

Utah Valley University Board of Trustees Meeting
March 29, 2017
8:00am SC 213c

Tab	Agenda	Notes
	<p><u>I. Action</u></p> <p>1. Resolutions of Appreciation <i>R. Duff Thompson, Vice-Chair</i></p> <p style="padding-left: 20px;">a. Taran Chun</p> <p style="padding-left: 20px;">b. Birch Eve</p>	
<u>A</u>	2. 2017-18 Tuition <i>Linda Makin, VP for Budgets, Planning, & HR</i>	
<u>B</u>	3. 2017-18 Compensation Plan <i>Linda Makin, VP for Budgets, Planning, & HR</i>	
<u>C</u>	4. Academic Programs <i>Jeff Olson, SVP for Academic Affairs</i>	
	<p>a. Integrated Studies Emphasis in Digital Media (Deletion)</p> <p>b. Minor Business Education and Marketing (Name Change)</p> <p>c. CP in Leadership for Personal and Social Impact (Addition)</p>	
<u>D</u>	5. Requisition	
	a. MBA Program Travel <i>Jeff Olson, SVP for Academic Affairs</i>	
<u>ES</u>	<p><u>II. Executive Session</u></p> <p><u>I. Action (Cont.)</u></p> <p>6. Rank and Advancement</p> <p>7. Naming Opportunities</p>	
<u>E</u>	<p><u>III. Consent Calendar</u></p> <p>1. Minutes of February 23</p> <p>2. 2016-17 Education & General Appropriated Revenue Revision</p> <p>3. Investment Reports</p> <p><u>IV. Information</u></p> <p>1. Faculty Senate Report <i>Mark Bracken, Faculty Senate President</i></p>	
<u>F</u>	2. Legislative Update and President's Report <i>President Matthew Holland</i>	
	<i>Adjournment</i>	



**UVU BOARD OF TRUSTEES
Agenda Item Coversheet**

DATE:	March 23, 2017
TITLE:	2017-18 Tuition
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	Linda Makin
SUBJECT:	2017-18 Tuition
BACKGROUND:	UVU requests approval of the Board of Trustees for four new graduate differential tuition rates for 2017-18. UVU is proposing no second tier tuition rate increase. UVU’s 2017-18 tuition rates will be considered by the Board of Regents on March 31.
ALTERNATIVES:	<ul style="list-style-type: none"> • Approve as presented, “I move to approve the four new graduate differential tuition rates for 2017-18 as presented.” • Amend and approve, “I move to approve, as amended, the four new graduate differential tuition rates for 2017-18.” • No action, “I move that we go to the next agenda item.”
FINANCIAL IMPACT:	The finance section of each new Master’s degree program approval including revenue from differential tuition. These new rates implement the planned revenue.
EXHIBITS:	<ol style="list-style-type: none"> a. 2017-18 Tuition Memo with Tuition Comparison b. Supplemental Tuition Information



UTAH VALLEY UNIVERSITY

VICE PRESIDENT *for* PLANNING, BUDGET, & HUMAN RESOURCES

TO: Utah Valley University Board of Trustees
FROM: Linda Makin, Vice President for Planning, Budget, and Human Resources
DATE: March 29, 2017
SUBJECT: 2017-18 Tuition

The Board of Regents holds statutory responsibility for setting tuition rates for the colleges and universities in the Utah System of Higher Education. Annually, tuition rate increases are comprised of two tiers. First-tier increases are determined by the Regents and are uniform for all institutions; second-tier increases are recommended by institution presidents with the approval of the institution's Board of Trustees.

First-tier Increase

UVU anticipates the Board of Regents will consider a 2.5 percent first-tier tuition increase for all resident and non-resident, undergraduate and graduate students in USHE. The revenue from this increase will aid institutions in responding to employee compensation, health care cost increases, and other institutional priorities.

Second-tier Increase

Consistent with UVU's access mission and commitment to keeping tuition and fees as low as possible, no second-tier increase is proposed for 2017-18.

Combined Increase

The proposed combined increase of 2.5 percent is the lowest percentage increase since 1996-97. The annual change (two semesters, resident at 15 credits) of \$122 is the lowest dollar amount increase since 2001-02.

Following two consecutive years of reduction to general student fees, UVU is holding 2017-18 general student fees at the same level as 2016-17. 2017-18 will be the third year since 1997-98 of no increase to general student fees.

UVU's total tuition and fee increase of 2.21 percent is the second lowest percentage increase since 1996-97. The annual tuition and fee change (two semesters, resident at 15 credits) of \$122 is the second lowest dollar amount increase since 2001-02.

Graduate Differential Tuition

During their July 2016 Board meeting, the Board of Regents approved five new Master's degrees for Utah Valley University to begin Fall 2017. The finance sections for each of the new program requests

included revenue based on differential graduate tuition rates. Revenue generated through these tuition differential rates will directly support these new graduate programs. Projected tuition differential rates have been communicated to prospective students; thus, no negative impact on student access or retention is anticipated.

Currently, UVU has two graduate tuition scales: 1) base graduate tuition used by the Master of Education and Master of Nursing programs and 2) MBA graduate tuition. UVU is proposing the addition of four new differential graduate tuition rates based on comparability with other graduate programs at UVU and across USHE as well as potential graduate career opportunities and earnings.

- A. Master of Accountancy—The MBA tuition rate is comprised of the base graduate tuition rate, a Woodbury School of Business graduate program differential, and an international immersion experience differential. UVU proposes a MAcc tuition rate comprised of the base graduate tuition and the Woodbury School of Business graduate program differential.

Graduate Program	Base Graduate Tuition Rate	WSB Differential	International Immersion Experience Differential	Total Resident Rate Per Credit Hour
MBA	\$279	\$215	\$111	\$605
MAcc	\$279	\$215	\$0	\$494

- B. Master of Computer Science—UVU proposes a Master of Computer Science tuition rate comprised of the base graduate tuition of \$279 (residents) plus a tuition differential of \$96 for a combined tuition rate of \$375 per credit.
- C. Master of Social Work—UVU proposes a Master of Social Work tuition rate comprised of the base graduate tuition of \$279 (residents) plus a tuition differential of \$71 for a combined tuition rate of \$350 per credit.
- D. Master of Public Services/Master of Cybersecurity—This proposed scale will be used by two graduate programs. UVU proposes this graduate tuition rate comprised of the base graduate tuition of \$279 (residents) plus a tuition differential of \$121 for a combined tuition rate of \$400 per credit.

Graduate Program	Base Graduate Tuition Rate	Differential	Total Resident Rate Per Credit Hour
Master of Computer Science	\$279	\$96	\$375
Master of Social Work	\$279	\$71	\$350
Master of Public Services and Master of Cybersecurity	\$279	\$121	\$400

Non-resident tuition rates will be the base graduate non-resident rate of \$850 plus the amount of the tuition differential for each specific program.

Tuition Comparison

Per Semester	Tuition				Tuition & Fees			
	2016-17	2017-18	Change		2016-17	2017-18	Change	
			Amount	Percent			Amount	Percent
Undergraduate (15 credit hrs)								
Resident	\$2,420	\$2,481	\$61	2.5%	\$2,765	\$2,826	\$61	2.2%
Non-resident	\$7,500	\$7,688	\$188	2.5%	\$7,845	\$8,033	\$188	2.4%
Graduate Base, MEd, MSN (10 credit hrs)								
Resident	\$2,720	\$2,790	\$70	2.6%	\$3,070	\$3,140	\$70	2.3%
Non-resident	\$8,300	\$8,500	\$200	2.4%	\$8,650	\$8,850	\$200	2.3%
MBA (10 credit hrs)								
Resident	\$5,930	\$6,050	\$120	2.0%	\$6,280	\$6,400	\$120	1.9%
Non-resident	\$12,810	\$13,100	\$290	2.3%	\$13,160	\$13,450	\$290	2.2%
MAcc (10 credit hrs)								
Resident		\$4,940	\$4,940			\$5,290	\$5,290	
Non-resident		\$11,990	\$11,990			\$12,340	\$12,340	
Social Work (10 credit hrs)								
Resident		\$3,500	\$3,500			\$3,850	\$3,850	
Non-resident		\$9,210	\$9,210			\$9,560	\$9,560	
Computer Science (10 credit hrs)								
Resident		\$3,750	\$3,750			\$4,100	\$4,100	
Non-resident		\$9,460	\$9,460			\$9,810	\$9,810	
Cybersecurity, MPS (10 credit hrs)								
Resident		\$4,000	\$4,000			\$4,350	\$4,350	
Non-resident		\$9,710	\$9,710			\$10,060	\$10,060	

UTAH VALLEY UNIVERSITY

SUPPLEMENTAL TUITION INFORMATION

Definitions

First Tier Tuition—First tier tuition rate increases are set by the Board of Regents, are uniform for all institutions, implemented at the same time, and are based on evaluations of inflation data (CPI, HEPI), regional and peer comparisons. These increases cover the legislatively mandated portion of compensation (25%), statewide needs, student financial aid, student support, student enrollment, reductions in state tax funding, and other institutional needs.

Second Tier Tuition—Each institutional President, with the approval of the institutional Board of Trustees, is also provided the flexibility to propose a second tier of tuition rate increase to meet specific institutional needs. These rate increases may apply to all programs equally or they may be different for specific programs. The Board of Regents must ultimately approve the recommendations emanating from institutional Boards of Trustees. Second tier tuition was first available to institutions as a funding source during the 2001-01 fiscal year. Rates may vary by institution as individual priorities and funding needs differ. Historically, uses have been for compensation, libraries, information technology, student services, and student enrollment.

Resident Tuition—Individual who can prove by substantial evidence, that prior to the first day of class for the term the students seeks to attend as a resident student, he or she has established domicile in Utah and satisfies relevant waiting periods; or meets one or more of the other criteria defining a “resident student” as set forth in policy R512-3.3.

Non-resident Tuition—Individuals may not be able to meet the requirements for residency status will ordinarily be deemed a non-resident student for tuition payment purposes. Generally, non-residents will pay at least 3 times resident tuition.

Graduate Tuition—Education beyond a bachelor’s degree involves more directed study from specialized faculty, research equipment, libraries, specialized laboratories, and clinical facilities not normally found in the undergraduate programs. Students who have been formally admitted to a graduate program at the institution will pay tuition set at no less than one hundred ten percent (110%) of tuition for undergraduate students. This applies for both resident and non-resident students, and may include programmatic differential tuition.

