in a timely manner and budget justification and oversight)

Department Chair signature (required):

Mary V. Brown

Date: 1-16-18

Dean's signature (required):

[Signature]

Date: 1-16-18

Board of Trustees Engaged Learning Scholarship Due Jan. 19, 2018

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For questions, please contact Shelly Andrus at landrus@uvu.edu ext. 8337

Status: Pending

Submitted By

Amber Rowley
10283259@my.uvu.edu
Jan 18, 2018, 01:04PM MST

Demographics

Name: Last, First, MI. [Required] Rowley, Amber, C

UVU ID # [Required] 10283259

Home Address: [Required] 747 E 200 S, Lindon UT 84042

Phone Number [Required] 801-633-7264

Email Address [Required] arowley@uvu.edu

Add Additional Authors information here.

Biochemistry major. Actively involved in research for four semesters. Poster presentation at UCUR 2017. Upcoming poster presentation at national ACS conference in March 2018.

Abstract

Title of Project: [Required] Investigation of Mechanism for Quantum Dot and Protein Interactions

Proposals should:

Please complete proposal in approximately one page below.

Describe your project [Required]

Review and funding of undergraduate scholarly projects take into account the following criteria:

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5. This project is a transformative experience for the student.
6. The abstract has the approval and full support of a faculty mentor, with the written endorsement of the department.

As a single mother, providing an example of lifelong learning to my three children is very important to me. My career plan is to attend graduate school to earn a PhD, continue learning through research, and help other students to learn as an academic professor. Accomplishing these goals has been and will continue to be challenging. But showing my children the power of education and the reward for hard work has made the struggle worthwhile. Doing undergraduate research with Dr. Yu has been one of the most important steps I have taken toward my career goals.

The research study by Dr. Yu's group is helping to address one of the most pressing concerns for human health which we face today: cancer. Even with the best treatment, the prognosis for many types of cancer is very poor. The best way to give cancer patients a fighting chance for survival is early diagnosis. One of the promising approaches for early cancer diagnosis is the detection of protein biomarkers which are present in much higher concentrations in unhealthy versus healthy individuals. Dr. Yu's research group has been using nanocrystal quantum dots (QDs) to distinguish normal protein concentrations from tumorigenic levels. Current results are revealing QDs as effective probes for the detection of cancer biomarker proteins with potential applications for earlier cancer diagnosis. However, new questions have been uncovered about the mechanisms for QD and protein interactions.

Understanding the mechanisms which affect protein and QD association is critical to control their interactions, improve experimental methods, and develop new bioassays. Therefore, I will study further by designing and performing the following experiments:

- Biosensing response to proteins varied in size, polarity, and residue compositions;
- Biosensing response to pH values and ionic strength of different buffering solutions.

The tests will be performed in Dr. Yu's research lab with experimental techniques developed previously. Different protein targets will be selected and compared to control for chemical properties rather than diagnostic utility. Nanocrystals with different surface coatings will be selected and tested in addition to buffer pH and ionic strength. The objective of these tests will be to develop an algorithm which can be used to predict the detection properties of tested QDs with a given protein.

This research work will benefit the scientific community which is interested in developing bioassays to detect biomarker proteins for early cancer diagnosis. The study also benefits UVU chemistry students who are learning about the principles of chemical interactions, and particularly myself as both a student and aspiring scientist.

File Upload Submitted File: [BoTS Abstract ACR V3.0.docx](#)

please upload any supporting documents.

Budget/Signature Page

Please download the XCEL budget spreadsheet by clicking on the form. Then complete the budget and upload at the following question by clicking on "Upload" and attaching the XCEL spreadsheet.

<https://orgsync.com/88951/files/1088599/show>

File Upload [Required] Submitted File: [BoTS Budget Signed.pdf](#)

Please upload your XCEL budget sheet by clicking on "Upload" and then attaching your form.

Mentors Support Letter

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File Upload [Required] Submitted File: [Amber Rowley-BoTS award-signed.pdf](#)

Please UPLOAD your mentor's support letter here. Mentors should address the student's ability to perform the activities proposed.

.DR. MING YU
DEPARTMENT OF CHEMISTRY
UTAH VALLEY UNIVERSITY
800 WEST UNIVERSITY PARKWAY
OREM, UTAH 84058-5999
MingY@uvu.edu



January 13th, 2018

To Whom It May Concern:

It is with great pleasure that I am writing to support Amber Rowley's application for the Board of Trustees Engaged Learning Scholarship (BoTS). Amber is a senior student majored in chemistry at Utah Valley University. I have known Amber since Summer 2016, when she was in my General Chemistry II lab. In Fall 2016, Amber joined my research group, and has been working with me since then.

Amber completed the first project of the literature research on *3D printing of small point-of-care medical devices*. Her work was accepted by the Utah Conference on Undergraduate Research (UCUR), Spring 2017. Amber gave a successful poster presentation at the conference.

Amber, along with four other undergraduate students, started the second research project in Spring 2017, supported by UVU Grant for Engaged Learning (GEL), Undergraduate Research Summer Institution Grant (URSIG), and College of Science Scholarly Activities Committee (SAC). Amber made the most significant contribution to the project and developed the sample preparation protocols and data analysis methods. Her work has been accepted by the 255th American Chemical Society (ACS) National conference. She will present as the first author at the conference on March 19th 2018 in New Orleans, LA. The title of the presentation poster is *Fast detection of cancer biomarker proteins with quantum dots*. We are also working on a manuscript about the study for publication.

Following the methodology developed in the project, related scientific questions are raised, yet to be answered with further studies: *What are the interaction mechanisms between the sensing nanocrystals and the biomarker protein targets?* Amber proposed several experiments for investigation. I strongly support her further research study in my research lab.

Amber has shown key strengths during her work in my research lab. She is self-motivated and able to work independently. After given general instructions, Amber is able to adjust experimental work as needed. Amber is a team player. She works well with others, and does her share and more in group projects.

In conclusion, I strongly support Amber Rowley's application for the Board of Trustees Engaged Learning Scholarship (BoTS). Amber is a self-motivated team player with great passion on research.

Sincerely,

A handwritten signature in black ink, appearing to be 'Ming Yu', with a long horizontal line extending to the right.

Ming Yu
Assistant Professor of Chemistry

Investigation of Mechanisms for Quantum Dot and Protein Biomarker Interactions
Amber Rowley (UVID 10283259), Mentor: Dr. Ming Yu, Department of Chemistry

As a single mother, providing an example of lifelong learning to my three children is very important to me. My career plan is to attend graduate school to earn a PhD, continue learning through research, and help other students to learn as an academic professor. Accomplishing these goals has been and will continue to be challenging. But showing my children the power of education and the reward for hard work has made the struggle worthwhile. Doing undergraduate research with Dr. Yu has been one of the most important steps I have taken toward my career goals.

The research study by Dr. Yu's group is helping to address one of the most pressing concerns for human health which we face today: cancer. Even with the best treatment, the prognosis for many types of cancer is very poor. The best way to give cancer patients a fighting chance for survival is early diagnosis. One of the promising approaches for early cancer diagnosis is the detection of protein biomarkers which are present in much higher concentrations in unhealthy versus healthy individuals. Dr. Yu's research group has been using nanocrystal quantum dots (QDs) to distinguish normal protein concentrations from tumorigenic levels. Current results are revealing QDs as effective probes for the detection of cancer biomarker proteins with potential applications for earlier cancer diagnosis. However, new questions have been uncovered about the mechanisms for QD and protein interactions.

Understanding the mechanisms which affect protein and QD association is critical to control their interactions, improve experimental methods, and develop new bioassays. Therefore, I will study further by designing and performing the following experiments:

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This research work will benefit the scientific community which is interested in developing bioassays to detect biomarker proteins for early cancer diagnosis. The study also benefits UVU chemistry students who are learning about the principles of chemical interactions, and particularly myself as both a student and aspiring scientist.

Board of Trustees Engaged Learning Scholarship

Budget Request

Project Title: Investigation of Mechanisms for Quantum Dot and Protein Biomarker Interactions
Project Leader: Amber Rowley
Total BoTS Request: \$5,889

Date: 1/17/2018

Budget Item	BoTS Request
Materials/Supplies	\$3,000.00
Student Travel	\$0.00
Other*	\$2,889.00
TOTAL	\$5,889.00

In budget justification please describe each item and its importance as well provide a rationale for the number of salary requested for the project as budgets may need to be cut.

Budget Justification

Materials \$3000:

- Chemicals including nanocrystal quantum dots, protein biomarkers, and buffer solutions
- Consumables including 96-well microplates for fluorescence measurements, micropipette tips, and gloves

*Please describe other:

Salary hours \$2889:

- Planning to work on the project for 9 hours per week for 20 weeks starting the end of April to beginning of October
- Total estimated salary = \$2889
 - o \$15 per hour x 9 hours per week x 20 weeks = \$2700
 - o 7% fringe benefit = \$189

Faculty Mentor's signature (required):

(Signature implies you are insuring student will complete project in a timely manner and budget justification and overs

Date: 01/17/2018

Department Chair signature (required):

Date: 1/17/18

Dean's signature (required):

Date: 1/17/18

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For questions, please contact Shelly Andrus at landrus@uvu.edu ext. 8337

Status: Pending

Submitted By

Nicholas A Williams
10769560@my.uvu.edu
Jan 19, 2018, 02:47PM MST

Demographics

Name: Last, First, MI. [Required] Williams, Nicholas, Andrew

UVU ID # [Required] 10769560

Home Address: [Required] 142 W 450 N Lindon, Utah 84042

Phone Number [Required] 801-473-5166

Email Address [Required] 10769560@my.uvu.edu

Add Additional Authors information here.

Cook, Taylor, Jerry
10781149
taylorcook47@gmail.com
(701) 809-1177
1068 Park Ridge Way, Provo UT 84604

Abstract

Title of Project: [Required] Helping Hands - Affordable 3D Printed Prosthetics

Proposals should:

Please complete proposal in approximately one page below.

Describe your project [Required]

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In March of 2016, Nick was using a table saw for a home-improvement project. As he was cutting a piece of wood, a knot caught the blade, causing it to choke. While repositioning the wood, the blade suddenly resumed spinning, and abruptly forced the wood, held by Nick's left hand, through the teeth of the saw. All fingers, except his pinky, were severed in the accident. After an extensive 11-hour surgery, doctors were able to reattach everything except his left index finger, which was amputated at the base knuckle.

Nick's story is not unique; partial finger amputations with a loss of one or more fingers is the most frequent form of amputation. Approximately 30,000 finger loss accidents occur each year in the United States alone (Conn 1). Countries that are more often subject to war, disease, or unregulated working conditions, suffer from even higher rates of these injuries. Though prosthetics drastically improve the lives of those affected by amputation, a single fitted prosthetic finger can cost up to \$75,000 (Eisenberg par. 5), making it an inaccessible option for many amputees worldwide.

Recent technological advances, especially in 3-Dimensional Stereo lithographic Printing, show promise in revolutionizing low-cost prosthetics. This technology removes the need for custom molds, expensive equipment, and medical expertise required with current manufacturing processes. Other researchers have successfully printed prosthetics for other body parts, however an acceptable prosthetic finger has yet to be developed. Our final product will allow any person or community to download our design, and begin producing functional artificial fingers, without specialized medical or manufacturing knowledge.

We plan to use our engineering and 3D modeling skills, learned during our time at UVU, to develop a prosthetic finger that:

- significantly improves the hand function of amputee victims
- costs under \$25.00 per unit for affordability in developing countries, and
- can be easily adapted and sized for a variety of different finger amputations.

The idea for this project was born the day that group member Nick Williams experienced the traumatic table saw accident discussed in the beginning of this document. It brought our awareness to the importance of accessible prosthetic fingers, and launched a project that we have been developing since that time. We have drafted 3D models that could be further refined into a product that completes our goals (see attached Figures 1-4). The limiting factor of our independent development has been a lack of resources; we do not have access to the materials and equipment necessary to engineer physical prototypes. Receiving this award would facilitate the development that is already underway. We are anxious to help improve the lives of those who have undergone similar experiences by providing designs for low cost prosthetic fingers. Support from the Board of Trustees would play a critical role towards the fulfillment of this mission.

File Upload Submitted File: [References and Figures 1-4.pdf](#)

please upload any supporting documents.

Budget/Signature Page

Please download the XCEL budget spreadsheet by clicking on the form. Then complete the budget and upload at the following question by clicking on "Upload" and attaching the XCEL spreadsheet.

<https://orgsync.com/88951/files/1088599/show>

File Upload [Required] Submitted File: [BoTS Budget Request.pdf](#)

Please upload your XCEL budget sheet by clicking on "Upload" and then attaching your form.

Mentors Support Letter

NOTE TO MENTORS:

The BoTs is a scholarship and an honor for the student. There will be only one individual chosen. The primary criterion is that this be a "compelling" engaged learning experience for the student and community. In your letter of support, please address the extent you believe the candidate can complete the project as described in the abstract. Also, address the five criterion requested that the student will address above.

File Upload [Required] Submitted File: [BoTS Mentor Support Letter.pdf](#)

Please UPLOAD your mentor's support letter here. Mentors should address the student's ability to perform the activities proposed.



UTAH VALLEY UNIVERSITY

ENGINEERING TECHNOLOGY

January 18, 2018

Board of Trustees
Utah Valley University
800 West University Parkway
Orem, UT 84058

Dear Board Members,

As a professor in the UVU Engineering department, I've had the opportunity to become acquainted with both Nick Williams and Taylor Cook through various courses that they have taken from me. They are dedicated and capable students, so I was more than willing to be their project mentor when they approached me in regards to the Board of Trustees Engaged Learning Scholarship.

While in my classes, these students made efforts to exceed the requirements for the course, especially in projects that applied their in class learning. Nick and Taylor are highly attentive to details and are strong critical thinkers who actively engage in and take responsibility for their learning. They have also displayed proficiency in applying and connecting knowledge from other areas of their personal and scholastic endeavors in finding innovative solutions to challenging tasks.

When Taylor and Nick first came to my office to describe their plans, it was very clear that they had meticulously planned each area of their project. They have showed me their preliminary designs, which show impressive skills as students in the field of mechanical engineering, and are willing to spend personal time and energy working outside of the classroom. I need to point out that some of the skills utilized in their design were learned independently, which serves as a testament to their technical abilities and dedication to engaged learning.

I feel confident that their prosthetic finger project as outlined in the abstract is possible and would serve as a compelling engaged learning experience for the students. Our discussions about the project demonstrate that they have set quality goals for their progress that are ambitious yet achievable. Their goals will require them to challenge themselves in the application of their knowledge, and I anticipate that this project will be a transformative learning experience. As their mentor, I will be available to assist them with guidance and suggestions as needed, but all development and research will be conducted

primarily by the students. Their plan includes measurable goals that can be used as metrics to track their progress as they work.

I believe that this project will have a significant impact on the finger amputee community, and will serve as a shining example of UVU's commitment to community engagement. We had a long conversation in my office about Nick's accident as well as Taylor's secondhand experiences involving close family members. The students' inspiration is based on personal and familial experiences with finger amputation, they personally understand the needs of that community and have ideas for how to best address them. I see potential for their research to eventually evolve into an interdisciplinary project that could involve students in other fields of study such as biology and computer science.

In all, I give my full support and recommendation to Nick and Taylor and the ideas that they have presented. I believe that they are excellent candidates for this award, and that they will be exemplars of the spirit and mission of UVU.

Kind regards,



Dr. Masood Amin
Engineering Technology Department
Utah Valley University

References:

Conn, Judith M., et al. "Original Research: Non–Work-Related Finger Amputations in the United States, 2001-2002." *Annals of Emergency Medicine*, vol. 45, 01 Jan. 2005, pp. 630-635. EBSCOhost, doi:10.1016/j.annemergmed.2004.10.012.

Eisenberg, Anne. "Grabbing Gracefully, With Replacement Fingers." *The New York Times*, The New York Times, 10 Apr. 2010, www.nytimes.com/2010/04/11/business/11novel.html.