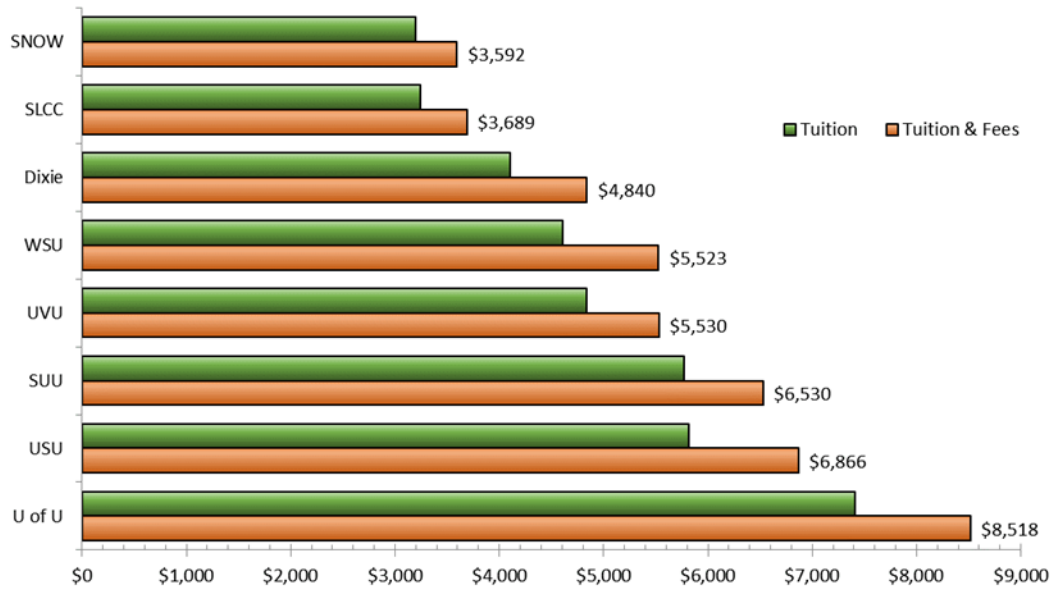
Differential Tuition—Different tuition schedules for undergraduate and graduate programs may be authorized by the Board on a case by case basis. Increased revenues from student differential tuition rates are used by the institutions to benefit the impacted program and to support related campus services. Institutions requesting differential tuition schedules should consult with students in the program, and consider how increase will affect market demand, access and retention, graduates earning capacity, and how they compare with similar institutions.

Truth-in-Tuition Hearing—Campus administrators advertise and hold public hearings on campus during the Legislative session prior to final tuition decisions, to propose first and second tier undergraduate tuition rate increases (usually in ranges) and specific funding needs of the institution.

Tuition Setting Process—During a normal tuition setting process, the following sequence of events is followed:

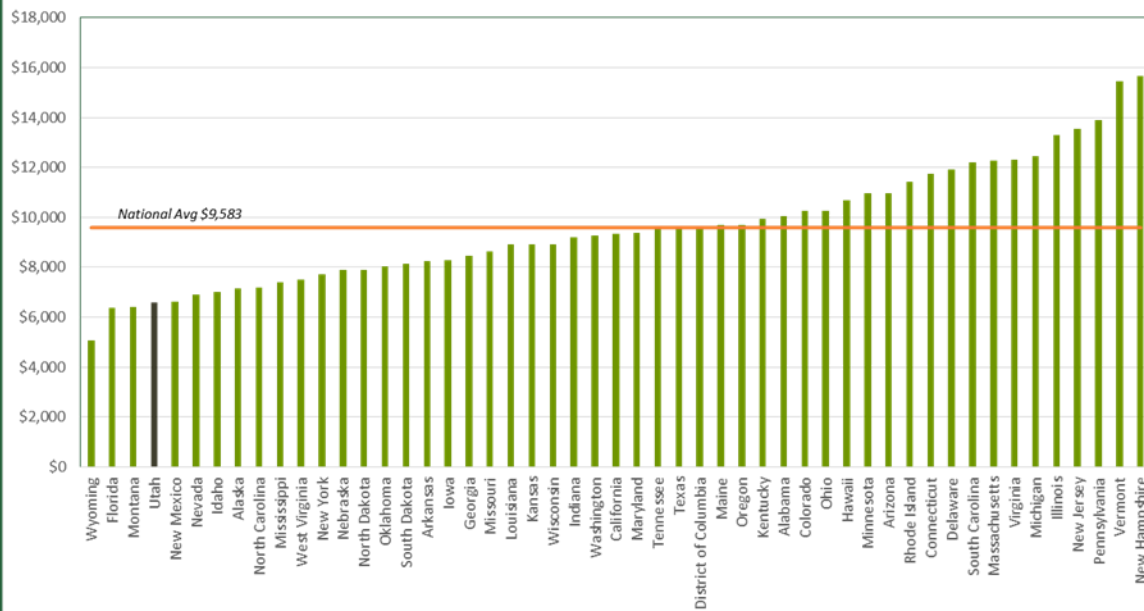
- 1) On campus meetings with President, Executives, Budget Offices, and others to determine institutional needs for the coming year
- 2) Council of the Presidents and Commissioner discuss first tier tuition rate proposals
- 3) Public Truth-in-Tuition hearings are held at each institution
- 4) Legislative session ends and new year state appropriations are determined
- 5) Institutional second-tier tuition rates are formally approved by Board of Trustees
- 6) System-wide first-tier and institutional specific second tier tuition rates presented to Board of Regents for approval

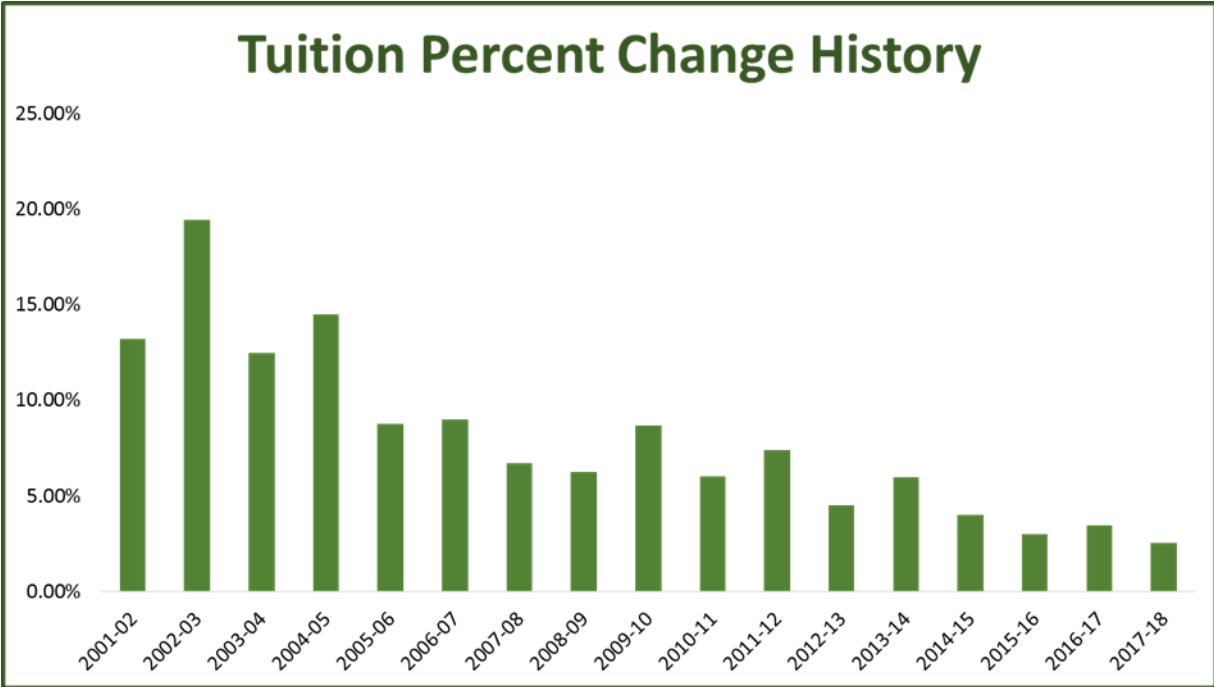
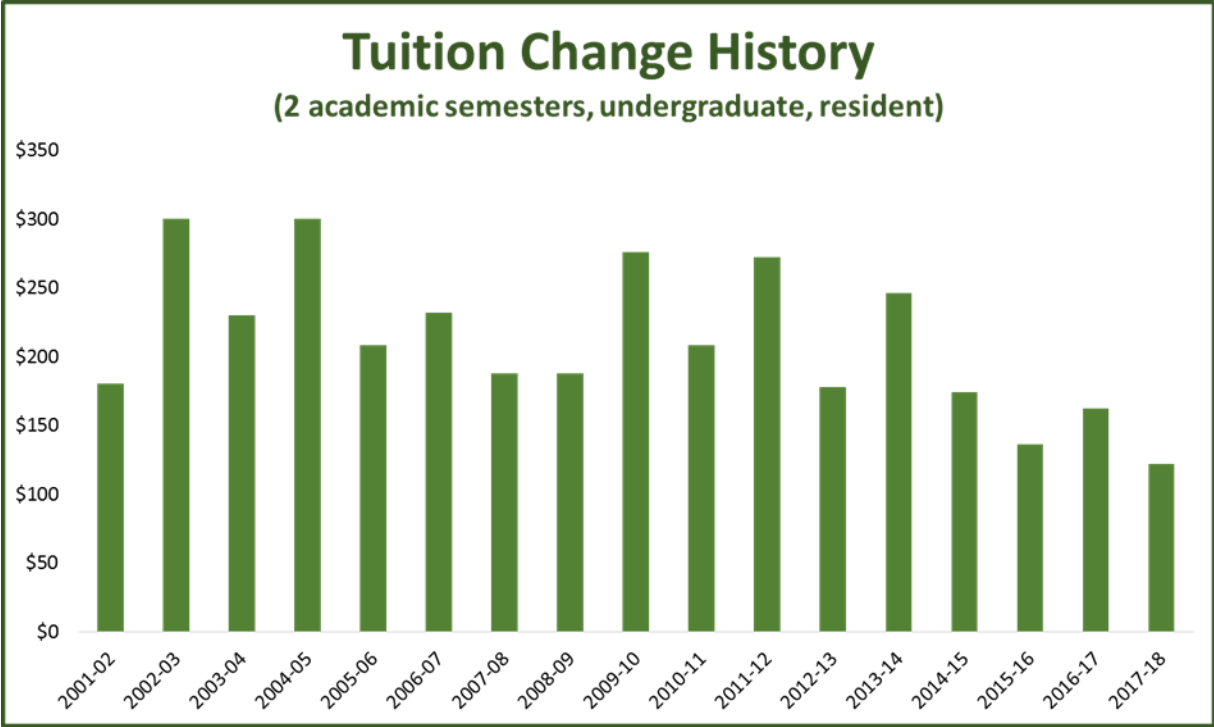
2016-17 USHE Tuition & Fees Academic Year, Resident Undergraduate

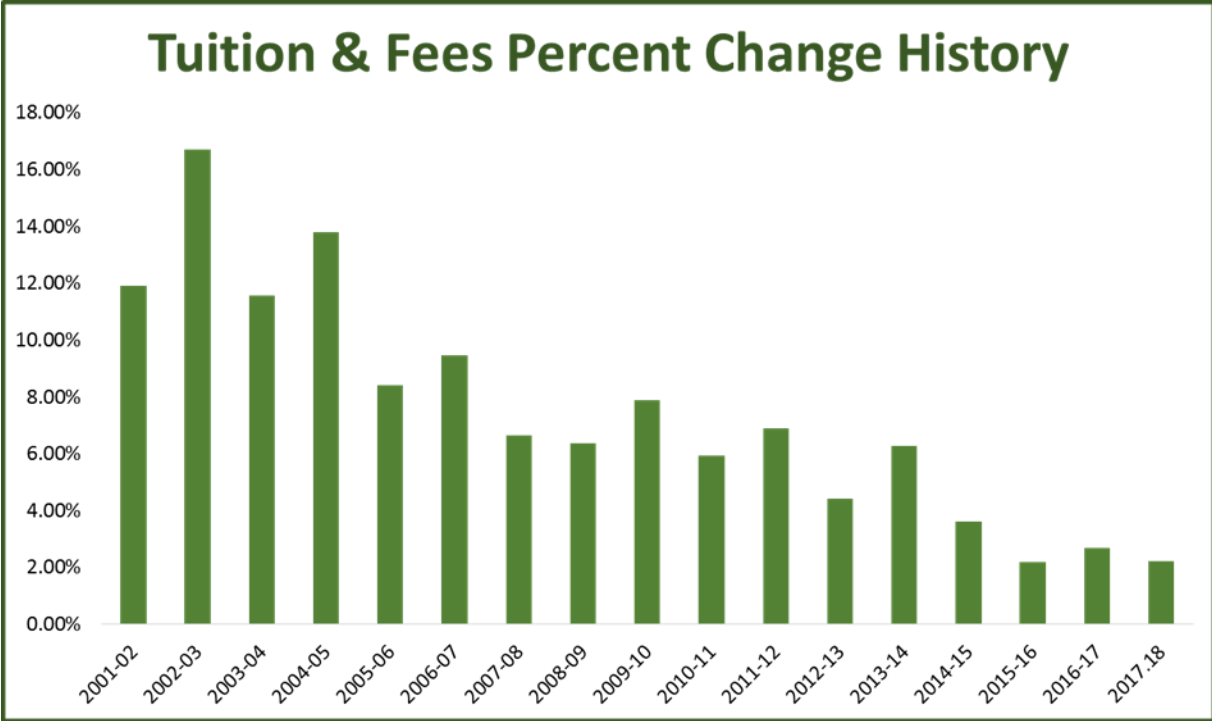
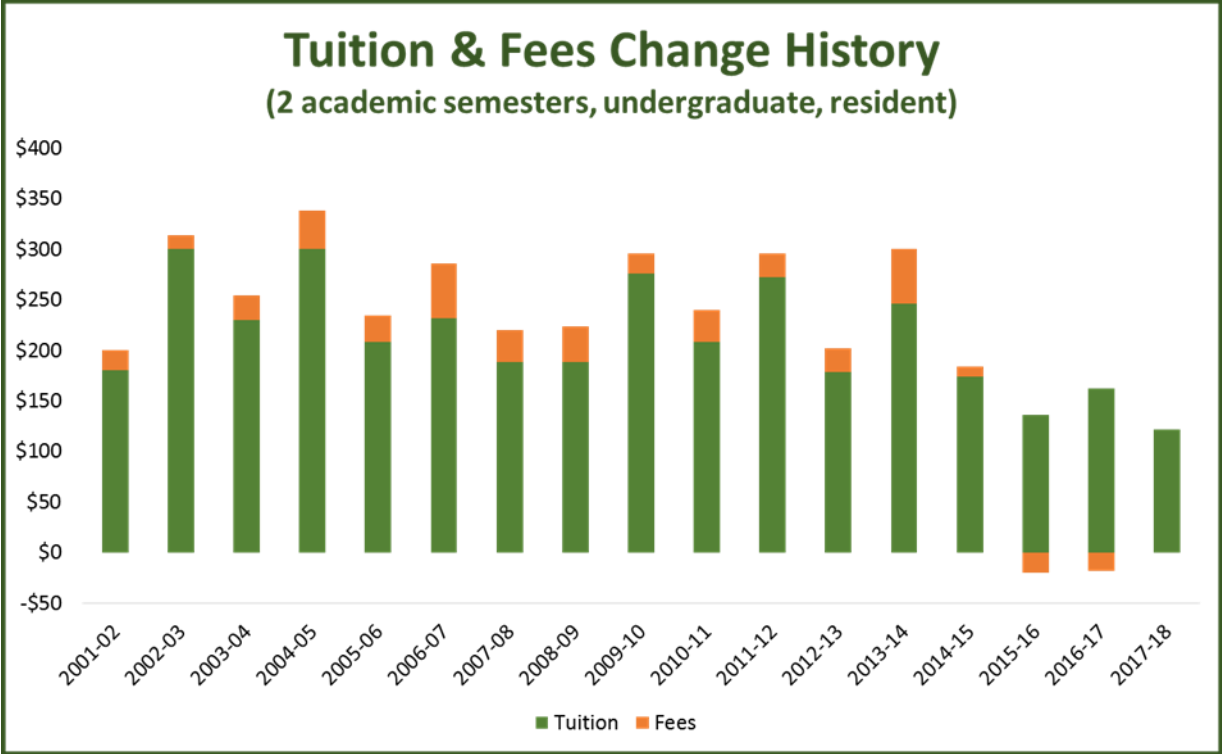


Source: State Board of Regents (www.higheredutah.org)

2016-17 Average Tuition & Fees Public Four-Year Institutions by State









**UVU BOARD OF TRUSTEES
Agenda Item Coversheet**

DATE:	March 23, 2017
TITLE:	2017-18 Compensation Plan
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	Linda Makin, Vice President – Planning, Budget and Human Resources
SUBJECT:	2017-18 Compensation Plan
BACKGROUND:	Each year after the legislative session has concluded and tuition rates are established, President’s Council reviews proposed changes to UVU’s benefits plans and salaries/wages. The 2017-18 Compensation Plan document outlines the changes approved by President’s Council. UVU’s medical plan continues to perform well; however, claims experience and medical cost increases required some plan design changes and a premium increase of 8 percent. For salaries and wages, UVU and USHE generally requested a 3 percent increase from the legislature; President’s Council recommends an average increase of 3 percent to salaries/wages.
ALTERNATIVES:	<ul style="list-style-type: none"> • Approve as presented, “I move to approve the 2017-18 Compensation Plan” • Amend and approve, “I move to approve the 2017-18 Compensation Plan, as amended.” • No action, “I move that we go to the next agenda item.”
FINANCIAL IMPACT:	For positions funded by appropriated revenues, new tax fund revenue and first-tier tuition increase revenue will fully fund the changes. Revenue from non-appropriated resources will be used the changes for other positions.
EXHIBITS:	a. Proposed 2017-18 Compensation Plan

Proposed 2017-2018 Compensation Plan

(Prepared for Board of Trustees, March 29, 2017)

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The 2017 Legislature appropriated new funding for a 2.0 percent labor market adjustment and 8 percent medical benefits premium increase for higher education employees. This appropriation is comprised 75 percent by new tax funds with 25 percent funded through a first-tier tuition increase. Beyond this legislative appropriation, UVU is allocating revenue from first-tier tuition increase toward an additional 1 percent salary and wage adjustment. The distribution of these new compensation funds for 2017-18 is described below.

Benefits

UVU's Benefits Committee (with representation from Faculty Senate, PACE and administration) reviewed UVU's benefits plan based on plan performance, forecasted costs/claims experience, plan design, and strategic objectives. Based on the forecasted medical and prescription costs/claims experience and plan design changes, the premiums for UVU's base medical plan (Traditional-Choice Plus) will increase by 8 percent for 2017-18. Premiums for UVU's Long-term Disability plan will increase by 9 percent.

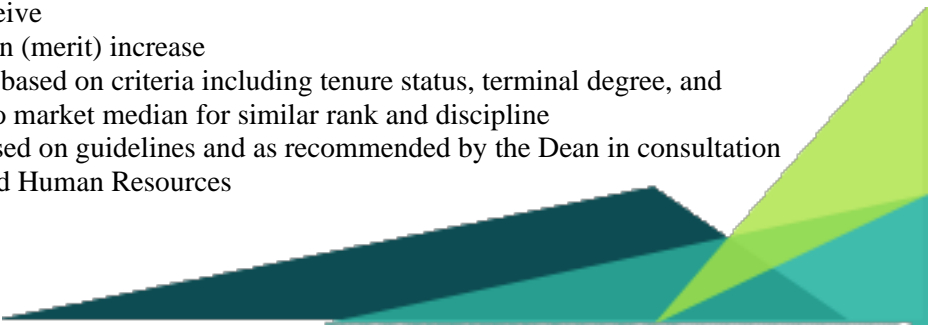
Medical Plan Premiums—UVU will continue to pay 90 percent of the medical premium for employees enrolled in UVU's base medical plan (Traditional-Choice Plus) and 100 percent of the medical premium for employees enrolled in UVU's High Deductible Choice Plus plan. For 2017-18, UVU will continue to contribute to Health Savings Accounts (HSA) for employees enrolled in UVU's HDHP. Employee premium share in UVU's Traditional Options plans will increase from 13.08 percent to approximately 15.24 percent. Employee premium share in UVU's High Deductible Options plan will increase from 3.29 percent to approximately 4.60 percent.