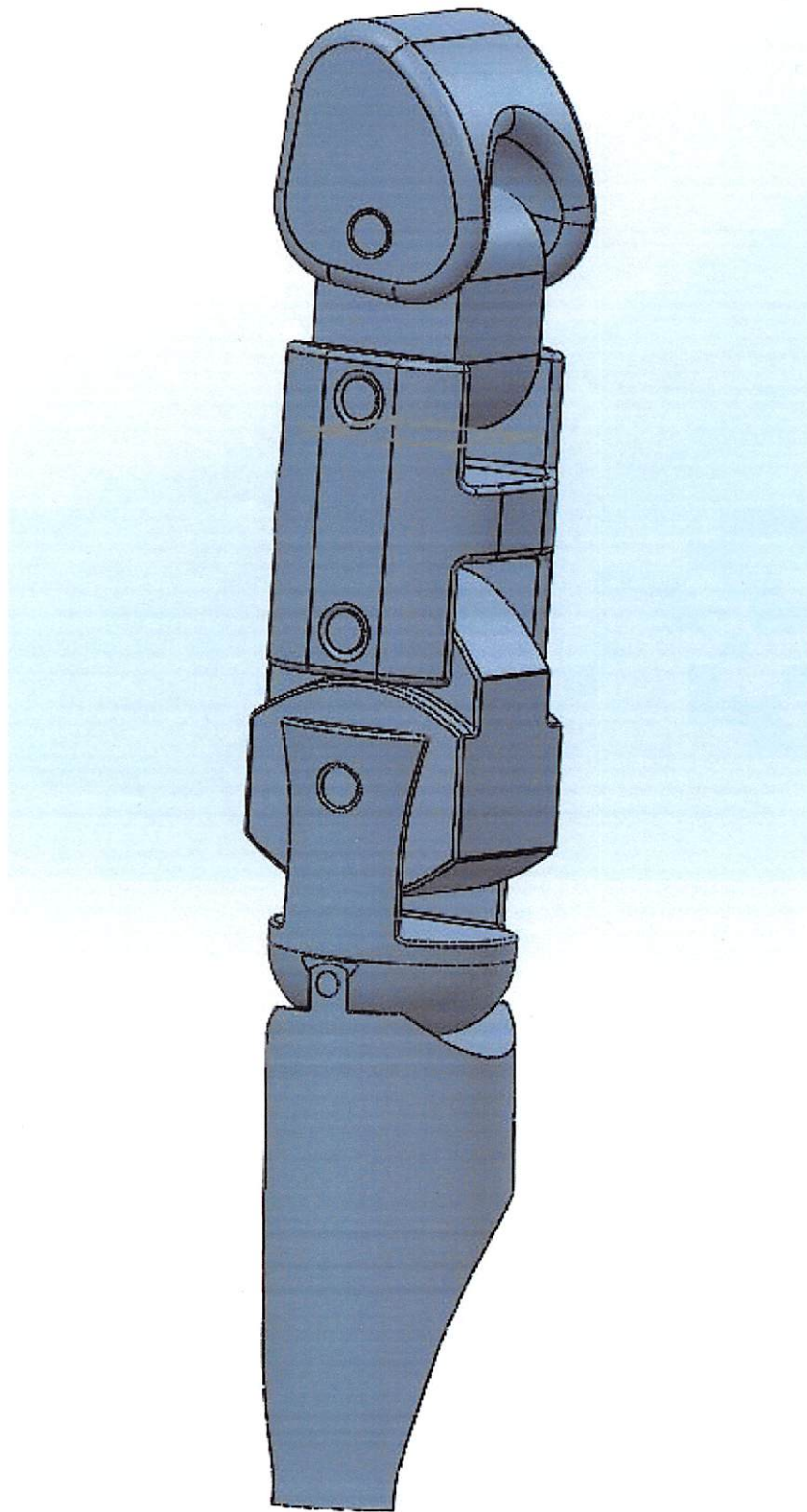


Figure - 1: Right-Side View of a 3-D model of the proposed prosthetic finger

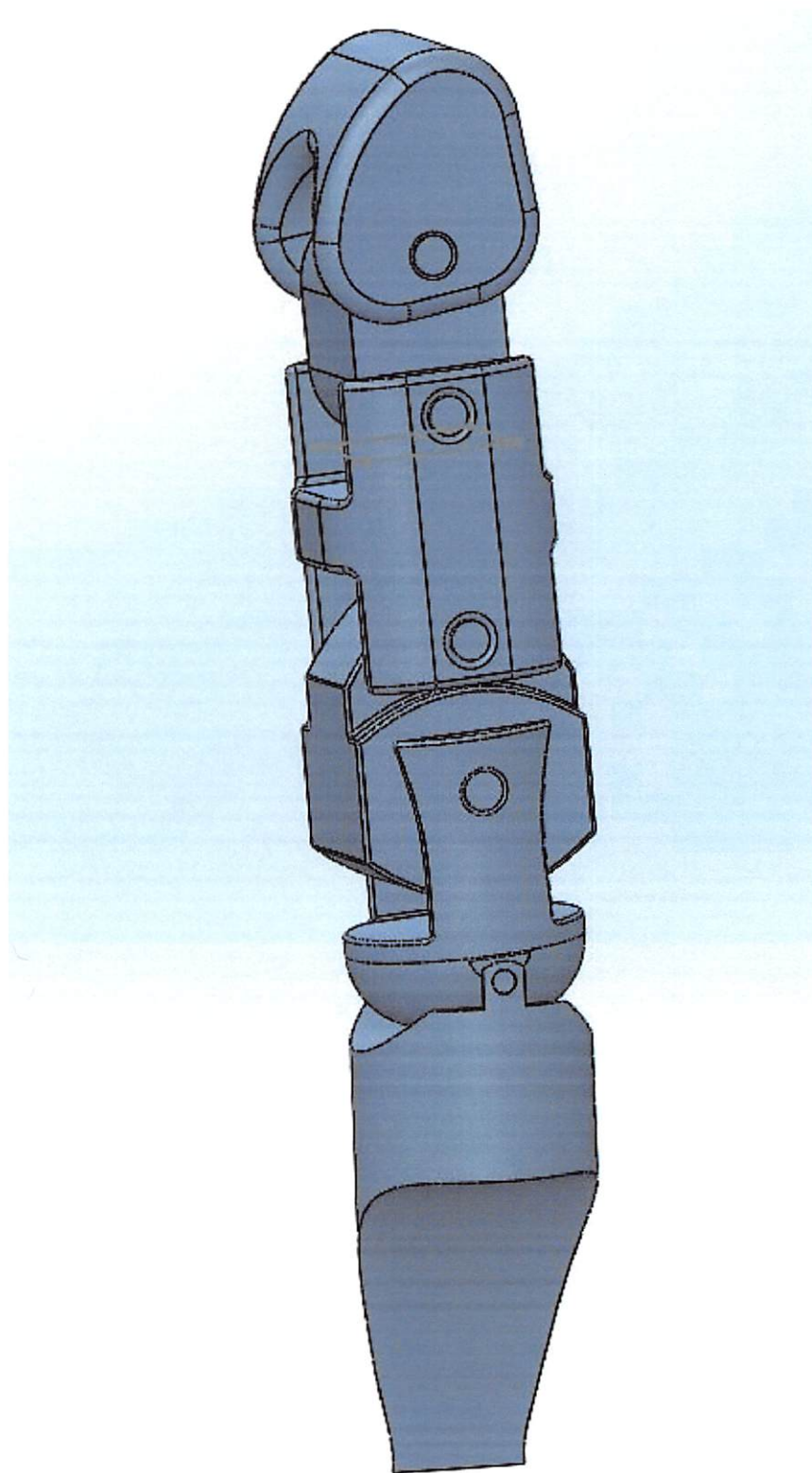


Figure - 2: Left-Side View of a 3-D model of the proposed prosthetic finger

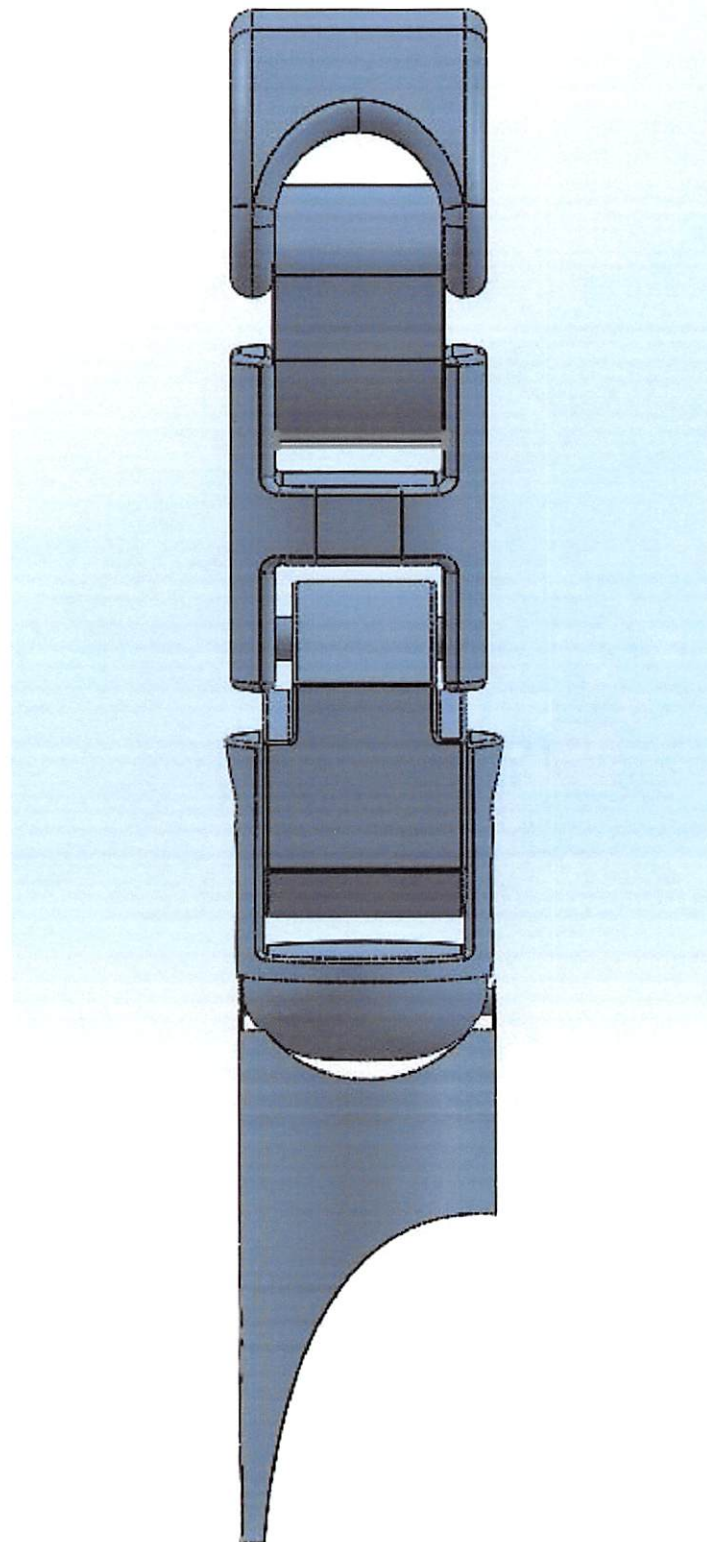


Figure -3: Front View of a 3-D model of the proposed prosthetic finger

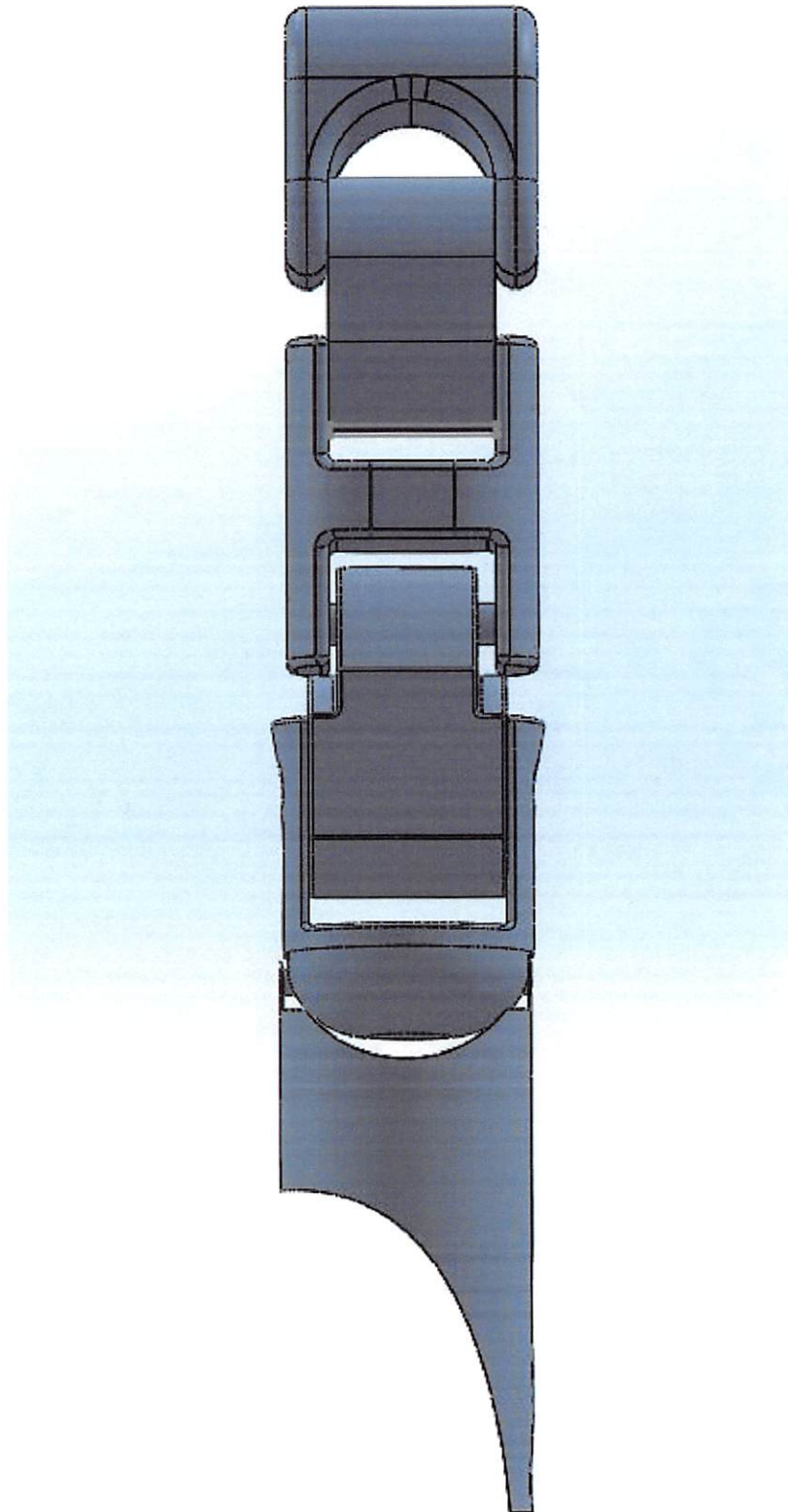


Figure - 4: Back View of a 3-D model of the proposed prosthetic finger

Board of Trustees Engaged Learning Scholarship

Budget Request

Project Title: Helping Hands - Affordable 3D Printed Prosthetics
Project Leader: Nicholas Williams, Taylor Cook
Total BoTS Request: \$6,000.00 **Date:** 16-Jan-18

Budget Item	BoTS Request
Materials/Supplies	\$3,500.00
Student Travel	\$0.00
Other*	\$2,500.00
TOTAL	\$6,000.00

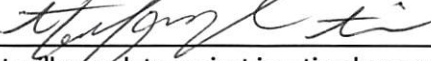
In budget justification please describe each item and its importance as well provide a rationale for the number of salary hours requested for the project as budgets may need to be cut.

Budget Justification

Ultimaker 2+ 3D Printer - \$2,500.00: All prototyping and final construction will be made with this machine.
3D Printer filament - \$500.00: Raw materials for 3D printing.
Drill set and accessories - \$300.00: necessary for modifying 3D printed parts.
Dremel set and accessories - \$150.00: necessary for modifying 3D printed parts.
Misc. Supplies (bearings, weights, glue, acetone wash) - \$50.00: parts that may be incorporated into designs for the prosthetic.

*Please describe other:

Wages - \$2500.00: This amount of money will allow us to devote more time to the research and development of this project.