Medical Plan Coverage—Some plan changes are being made to the Traditional Choice and Options plans. These changes include increases to out-of-pocket maximums for medical and pharmacy, increase to emergency room copay and coinsurance, and increase to pharmacy deductible. For 2017-18, UVU will continue to offer employee incentives for participation in the UVUFit Employee Wellness Program.

Salaries/Wages

Full-time, Benefit Eligible Employees

The *average* base salary increase for full-time employees in each employment category (faculty, staff, executive) for 2017-18 will be 3 percent. In alignment with UVU's Compensation Philosophy, these funds will be applied to base salaries as follows:

- A. Effective July 1, 2017, all full-time benefits eligible employees will receive a \$250 increase to annual base salary.
 - B. Faculty may be eligible to receive
 - a. Rank and tenure promotion (merit) increase
 - b. Market equity adjustment based on criteria including tenure status, terminal degree, and proximity of base salary to market median for similar rank and discipline
 - c. Targeted key retention based on guidelines and as recommended by the Dean in consultation with Academic Affairs and Human Resources
- 


- C. Staff in good standing may be eligible to receive
 - a. Market equity/range penetration adjustments as recommended by the appropriate Vice President in consultation with Human Resources based on market median movement, years in position, and proximity of base salary to market median
 - b. Merit increase determined by applying the University's established Staff Merit Pay Program criteria—2016 performance evaluation scores and proximity of base salary to market median (compa-ratio). To be eligible for a merit increases, the employee must have been employed in a full-time staff position no later than July 1, 2016, and the 2016 Performance Evaluation must be submitted to Human Resources no later than March 31, 2017.
 - c. Targeted key retention based on guidelines and as recommended by the appropriate Vice President in consultation with Human Resources
- D. Executives (excluding the President whose salary is determined by the Board of Regents) may be eligible to receive
 - a. Market equity adjustment as determined by the President in consultation with Human Resources based on proximity of base salary to market median
 - b. Merit increase
 - c. Targeted key retention

Adjunct Faculty

In an effort to bring adjunct faculty pay rates more comparable with regional universities, adjunct pay rates will increase by 3.04 percent. Appropriated hourly faculty budgets will be increased by 3 percent to fund this increase. Based on assessment by Human Resources and Academic Affairs, the structure of the adjunct scale is being modified.

Part-time, Hourly Staff and Student Employees

All hourly staff will receive a 3 percent increase to their hourly pay rate effective July 1, 2017, and the Student Hourly Rate Scale will be increased by 3 percent. Appropriated hourly budgets will be increased by 3 percent to accommodate this increase.





**UVU BOARD OF TRUSTEES
Agenda Item Coversheet**

DATE:	March 25, 2017
TITLE:	Curriculum Items
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	Jeff Olson, SVP of Academic Affairs
SUBJECT:	Academic Program Terminations and Additions
BACKGROUND:	<p>Please see the attached program proposal cover sheet detailing requests regarding the following:</p> <ul style="list-style-type: none"> • Integrated Studies Emphasis in Digital Media (Deletion) • Minor Business Education and Marketing (Name Change) • CP in Leadership for Personal and Social Impact (Addition)
ALTERNATIVES:	<ul style="list-style-type: none"> • Approve as presented, “I move to approve the deletion of the Integrated Studies Emphasis in Digital Media, the name change of the Minor in Business Education and Marketing, and the addition of the CP in Leadership for Personal and Social Impact • Amend and approve, “I move to approve, as amended...” • No action, “I move that we go to the next agenda item...”
FINANCIAL IMPACT:	Please see the attached.
EXHIBITS:	a. Tab C

Utah Valley University
Curriculum Items
Board of Trustees
March 29, 2017

Proposal:

It is proposed that the following program items be approved:

- Integrated Studies Emphasis in Digital Media (Deletion)
- Minor Business Education and Marketing (Name Change)
- CP in Leadership for Personal and Social Impact (Addition)

Background:

The **Integrated Studies Emphasis in Digital Media** became invalid when the original Digital Media degree was separated into four degrees. Students in the emphasis were required to take upper division courses, which they can no longer complete without all the prerequisites taken by the majors. In the past there have been less than three students interested in this emphasis per year.

After reviewing changes that are being made by the Utah State Office of Education (USOE) Career and Technical Education (CTE): Business and Marketing program, the UVU **Business and Marketing Education** (BMED) Curriculum Committee determined that a name change would clarify the purpose of this minor. This name change is made to match the USOE endorsement exactly so there is no confusion on the student's part which endorsement he/she should apply for.

The **Leadership for Personal and Social Impact certificate** provides an academic setting where students gain theoretical and practical skills with principles of self-awareness and improvement that can immediately transform personal success and performance. As students learn and apply these principles and skills they will also be provided with and create their own engaging experiences to become more active contributors and stewards across a wide range of professional, volunteer, public, and private settings in their current and future local, regional, national, and international communities. Students from any academic major or minor are encouraged to enroll in and complete this certificate.

Recommendation:

The President and the Senior Vice-President for Academic Affairs recommend that the Board of Trustees approve the proposed actions as summarized above and detailed in the attached documents.

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

Institution Submitting Request: Utah Valley University

Current Program Title: Integrated Studies Emphasis in Digital Media

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

Institutional Board of Trustees' Approval Date:

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 Department of Digital Media in the College of Technology and Computing at Utah Valley University requests approval to delete the Integrated Studies Emphasis in Digital Media effective Fall 2018.

Section II: Program Proposal

Program Change Description/Rationale

The Integrated Studies Emphasis in Digital Media became invalid when the original Digital Media degree was separated into four degrees. Students in the emphasis were required to take upper division courses, which they can no longer complete without all the prerequisites taken by the majors. In the past there are been less than three students interested in this emphasis per year.

Consistency with Institutional Mission/Institutional Impact

In an effort to be consistent with the university's desire to be a serious institution, it would be a disservice to offer students an emphasis they could not successfully complete.

Finances

There will be no financial cost to the university to remove this emphasis.

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

Institution Submitting Request: Utah Valley University
Current Program Title: Minor Marketing
Proposed Program Title (if applicable): Minor Business Education and Marketing
Sponsoring School, College, or Division: College of Technology and Computing
Sponsoring Academic Department(s) or Unit(s): Information Systems and Technology Department
Classification of Instructional Program Code (new and old if different): 13.1303
Min/Max Credit Hours Required of Full Program (new and old if different):
Proposed Beginning Term: Fall 2017
Institutional Board of Trustees' Approval Date:

Program Type (check all that apply):

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

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: Jeff Olson

Date:

Program Change Description—Abbreviated Template

Section I: The Request

The Information Systems and Technology department in the College of Technology and Computing at Utah Valley University requests approval to change the name of the Minor Business Education: Marketing to Minor Business Education: Business and Marketing Education effective Fall 2017.

Section II: Program Proposal

Program Change Description/Rationale

This minor provides students or teachers who have an Educator License in the State of Utah with the coursework necessary to obtain a Business and Marketing Education (6-9) endorsement. This endorsement authorizes the instructor to teach the following approved business courses for grades 6-8: College and Career Awareness, Digital Literacy, Exploring Business & Marketing, Keyboarding I, Keyboarding Applications, and Word Processing Basics.

After reviewing changes that are being made by the Utah State Office of Education (USOE) Career and Technical Education (CTE): Business and Marketing program, the UVU Business and Marketing Education (BMED) Curriculum Committee determined that a name change would clarify the purpose of this minor. This name change is made to match the USOE endorsement exactly so there is no confusion on the student's part which endorsement he/she should apply for.

The chair of the UVU BMED Curriculum Committee serves as a member of the USOE CTE Business and Marketing Education Advisory Board. The Committee created this minor to provide education majors from other UVU education programs (e.g., Math, English, Science, Health) with a minor so that they could obtain an additional teaching endorsement to be more employable to a school district. The BMED Curriculum Committee determined that using just "Marketing" in the name was a disservice to those students. By changing the name to match the USOE endorsement and to add more business courses to the minor, students will have a stronger set of skills for their endorsement to teach business and marketing education courses.

Consistency with Institutional Mission/Institutional Impact

This change is consistent with the Institutional Mission. This minor will enhance the success of students who major in other education disciplines, as this minor will enhance students' employability to be able to teach in additional areas. This minor provides our region and the state of Utah with highly educated teacher candidates to fill the never-ending need for quality teachers in secondary education in Utah.

Finances

The program name change will not have any direct impact on finances. All classes are classes already taught for the existing Business and Marketing education major students.

Section III: Curriculum

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

Course Number	New Course	Course Title	Credit Hours
Required Courses			
ACC 2010		Financial Accounting	3
Or ECON 2010		Microeconomics	
Or LEGL 3000		Business Law	
Or MKTG 3600		Principles of Marketing	
IM 2500		Graphic Applications	3
Or IM 3500		Desktop Publishing Applications	
BMED 4200		Methods of Teaching Business/Marketing/Digital Technology	3
INFO 2420		Web Application Design	3
Or INFO 1200		Computer Programming I for IS/IT	
IM 1010		Basic Computer Applications	3
IM 2010		Business Computer Proficiency	3
Required Course Credit Hour Sub Total:			18

Program Curriculum Narrative

The multiple “Or” classes in the class list gives the student the option to select subjects they are most interested in teaching. These courses are the courses listed in the required category of the Application for Endorsement or Endorsement Plan (SAEP) for Business & Marketing Education (6 – 8).¹ The BMED 4200 course counts as the Secondary Keyboarding Methods course required by the endorsement. The IM 1010 and 2010 courses meet the General Computer Literacy or IC3 Certifications. The students take the IC3 Certification exam as part of the course curriculum.

¹ (<http://www.schools.utah.gov/CTE/business/DOCS/licensing/68.aspx>)

Degree Map:

Year (Course Prefix and Number)	Course Title	Credit Hours
IM 1010	Basic Computer Applications	3
ACC 2010 or ECON 2010 or LEGL 3000 or MKTG 3600	Financial Accounting, Microeconomics, Business Law or Principles of Marketing	3
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
IM 2010	Business Computer Proficiency	3

Fall of Second Year (Course Prefix and Number)	Course Title	Credit Hours
IM 2500 or IM 3500 (Sp)	Graphic Applications or Desktop Publishing Applications	3
INFO 2420 or INFO 1200	Web Application Design or Computer Programming I for IS/IT	3
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
BMED 4200	Methods of Teaching Business/Marketing/Digital Technology	3

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

Institution Submitting Request: Utah Valley University

Proposed Program Title: Certificate of Proficiency in Leadership for Personal and Social Impact

Sponsoring School, College, or Division: University College

Sponsoring Academic Department(s) or Unit(s): Student Leadership and Success Studies

Classification of Instructional Program Code: 52.0213

Min/Max Credit Hours Required of Full Program: 16

Proposed Beginning Term: Fall 2018

Institutional Board of Trustees' Approval Date:

Program Type:

<input checked="" 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 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 Department of Student Leadership and Success Studies in University College at Utah Valley University requests approval to offer a Certificate of Proficiency in Leadership for Personal and Social Impact effective Fall 2018.

Section II: Program Proposal/Needs Assessment

Program Description/Rationale

The Leadership for Personal and Social Impact certificate provides an academic setting where students gain theoretical and practical skills with principles of self-awareness and improvement that can immediately transform personal success and performance. As students learn and apply these principles and skills they will also be provided with and create their own engaging experiences to become more active contributors and stewards across a wide range of professional, volunteer, public, and private settings in their current and future local, regional, national, and international communities. Students from any academic major or minor are encouraged to enroll in and complete this certificate. Currently, two of the courses are offered online, (SLSS 1000 and SLSS 1200) so it is possible that students may choose to take those courses online. Initially, it is anticipated that the other courses will be offered on the main campus. As interest and demand increases, the Department of Student Leadership and Success Studies will reevaluate and may offer the remaining courses online.

The 2011 Report of HigherEdUtah2020 states that the Utah Board of Regents and Commissioner of Higher Education “established a big goal for Utah: to have 66% of Utahns—men and women ages 25-64—with a postsecondary degree or certificate by the year 2020.”¹ This goal was also adopted in 2010 by the Governor’s Education Excellence Commission. Regarding the percentage of degrees held by its workforce population, Utah intends to move from the 4.3% Board-approved certificates in 2010 to at least 13% by 2020. Similarly on the national level, the Lumina Foundation is calling for at least 60% of Americans “to obtain a high-quality postsecondary degree or credential by 2025.”² What is more, a fast-growing trend of workforce millennials seek more immediate achievements (either while pursuing a two-year or four-year degree, or as a standalone alternative credential) that can translate into employable skills.

What are these employable skills? Employers largely expect that most degrees will lead to a variety of proficiencies in hard skills (e.g., math, sciences, computer programming, statistics, finance, accounting, etc.) that will remain important and employable regardless of the company. However, there is a growing demand by employers for soft skills (e.g., self-awareness, conflict resolution, adaptability, leadership, critical thinking, etc.) that commonly require individuals to

¹ *HigherEdUtah2020 2011 Report*. Retrieved from http://higheredutah.org/wp-content/uploads/2013/06/pff_2011_highered2020_report.pdf.

² *Lumina Foundation, (2013, February 3). Strategic plan 2013 to 2016*. Retrieved from <http://www.luminafoundation.org/files/file/2013-lumina-strategic-plan.pdf>

adapt to a variety of audiences. Unfortunately, many employers are seeing a significant lack in these soft skills among their applicant pools, especially among the millennial generation.³ There is also a growing gap between what recent graduates believe about the skills they possess and what managers are actually seeing. One study, that reflects the sentiment of many, cites that some of the biggest skills that are lacking among recent graduates include leadership, ownership, interpersonal skills and teamwork, attention to detail, critical thinking, and problem solving.⁴ Similarly, another recent study reports that the demand for soft skills like organization, teamwork, creativity, adaptability, and other self-awareness skills is high, yet the supply is low.⁵ What is more, Forbes Magazine recently released a report on the top ten skills employers most want in the class of 2015 college graduates and the top five, or most important, were related to soft skills (i.e., work in team structure, make decisions and solve problems, communicate in and outside of the organization, plan, organize and prioritize work, and the ability to obtain and process information).⁶ In addition, there is a growing trend among the rising generation of youth and young adults, and the institutions that educate them, to engage in behaviors that lead to social change.⁷ Most people want to make some sort of positive impact in their communities and places of employment, yet often lack the training and self-awareness to effectively and efficiently do so.⁸ Forbes Magazine also recently released an article specifying nine core behaviors of people who want to positively impact the world, which are in alignment with the curriculum outlined in this certificate.⁹

With this brief background in mind and in line with the statement from UVU's mission, "The university prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community," UVU's Department of Student Leadership and Success Studies (SLSS) created and proposes this unique leadership certificate. Currently, there are no academic certificates at UVU that approximate this proposal. While the topic of leadership is applicable and relevant in most academic disciplines and naturally overlaps as departments teach discipline-specific leadership principles in their programs, this certificate offers a unique personal leadership certification opportunity that transcends academic discipline and is foundational for life. This certificate does not appear to compete with other campus departments, programs, or any current curricular initiatives. This certificate is a direct effort to

³ Han, Lei, (2015, June 27). "Hard skills vs. soft skills – difference and importance. *LinkedIn*. Retrieved from <https://www.linkedin.com/pulse/hard-skills-vs-soft-difference-importance-hajar-lion-lssbb-pmp>

⁴ Dishman, Lydia, (2015). "These are the biggest skills that new graduates lack." *Fast Company*. Retrieved from <https://www.fastcompany.com/3059940/the-future-of-work/these-are-the-biggest-skills-that-new-graduates-lack>.

⁵ Berger, Guy, (2016). "Data reveals the most in-demand soft skills among candidates." *LinkedIn Talent Blog*. Retrieved from <https://business.linkedin.com/talent-solutions/blog/trends-and-research/2016/most-indemand-soft-skills>.

⁶ Adams, Susan (2014). "The top 10 skills employers want in 2015 graduates." *Forbes Magazine*. Retrieved from <http://www.forbes.com/sites/susanadams/2014/11/12/the-10-skills-employers-most-want-in-2015-graduates/#70bbc56519f6>.

⁷ Nickels, A., Rowland, T., & Fadase, O. (2011). Engaging undergraduate students to be agents of social change: Lessons from student affairs professionals. *Journal of Public Affairs Education*, 17(1), 45-49.

⁸ Moran, D. (2011). *If you will lead: Enduring wisdom for 21st century leaders*. Agate Publishing: Chicago.

⁹ Caprino, K. (2014). "9 Core behaviors of people who positively impact the world." *Forbes Magazine*. Retrieved from <http://www.forbes.com/sites/kathycaprino/2014/06/02/9-core-behaviors-of-people-who-positively-impact-the-world/2/#646e06206669>

promote the above mission of UVU and the mission of SLSS: “The Department of Student Leadership & Success Studies promotes students' development by increasing their integration and involvement, both academic and social, at the university and by engaging them in strategies for learning, motivation, and leadership.”

Every semester for many years, students who take SLSS classes from a wide range of majors and career pursuits have often inquired about the possibility of a leadership certificate. Similarly, several other students who participate in student leadership programs at UVU and who are clearly interested in leadership have also expressed a desire for an academic certificate in leadership. The SLSS Department created and solicited feedback on a draft of the current leadership certificate proposal from approximately 250 UVU students. These students were enrolled in SLSS classes and interviewed randomly in the halls. SLSS also conducted focus groups with students from a variety of majors and current student leadership programs (e.g. UVUSA, CAL, etc.). SLSS gathered student feedback on the certificate title, course titles and descriptions, expectations from participating in this certificate program, motivations for pursuing this certificate, obstacles that would prevent pursuing this certificate, and overall benefits of pursuing the certificate.

As SLSS began creating this leadership certificate, it also created a very credible advisory board of professionals with unique perspectives and strengths to vet and provide feedback on the same questions asked of the students. Through the feedback of the advisory meetings and follow-up email interactions, the certificate has evolved into its current state. The following is a list of the advisory board:

- Fatima Doman, CEO, Founder and Author of *Authentic Strengths Advantage*
- Megan McDonough, CEO, Wholebeing Institute
- Michael Ockey, Director of Higher Education, Franklin Covey
- Jacques Bazinet, VP/Director of Corporate Development, InsideOut Development
- Alexis Palmer, AVP Student Affairs & Dean of Students, Utah Valley University
- Birch Eve, Student Body President 2016-2017, Utah Valley University

Labor Market Demand

Long-term Bureau of Labor Statistics (BLS) estimates the 2014-2024 growth rate for SOC codes that include organizational leadership (CIP 52.0213) within Utah to be as fast as, or faster than, average with estimated increase of between 14.1-43.3% and combined growth of about 2,810 new job openings in Utah annually. According to the BLS, the median annual wage for these occupations is estimated to be ~ \$62,940 for talent agents and business managers to \$175,110 for Chief executive officers. These annual wages are significantly higher than the Utah median wage (\$33,990). LaborInsight BurningGlass data indicates higher demand than the longer-term BLS projections with 8,441 job postings for these occupations in Utah during the past 12 months – 5,189 in the SLC MSA, 1,057 in Ogden-Clearfield, 1,211 in Provo-Orem, 143 in St. George, and 225 in Logan-Idaho region.¹⁰

¹⁰ UVU Institutional Research and Information, which relies heavily on data from the *Economic Development and Employer Planning System (EDEPS)*, *Burning Glass LaborInsight*, the UVU data dashboards of *CTE enrollments and statistics*.

Similar to the already approved programs of general education and those offered by the Department of Philosophy & Humanities, including its Ethics Certificate of Proficiency, this leadership certificate is an interdisciplinary approach that teaches valuable and employable skills that transcend a particular degree or career field. In fact, and likely similar to the desired outcomes of general education and ethics, the knowledge, skills, and abilities acquired by completing this proposed certificate are intended to prepare and empower graduates from any field of study and that pursue any post-graduation path, including professional or volunteer.