Faculty Mentor's signature (required):  Date: 1/17/18
 (Signature implies you are insuring student will complete project in a timely manner and budget justification and oversight)

Department Chair signature (required):  Date: 1-18-2018

Dean's signature (required):  Date: Jan. 18, 2018



UVU BOARD OF TRUSTEES
Agenda Item Coversheet

DATE:	February 22, 2018
TITLE:	Academic Program Approval
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	Paul Thompson, Chair, Academic Affairs Committee
SUBJECT:	Academic Programs
BACKGROUND:	<p>The Board of Trustees is being asked to provide approval of the following academic program proposals:</p> <ul style="list-style-type: none">a. deletion of the Graduate Certificate in Regulatory Affairs;b. creation of a Minor in Event Planning;c. BA/BS Political Science modifications - change in the core requirements of the BA/BS in Political Science; change in name of the World Politics emphasis to Global Politics; and, the change in name of the Political Philosophy/Public Law emphasis to Public Law and Political Philosophy;d. creation of Public Administration and Policy emphasise. creation of a Peace and Justice emphasis
ALTERNATIVES:	<ul style="list-style-type: none">• Approve as presented, “I move to approve the:<ul style="list-style-type: none">a. deletion of the Graduate Certificate in Regulatory Affairs;b. creation of a Minor in Event Planning;c. change in the core requirements of the BA/BS in Political Science; change in name of the World Politics emphasis to Global Politics; and, the change in name of the Political Philosophy/Public Law emphasis to Public Law and Political Philosophy;

	<p>d. creation of a Public Administration and Policy emphasis</p> <p>e. creation of a Peace and Justice emphasis.”</p> <ul style="list-style-type: none"> • Amend and approve, “I move to approve, as amended...” • No action, “I move that we go to the next agenda item...”
FINANCIAL IMPACT:	N/A
EXHIBITS:	<p>a. Deletion Graduate Certificate in Regulatory Affairs</p> <p>b. Minor in Event Planning</p> <p>c. BA/BS in Political Science Modifications</p> <p>d. Public Administration and Policy Emphasis</p> <p>e. Peace and Justice Emphasis</p>

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

Institution Submitting Request: Utah Valley University

Current Program Title: Graduate Certificate in Regulatory Affairs

Sponsoring School, College, or Division: College of Science

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

Classification of Instructional Program Code (new and old if different): 30.0101

Min/Max Credit Hours Required of Full Program (new and old if different):

Program Type (check all that apply):

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

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 Biology Department in the College of Science at Utah Valley University requests approval to discontinue the Graduate Certificate in Regulatory Affairs effective Fall 2018.

Section II: Program Proposal

Program Change Description/Rationale

The Regulatory Affairs for Life Sciences Graduate Certificate program will provide students with the skills required to interpret and manage regulatory and quality compliance issues that are critical for the Life Sciences. The curriculum materials include formal studies that are specific to regulatory sciences (domestic and international), quality management system, and design control. Students will gain experience in technical communications with an emphasis on the theory and practice of technical writing as it relates to industry-based submissions. Students will participate in an internship or capstone project with a medical device, pharmaceutical, diagnostics, or biotechnology company. A baccalaureate degree in a science or a technology-related area of study will be required.

In 2015, the first cohort of four students had just completed their certificates. At the beginning of Fall (2015) semester there was only one student enrolled in classes corresponding to the program. Based on the apparent lack of demand and the extreme expense of hiring instructors to teach one student, the courses were cancelled. Over the last two years, the program was placed under review. Only two or three inquiries regarding the program during that period were received. Based on the minimal apparent demand, there will be little or no impact at UVU, except that it will free up resources to be used in other areas of greater demand.

Consistency with Institutional Mission/Institutional Impact

This program was a poor fit for UVU. It was designed to provide training for people already employed in the medical device and life science industries, most of whom are fully employed and living in Salt Lake City. UVU does not have free access to classroom space in Salt Lake City. When the program ran, UVU had to rent rooms from Salt Lake Community College and hire adjunct instructors who lived and worked in Salt Lake City. The University of Utah has begun offering courses in Regulatory Affairs and UVU feels that they offer a better location as well as a better academic environment due to their greater role in the commercialization of new knowledge and inventions.

The first cohort of students completed their certificates prior to the program being placed under review. Two other students emerged who had been unable to

complete with their cohort. James Price, Biology Department Chair worked with each of them to complete their certificates. To the best of College of Science's knowledge, there does not seem to be any students who have started the classes and did not finish.

Finances

This program was started with a grant from the state to fund the faculty position, that funding lasted two years and for the next year the position was funded from a reallocated position within the College of Science & Health. During this year the faculty member took a job elsewhere and we did not hire anybody to replace him in that faculty line. This faculty line has since been reallocated to another program. Thus, the deletion of this program has no financial impact.

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

Institution Submitting Request: Woodbury School of Business

Proposed Program Title: Minor Event Planning

Sponsoring School, College, or Division: Woodbury School of Business

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

Classification of Instructional Program Code: 52.0907

Min/Max Credit Hours Required of Full Program: 18 Credits

Proposed Beginning Term: Fall 2018

Institutional Board of Trustees' Approval Date:

Program Type:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/> Entry-level CTE CP	<input type="checkbox"/> Mid-level CP
<input type="checkbox"/>	Certificate of Completion		
<input checked="" type="checkbox"/>	Minor		
<input type="checkbox"/>	Graduate Certificate		
<input type="checkbox"/>	K-12 Endorsement		
<input type="checkbox"/>	New Emphasis for Regent-Approved Program Credit Hours for NEW Emphasis Only: Current Major CIP: Current Program Title: Current Program BOR Approval Date:		
<input type="checkbox"/>	Out of Service Area Delivery Program		

Chief Academic Officer (or Designee) Signature:

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

Name:

Date:

Utah System of Higher Education New Academic Program Proposal

Section I: The Request

The Organizational Leadership Department in the Woodbury School of Business at Utah Valley University requests approval to offer a Minor in Event Planning effective Fall 2018.

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

The Minor in Event Planning will require eighteen credit hours of courses currently being offered. The minor provides undergraduate Woodbury Business students an official designation on their transcript, highlighting their specific qualifications in this area. The courses in the minor offer students the opportunity to learn event planning management techniques needed to successfully plan, manage, and execute events. Students who complete these classes will have a clear designation highlighting their preparation for this particular set of skills.

All courses will be offered face-to-face with selected courses being also available online and hybrid. Four of the ten courses are also offered online and two courses are also available as a hybrid. All face-to face courses are offered only on the main campus.

Labor Market Demand

The following data is taken from the Bureau of Labor Statistics. Employment of meeting, convention, and event planners is projected to grow ten percent from 2014 to 2024, faster than the average for all occupations. As businesses and organizations become more global in scope, meetings and conventions are expected to become even more important.

Many employers prefer applicants who have a bachelor's degree and some work experience in hotels or planning. The proportion of planners with a bachelor's degree is increasing because work responsibilities have become more complex. Although some colleges offer degree programs in meeting and event management, other common fields of study include hospitality and tourism management. If an applicant's degree is not related to these fields, employers are likely to require at least one to two years of related hospitality or planning experience.

Planners who have studied meeting and event management or hospitality management may start out with greater responsibilities than those from other academic disciplines. Some colleges offer continuing education courses in meeting and event planning

Candidates with a any bachelor's degree and a Minor in Event Management should have the best job opportunities. A Certified Meeting Professional (CMP) credential is also viewed favorably by potential employers. Having a Minor in Event Planning helps prepare students for passing the CMP. Those who have experience in the hospitality industry or with virtual meeting software and social media outlets should also have an advantage. Students will get experience in these areas as

part of the event planning minor. Mean salary for the previous three years in Utah was \$36,917, \$38,394 and 39,930.

In Utah the median salary for jobs with titles related to event planning is \$35,230 compared to \$47,350 nationally. The growth rate from 2014 to 2024 is estimated to be 39.8%. According to the Bureau of Labor Statistics, there were 322 postings in the Provo-Orem area. For the State of Utah, there were 1,689 postings. For top industry sectors there were 1,909 postings. For past three years there were 534, 1,566 and 1,812 postings (2014, 2015, 2016 respectively). Education and experience required for postings in Provo-Orem showed that 81 jobs (25%) required high school, 35 jobs (11%) required an associate's degree, 196 jobs (61%) required a bachelor's degree and ten jobs (3%) required a graduate degree. Students with any bachelor's degree and a Minor in Event Planning should have numerous opportunities and be particularly desirable to these potential employers.

USHE Institutions

The Minor in Event Planning prepares students for jobs in a growing industry, promoting students' success and fostering engaged learning. As indicated above, the regional need is growing in the area of event planning, and preparing students for these jobs helps meet the region's educational needs. Students who have a Minor in Event Planning will be competent in the jobs that require these kinds of skills and will be able to take positions of responsibility, becoming leaders in the communities that they live and work in. In compliance with the service areas as defined in highereducation.utah.gov/policies/policy315/, UVU will only offer this in their designated service area.

Finances

No new courses are required for this minor. Sufficient sections of existing courses are offered with capacity available to support students pursuing this minor. Given these considerations, no additional expenses are anticipated for this.

Section III: Curriculum

Program Curriculum:

Course Number	New Course	Course Title	Credit Hours
Required Courses			
Discipline Core Requirements			
MKTG	2390	Professional Business Presentations	3
MKTG	3600	Principles of Marketing	OR 3
HM	3710	Marketing of Hospitality Services	
HM	3210	Convention & Events Management	3
HM	4200	Event Planning	3
Elective Requirements: Choose two of the following:			
HM	1110	Culinary Basics (3.0)	
MKTG	3650	Professional Selling (3.0)	
HM	3640	Food and Beverage Controls (3.0)	
MKTG	3460	Internal Marketing & Corporate Imaging (3.0)	
ART	1810	Introduction to Interior Design (3.0)	
Total Core Curriculum			18

Program Curriculum Narrative

Upon successful completion of this program students should be able to:

1. Describe the event industry, its scope and responsibilities, and the multidimensional nature of an event experience. (ELO Applied Learning: Collaborate successfully on projects having hypothetical as well as professional application)
2. Apply the skills critical to successful operation of an event. Namely, communication, management, and detailed organization. ELO Applied Learning: Engage meaningfully with enduring, comprehensive questions and challenges of professional life
3. Develop strategies for creating and coordinating events. ELO Qualitative Reasoning: Critical, Analytical and Creative Thinking Use critical skills of analysis, evaluation, synthesis and application
4. Utilize contacts and experience gained from industry engagement opportunities including internships, course projects, and professional mentors. ELO Applied Learning: Engage meaningfully with enduring, comprehensive questions and challenges of professional life

**Utah System of Higher Education
Academic Program Change Proposal**

Institution Submitting Request: Utah Valley University

Current Program Title: BA/BS in Political Science

Proposed Program Title (if applicable):

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

Sponsoring Academic Department(s) or Unit(s): History and Political Science

Classification of Instructional Program Code (new and old if different): 45.100

Min/Max Credit Hours Required of Full Program (new and old if different):

Proposed Beginning Term: Fall 2018

Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

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

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 History and Political Science department at Utah Valley University requests authorization to change the core requirements of the BA/BS in Political Science and change the name of World Politics emphasis to Global Politics and the Political Philosophy/Public Law emphasis to Public Law and Political Philosophy effective Fall 2018. The change in core requirements will allow students to be exposed to discipline of political science in its entirety while the name changes will allow the eto better reflect the courses within that emphasis.

Section II: Program Proposal

Program Change Description/Rationale

Political science enjoys a central position among the social sciences. Aristotle characterized politics as the “queen of the sciences.” It is a broad discipline that encompasses philosophical, historical, and analytical studies of governments, politics, and policies. Political science students learn not only the concepts, theories, and methods associated with the discipline, but also gain the cognitive and presentational skills required of tomorrow’s public and private leaders. At its core, politics is about building and maintaining communities at the local, state, national, and international levels that enable citizens to live enriching and fulfilling lives. Political science students develop not only an understanding of those communities but also the ability to influence them.

Since the creation of the program nine years ago, the department has grown significantly. The department has been working for over a year in developing this new program for students. Changes have been made in core requirements for both the BA & BS degrees, along with the quantitative requirements in the BS there are now political science classes that will help students develop skills that will make them stronger candidates for employment. With these changes, two new concentrations were added as well as over twenty new classes. Current majors will be grandfathered into their program with the option to switch over to the new program. Students declaring political science as their major beginning Fall 2018 will be enrolled in the new program.

Consistency with Institutional Mission/Institutional Impact

Utah Valley University is committed “to prepare professionally competent people of integrity,” individuals who will also “serve as stewards of a globally interdependent community.” As a regional state university, Utah Valley University “promotes economic and cultural development to contribute to the quality of life of the region and state.” The proposed changes within the BA/BS of Political Science will provide students with the transferable skills they need to enter into the workforce or graduate school. Because the political science program will be offering quantitative courses within the department, there is an anticipated drop in enrollment in the courses that were within the quantitative requirement prior to Fall 2018. It will not affect administrative structures, faculty, or staff. No changes to physical facilities or modifications of existing facilities will be needed.

Finances

This restructure of the Political Science core requires the delivery of four additional sections of existing sections and the addition of three additional quantitative courses. Additional adjunct faculty will be needed to cover these courses and/or other undergraduate courses at a cost of \$16,082 per year.

In order to pay for these additional costs the History & Political Science Department has created a four-year schedule that over time will include the gradual decrease of sections of POLS 1010 and 1020 due to their no longer being part of the core. In addition, the department's part-time wages will be divided more appropriately between the history & political science programs. The table below show adjunct wages for the previous fiscal year and the projection for the current fiscal year along with the number of majors. As the table shows, the history program spends a larger portion of the budget without having a larger number of majors, which shows that the department could adjust those funds accordingly to account for need.

	2016/17	2017/18
History Adjunct payout	\$124,796	\$132,050
Political Science Adjunct payout	\$61,729	\$54,815
# History/Ed Majors	227	290
# POLS Majors	230	320

Section III: Curriculum

Program Curriculum: (not needed if only name change, transfer to a different department, suspension, or deletion)

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

BA: Political Science

Course Number	New Course	Course Title	Credit Hours
General Education Courses			
ENGL 1010		Intro to Writing	3
ENGL 2010		Intermediate Writing	3
Complete one of the following: MAT 1030/35, STAT 1040/45, MATH 1050/55/90		Quantitative Literacy	3

HIST 1700 or POLS 1000 or HIST 1740 or HIST 2700 and HIST 2710		American Civilization or American Heritage or US Economic History or US History to 1877 and US History Since 1877	3
PHIL 2050		Ethics and Values	3
HLTH 1100 or TE) PE-S 1097		Personal Health & Wellness Fitness for Life	2
Fine Arts			3
Social/Behavioral Sciences			3
Biology			3
Physical Science			3
Biology or Physical Science			3
General Education Subtotal:			32
Political Science Core Required Courses			
POLS 1100		American National Government	3
POLS 2100		Introduction to International Relations	3
POLS 2200		Introduction to Comparative Politics	3
POLS 230G	x	Introduction to Political Theory	3
POLS 3000		Political Analysis	3
POLS 3300		Introduction to Public Administration	3
POLS 3310	x	Introduction to Public Policy	3
POLS 3250	x	Introduction to Law & Politics	3
POLS 4990 or POLS 480R		Senior Seminar or Internship	3
Required Course Credit Hour Sub Total:			27
Elective/Foreign Language/Concentration Courses			
Electives		Any courses numbered 1000 or higher. (9 credits must be upper division (3000-4000 level courses))	24
Foreign Language Requirement			16
Concentrations Requirement		Complete 21 credits from one area (American Government, Indian Affairs Administration, Global Politics, Peace & Justice Studies, Public Administration & Policy, Public Law & Political Philosophy)	21
Electives/Foreign Language/Concentration Credit Hour Subtotal:			61
Core Curriculum			120

BS: Political Science

Course Number	New Course	Course Title	Credit Hours
General Education Courses			
ENGL 1010		Intro to Writing	3
ENGL 2010		Intermediate Writing	3
<i>Complete one of the following: MAT 1030/35, STAT 1040/45, MATH 1050/55/90</i>		Quantitative Literacy	3
HIST 1700 or POLS 1000 or HIST 1740 or HIST 2700 and HIST 2710		American Civilization or American Heritage or US Economic History or US History to 1877 and US History Since 1877	3
PHIL 2050		Ethics and Values	3
HLTH 1100 or TE) PE-S 1097		Personal Health & Wellness Fitness for Life	2
Humanities			3
Fine Arts			3
Social/Behavioral Sciences			3
Biology			3
Physical Science			3
Biology or Physical Science			3
General Education Subtotal:			35
Political Science Core Required Courses			
POLS 1100		American National Government	3
POLS 2100		Introduction to International Relations	3
POLS 2200		Introduction to Comparative Politics	3
POLS 230G	x	Introduction to Political Theory	3
POLS 3000		Political Analysis	3
POLS 3010	x	Political Analysis II	3
POLS 3300		Introduction to Public Administration	3
POLS 3310	x	Introduction to Public Policy	3
POLS 3250	x	Introduction to Law & Politics	3

POLS 4990 or POLS 480R		Senior Seminar or Internship	3
Required Course Credit Hour Sub Total:			30
Elective/Quantitative/Concentration Courses			
Electives		Any courses numbered 1000 or higher. (3 credits must be upper division (3000-4000 level courses))	25
Quantitative Requirement		Choose 3 courses from below	9
POLS 3020	x	Public Program Analysis	3
POLS 3040	x	Survey Research & Design Methods	3
POLS 3050	x	Experimental Methods in Political Science	3
POLS 3060	x	Qualitative Methods	3
POLS 3070	x	Policy Analysis	3
Concentration Requirement		Complete 21 credits from one area (American Government, Indian Affairs Administration, Global Politics, Peace & Justice Studies, Public Administration & Policy, Public Law & Political Philosophy)	21
Electives/Quantitative/Concentration Credit Hour Subtotal:			55
Core Curriculum			120

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

Institution Submitting Request: Utah Valley University

Proposed Program Title: Public Administration and Policy

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

Sponsoring Academic Department(s) or Unit(s): History & Political Science Department

Classification of Instructional Program Code: 44.0401

Min/Max Credit Hours Required of Full Program: 72 / 120

Proposed Beginning Term: Fall 2018

Institutional Board of Trustees' Approval Date:

Program Type:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/> Entry-level CTE CP	<input type="checkbox"/> Mid-level CP
<input type="checkbox"/>	Certificate of Completion		
<input type="checkbox"/>	Minor		
<input type="checkbox"/>	Graduate Certificate		
<input type="checkbox"/>	K-12 Endorsement		
<input checked="" type="checkbox"/>	New Emphasis for Regent-Approved Program Credit Hours for NEW Emphasis Only: 21 Current Major CIP: 45.1001 Current Program Title: BA/BS Political Science Current Program BOR Approval Date: January 2006		
<input type="checkbox"/>	Out of Service Area Delivery Program		

Chief Academic Officer (or Designee) Signature:

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

Name:

Date:

Utah System of Higher Education New Academic Program Proposal

Section I: The Request

The Department of History & Political Science in the College of Humanities and Social Sciences at Utah Valley University requests approval to offer an emphasis in Public Administration and Policy within the BA/BS in Political Science. This emphasis would be effective Fall 2018.

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

The emphasis in Public Administration and Policy offers students the necessary knowledge and skills for planning, implementing, and evaluating public programs. Graduates work in such settings as local and state government, nonprofit organizations, private sector businesses, or go on to top-tier graduate programs across the country. Students learn to think critically and analytically about public policy and will acquire skills that make them citizens that are more effective in their own communities.

Increasingly, political science majors are pursuing careers and graduate studies in public administration and public policy. Over the past few years, many UVU students have been accepted to graduate schools at Harvard, Duke, Georgetown, Kansas, Columbia, Indiana, Texas, and the London School of Economics. These students have achieved admissions to these prestigious programs, in large measure, from their acquisition of training in policy analysis, program evaluation, and related qualitative research in courses the political science department has taught, in conjunction with the Office of New Urban Mechanics at Utah Valley University.

The skills students will learn in this new emphasis are critical for a number of fields in the State of Utah. By providing students with advanced, engaged learning opportunities at the undergraduate level, students are positioned for placement in top tier public administration and policy degree programs, internships, and careers. For example, students seeking an internship at the Utah legislature or with Utah's federal delegation will stand out significantly for having a degree in Public Administration and Policy. Further, high-paying local jobs, such as policy analysts or auditors with local governments, State of Utah, or the Utah Legislative Auditors Office must hold academic training in this field.

While a majority of the classes will be taught on the Orem main campus, there is a chance in the future that classes will be delivered via a hybrid or online model.

Labor Market Demand

Most students who take this emphasis will apply to graduate school. As mentioned above, several UVU political science majors have gone on to prestigious schools across the country and internationally. Many of these students seek master level programs in public policy, public administration, and public service. Those students who do not wish to pursue a master's level

education still find work at the federal state and local levels of government. Because the majority of students seek a master's degree, the BLS statistics only provided information on legislators and postmasters. Legislator positions look to increase between 2014-24 by 11.8% and postmasters by 4.8%. While the average median wage for legislators in 2016 was \$19, 050 (below the average Utah mean, hence most students desire to continue on to graduate school), the average for postmasters in this same time was \$71,230, far above the median Utah range of \$35,010.

Mission/Impact on Other USHE Institutions

Utah Valley University is committed "to prepare professionally competent people of integrity," individuals who will also "serve as stewards of a globally interdependent community." As a regional state university, Utah Valley University "promotes economic and cultural development to contribute to the quality of life of the region and state." The proposed emphasis in Public Administration and Policy will provide students with the skills they need to fulfill a growing need for students with policy training. The proposed emphasis will also fill a need in Utah's higher education institutions since only one institution offers a degree in either Public Administration or Public Policy (the University of Utah).

Finances

This new emphasis requires the addition of several new courses. The department will offer three of the new courses each year which, combined with currently offered courses, will provide sufficient offerings to support projected student demand. Additional adjunct faculty will be needed to cover undergraduate courses at a cost of \$9,700 per year.

In order to pay for these additional costs, the History & Political Science Department has created a four-year schedule that over time will include the gradual decrease of sections of POLS 1010 and 1020 due to them no longer being part of the core. In addition, the department's part-time wages will be divided more appropriately between the history & political science programs. The table below show adjunct wages for the previous fiscal year and the projection for the current fiscal year along with the number of majors. As the table shows, the history program spends a larger portion of the budget without having a larger number of majors, which shows that the department could adjust those funds accordingly to account for need.

	2016/17	2017/18
History Adjunct payout	\$124,796	\$132,050
Political Science Adjunct payout	\$61,729	\$54,815
# History/Ed Majors	227	290
# POLS Majors	230	320

Section III: Curriculum

Program Curriculum:

New Emphasis to an existing Regent approved program			
Elective Emphasis Courses	New Courses	Course Title	Credit Hours
AIST 3590		American Indian Law	3
AIST 3600		American Indian Policy & Tribal Government	3
ECON 2010		Microeconomics	3
ECON 2020		Macroeconomics	3
ECON 4150		Public Finance	3
HR 3430		Introduction to Human Resource Management	3
POLS 3020	X	Public Program Analysis	3
POLS 3030		State and Local Government	3
POLS 3040	X	Survey Research/Design Methods	3
POLS 3070	X	Policy Analysis	3
POLS 3320	X	Non-Profits & Public Sector	3
POLS 3340	X	Public Innovation	3
POLS 3350	X	Health Policy & Politics in America	3
POLS 3360	X	Environmental Policy & Sustainability	3
POLS 3370	X	Leading Cities	3
POLS 3380	X	Local Economic Development	3
POLS 3390	X	Urban Planning	3
Emphasis Elective Credit Hour Subtotal:			21
Emphasis Total Credit Hours:			21

Program Curriculum Narrative

In order to graduate, students will choose 21 credits from the above courses. Upon successful completion of the program, students should be able to critically analyze issues state, local, and federal governments play a role in from urban planning, economic development, and environmental sustainability. Students will gain valuable leadership skills by working directly with local and state government through internship programs.

Degree Map:

Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours.

BA Political Science: Public Administration and Policy

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 1010	Introduction to Writing	3
American Institutions	Choose from list	3
Social / Behavioral Sciences	Choose from list	3
Fine Arts	Choose from list	3
Lower-Div. Elective	Choose from list	3
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 2010	Intermediate Writing	3
MATH 1030	Quantitative Reasoning	3
Lower-Div. Elective	Choose from list	3
HLTH / PES	Personal Health & Wellness – Fitness for Life	2
POLS 1100	American National Government	3
Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
PHIL 2050	Ethics & Values	3
Biological Science	Choose from list	3
Physical Science	Choose from list	3
POLS 2100	Introduction to International Relations	3
POLS 230G	Introduction to Political Theory	3
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
POLS 2200	Introduction to Comparative Politics	3
Biological / Physical Science	Choose from list	3

Lower-Div. Elective	Choose from list	3
Lower-Div. Elective	Choose from list	3
Lower-Div. Elective	Choose from list	3
Fall of Third Year (Course Prefix and Number)	Course Title	Credit Hours
Language 1010	Foreign Language	4
POLS 3300	Introduction to Public Administration	3
POLS Concentration	Choose from Concentration list	3
POLS 3000	Political Analysis	3
Lower-Div. Elective	Choose from list	3
Spring of Third Year (Course Prefix and Number)	Course Title	Credit Hours
Language 1020	Foreign Language	4
POLS 3310	Introduction to Public Policy	3
POLS Concentration	Choose from list	3
POLS Concentration	Choose from list	3
POLS 3250	Introduction to Law & Politics	3
Fall of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
Language 2010	Foreign Language	4
POLS Concentration	Choose from list	3
POLS Concentration	Choose from list	3
POLS Concentration	Choose from list	3
POLS Concentration	Choose from list	3
Spring of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
Language 202G / 2020	Foreign Language	4
Upper-Div. Elective	Choose from list	3
Upper-Div. Elective	Choose from list	3
POLS 480R / 4990	Internship or Senior Seminar	3

BS Political Science: Public Administration and Policy

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 1010	Introduction to Writing	3
POLS 1100	American National Government	3
HLTH / PES	Personal Health & Wellness – Fitness for Life	2
Fine Arts	Choose from list	3
Lower-Div. Elective	Choose from list	3
Lower-Div. Elective	Choose from list	3
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 2010	Intermediate Writing	3
MATH 1030	Quantitative Reasoning	3
Humanities	Choose from list	3
American Institutions	Choose from list	3
POLS 2100	Introduction to International Relations	3
Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
PHIL 2050	Ethics & Values	3
Biological Science	Choose from list	3
Physical Science	Choose from list	3
Social / Behavioral Sciences	Choose from list	3
POLS 230G	Introduction to Political Theory	3
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
POLS 2200	Introduction to Comparative Politics	3
Biological / Physical Science	Choose from list	3
POLS 3310	Introduction to Public Policy	3
Lower-Div. Elective	Choose from list	3
Lower-Div. Elective	Choose from list	3
Fall of Third Year (Course Prefix and Number)	Course Title	Credit Hours

POLS 3250	Introduction to Law & Politics	3
POLS 3300	Introduction to Public Administration	3
Upper-Div. Elective	Choose from list	3
POLS 3000	Political Analysis	3
Lower-Div. Elective	Choose from list	3
Spring of Third Year (Course Prefix and Number)	Course Title	Credit Hours
Quantitative Requirement	Choose from list	3
POLS 3010	Political Analysis II	3
POLS Concentration	Choose from list	3
POLS Concentration	Choose from list	3
Upper-Div. Elective	Choose from list	3
Fall of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
Quantitative Requirement	Choose from list	3
POLS Concentration	Choose from list	3
POLS Concentration	Choose from list	3
POLS Concentration	Choose from list	3
POLS Concentration	Choose from list	3
Spring of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
Quantitative Requirement	Choose from list	3
Upper-Div. Elective	Choose from list	3
POLS Concentration	Choose from list	3
POLS 480R / 4990	Internship or Senior Seminar	3

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

Institution Submitting Request: Utah Valley University

Proposed Program Title: Peace and Justice Studies

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

Sponsoring Academic Department(s) or Unit(s): History & Political Science Department

Classification of Instructional Program Code: 44.0401

Min/Max Credit Hours Required of Full Program: 72 / 120

Proposed Beginning Term: Fall 2018

Institutional Board of Trustees' Approval Date:

Program Type:

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/> Entry-level CTE CP	<input type="checkbox"/> Mid-level CP
<input type="checkbox"/>	Certificate of Completion		
<input type="checkbox"/>	Minor		
<input type="checkbox"/>	Graduate Certificate		
<input type="checkbox"/>	K-12 Endorsement		
<input checked="" type="checkbox"/>	New Emphasis for Regent-Approved Program Credit Hours for NEW Emphasis Only: 21 Current Major CIP: 45.1001 Current Program Title: BA/BS Political Science Current Program BOR Approval Date: January 2006		
<input type="checkbox"/>	Out of Service Area Delivery Program		

Chief Academic Officer (or Designee) Signature:

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

Name:

Date:

Utah System of Higher Education New Academic Program Proposal

Section I: The Request

The Department of History & Political Science in the College of Humanities and Social Sciences at Utah Valley University requests approval to offer an emphasis in Peace and Justice Studies within the BA/BS in Political Science. This emphasis would be effective Fall 2018.

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

The concentration in Peace and Justice Studies offers students the knowledge and skills to engage in critical and analytical problem solving in situations involving various forms of conflict. Conflict is conceptualized as taking place as part of a system of institutions, cultures, and relationships. Students explore the violent and non-violent approaches to conflict with a focus on building constructive, lasting solutions. Our graduates are prepared for graduate study in top-tier graduate programs in peace studies, peace science and peace and justice studies. They are also prepared to enter careers in NGOs, national and local government agencies, and community development where the skills in peace building, conflict transformation, community organizing, and creating just organizations and practices are required. Students learn techniques for promoting non-violent solutions to conflict through non-violent resistance, negotiations, mediation, and arbitration.

Peace and Justice Studies has been located in Interdisciplinary Studies along with several other unrelated minors. The decision has been made by Dean Clark that the minors should be moved to academic departments. The Peace and Justice Studies minor has no true home department. It has had no access to administrative support, and has had no sustained budget, except as granted by the dean of the College of Humanities and Social Sciences [which has been very helpful]. The program has long sought to add a major to the existing minor to better prepare students in the discipline for graduate school, and to improve their access to employment. While the minor offers courses that prepare broadly for careers and graduate school, it has not been directly integrated into the students' major and career aspirations. As result of all these factors, and at the suggestion of Dean Clark, we, the Peace and Justice Studies Executive Committee, have been in conversation with the chair and faculty of History and Political Science Department about integration into their programs, while maintaining control over the minor and the content of peace and justice studies. The department chair, David Connelly, has been receptive and supportive of the effort. The Executive Committee of Peace and Justice Studies and the Political Science Faculty have both discussed the proposal and examined details of bringing PJST into political science. Both groups have been unanimous in support of the approach to be described here. Fortuitously, the discussions between political science and PJST have come at the time when Political Science Faculty have been revising their major to better meet our students' needs, reflect the changing discipline, reflect the growth of the political science faculty, and improve service to Utah Valley University. The basic proposal agreed upon is that peace and justice studies will offer a concentration within the political science major as well as the minor.

The reasons for the inclusion of PJST as a concentration in political science are based on the commonalities in subject matter and employment opportunities between the two disciplines. Many peace studies programs are either located in Political Science Departments or are closely allied to them with many courses being shared between the two. Universities with PJST programs closely allied to political science include many public and private institutions such as George Washington University, Duke University, the University of Texas-Austin, the University of California-Berkeley, American University, Notre Dame, George Mason, University of San Diego, and Swarthmore.

Peace and justice studies is a transdisciplinary approach to conflict that emphasizes the fair and just resolution of disagreements through non-violent, peace building techniques. It includes insights from disciplines such as sociology, history, psychology, biology, and philosophy, with a particularly strong connection to political science, especially international relations and policy sciences. PJST has applications to conflict transformation at all levels of human experience including global and multinational conflict such as war and terrorism, national and societal problems and policy-making, community development and planning, and interpersonal relations. Peace and justice studies programs are often located in political science programs because of the shared set of problems, the shared knowledge base, the shared methodologies, and the orientation to involvement in building solutions to conflict at many levels. Peace and Justice Studies students will benefit from integration into political science at UVU because the political science core requirements provide PJST students with the methodological, general theoretical, global, and policy context to be needed in applying the knowledge and skills of peace and justice. Political science students will benefit by having course work that focuses on ethical /justice issues in a systematic way, strategic analysis, and approaches to conflict that emphasize non-violence, negotiation, mediation, and community building.