As mentioned above under Program Description/Rationale, employers want an increasing number of graduates with greater self-awareness and soft skills, yet even though the demand is increasing, the supply appears to be decreasing. As individuals become increasingly aware of themselves, their strengths, and are able to more effectively lead themselves, there is a significant increase in self-esteem and ability to work for and achieve goals,¹¹ an increase in workplace engagement and innovation, overall satisfaction, and meaning to life.¹² This more naturally results in a self-perpetuating cycle of high performance and life satisfaction. There is an increase in scholarly discussion about the growing need for students to gain these soft skills to be more employable and productive citizens.¹³ As a result, employers are investing more resources to find and/or train employees in these personal leadership (“soft skill”) competencies to improve their bottom line with a majority of companies saying that the soft skills are just as important.¹⁴

Based on a review of all academic and continuing education programs within the USHE or other large universities along the Wasatch Front, only the University of Utah, Southern Utah University and Westminster College have anything that approximates this proposed certificate. Specifically, the University of Utah offers a Social Justice Advocacy Certificate through the Department of Social Work, but its scope does not compare. At Southern Utah University there is a Certificate of Public Administration, but it is more focused on government and students must complete course requirements (e.g. many courses from accounting, political science, economics, and finance) and a bachelor’s degree to qualify for the certificate). Westminster College has a non-credit microcredential leadership certificate that targets companies and executives from the community where completion of the certificate can bring up to ten credits of prior learning assessment towards an undergraduate business degree or admission to a master’s degree (<https://www.westminstercollege.edu/cbe/?parent=15353&detail=17629>). BYU offers some free personal development courses in trust, honesty, study skills, and self-discipline, but nothing close to

¹¹ Biswas-Diener, R., Kashdan, T.B., & Minhas, G. (2011). A dynamic approach to psychological strength development and intervention. *Journal of Positive Psychology*, 6(2), 106-118.

¹² Littman-Ovadia, H., & Steger, M. (2010). Character strengths and well-being among volunteers and employees: Toward an integrative model. *Journal of Positive Psychology*, 5(6), 419-430.

¹³ Kivunja, C. (2014). Do you want your students to be job-ready with 21st century skills? Change pedagogies: A pedagogical paradigm shift from Vygotskyian social constructivism to critical thinking, problem solving and Siemens’ digital connectivism. *International Journal of Higher Education*, 3(3), 81-91.

¹⁴ *CareerBuilder.com* (2014). *Overwhelming Majority of Companies Say Soft Skills are Just as Important as the Hard Skills*. Retrieved from: <http://www.careerbuilder.com/share/aboutus/pressreleasesdetail.aspx?ed=12/31/2014&id=pr817&sd=4/10/2014>

what is offered in this proposal.

Currently there are no existing organizational leadership programs offered at higher education institutions in Utah at any degree level or that even remotely resemble the leadership certificate proposed here. Across the US, there were 6,106 total organizational leadership awards conferred (277 Certificates, 170 Associate's, 2,305 Bachelor's, 187 Post-Bacc Certificates, 2,922 Master's or Master's Certificates and 245 doctorates). Combined, these awards indicate a strong national development of this program area throughout the country and a need for an equivalent offering within Utah.¹⁵

At UVU, the only program that might even be considered similar is a non-academic Engaged Learning University Distinction (ELUD) in leadership. While this program is linked to some required coursework, it also has other requirements that are primarily linked to student leaders serving under a Student Affairs department (The Center for Advancement of Leadership - CAL). Due to the student leadership expertise of CAL and other student leadership programs on campus (i.e., UVUSA, Clubs, International Service Council, etc.), SLSS intends to collaborate with and leverage these student leadership programs to extend the benefits of this academic leadership certificate to students of all academic disciplines.

Consistency with Institutional Mission/Impact on Other USHE Institutions

Utah Valley University is a teaching institution, which provides opportunity, promotes student success, and meets regional educational needs. UVU builds on a foundation of substantive scholarly and creative work to foster engaged learning. The university prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community.

In the spirit of creating lifelong learners and leaders, upper Academic and Student Affairs leadership at UVU have jointly emphasized the importance that every student should be a leader; one who is an active steward and contributor in his or her community. This leadership certificate meets this need and also provides a credible and tangible credential that reflects, at least in part, the fulfillment of this part of the mission.

This leadership certificate is based on sound academic research and the growing market demand and civic need for actively engaged citizens who are well prepared to be lifelong contributors and change agents in their communities.

Utah is often known for having a culture where people give back to communities, locally, regionally, nationally, and internationally and is otherwise civically engaged. This civic engagement

¹⁵ UVU Institutional Research and Information, which relies heavily on data from the *Economic Development and Employer Planning System (EDEPS)*, *Burning Glass LaborInsight*, the UVU data dashboards of *CTE enrollments and statistics*.

is often what leads to, in part, meaningful lifework. The service area for UVU covers a wide and diverse group of people with a variety of needs. This leadership certificate provides additional programmatic options and credentials that can help empower students and enhance their civic engagement in UVU's service area.

The leadership certificate can provide students a tangible and immediate credential that may meet the growing soft skill needs of a wide range of career fields. For students pursuing a two- or four-year degree, this credential could be earned prior to the degree and may yield a more immediate return on the investment while the students pursue necessary employment opportunities that sustain life during their path to graduation with the degree.

Due to the lack of existing credit or non-credit certificates or degree programs within the USHE institutions, it is anticipated that the impact of this leadership certificate on other USHE institutions will be minimal to non-existent. While it is possible that one or more of the USHE institutions are in a similar curriculum approval process, the purpose of this certificate is to primarily provide credit-bearing leadership training and credentials to those found within UVU's service area. If the demand were to grow and with the collaborative approval of the other USHE institutions, it is possible that this training could be made available online and available to individuals who physically reside outside of the service area. However, this is not uncommon among other institutions that offer credit and non-credit certificates by way of online learning.

Finances

This proposed program requires the addition of two new courses, which will be offered once per year to accommodate the projected majors. These sections with supporting current expense will cost approximately \$10,000 annually. University College will provide funding for these courses through efficiencies in course scheduling and student advising into the certificate pathway.

Section III: Curriculum

Program Curriculum:

Course Number	New Course	Course Title	Credit Hours
Required Courses			
SLSS 1000 or SLSS 12000		University Student Success or 7 Habits of Highly Effective People	3
SLSS 2500	X	Leader--Strengths-based Inner Coach	3
SLSS 3200	X ¹	Leader--Teacher and Mentor	3
SLSS 405G	X ²	Leader--Global Contributor	3
SLSS 4800	X	Leader Capstone--Lifelong Change Agent	4
		¹ Adapted from existing SLSS 2200 Leadership and Mentoring I course	
		² Adapted from existing SLSS 205G (currently a GI) Global Trends and You course	
Required Course Credit Hours:			16

Program Curriculum Narrative

The majority of students will likely complete this certificate in a 1, 1.5, or 2-year sequence.

Program Learning Outcomes (PLO) & Measures

The following are a list of program outcomes for this leadership certificate and their associated measures:

- PLO1: Identify personal strengths and ways to use them to coach self and others to increased performance.
- Measure: Take VIA Strengths assessment and conduct a pre-post self-assessment/reflection of student's ability to recognize use of strengths in a variety of settings (e.g. home, work, etc.).
- PLO2: Build interdependence by investing in mutually supportive relationships, while helping others to do the same.
- Measure: Pre-post quantification of self-reported mutually supportive relationships.
- PLO3: Take personal responsibility by accepting their primary roles in determining the outcomes and experiences in their lives.

- Measure: Pre-post identification of proactive vs. reactive thinking and victim vs. problem-solving/solution-finding thinking
- PLO4: Develop an increasingly inclusive mindset that leads to increased quantity and quality of contributions in the community (i.e., local, regional, national and/or international).
- Measure: Pre-post measure of inclusivity as well as scope and depth of community contributions.
- PLO5: Enhance their ability to accomplish tasks by successfully navigating varying hierarchical relationships within and across organizations.
- Measure: Pre-post 360 degree evaluations.

Degree Map:

Fall of First Year (Course Prefix and Number)	Course Title	Credit Hours
SLSS 1000 or 1200	University Student Success or 7 Habits of Highly Effective People	3.0
SLSS 2500	Leader: Strengths-based Inner Coach	3.0
Spring of First Year (Course Prefix and Number)	Course Title	Credit Hours
SLSS 3200	Leader: Teacher and Mentor	3.0
SLSS 405G	Leader: Global Contributor	3.0
SLSS 4800	Leader Capstone: Lifelong Change Agent	4.0

Board of Trustee Requisition Approval Request

Trustee Meeting Date: March 29, 2017

Issue: Payment for the MBA Program Domestic and International Trips to Tumlare Educational Study Programs

Requisition Amount: \$506,901

Travel Locations	# Students	Student \$	Faculty Guests	Student Single Rooms	Student Guests	Totals
Spain	17	\$62,135	\$820	\$1,700	\$30,440	\$95,095
London/Dublin	25	86,660	(2,245)		39,070	123,485
London/Paris	12	48,070	836		12,360	61,266
Germany	23	81,850	(1,550)		10,225	90,525
Domestic	10	41,700	4,725		1,325	47,750
New Zealand	15	66,985	1,060	2,000	18,735	88,780
Totals	102	\$387,400	\$3,646	\$3,700	\$112,155	\$506,901

Background:

These travel experiences are part of the MBA program, scheduled between the last two semesters for both the full-time and part-time students. They are being organized through Tumlare Educational Study Programs, located in Waltham, Massachusetts. Tumlare was approved through the RFP process, working with the Procurement Office. This past May 2016, they organized our successful travel experiences to Germany, London/Dublin, and our domestic trip for international students.

On November 10, 2016, the President's Council approved the initial requisitions for the deposits since the estimated cost payments (combined for all trips) was over \$100,000.

Students and faculty also have the opportunity to invite a spouse or family member to join them on their travel; these guests pay for their own costs by the budget which is run through the MBA account to facilitate one payment to the vendor, rather than each guest having to work separately with the vendor.

- The cost for the students is covered and is collected through their tuition. This pays for the **\$387,400** collected in their tuition.
- Faculty guests pay their own costs and will reimburse the university **\$3,646**.
- Some students request a single room which they pay for individually, totaling **\$3,700**.
- Student guests pay their own way and will reimburse the university **\$112,155**.

When adding these guest costs to the overall invoice, the total is slightly over **\$500,000**, thus requiring the approval of the Board of Trustees.