Labor Market Demand

Labor market statistics are not particularly helpful because they do not typically employ categories to provide accurate projections of employment opportunities for PJST students at the state or national level. Some indication of the employment market can be had by examining the overall look for political scientists and urban planners. The Utah State Workforce Services data indicate that the demand for political scientists will grow by 7.2% annually and social science positions will grow by 4.9%. Political science ranks as the 4th most rapidly growing occupation in the state as listed on the Utah Occupational Explorer. The national projections are not as promising with the market for political scientists declining by 2%, but urban planners growing by 6%.

When we focus the analysis on peace and justice studies and the employment market, it is important to note several factors. Much of the information below is the result of research by the Peace and Justice Studies Association and the Peace Science Association. First, the discipline is relatively new and has been gaining status and importance. Many universities have concluded that their mission is incomplete without peace and justice studies. Universities like Notre Dame and University of San Diego have funded major institutes with funding from donors like the Kroc family. These initiatives come in response to a recognized need for the skills promoted in peace

and justice studies and the growing employment opportunities for graduates of undergraduate and graduate programs. Second, as with many liberal arts majors, the skills gained in this major have direct applications for many labor categories. The skills emphasized in the program and the knowledge of global and national processes make the political science major and the PJST concentration valuable for persons in international business, community development, or the service industries. The usefulness of skills in negotiation and mediation are important in many types of positions. Third, Institutions as diverse as the Pentagon and State Department, the United Nations and the World Health Organization, the World Bank and International Monetary Fund, thousands of non-governmental organizations (NGOs) have come to rely on the work of peace and justice studies scholars and graduates. Fourth, we live on a planet and in a time where people of diverse cultural and social backgrounds must interact and negotiate due to the magnitude of labor and refugee migration and the growing number of global enterprises. The spread of technology, violence, weapons, and tactics of terror make the world a place where the need for the skills of peace and justice studies are expanding rapidly. Fifth, the growth of NGOs has been remarkable in recent years and promises to expand even more rapidly. Part of this growth is due to a declining willingness on the part of governments to be involved in many areas of critical need to deal with refugees, terrorism, and other major disruptions of normal life. These circumstances require the skills offered in peace and justice studies.

Utah Valley University is ideally situated to provide students with the training needed. Many of the students bring skills in foreign language and have lived in the very regions where the needs are greatest. Many of these students have strong professional aspirations and humanitarian desires to contribute to the resolution of many of the world's most serious problems. They are uniquely skilled and motivated to pursue careers in the fields covered by peace and justice studies, especially when complimented by the general background in political science.

Mission/Impact on Other USHE Institutions

The peace and justice studies concentration is designed to promote student success at the personal and professional level. The approach provides students with a perspective and skills that can be used in conflicted settings through the creation of positive relationships, understanding diverse perspectives, and engaging in solutions that are mutually beneficial. The peace and justice focus on knowledge, skills, and justice provide a student with the tools to be a skilled problem solver in almost any profession where conflicts are present including government service, legal studies, and business.

The content of the coursework in the concentration is centered on inclusiveness. The courses are organized to provide an understanding of the nature of justice, equality, and ethics. The skills taught are abilities to deal constructively with difference and to engage in positive relationships with people from diverse backgrounds. The approaches taught emphasize the acceptance and support of others regardless of race, ethnicity, gender, sexual preference, class, or any other personal or cultural qualities.

A major part of the discipline of peace and justice is based on activism. The assumption is that our students will be actively engaged in events on campus, service, and the support of others.

The engagement, by the very nature of the discipline, extends beyond the campus to a life style of active involvement and search for solutions to human problems of inequality and discrimination.

Finances

This new emphasis requires 21 credits of coursework from a listing of 51 credits. With the exception of 6 credit hours, all of the courses currently exist and are taught frequently enough to support this emphasis. Thus, no additional cost is anticipated.

Section III: Curriculum

Program Curriculum:

New Emphasis to an existing Regent approved program			
Elective Emphasis Courses	New Courses	Course Title	Credit Hours
CNST 4705		Civil Rights & Civil Liberties	3
PJST 3000		Introduction to Peace and Justice	3
PJST 3020		Ethics of War & Peace	3
PJST 3030	X	The Scientific Study of Peace & War	3
PJST 3040	X	Peace in Historical Context	3
POLS 3100		Introduction to Human Security	3
PSJT 3200		Global Poverty	3
PJST 3300		Community Development	3
PJST 3400		Conflict Transformation: Resolution and Sustainable Peace	3
PJST 4200		Advanced Poverty	3
PJST 4300		Race, Gender, & Class in PJST	3
PJST 475R		Issues in Peace & Justice	3
PJST 4900		Capstone	3
POLS 2150		Model United Nations	3
POLS 3100		Survey International Terrorism	3
POLS 4500		International Conflict Security	3
SOC 3460		Political Sociology	3
Emphasis Elective Credit Hour Subtotal:			21
Emphasis Total Credit Hours:			21

Program Curriculum Narrative

In order to graduate, students will choose 21 credits from the above courses. They will take PJST 3000 as the introduction to the discipline followed by PJST 3400, the basic skills course focused on mediation, negotiation, arbitration, and peace building in the context of fair and just solutions to conflict. Students will then select the remaining 12 credits from the list above. The final course will be PJST 4900, the Capstone. Upon successful completion of the program, students will critically analyze conflicts for issues of justice and fairness, non-violent avenues to solutions, and the creation of relationships that will facilitate future conflict resolution. The skills will be applicable to conflicts confronted in employment in local, state, federal governments. They will also be essential

to success in NGOs and international organizations, governmental and private. Students will be capable of playing roles in urban and rural planning, economic and community development, and environmental and social sustainability. Students will practice their skills by working in internship programs with governmental agencies, the United Nations, and NGOs..

Degree Map:

Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours.

BA Political Science: Peace and Justice Studies

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 1010	Introduction to Writing	3
American Institutions	Choose from list	3
Social / Behavioral Sciences	Choose from list	3
Fine Arts	Choose from list	3
Lower-Div. Elective	Choose from list	3
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 2010	Intermediate Writing	3
MATH 1030	Quantitative Reasoning	3
Lower-Div. Elective	Choose from list	3
HLTH / PES	Personal Health & Wellness – Fitness for Life	2
POLS 1100	American National Government	3
Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
PHIL 2050	Ethics & Values	3
Biological Science	Choose from list	3
Physical Science	Choose from list	3
POLS 2100	Introduction to International Relations	3
POLS 230G	Introduction to Political Theory	3
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
POLS 2200	Introduction to Comparative Politics	3

Biological / Physical Science	Choose from list	3
Lower-Div. Elective	Choose from list	3
Lower-Div. Elective	Choose from list	3
Lower-Div. Elective	Choose from list	3
Fall of Third Year (Course Prefix and Number)	Course Title	Credit Hours
Language 1010	Foreign Language	4
POLS 3300	Introduction to Public Administration	3
PJST 3000	Introduction to Peace and Justice Studies	3
POLS 3000	Political Analysis	3
Lower-Div. Elective	Choose from list	3
Spring of Third Year (Course Prefix and Number)	Course Title	Credit Hours
Language 1020	Foreign Language	4
POLS 3310	Introduction to Public Policy	3
PJST 3400	Conflict Transformation: Resolution and Sustainable Peace	3
POLS Concentration	Choose from list	3
POLS 3250	Introduction to Law & Politics	3
Fall of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
Language 2010	Foreign Language	4
POLS Concentration	Choose from list	3
POLS Concentration	Choose from list	3
POLS Concentration	Choose from list	3
POLS Concentration	Choose from list	3
Spring of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
Language 202G / 2020	Foreign Language	4
Upper-Div. Elective	Choose from list	3
Upper-Div. Elective	Choose from list	3
PJST 4900/POLS 480R	Internship or Capstone	3

BS Political Science: Peace and Justice Studies

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 1010	Introduction to Writing	3
POLS 1100	American National Government	3
HLTH / PES	Personal Health & Wellness – Fitness for Life	2
Fine Arts	Choose from list	3
Lower-Div. Elective	Choose from list	3
Lower-Div. Elective	Choose from list	3
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
ENGL 2010	Intermediate Writing	3
MATH 1030	Quantitative Reasoning	3
Humanities	Choose from list	3
American Institutions	Choose from list	3
POLS 2100	Introduction to International Relations	3
Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
PHIL 2050	Ethics & Values	3
Biological Science	Choose from list	3
Physical Science	Choose from list	3
Social / Behavioral Sciences	Choose from list	3
POLS 230G	Introduction to Political Theory	3
Spring of Second Year (Course Prefix and Number)	Course Title	Credit Hours
POLS 2200	Introduction to Comparative Politics	3
Biological / Physical Science	Choose from list	3
POLS 3310	Introduction to Public Policy	3
Lower-Div. Elective	Choose from list	3
Lower-Div. Elective	Choose from list	3
Fall of Third Year (Course Prefix and Number)	Course Title	Credit Hours

POLS 3250	Introduction to Law & Politics	3
POLS 3300	Introduction to Public Administration	3
PJST 3000	Introduction to Peace and Justice Studies	3
POLS 3000	Political Analysis	3
Lower-Div. Elective	Choose from list	3
Spring of Third Year (Course Prefix and Number)	Course Title	Credit Hours
Quantitative Requirement	Choose from list	3
POLS 3010	Political Analysis II	3
PJST 3400	Conflict Transformation	3
POLS Concentration	Choose from list	3
Upper-Div. Elective	Choose from list	3
Fall of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
Quantitative Requirement	Choose from list	3
POLS Concentration	Choose from list	3
POLS Concentration	Choose from list	3
POLS Concentration	Choose from list	3
POLS Concentration	Choose from list	3
Spring of Fourth Year (Course Prefix and Number)	Course Title	Credit Hours
Quantitative Requirement	Choose from list	3
Upper-Div. Elective	Choose from list	3
POLS Concentration	Choose from list	3
POLS 480R / PJST 4900	Internship or Capstone	3



**UVU BOARD OF TRUSTEES
Agenda Item Coversheet**

DATE:	February 22, 2018
TITLE:	Sale of Vineyard Land – 6 Acres
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	Val Peterson
SUBJECT:	Sale of Vineyard Land for a Soccer Training Facility
BACKGROUND:	<p>Real Salt Lake Youth Academy Foundation Inc. has offered to purchase six acres of the original 100-acre parcel of the Vineyard property. The club will build a youth-soccer training-facility on the land. As part of the sale, a partnership agreement for use by UVU Athletics will be instituted, giving Athletics regular access to the facility. At the end of the useful life of the building, both the land and the building will be deeded back to the university.</p> <p>The sale price of the property will be recorded as \$2.61 million. Real Salt Lake Youth Academy Foundation Inc. will be responsible for all construction, improvement, operation, and maintenance costs of the facility.</p>
ALTERNATIVES:	<ul style="list-style-type: none">• Approve as presented, “I move to approve the sale of 6 acres of the Vineyard property to the Real Salt Lake Youth Academy Foundation Inc. for \$2.61 million.”• Amend and approve, “I move to approve, as amended...”• No action, “I move that we go to the next agenda item...”
FINANCIAL IMPACT:	The university will receive \$2.61 million.
EXHIBITS:	<ul style="list-style-type: none">a. Exhibit 1 – Proposed plot planb. Exhibit 2 – Site Image of the North Logan RSL Youth Training Facilityc. Exhibit 3 – Property Appraisal

a. Exhibit 1 – Proposed plot plan.

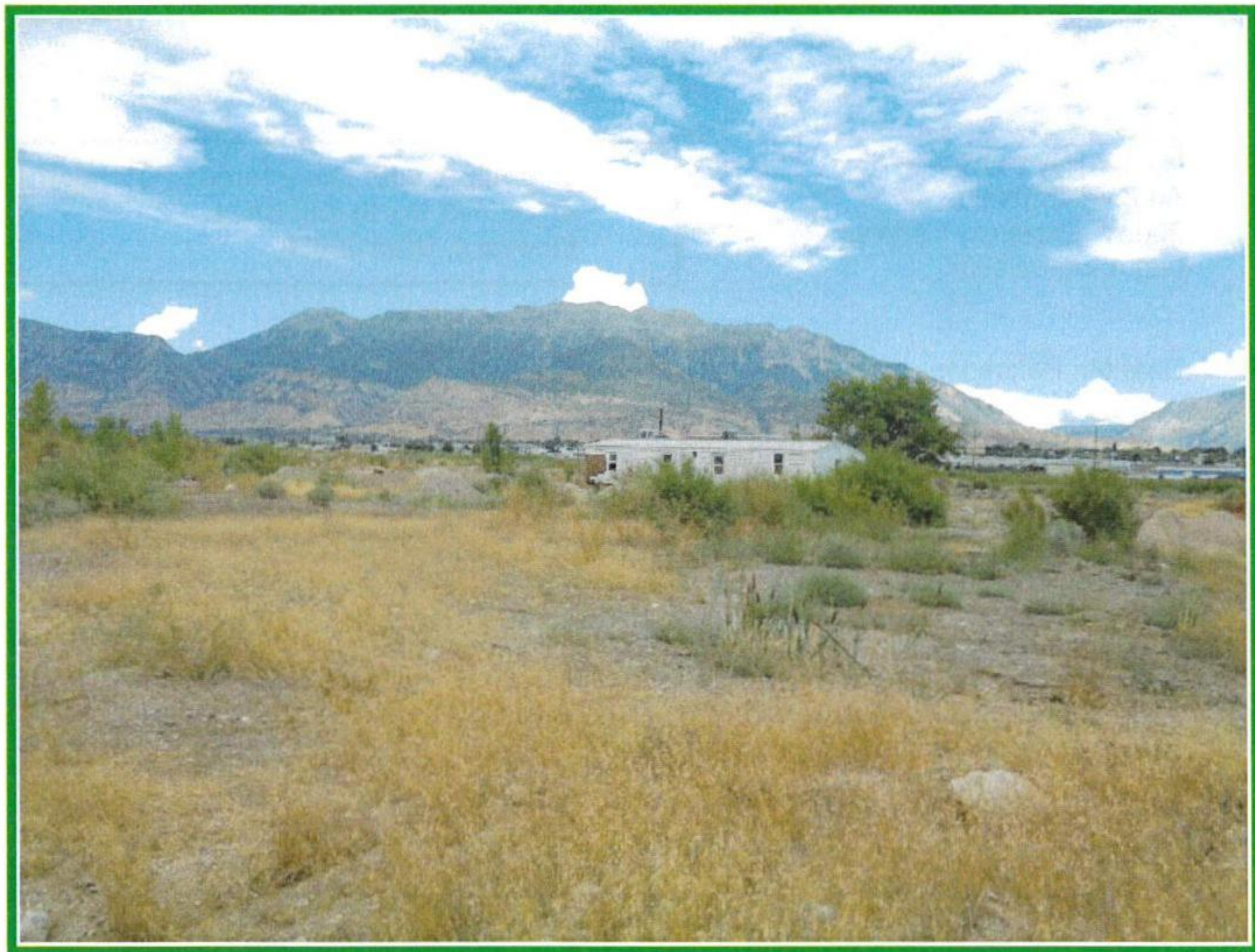


b. Exhibit 2 – Site Image of the North Logan RSL Youth Training Facility.



APPRAISAL REPORT

6.00 Acres with Commercial Potential
Appx. 475 North Mill Road
Vineyard, Utah 84058



GURNEY & ASSOCIATES REAL ESTATE APPRAISERS

Phone: 801.610.9555 • 45 N. 490 W. (Cypress Park) American Fork, Utah 84003 • Fax: 801.763.5992



Todd Gurney, MAI
Tyler Gurney

September 28, 2017

Utah Valley University
Attn: Val Peterson
800 W. University Parkway
Orem, Utah 84058

**RE: 6.00 Acres with Commercial Potential
Appx. 475 North Mill Road
Vineyard, Utah 84058**

Dear Mr. Peterson:

At your request, I have performed an appraisal analysis of the above-referenced property. The subject site is currently zoned PF Public Facility; however, it has good potential be rezoned to allow commercial uses. The subject is a portion of parcel 40-443-0001 on Utah County records; no legal description was provided, but the subject is clearly identified on the Site Plan and on the other exhibits of this report.

This appraisal provides an estimate of the current as-is market value. The property rights appraised are fee simple. Based on the results of my analysis, I estimate the market value of the subject property, as of the effective appraisal date (August 12, 2017), to be \$10.00 per sq. ft., or the following rounded total:

\$2,610,000

**** TWO MILLION SIX HUNDRED TEN THOUSAND DOLLARS ****

This value is contingent upon the Extraordinary Assumptions on pages 9-10 of this report.



UVU BOARD OF TRUSTEES
Agenda Item Coversheet

DATE:	February 22, 2018
TITLE:	UVU Policy 638 <i>Post-Tenure Review</i>
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	Jeff Olson, Senior Vice President of Academic Affairs
SUBJECT:	Academic Affairs Policy Approval
BACKGROUND:	<p>Policy 638 <i>Post-Tenure Review</i> has been revised and updated to align with the updated Utah State Board of Regents' Policy R481 <i>Academic Freedom, Professional, Responsibility, Tenure, Termination, and Post-Tenure Review</i>.</p> <p>The policy update also brings it in alignment with UVU Policies 632 <i>Assignment and Advancement in Rank for Tenure-Track Faculty</i>, 633 <i>Annual Faculty Review</i>, 637 <i>Faculty Tenure</i>, and 648 <i>Faculty Non-Renewal of Appointment and Disciplinary Action</i>.</p>
ALTERNATIVES:	<ul style="list-style-type: none">• Approve as presented: "I move to approve UVU Policy 638 <i>Post-Tenure Review</i>."• Amend and approve, "I move to approve, as amended, UVU Policy <i>Post-Tenure Review</i>."• No action, "I move that we go to the next agenda item."
FINANCIAL IMPACT:	N/A
EXHIBITS:	UVU Policy 638 <i>Post-Tenure Review</i>



UTAH VALLEY UNIVERSITY Policies and Procedures

Proposed Policy Number and Title: 638 <i>Post-Tenure Review</i>		
Existing Policy Number and Title: 638 <i>Post-Tenure Review</i>		
Approval Process*		
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Temporary Emergency	<input type="checkbox"/> Expedited
<input type="checkbox"/> New	<input type="checkbox"/> New	<input type="checkbox"/> New
<input checked="" type="checkbox"/> Revision	<input type="checkbox"/> Revision	<input type="checkbox"/> Revision
<input type="checkbox"/> Deletion	<input type="checkbox"/> Suspension	
	Anticipated Expiration Date:	
*See UVU Policy #101 <i>Policy Governing Policies</i> for process details.		

Draft Number and Date: Board of Trustees, February 14, 2018		
President's Council Sponsor: Jeff Olson	Ext.	
Policy Steward: Kat Brown and Pilar Hays	Ext.	

POLICY APPROVAL PROCESS DATES	
<p>Policy Drafting and Revision Entrance Date: 06/04/2008</p> <p>University Entities Review Entrance Date: 09/28/2017 Close Feedback: 11/27/2017</p> <p>University Community Review Entrance Date: 12/14/2017 Open Feedback: 12/14/2017 Close Feedback: 1/31/2018</p> <p>Board of Trustees Review Entrance Date: 2/14/2018 Approval Date: _____</p>	<p style="text-align: center;">POST APPROVAL PROCESS</p> <p>Verify:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Policy Number <input type="checkbox"/> Section <input type="checkbox"/> Title <input type="checkbox"/> BOT approval <input type="checkbox"/> Approval date <input type="checkbox"/> Effective date <input type="checkbox"/> Proper format of Policy Manual posting <input type="checkbox"/> TOPS Pipeline and Archives update <p>Policy Office personnel who verified and posted this policy to the University Policy Manual Name: _____ Date posted and verified: _____</p>



UTAH VALLEY UNIVERSITY

Policies and Procedures

POLICY TITLE	Post-Tenure Review	Policy Number	638
Section	Academics	Approval Date	
Subsection	Faculty	Effective Date	
Responsible Office	Office of the Vice President of Academic Affairs		

1.0 PURPOSE

1.1 In accordance with Utah State Board of Regents' policy and accreditation requirements, the University conducts post-tenure reviews of tenured faculty members in order to (1) recognize performance in the discipline's endeavors that demonstrates growth and development; (2) communicate to the faculty member improvements needed in scholarship, teaching, and service and in adhering to UVU Policy 635 *Faculty Rights and Professional Responsibilities* and other applicable policies; and (3) enhance each individual's future productivity.

2.0 REFERENCES

2.1 Northwest Commission on Colleges and Universities *Accreditation Standards* 2.B.6 "Human Resources"

2.2 Utah Board of Regents' Policy R481 *Academic Freedom, Professional Responsibility, Tenure, Termination, and Post-Tenure Review*

2.3 UVU Policy 633 *Annual Faculty Reviews*

2.4 UVU Policy 635 *Faculty Rights and Professional Responsibilities*

2.5 UVU Policy 646 *Faculty Appeals for Retention, Tenure, and Promotion*

2.6 UVU Policy 648 *Faculty Personnel Reduction (Interim Policy)*

3.0 DEFINITIONS

3.1 Faculty performance file: An ongoing file maintained by a faculty member and next-level supervisor, with a copy in the dean's office, for each tenured faculty member. The file contains a faculty member's annual reviews of teaching, beginning with the first year that a faculty member is tenured and continuing throughout the faculty member's career at the University.



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3.2 Post-Tenure Remediation Review Portfolio: A collection of documents, including but not limited to all annual reviews, improvement plans, and faculty member and chair documentation of efforts to meet any improvement plans. This portfolio is submitted by a faculty member for review in cases where the faculty member receives a negative annual review and fails to complete the agreed upon improvement plan during the post-tenure retention review period.

3.3 Post-tenure Remediation Review: The process initiated after a failed or partially failed post-tenure review, or after two annual reviews that do not meet expectations in a three-year period, when a tenured faculty member is subject to remediation under an improvement plan in accordance with this policy.

3.4 Retention, Tenure, and Promotion (RTP) Committee: A group of tenured faculty members that evaluates faculty peers for recommendations for or against retention, tenure, or promotion. RTP committees may serve a single academic department, a cluster of academic departments in the same school, or an entire school.

4.0 POLICY

4.1 Post-Tenure Review

4.1.1 The Office of the Senior Vice President of Academic Affairs (SVPAA) provides oversight and management of the annual review process, and approves and retains copies of all school/departmental post-tenure annual review criteria.

4.1.2 Post-tenure annual review criteria shall include teaching, scholarship/creative works, service, and compliance with *Policy 635 Faculty Rights and Responsibilities* and other applicable university policies. The standards for teaching, scholarship/creative works, and service against which faculty are evaluated are established by each department in its post-tenure review criteria. Departmental post-tenure review criteria and procedures shall be consistent with the requirements of all university policies and RTP requirements.

4.1.3 Post-tenure review is conducted on a five-year cycle that begins after a tenure-track faculty member is awarded tenure or a tenured faculty member has successfully completed post-tenure review remediation. Post-tenure review is not a reapplication for tenure every five years. Post-tenure review consists of the next-level supervisor and appropriate RTP Committee reviewing materials from the faculty performance file for the previous five years. Each year faculty members are responsible for submitting required materials and ensuring that the department, dean, and the SVPAA receive the same files. Faculty members have the right to submit additional materials for inclusion in the file.

4.1.4 Any supervisor or committee conducting a faculty member's post-tenure review has the responsibility to ensure any annual review findings are not made in violation of the faculty member's right to academic freedom, and to ensure all findings are the result of evaluation of the faculty member's performance of faculty responsibilities.



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4.1.5 During a five-year period, faculty members who meet or exceed departmental post-tenure criteria successfully pass post-tenure review for that cycle. These faculty members shall be notified by their deans that they have successfully passed post-tenure review.

4.1.6 Tenured faculty members shall complete remediation when they do not satisfactorily meet departmental post-tenure criteria during post-tenure review, or who receive two negative annual reviews during a three-year period (see 5.2).

4.1.7 When it is determined that a faculty member's performance as reflected in the Post-Tenure Remediation Review Portfolio does not meet the standards of the departmental post-tenure review criteria, or that a faculty member has not complied with UVU Policy 635 and other applicable university policies, the faculty member shall be referred to UVU Policy 646 *Faculty Appeals for Retention, Tenure, and Promotion* or 648 *Faculty Personnel Reduction (Interim Policy)* as appropriate.

4.1.8 Faculty members retain the right to appeal sanctions resulting from post-tenure or performance-related actions, pursuant to UVU Policy 646 *Faculty Appeals for Retention, Tenure, and Promotion* or 648 *Faculty Personnel Reduction (Interim Policy)*, as appropriate.

5.0 PROCEDURE

5.1 Post-Tenure Review

5.1.1 Departments shall ensure post-tenure review criteria are clear and are included in annual review criteria. Departments/schools shall supply, update, and obtain approval of any changes in post-tenure criteria from the SVPAA. The SVPAA shall keep a list of faculty members' post-tenure status. Post-tenure review shall be based upon the departmental faculty performance files.

5.2 Post-Tenure Remediation Review

5.2.1 Annually, department chairs shall monitor the three most recent annual reviews for tenured faculty members. If within a three-year period a tenured faculty member receives a first annual review noting that departmental criteria have not been met in one or more sections of the departmental/program post-tenure criteria or the faculty member has not complied with *Policy 635 Faculty Rights and Responsibilities* or other applicable university policies, the faculty member shall complete remediation as outlined in UVU Policy 633 *Annual Faculty Reviews*. If within a three-year period a tenured faculty member receives a second annual review noting that departmental criteria have not been met in one or more sections of the departmental/program post-tenure criteria or the faculty member has not complied with *Policy 635 Faculty Rights and Responsibilities* or other applicable policies, the faculty member shall enter into post-tenure remediation review.



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5.2.2 During post-tenure remediation review, the faculty member and next-level supervisor shall create an improvement plan by following the procedures in UVU Policy 633 *Annual Faculty Reviews*. In addition to the procedures in Policy 633, tenured-faculty improvement plans should contain a commitment from the department heads regarding resources available for remediation.

5.2.3 The improvement plan shall only include those specific areas that do not meet departmental post-tenure review standards or university policy compliance. The faculty member shall work with the RTP chair and department chair to find and utilize appropriate developmental opportunities and meet the plan's provisions within an appropriate amount of time. Depending on the areas of remediation, improvement plans may vary in the time necessary for completion; the faculty member and department chair shall agree upon an appropriate timeframe.

5.2.4 Until completion, the faculty member and the next-level supervisor shall incorporate the improvement plan into the department/school annual review criteria and review the improvement plan during annual reviews. The improvement plan shall be an additional criteria for evaluating the faculty member in the annual performance review. Adequate progress in the plan shall qualify as meeting university and departmental standards.

5.3 Submission and Review of the Post-Tenure Remediation Review Portfolio

5.3.1 During remediation, if a faculty member receives a third annual review that falls below university and departmental standards and/or if a faculty member fails to remediate issues or maintain ongoing, adequate progress towards remediation, as outlined in the improvement plan, within a reasonable time under the circumstances, the faculty member shall compile and submit a Post-Tenure Remediation Review Portfolio regardless of where the faculty member is in the five-year cycle of post-tenure review. Evaluation of the Post-Tenure Remediation Review Portfolio shall be based only on the contents of the portfolio.

5.3.2 A faculty member's RTP Committee, next-level supervisor, dean, and the SVPAA shall make recommendations regarding the contents of the portfolio. The contents include but are not limited to a faculty member's curriculum vitae; annual reviews; Student Ratings of Instructor (SRIs); documentation related to teaching, scholarly/creative works and service; and internal and/or external peer reviews of a faculty member's performance. During this review process, the RTP Committee, next-level supervisor, dean, and the SVPAA may also consider, and make recommendations about, the faculty member's compliance with *Policy 635 Faculty Rights and Responsibilities* and other applicable university policies.

5.3.3 The department/school RTP Committee, next-level supervisor, dean, and the SVPAA shall review materials from the Post-Tenure Remediation Review Portfolio, and consider policy compliance, separately and in succession. Recommendations addressed to the person at the next level of review shall be included in the portfolio as it progresses through the levels of review. Recommendations that disagree with those made at a previous level of review shall be explained in detail in the accompanying recommendation document. Any additional relevant materials



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regarding the faculty member's performance included in the portfolio by any party shall be disclosed to all parties.

5.3.4 The following table outlines each step and its corresponding deadline for the submission and review of a Post-Tenure Remediation Review Portfolio:

Action	Deadline
1) The next-level supervisor shall refer the faculty member to the department RTP Committee to begin the creation of the portfolio.	March 21
2) The faculty member shall submit the Post-Tenure Remediation Review Portfolio to the department RTP Committee; and The next-level supervisor shall submit the faculty member's five preceding annual faculty reviews, along with any additional relevant materials regarding and known by the faculty member, to the department RTP Committee for review.	April 4
3) The chair of the RTP Committee shall forward the Post-Tenure Remediation Review Portfolio along with the Committee's written, detailed recommendation to the next-level supervisor. The Committee's recommendation shall comment in detail on significant achievements and/or recommend any areas for improvement, any previous attempts at remediation, as well as whether the faculty member's portfolio demonstrates compliance with departmental post-tenure review criteria in teaching, scholarship/creative works, and service.	April 11
4) The next-level supervisor shall forward the Post-Tenure Remediation Review Portfolio, along with a detailed written recommendation to the dean (unless the faculty member is a department chair, in which case the RTP Committee forwards the portfolio directly to the dean).	April 18
5) The dean shall make available to the candidate a copy of the recommendations of the RTP Committee, next-level supervisor, and dean. The dean's recommendation shall be written and detailed.	April 25
6) The candidate may respond in writing to the dean. Any response, including relevant supporting documents submitted by the faculty member, shall be added to the Post-Tenure Remediation Review Portfolio. Upon receipt of the candidate's response, if any, the dean shall forward the portfolio to the SVPAA.	May 1
7) The SVPAA shall review the portfolio and render a final written decision and send copies of the decision to the faculty member, dean, next-level supervisor, and chair of the RTP Committee. The SVPAA's decision is final.	May 7

5.3.5 In cases where reviewers determine that a faculty member's Post-Tenure Remediation Review Portfolio does not meet the standards of the departmental post-tenure review criteria, or does not comply with *Policy 635 Faculty Rights and Responsibilities* and other applicable



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university policies, the faculty member shall be referred to UVU Policy 646 *Faculty Appeals for Retention, Tenure, and Promotion* or 648 *Faculty Personnel Reduction (Interim Policy)* as appropriate. The SVPAA shall maintain an electronic copy of the Post-Tenure Remediation Review Portfolio, including any required improvement plans.

5.4 Remediation and Disciplinary Action

5.4.1 In cases where the faculty member's performance at a subsequent annual review during post-tenure remediation review meets or exceeds the standards of the departmental criteria (or requirements stemming Policy 635 or other applicable policies if applicable) in specific areas discussed in the improvement plan, by March 14 the next-level supervisor shall notify the faculty member, RTP Committee, dean, and SVPAA in writing. The next-level supervisor shall place a detailed report regarding the successful remediation in the faculty member's faculty performance file and Post-Tenure Remediation Review Portfolio.

5.4.2 In cases where the faculty member is required to submit a Post-Tenure Remediation Review Portfolio and a review of the portfolio results in a sanction per Policy 648, the faculty member may file an appeal to the RTP Committee within 21 calendar days.

5.4.3 In cases where the faculty member's performance at a subsequent annual review during post-tenure remediation review does not meet standards, but has detailed supporting evidence that the faculty member will meet standards by a date within the next 90 calendar days, as determined by the next-level supervisor, the next-level supervisor, RTP chair, and dean shall jointly write a recommendation, including supporting evidence of the faculty member's ability to meet expectations by that date, to the SVPAA for an extension. The SVPAA shall write a recommendation, including supporting evidence of the faculty member's ability to meet expectations. The SVPAA shall make the final recommendation by the seventh calendar day after the extension date.

1) In cases where the faculty member's performance meets or exceeds the standards of the departmental post-tenure review criteria in those specific areas discussed in the improvement plan by the extension date, the chair of the department shall notify the faculty member, RTP Committee, dean, and the SVPAA in writing within seven calendar days.

2) In cases where the faculty member's performance remains unsatisfactory in those specific areas discussed in the improvement plan on the date of the extension, the next-level supervisor, in consultation with the dean and the SVPAA, shall refer the matter to UVU Policy 648 *Faculty Personnel Reduction (Interim Policy)* as appropriate.