Recommendation: Approval of the requisition for \$506,901 made payable to Tumlare Educational Study Programs



**UVU BOARD OF TRUSTEES
Agenda Item Coversheet**

DATE:	March 24, 2017
TITLE:	Consent Calendar
EXECUTIVE/RESPONSIBLE STAFF MEMBER:	Justin Jones
SUBJECT:	Consent Items for Approval
BACKGROUND:	Items presented in the consent calendar include the following: Minutes from the February 23, 2017, Trustee meeting; the 2016-17 Education & General Appropriated Revenue revision; and the January 2017 Investment Report.
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:	<ol style="list-style-type: none"> a. February 23, 2017, Trustee Minutes b. the 2016-17 Education & General Appropriated Revenue revision c. January 2017 Investment Report

UVU BOARD OF TRUSTEES
February 23, 2017
4 p.m. – SC 213c, Utah Valley University

Board of Trustee Members Present

Elaine Dalton, Chair
Karen L. Acerson
Taran Chun
James Clarke
Birch Eve
John Gappmayer
Anne-Marie W. Lampropoulos (phone)
Jack Sunderlage
Jill Taylor

Guests

Jacob Atkin
Kat Brown
Sarah Khalfa
Arthur Evensen
Brian Milligan

UVU Regular Attendees

President Matthew S. Holland
Mark Bracken, Faculty Senate President
Karen Clemes, General Counsel
Scott Cooksey, Vice President Development and Alumni
Shalece Nuttall, PACE President
Linda Makin, Vice President Planning, Budget and HR
Jeffery Olson, Senior Vice President Academic Affairs
Kyle Reyes, Special Assistant to the President for Inclusion
Michelle Taylor, Vice President Student Affairs
Katie Zabriskie, Assistant Associate

Chair Dalton began the meeting by welcoming the Trustees and acknowledging the Trustee Engaged Learning Scholarship Finalists who were present.

I. ACTION

1. Engaged Learning Scholarship Presentations

Three students who had been selected as finalist for the Board of Trustee Engaged Learning Scholarship gave short presentations on their area of research and the impact the funding would have:

Sarah Khelfa – Real-time pathology of sentinel lymph nodes during breast cancer surgery using high frequency ultrasound – After a brief personal introduction, Sarah explained that she was working with previously collected malignant tissue samples to identify the levels of cancer detected by ultrasound waves. Her hope is to use this research to help create a product that would use ultrasound to identify malignant lymph nodes during surgery so that health lymph nodes are not unnecessarily removed. The funding from the Trustees will allow her to focus on this project rather than juggle school, research, and work.

Arthur Evensen – Impact of Phragmites australis control of Utah Lake water quality – After a brief personal introduction, Arthur explained that he was studying the impact of eradication of Phragmites australis in Utah Lake. Phragmites is an invasive species that absorbs environmental toxins through its roots. As these invasive plants are killed by the Utah DNR/Health, the toxins are being leached back into the already environmentally at-risk Utah Lake. Arthur's study of these roots is a collaborative exercise with other UVU and high school students that he has recruited. He hopes to publish his findings about this plant and its relationship to the lake in an environmental toxicology journal. The funding from the Trustees will help to support this collaborative, engaged research.

Brian Milligan – Philippines Micro-Business Development – After a brief introduction, Brian indicated that after his LDS mission in the Philippines, there was a need to help families become self-sufficient in non-hard labor industries. He wants to return to the Philippines to provide business education classes that would be part of a larger micro-finance program that will issue small loans to support family businesses/ community cottage industry. Brian will be working with the LDS Church and local leaders to offer these courses. The funding from the Trustees will support the loan program and some of his personal expenses.

2. Policies

Policy 522 Undergraduate Credit and Degrees: It was explained that limited scope changes were being made to Policy 522 so as to stay in compliance with the Northwest accreditation standards. These changes establish

recognition of certain certificates as eligible for state and other education credits. Specific language changes make this possible, e.g. experimental to experiential. Trustee Taylor motioned to approve Policy 522 Undergraduate Credit and Degrees. Trustee Acerson seconded. The motion carried without opposition.

Policy 601 Classroom Instruction and Management: It was explained that in order to be in compliance with Title VII, Policy 601 was being revised so as to address concerns in sections relating to sincerely held beliefs and practices. These revisions provide greater due rights protection of both religious and non-religious students, allowing them to be accommodated when syllabi need to be modified because of the student's religious practices. It also protects professors in their instruction of religious beliefs. Professors will have access to a website with a calendar of recognized religious dates that will provide guidance on religious practices. Trustee Clarke motioned to approve modifications to Policy 601 Classroom Instruction and Management. Trustee Acerson seconded. The motion carried without opposition.

Policy 607 Course-Based Fees for Credit Courses: It was explained that Policy 607 was being updated so as to be up to date with current practices regarding lab fees and course fees. The revisions will keep UVU ethical in its operations. The revisions to the policy will help address the over-all financial management of fees and ensure proper oversight. It was noted that there will be a three-year sunset provision for course fees to help ensure accuracy and compliance. The difference between Regent controlled tuition and fees and UVU controlled fees was discussed. Trustee Chun motioned to approve revisions to Policy 607 Course-Based Fees for Credit Courses. Trustee Taylor seconded. The motion carried without opposition.

3. Requisitions

Classroom Media Refresh: It was indicated that as part of the cycle of computer and multimedia equipment updates, 60 classrooms had been identified as needing resource upgrades. The cost of such updates has been quoted at \$498,923.45, technically under the \$500,000 threshold for Trustees, but because it was so close, the Trustees are being asked to approve the expenditure. The Trustees asked about the approximate annual cost of these updates and how the used equipment is re-used/disposed of. It was explained that annually the cost is roughly \$500,000 and every attempt is made to reuse equipment in other areas before it is processed through Surplus. Trustee Sunderlage motioned to approve the requisition for the Classroom Media Refresh. Trustee Clark seconded. The motion carried without opposition.

Autism Center Management Contract: It was explained that the as the Nellesen Autism Center nears completion, efforts are underway to begin programing initiatives. The Autism department has signed a contract with the Star Program to provide additional resources/services. The Star Program is an Autism initiative that has seen good results in other states. The contract was signed by \$1.5 million, and donor funds, which UVU will manage, will help off-set the cost over three years. Trustee Acerson motioned to approve the requisition for the Autism Center Program Management contract. Trustee Chun seconded. The motion carried without opposition.

4. Mission Fulfillment Self-Evaluation

It was explained that every other year, UVU undertakes a mission fulfillment self-evaluation that looks at 80 measures and indicators of UVU's delivery on its core themes and administrative imperatives. Accreditation requires Trustee approval of the completed evaluation. The evaluation allows UVU to examine its operations and determine areas that need improvement. The process stimulates healthy debate and encourages in-depth analysis of what it truly means to be excellent versus satisfactory in any given area. Throughout this process, the measures used are evaluated and several will be changed for the next review cycle. The Trustees asked questions about the accreditation cycle, the evaluation by the accreditors, and their role as trustees. VP Linda Makin indicated the confidence of UVU going into this process and the authentic picture of the institution that will be presented. Trustee Eve motioned to approve the Mission Fulfillment Self-Evaluation. Trustee Chun seconded. The motion carried without opposition.

5. Academic Programs

TM Emphasis in Building Construction and Construction Management (Deletion): It was noted that the TM Emphasis had already been eliminated. The request for deletion was overlooked previously and this request was a matter of records keeping.

Certificate of Proficiency in Geographic Information Systems (New): It was explained that the Certificate of Proficiency pulls together various courses in a meaningful certificate that can complement other degree programs in the natural sciences, and by providing UVU students with a better understanding of data management, help with future employment.

AAS/BS in Respiratory Therapy (New): It was noted that as UVU has looked at the needs of its service area, there has been increasing recognition that the greatest need lies in healthcare. Weber State has been operating a respiratory therapy program in Utah County, but as their programmatic needs shift, they want to turn this program over to UVU. Weber offers the only BS in Respiratory Therapy in the state, and nationally, this program is too valuable to allow to collapse. This is a program that deals with the top-line of medicine. It was explained that the Academic Affairs Council prioritized their budget with this programmatic addition at the top. The Trustees then discussed the expense of the program, the initial and ongoing hiring and equipment needs, and the impact on both Weber students and UVU students during this transition.

Certificate of Proficiency in Interdisciplinary Gerontology (New): It was noted that this Certificate of Proficiency will be combine courses offered through the Nursing department and the Public Health department. The certificate will be attached to a degree that is already being offered, and will aid not only in better care for older populations but will differentiate graduates for greater employment success.

Unit Name Change/Restructure of the Office for Global Engagement (Merger): It was noted that two offices were being merged to create the new singular Office for Global Engagement. This change occurred as faculty changes were made, and the new office has been effectively operational under this new name for several months. Trustee Sunderlage spoke to the benefits of such international engagement.

Trustee Chun motioned to approve the deletion of TM Emphasis in Building Construction and Construction Management, the addition of the Certificate of Proficiency in Geographic Information Systems, the addition of the AAS/BS in Respiratory Therapy, the addition of the Certificate of Proficiency in Interdisciplinary Gerontology, and the Unit Name Change/Restructure of the Office for Global Engagement. Trustee Clarke seconded. The motion carried without opposition.

6. 2017-18 Proposed Student Fees

Trustee Eve discussed the student fees reconciliation process, noting that this year, Student Government was able to do more follow-up on costs versus expenditures and ascribed to a new level of accountability through process. He explained that although a \$2 cut was possible, but the Student Government felt it was better to re-allocate the found funds to important initiatives. These initiatives included (among others) health services where a part-time medical assistant position would be made full-time and student computing both for equipment life-cycle maintenance and new Fulton Library hours on Sunday. Trustee Eve further noted that because of an audit process, Student Life recommended that sports clubs be housed in campus recreation; this move will open resources to better serve non-athletic clubs on campus. Trustee Acerson motioned to approve the adoption of the 2017-18 Proposed Student Fees. Trustee Sunderlage seconded. The motion carried without opposition.

II. EXECUTIVE SESSION

Trustee Eve motioned to enter Executive Session to discuss issued related to the character of individuals. Trustee Taylor seconded. The motion carried without opposition.

I. ACTION (CONT)

7. Sabbatical Requests

Trustee Chun motioned to approve a one-semester sabbatical in fall 2017 for Robert DeWitt and a one-year sabbatical for the 2017-2018 academic year for Michael Bunds, Robert Carney, Karl Haisch, Shannon Mussett, Leslie Simon, Violeta Vasilevska, and Machiel Van Frankenhuijsen. Trustee Gappmayer seconded. The motion carried without opposition.

8. Honorary Degrees

Trustee Acerson motioned to approve President Henry B. Eyring, Shirlee Silversmith, Keith Nellesen, and Brent Wood as the 2017 Honorary Degree Recipients to spring Commencement. Trustee Taylor seconded. The motion carried without opposition.

9. Trustee Awards

Trustee Acerson motioned to approve the awarding of the 2017 Trustee Awards of Excellence to Christopher Clark, K. Newell Dayley, Kerri Howlett, Kristine Doty-Yells, and Michelle Kearns. Trustee Chun seconded. The motion carried without opposition.