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Annual Review Results	Remediation Required?	Post-Tenure Review Required?	Post-Tenure Remediation Review Portfolio Required?	Disciplinary Action
Met/Exceeded five-year post-tenure review criteria (all 5 annual reviews were satisfactory)	No	Yes	No	None
First negative annual review in a 3-year period	Yes	No	No	None
Second negative annual review in a 3-year period	Yes	Yes	Yes—if improvement plan is not completed. No—if improvement plan is completed.	Per Policy 646 or Policy 648, as appropriate.

5.4.4 While compliance with Policy 635 *Faculty Rights and Responsibilities* and other university policies is, as set forth above, an important component of annual reviews and post-tenure review, faculty members may be disciplined at any time during their tenure if they violate university policies outside of the post-tenure review process and in accordance with the requirements of Policy 648 *Faculty Personnel Reduction (Interim Policy)*.

POLICY HISTORY		
	Revised policy approved for entrance into the Policy Manual.	UVU Board of Trustees
February 11, 2010	Revised policy approved for entrance into the Policy Manual.	UVU Board of Trustees
April 14, 2005	Policy approved for entrance into the Policy Manual	UVU Board of Trustees



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POLICY TITLE	Post-Tenure Review	Policy Number	638
Section	Academics	Approval Date	February 11, 2010
Subsection	Faculty	Effective Date	February 11, 2010
Responsible Office	Office of the Senior Vice President of Academic Affairs		

1.0 PURPOSE

1.1 The intent of post-tenure review is to promote continued professional development of tenured faculty and to provide the means for recognizing and enhancing faculty performance.

2.0 REFERENCES

2.1 *Northwest Accreditation Handbook, Section 4.1 Faculty Evaluation*

2.2 Post-Tenure Review: An AAUP Response

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

2.4 UVU Policy 635 *Faculty Rights and Professional Responsibilities*

2.5 UVU Policy 648 *Faculty Disciplinary Action*

3.0 DEFINITIONS

3.1 Annual review: A report of a faculty member's activities, assignments, successes, accomplishments, and goals resulting from a discussion with the department chair in an annual meeting.

3.2 RTP committee: A group of tenured faculty from one or multiple related disciplines that evaluates faculty peers for retention, tenure, or promotion.

4.0 POLICY

4.1 Post-tenure review is conducted at the department level by the RTP committee for the purposes of recognizing faculty performance and enhancing each individual's growth and development in areas related to performance in teaching, scholarship, and service. Post-tenure



~~review of department faculty shall rely on faculty annual reviews and other appropriate documentation for the evaluation of faculty progress.~~

5.0 PROCEDURES

~~5.1.1 Department faculty develop criteria for evaluating faculty for post-tenure review that reflect the standards of their respective disciplines and in accordance with established faculty responsibilities as specified in UVU Policy 635 *Faculty Rights and Professional Responsibilities*. Departments shall also establish procedures for implementing post-tenure review in accordance with the provisions of this policy. Department criteria and procedures for post-tenure review shall be subject to approval of the dean, the Senior Vice President of Academic Affairs (SVPAA), and the Faculty Senate standing committee on post-tenure review. The Post-Tenure Review Committee of the Faculty Senate ensures that department post-tenure criteria are reviewed for compliance with university policies every five years. Rank advancement evaluations shall fulfill post-tenure review requirements.~~

~~5.2 Departmental Review of Tenured Faculty~~

~~5.2.1 Post-tenure review of tenured faculty shall occur once every five-year period of service after the award of tenure, or after the most recent evaluation for promotion in rank.~~

~~5.2.2 At the time of post-tenure review, the five preceding annual reviews along with any other appropriate materials from the faculty member shall be made available to the department RTP committee for review. The committee shall acknowledge significant achievements and recommend any areas for improvement.~~

~~5.2.3 Where areas for improvement in a faculty member's performance are identified, the faculty member shall develop a plan for improvement and work with the department chair to meet the plan's provisions.~~

~~5.2.4 The written post-tenure review report shall be forwarded to the department chair, who may add comments. The chair forwards the report to the dean, who may also make comments. The dean forwards the report to the SVPAA, who may also make comments. A copy of the post-tenure review report, along with the comments from the department chair, dean and SVPAA, if any, shall be given to the faculty member, who may respond in writing. The SVPAA submits the post-tenure review report along with all comments and responses to the faculty member's employee file with Human Resources, and forwards a copy to the faculty member and the department chair. Files and reports may be stored electronically.~~



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Policies and Procedures

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POLICY HISTORY		
Date of Last Action	Action Taken	Authorizing Entity



UVU BOARD OF TRUSTEES Agenda Item Coversheet

DATE:	February 22, 2018
TITLE:	Consent Calendar
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	Justin Jones, Chief of Staff/Secretary to the Board
SUBJECT:	Consent Calendar
BACKGROUND:	<p>The Board of Trustees is being asked to provide approval for the Consent Calendar which consists of the following:</p> <ul style="list-style-type: none">a. Minutes of January 18, 2018b. December 2017 Investment Reports
ALTERNATIVES:	<ul style="list-style-type: none">• Approve as presented, “I move to approve the Consent Calendar.”• Amend and approve, “I move to approve, as amended...”• No action, “I move that we go to the next agenda item...”
FINANCIAL IMPACT:	N/A
EXHIBITS:	<ul style="list-style-type: none">a. Minutes of January 18, 2018b. December 2017 Investment Report

UVU BOARD OF TRUSTEES

January 18, 2018

4 p.m. – SC 213c, Utah Valley University

Board of Trustee Members Present

Karen L. Acerson
James Clarke
Rick Nielsen
Rob Smith
Jack Sunderlage
Jill Taylor
Paul Thompson
R. Duff Thompson, First Vice Chair

Guests

Brailey Dodson
Dan Fairbanks
Parker Fawson
Saeed Moaveni
Stephen Whyte
Norm Wright
Forrest Williams

UVU Regular Attendees

Karen Clemes, General Counsel
Scott Cooksey, Vice President Development and Alumni
Matthew S. Holland, President
Linda Makin, Vice President Planning, Budget and HR
Cameron Martin, Vice President University Relations
Shalece Nuttall, PACE President
Jeffery Olson, Senior Vice President Academic Affairs
Val Peterson, Vice President Finance and Administration
Kyle Reyes, Vice President Student Affairs
Craig Thulin, Faculty Senate President
Katie Zabriskie, Executive Communication Officer

I. INFORMATION

1. Inclusion Discussion

VP Kyle Reyes engaged the Board of Trustees in a conversation about inclusion. The purpose was to introduce the awareness, understanding, and skills necessary to be interculturally competent. VP Reyes noted the need to be aware of one's dispositions and lenses of understanding as these impact one's ability to build bridges of understanding and empathy. Ideas discussed included the biological implications of experiences, the development of implicit and explicit scripts, coding of experiences, development of identity, societal scripts and stereotypes, and the importance of exposure in the formation of new scripts and lenses of understanding.

II. COMMITTEE REPORTS

First Vice Chair R. Duff Thompson provided a report on the Audit Committee meeting that was held immediately preceding the Trustee meeting. He noted that the members received training on their state-mandated responsibilities and were presented with the outcomes of the state audit. The state auditors were complimentary of UVU's accounting team and their preparedness as it facilitated a timely conclusion of the audit. The state auditors indicated that UVU is one of the best managed institutions in USHE. UVU was issued a clean audit report. He further noted that the General Counsel's office provided the committee members with an update on exposure, risk, complaints, and legal filings.

First Vice Chair D. Thompson asked Trustee Jack Sunderlage to provide a report on the Finance and Facilities Committee; Trustee Sunderlage in turn asked VP Val Peterson to provide an overview of his CFO report to the Audit Committee. VP Peterson noted the developments in dining options on campus, the construction progress of the Noorda Center for the Performing Arts, the status of the warehouse preparations, and the placement of the bubble over the soccer field in Vineyard. The Trustees discussed the possibilities of branding the bubble both institutionally and with donors/partners

First Vice Chair D. Thompson asked Trustee Karen Acerson to provide a report on the Honorary Awards Committee. Trustee Acerson indicated that the Trustees had received wonderful nominations for the Awards of Excellence and were eager to hear feedback from the Trustees with regards to honorary awards at graduation. She noted further discussion would follow in Executive Session.

First Vice Chair D. Thompson asked Trustee Paul Thompson to provide a report on the Academic Affairs Committee. Trustee P. Thompson noted how impressed he was by UVU's Center for Ethics and the attention that the university is paying to this issue. He indicated that the committee had recently discussed the re-envisioning of the undergraduate experience initiative and its implications for general education. Trustee Thompson asked VP Jeff Olson to explain the initiative further. VP Olson noted that general education had not been reviewed comprehensively for many years, and although it is a priority, it is a challenging undertaking. He discussed the new approach being taken and the emphasis on transparency. He indicated that although President Holland will not be able to see it through, it remains a focus in his last six months.

III. ACTION ITEMS

1. Academic Programs

The Trustees were presented with a proposal to change the name of the College of Technology and Computing to the College of Engineering and Technology. The name change will reflect the addition of the new engineering programs and position the university to better host conferences. The Trustees were presented with a proposal to add 2 new emphases in the Forensic Science BA/BS to reflect market demand for degreed individuals. The Trustees were presented with a proposal to create a Secondary Teaching Emphasis and a Graduate Certificate in Secondary Teaching. These will allow individuals from outside the teaching profession to enter the field and help address a critical shortage in secondary teachers. The Trustees were presented with a proposal to delete the Legal Studies program. The program has suffered from declining enrollment; its elimination will free resources to support students in other areas and increase university efficiencies. The Trustees were presented with three year reviews of the BA/BS University Studies, BS Physics Education, and BA Statistics. All three programs were seen as strong enough to continue despite a continuing need to increase enrollment. Trustee P. Thompson motioned to approve the College of Engineering and Technology as the new name of the College of Technology and Computing; the addition of 2 emphases in Forensic Science, the addition of a Secondary Teaching Emphasis and Graduate Certificate; the deletion of the Legal Studies Program; and the continuation of the BA/BS University Studies, BS Physics Education, and BA Statistics. Trustee Sunderlage seconded. The motion carried without opposition.

2. UTA Contract

The Trustees were presented with a proposal for a 10 year contract renewal with UTA. The contract will cost UVU \$1,008,000 per year and allow UVU to issue 55,000 permits, a significant increase over the number of permits currently issued. A fee increase will be imposed on UVU if student ridership increases by more than 5,500. The recipients of the permits were discussed as was the structure of the contract. The sustainability of public transportation was discussed in terms of campus infrastructure and local traffic were explained as were marketing efforts to encourage ridership. Trustee P. Thompson motioned to approve the 10 year UTA contract. Trustee Jill Taylor seconded. The motion carried without opposition.

IV. EXECUTIVE SESSION

Trustee Rob Smith motioned to enter Executive Session to discuss character, professional competence, or physical or mental health of an individual and pending or reasonably imminent litigation. Trustee Rick Nielsen seconded.

III. ACTION ITEMS (CONTINUED)

3. 2018 Commencement Speaker

Trustee Acerson motioned to approve the 2018 Commencement Speaker as proposed in Executive Session with the name to be revealed at a later date by way of a coordinated, planned media announcement. Trustee James Clarke seconded. The motion carried without opposition.

4. 2018 Honorary Degree Recipients

Trustee Acerson motioned to approve the 2018 Honorary Degree recipients as proposed in Executive Session with the names to be revealed at a later date by way of a coordinated, planned media announcement. Trustee Nielsen seconded. The motion carried without opposition.

5. 2018 Board of Trustee Awards of Excellence Recipients

Trustee Acerson motioned to approve the awarding of the 2018 Board of Trustee Award of Excellence to Joel Herd, Lowell Glen, Mark Bracken, Vicki Marriott, and Elizabeth Sowards. Trustee Nielsen seconded. The motion carried without opposition.

IV. CONSENT CALENDAR

The Trustees were asked to review the Consent Calendar which consisted of the minutes of November 30, 2017, and the investment report for October 2017 and November 2017. Trustee Acerson motioned to approve the Consent Calendar and Trustee Clarke seconded. The motion carried without opposition.

I. INFORMATION

1. President's Report

President Holland provided the Trustees with an update on the university since the last Board of Trustee meeting. This included an invitation to the Board of Regents meeting the following day, the Hugh Herr Presidential Lecture on March 7, and the Trustee National Conference in April. The President then discussed awards and recognitions at the university which included the boost in the Strengthening Families Program, the Envision Utah Common Good Award, the press received from the UTA announcement, the opening of Chick-fil-a, the MLK speakers, and the Venture Fund kick-off event. He noted the success in men's wrestling and men's basketball, as well as two alums in the Olympics. He discussed the publication of an editorial on UVU in *Public Purpose* and an article in the *Chronicle of Higher Education*. The President then provided the Trustees with an overview of the University's legislative requests with regards to compensation, student growth, completion, and workforce development. He closed with a discussion of the new Woodbury School of Building proposal and the support of a FrontRunner stop in Vineyard.

Trustee Sunderlage motioned to adjourn. The motion carried without opposition.



**CASH AND INVESTMENT
REPORT
December 2017**

Monthly Composite Performance Review

UTAH VALLEY UNIVERSITY

December 2017



Account Activity

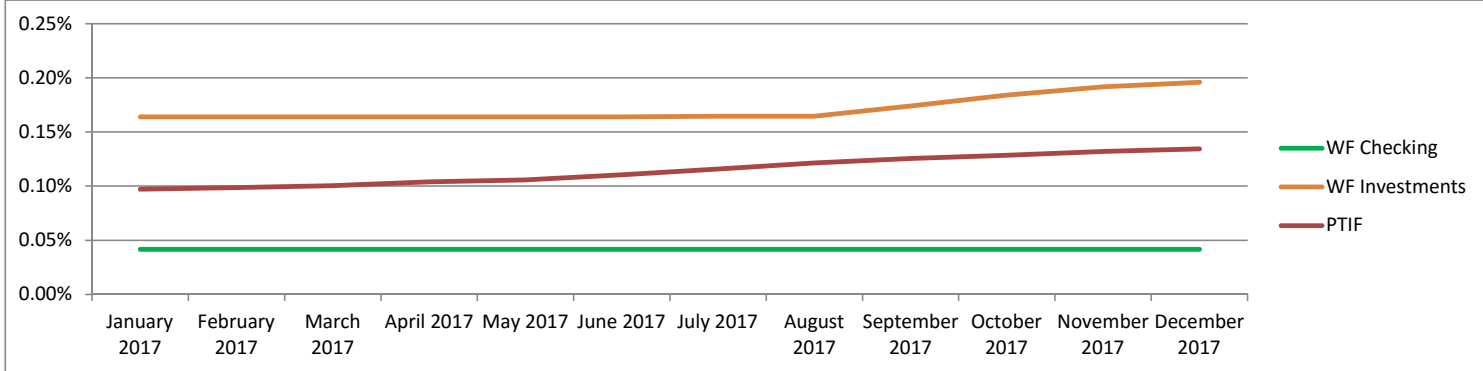
	Checking/Sweep	Investments	PTIF	Total University Cash and Investments	Past Twelve Months of Activity
Beginning Balance	\$ 6,680,231	\$ 75,370,681	\$ 67,330,819	\$ 149,381,731	\$ 155,427,578
Interest/Earnings Credit	7,394	207,362	95,928	310,684	2,603,659
Acquisitions/Credits	11,428,416	-	21,372,188	32,800,604	248,920,041
Dispositions/Debits	-	-	(24,000,000)	(24,000,000)	(235,207,040)
Unrecognized Gain/Loss	-	(24,029)	-	(24,029)	(17,384)
Fees	(7,394)	-	-	(7,394)	(81,582)
Transfers *	-	(207,362)	(726,901)	(934,263)	(14,117,939)
Ending Balance	\$ 18,108,647	\$ 75,346,652	\$ 64,072,034	\$ 157,527,333	\$ 157,527,333

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

1.61%
12 Month Return

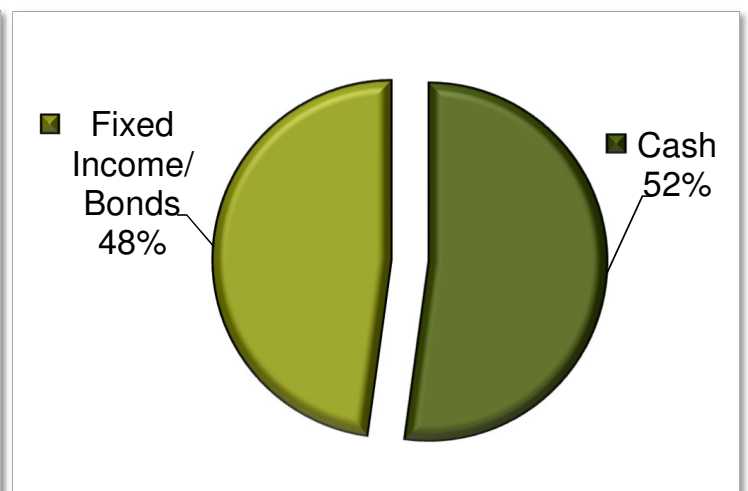
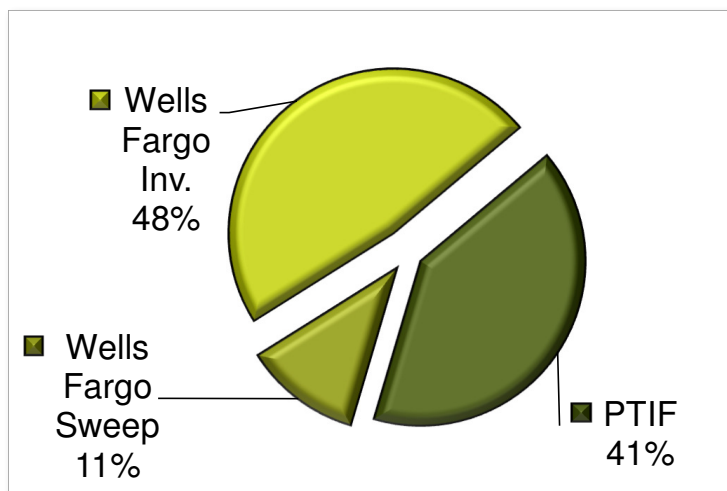
Performance Returns

	Wells Fargo Checking/Sweep	Wells Fargo Investments	PTIF
January 2017	0.04%	0.16%	0.10%
February 2017	0.04%	0.16%	0.10%
March 2017	0.04%	0.16%	0.10%
April 2017	0.04%	0.16%	0.10%
May 2017	0.04%	0.16%	0.11%
June 2017	0.04%	0.16%	0.11%
July 2017	0.04%	0.16%	0.12%
August 2017	0.04%	0.16%	0.12%
September 2017	0.04%	0.17%	0.13%
October 2017	0.04%	0.18%	0.13%
November 2017	0.04%	0.19%	0.13%
December 2017	0.04%	0.20%	0.13%
Monthly Average	0.04%	0.17%	0.11%
12 Month Return	0.50%	2.06%	1.37%



UVU Cash and Investments
as a Percent of Total

UVU Cash and Investments
Investments by Type



Monthly Composite Performance Review

UVU Foundation

December 2017



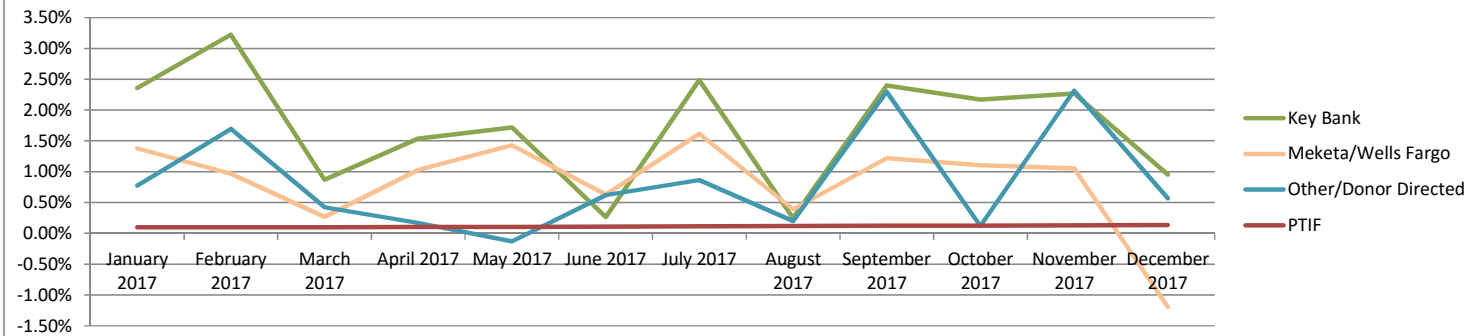
Account Activity

	Unrestricted	Temporarily Restricted	Permanently Restricted - Endowments	Total Foundation Investments	Past Twelve Months of Activity	Notes Due From University ^
Beginning Market Value	\$ 8,112,755	\$ 46,697,784	\$ 25,141,624	\$ 79,952,162	\$ 62,982,971	Beginning Balance \$ 8,585,565
Interest	30,245	86,978	89,519	206,742	936,038	Additional Notes -
Acquisitions	228,675	115,920	1,182,493	1,527,088	47,195,908	Principal Received (303,438)
Dispositions	(224,176)	(133,575)	(1,118,873)	(1,476,624)	(47,592,424)	Ending Balance \$ 8,282,126
Gain/Loss Rec & Unrec	329	(101,733)	(279,743)	(381,147)	4,476,240	Interest Received \$ 239,636
Fees	-	-	(133)	(133)	(152,410)	Rate 5.5%
Transfers *	8,232	275,749	442,920	726,901	12,708,667	^ Fiscal Year Activity
Ending Market Value	\$ 8,156,060	\$ 46,941,123	\$ 25,457,807	\$ 80,554,989	\$ 80,554,990	
Monthly Return	0.38%	-0.03%	-0.76%	-0.22%		
12 Month Return	3.90%	5.96%	13.57%		8.35%	

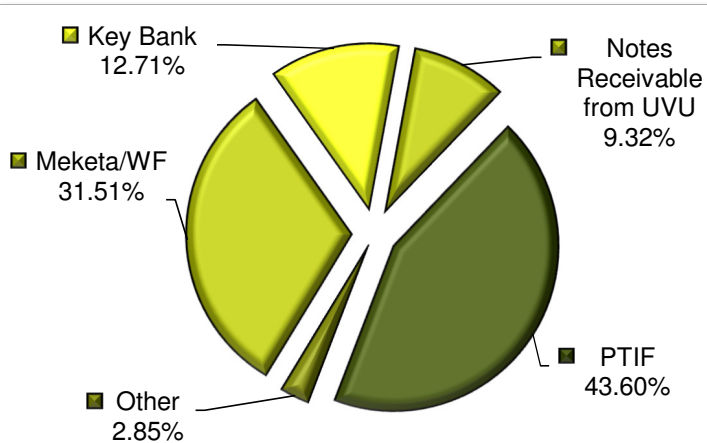
* Transfers consist of activity between money market accounts and other investment accounts as well as activity between the University and the Foundation

Performance Returns

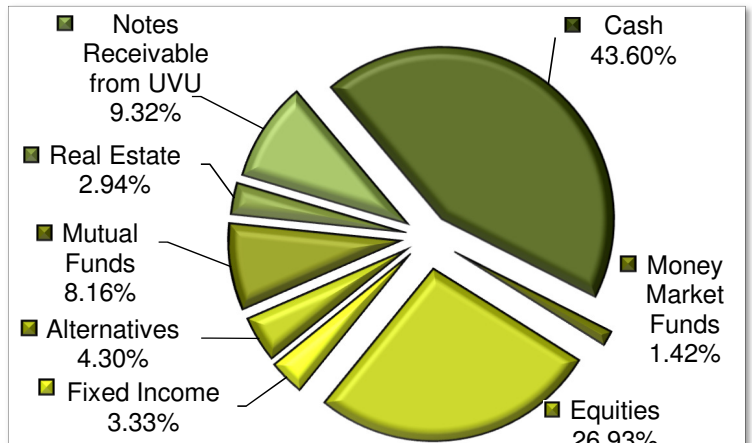
	Key Bank	Meketa/ Wells Fargo	Other - Donor Directed	PTIF
January 2017	2.36%	1.38%	0.78%	0.10%
February 2017	3.23%	0.97%	1.69%	0.10%
March 2017	0.87%	0.27%	0.42%	0.10%
April 2017	1.54%	1.03%	0.17%	0.10%
May 2017	1.72%	1.43%	-0.13%	0.11%
June 2017	0.27%	0.63%	0.62%	0.11%
July 2017	2.49%	1.62%	0.87%	0.12%
August 2017	0.25%	0.39%	0.20%	0.12%
September 2017	2.40%	1.22%	2.30%	0.13%
October 2017	2.17%	1.11%	0.12%	0.13%
November 2017	2.27%	1.06%	2.31%	0.13%
December 2017	0.95%	-1.20%	0.57%	0.13%
Monthly Average	1.71%	0.83%	0.83%	0.11%
12 Month Return	18.93%	9.90%	9.92%	1.37%



UVU Foundation Investments as a Percent of Total



UVU Foundation Investments by Type



Utah Valley University

Investments and Investment Earnings

From 7/1/16 to 12/31/17

Description	Coupon	Settlement Date	Maturity Date	Principal	Premium (Discount)	Accrued Interest	Net Amount	Par	Total Interest Received To Date	Less Accrued Interest	Interest Earnings
Bank of America Corp	6.40%	6/24/2016	8/28/2017	2,116,340.00	116,340.00	41,244.44	2,157,584.44	2,000,000.00	64,000.00		64,000.00
Salt Lake City UT Sales & Ex	1.30%	7/17/2014	10/1/2017	2,012,540.00	12,540.00	-	2,012,540.00	2,000,000.00	13,000.00		13,000.00
Bank of America Corp	2.00%	12/5/2016	1/11/2018	1,506,495.00	6,495.00	12,000.00	1,518,495.00	1,500,000.00	15,000.00		15,000.00
Key Bank	1.65%	2/14/2017	2/1/2018	3,007,140.00	7,140.00	1,787.50	3,008,927.50	3,000,000.00	24,750.00	(1,787.50)	22,962.50
Bank of America Corp	2.73%	9/18/2015	3/22/2018	3,029,730.00	29,730.00	9,905.87	3,039,635.87	3,000,000.00	36,219.39		36,219.39
Goldman Sachs Group Inc SRNT	2.58%	9/24/2015	4/30/2018	3,035,760.00	35,760.00	6,985.07	3,042,745.07	3,000,000.00	37,621.53		37,621.53
Goldman Sachs Group Inc SRNT	2.58%	3/22/2016	4/30/2018	3,017,068.60	17,068.60	8,029.94	3,025,098.54	3,000,000.00	37,621.53		37,621.53
STATOIL ASA	1.71%	2/25/2016	5/15/2018	2,456,775.00	(43,225.00)	567.63	2,457,342.63	2,500,000.00	19,657.21		19,657.21
Westpac Banking Corp	2.12%	1/25/2016	7/30/2018	501,765.00	1,765.00	1,283.13	503,048.13	500,000.00	5,088.32		5,088.32
Suntrust Banks Inc	2.28%	5/11/2017	7/30/2018	3,016,831.83	16,831.83	1,897.10	3,018,728.93	3,000,000.00	32,105.04		32,105.04
HSBC USA UNC	2.16%	1/22/2016	8/7/2018	1,501,605.00	1,605.00	3,388.11	1,504,993.11	1,500,000.00	15,370.75		15,370.75
Capital One	2.35%	5/26/2017	8/17/2018	1,006,181.00	6,181.00	6,462.50	1,012,643.50	1,000,000.00	11,750.00		11,750.00
Verizon Communications	2.99%	11/24/2015	9/14/2018	2,060,509.70	60,509.70	8,228.11	2,068,737.81	2,000,000.00			-
HSBC USA UNC	2.56%	5/12/2016	9/24/2018	1,600,652.08	652.08	3,284.85	1,603,936.93	1,600,000.00	17,926.70		17,926.70
HSBC USA UNC	2.56%	10/28/2016	9/24/2018	2,011,500.00	11,500.00	3,087.50	2,014,587.50	2,000,000.00	22,408.37		22,408.37
Santander UK PLC	3.05%	5/12/2016	3/14/2019	405,230.53	5,230.53	1,384.76	406,615.29	400,000.00	5,612.42		5,612.42
Bank of America Corp	2.21%	4/5/2016	4/1/2019	2,482,991.76	(17,008.24)	415.31	2,483,407.07	2,500,000.00	26,454.58		26,454.58
Citigroup Inc	2.12%	8/10/2016	4/8/2019	753,281.47	3,281.47	983.88	754,265.35	750,000.00	7,625.60		7,625.60
Citigroup Inc	2.45%	9/9/2016	6/7/2019	1,512,795.00	12,795.00	146.95	1,512,941.95	1,500,000.00	16,760.69		16,760.69
Citigroup Inc	2.45%	9/7/2016	6/7/2019	3,529,785.00	29,785.00	-	3,529,785.00	3,500,000.00	39,108.28		39,108.28
Citigroup Inc	2.45%	9/30/2016	6/7/2019	4,031,138.24	31,138.24	4,506.57	4,035,644.81	4,000,000.00	44,695.17		44,695.17
Morgan Stanley	2.10%	7/13/2016	7/23/2019	2,243,857.50	(6,142.50)	6,804.37	2,250,661.87	2,250,000.00	22,440.99		22,440.99
BK of Communications/HK	2.29%	5/15/2017	8/16/2019	3,017,220.00	17,220.00	14,023.75	3,031,243.75	3,000,000.00	46,718.38	(14,023.75)	32,694.63
Capital One	2.00%	4/25/2017	9/13/2019	4,027,885.08	27,885.08	9,004.01	4,036,889.09	4,000,000.00			-
Capital One	2.00%	5/12/2017	9/13/2019	2,015,240.00	15,240.00	6,281.87	2,021,521.87	2,000,000.00			-
JPMorgan Chase & Co.	2.27%	9/28/2016	9/23/2019	3,008,190.00	8,190.00	605.55	3,008,795.55	3,000,000.00	29,589.34		29,589.34
Goldman Sachs Group Inc SRNT	2.36%	1/20/2017	12/13/2019	2,004,571.62	4,571.62	3,708.17	2,008,279.79	2,000,000.00	21,109.41		21,109.41
China Development Bank	2.06%	7/28/2017	3/6/2020	1,000,662.47	662.47	2,560.28	1,003,222.75	1,000,000.00	9,246.83	(2,560.28)	6,686.55
Citizens Bank	1.77%	6/5/2017	5/26/2020	2,004,720.00	4,720.00	982.01	2,005,702.01	2,000,000.00	9,329.05	(982.01)	8,347.04
Citizens Bank	1.77%	7/24/2017	5/26/2020	3,010,590.00	10,590.00	8,690.75	3,019,280.75	3,000,000.00	13,993.58	(8,690.75)	5,302.83
UBS AG Stamford CT	2.33%	9/29/2017	6/1/2020	3,038,334.36	38,334.36	5,054.26	3,043,388.62	3,000,000.00	16,426.34	(5,054.26)	11,372.08
Morgan Stanley	2.58%	6/16/2017	6/16/2020	3,544,030.00	44,030.00	-	3,544,030.00	3,500,000.00	40,741.17		40,741.17
Barclays Bank	2.20%	6/16/2017	6/16/2020	5,000,000.00	-	-	5,000,000.00	5,000,000.00	47,143.01		47,143.01
National Bank of Canada	2.11%	8/24/2017	6/12/2020	4,024,000.00	24,000.00	14,503.56	4,038,503.56	4,000,000.00	37,189.58	(14,503.56)	22,686.02
National Bank of Canada	2.11%	8/24/2017	6/12/2020	1,006,000.00	6,000.00	3,625.89	1,009,625.89	1,000,000.00	9,297.39	(3,625.89)	5,671.50
Wells Fargo	2.24%	8/21/2017	7/22/2020	5,083,300.00	83,300.00	8,526.39	5,091,826.39	5,000,000.00	27,710.77	(8,526.39)	19,184.38
FHLB	1.75%	8/30/2017	8/23/2022	3,000,000.00	-	-	3,000,000.00	3,000,000.00			-
FHLB	1.75%	10/27/2017	10/27/2022	2,000,000.00	-	-	2,000,000.00	2,000,000.00			-
				93,624,716.24			93,824,676.32	93,000,000.00	823,711.42	(59,754.39)	763,957.03
			Matured/Sold	(18,254,005.78)			(18,334,899.47)	(18,000,000.00)			
			Total	<u>75,370,710.46</u>			<u>75,489,776.85</u>	<u>75,000,000.00</u>			