10. Naming Opportunities

Trustee Clarke motioned to approve the naming of the Mom Fulton's Café in the Ira A. and Mary Lou Fulton Library and the naming of three spaces in the Nellesen Autism Building as the William and Lisa Hopkins Passages Lounge, the Colton Rose Office, and the Mike and Angela Rose Office. Trustee Acerson seconded. The motion carried without opposition.

III. COMMITTEE REPORTS

Trustee Thompson reviewed the Audit Committee meeting of January 17. He noted his pride in Ray Walker and the work he is doing, particularly as the task of managing information technology infrastructures becomes ever more difficult. Trustee Thompson also noted the good work Peter Vanderheide is doing as the new Director of Internal Audits. He indicated that the agenda included a review of recent investment reports, area audits, the CFO report, President's travel report, and the current legal report with brief mention of a few unusual legal issues. Through all reports, it is evident that the university is in good health. Trustee Thompson noted that the second half of the meeting was dedicated to the State Audit Report. He stated that the Auditors were uniformly complimentary of UVU's efforts. He noted their criticisms and the rationale behind UVU's approach that merited such comments. Overall, he indicated it was one of the best reports UVU has received to date.

IV. Consent Calendar

Trustee Clarke motioned to approve the items contained in the Consent Calendar which included the minutes of the January 12, 2016, Trustee meeting, the HR report, and the December investment report. Trustee Gappmayer seconded. The motion carried without opposition.

V. INFORMATION

1. President's Report

President Holland began by thanking Justin Jones for his work to organize the update to the media in the Trustee Conference Room. The President then reviewed the status of various building projects on campus, noting the Nellesen Autism Building ribbon cutting on May 3, the NUVI basketball facility ribbon cutting in September during homecoming week, and the expected minimal gap in funding for the Noorda Performing Arts Center. He also discussed the decision to redo the campus signage at the University Parkway entrance. The President then turned to academic developments and good news for the university. This included mention of his own presentation on Thomas Jefferson at a Constitutional Law conference, the awarding of the Mendel Medal to Dean Dan Fairbanks, the global cybersecurity panel at UVU and partnership with the National Cybersecurity Association, and the Woodbury School

of Business's recent accreditation extension. He spoke to the awarding of a Fulbright award to a faculty, the visit of President Uchtdorf to the Roots of Knowledge windows, and several speakers who had recently been on campus. Turning to student achievement, President Holland mentioned the success of the Utah Conference on Undergraduate Research and the internships now being supported at UVU by Li Ka-shing. He noted that his State of the University speech was well-received by the university community and that from it came the charge to exist as "the nation's very best open admissions platform for student success." President Holland then spoke to this student success by reviewing the state impact of UVU's graduates and our "return on investments." President Holland reviewed UVU's legislative agenda and provided an update on the legislative session to date. He noted that each university was asked to participate in a 2% budget cut exercise, and although it is feasible, the top priority will be to restore the 2%. He then reviewed the request for request for compensation and the push to restore the 75/25 tax funding approach. President Holland explained the emphasis/push UVU places on money tied to growth and the continued de-emphasis on market demand and performance based funding. He then mentioned the presentation of the proposed new Woodbury School of Business to the legislative committee, and although it solicited no questions and will not be funded this year, the case is beginning to be made for the new building. President Holland spoke to the pedestrian bridge request, noting that bond funding may be available but if not, UVU is looking for alternatives. The effort is being actively discussed with UDOT. President Holland then noted that a proposed bill that will likely receive approval will change the relationship between the Regents and the Board of Trustees in terms of academic program approval. Trustees will be kept apprised of any shift in their responsibilities. The President concluded with an invitation to the trustees to attend the Presidential Lecture on March 1 which will feature Hanna Rosin.

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



2016-17 OPERATING REVENUE

Revision One, March 29, 2017

EDUCATION AND GENERAL

Revenue Source	Initial Budget (Base Operating Budget)	Change	Revised Budget
State Tax Funds			
General Fund	\$57,893,800		\$57,893,800
Education Fund	\$42,997,400		\$42,997,400
Dedicated Credits			
Tuition & Fees	\$118,970,400	\$5,800,000	\$124,770,400
Other income	\$151,000		\$151,000
Subtotal	\$220,012,600	\$5,800,000	\$225,812,600
Transfers from USHE			
Hearing Impaired		\$143,500	\$143,500
Library Consortium		\$26,966	\$26,966
Performance Based		\$718,993	\$718,993
Affordable Participation Grant		\$75,000	\$75,000
Step Up Program		\$37,484	\$37,484
Concurrent Enrollment		\$552,495	\$552,495
Subtotal	\$0	\$1,554,438	\$1,554,438
TOTAL Education and General	\$220,012,600	\$7,354,438	\$227,367,038

This proposed revision reflects additional tuition and fees revenue from enrollments beyond budget projection and transfers from USHE



**CASH AND INVESTMENT
REPORT
January 2017**

Monthly Composite Performance Review

UTAH VALLEY UNIVERSITY

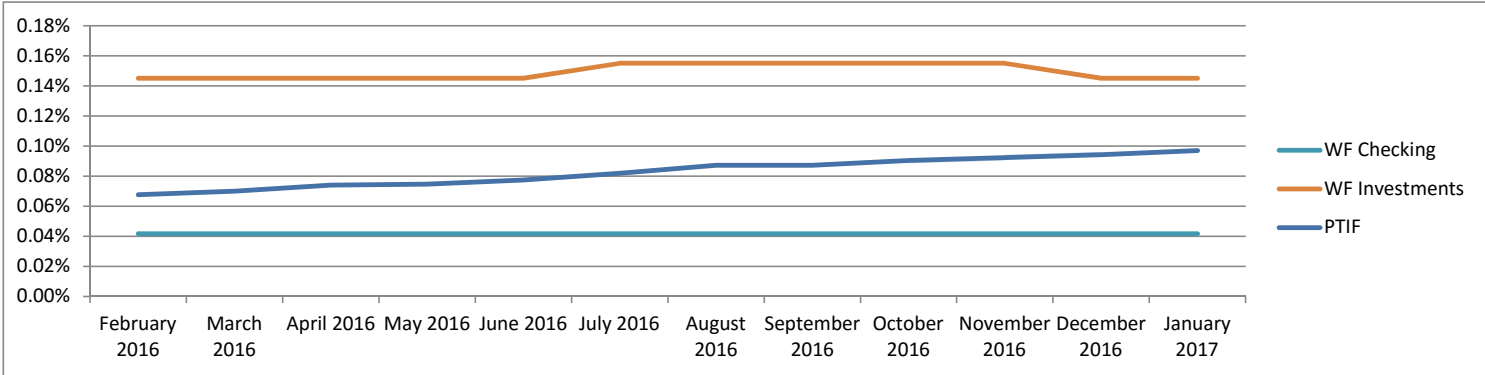
January 2017



Account Activity	Checking/Sweep	Investments	PTIF	Total University Cash and Investments	Past Twelve Months of Activity
Beginning Balance	\$ 9,506,776	\$ 53,856,896	\$ 92,063,906	\$ 155,427,578	\$ 167,699,800
Interest/Earnings Credit	11,307	71,983	102,200	185,490	1,883,388
Acquisitions/Credits	8,220,327	2,000,000	32,099,354	42,319,681	451,048,248
Dispositions/Debits	-	-	(10,000,000)	(10,000,000)	(427,668,658)
Unrecognized Gain/Loss	-	8,495	-	8,495	302,917
Fees	(11,307)	-	-	(11,307)	(81,771)
Transfers *	-	(71,983)	(6,036,655)	(6,108,638)	(11,362,625)
Ending Balance	\$ 17,727,103	\$ 55,865,391	\$ 108,228,805	\$ 181,821,299	\$ 181,821,299

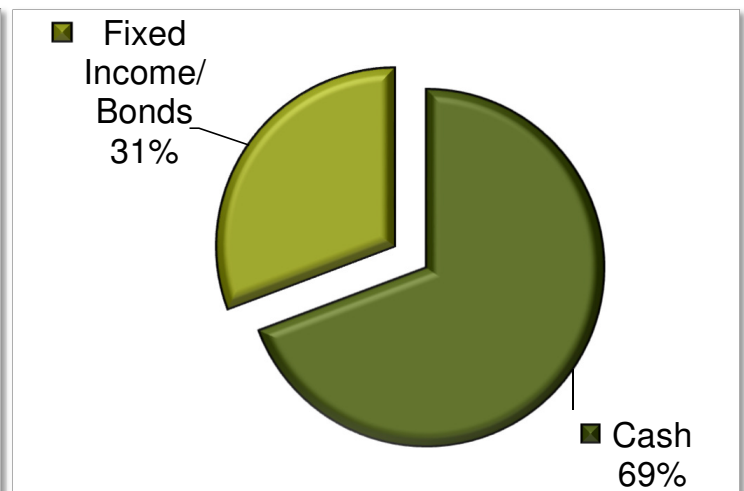
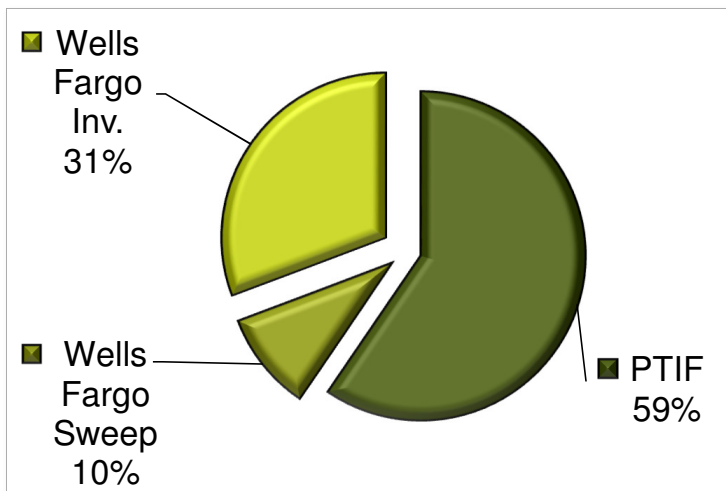
* Transfers consist of activity between the UVU and the Foundation and interest transferred to UVU.

Performance Returns	Wells Fargo Checking/Sweep	Wells Fargo Investments	PTIF
February 2016	0.04%	0.15%	0.07%
March 2016	0.04%	0.15%	0.07%
April 2016	0.04%	0.15%	0.07%
May 2016	0.04%	0.15%	0.07%
June 2016	0.04%	0.15%	0.08%
July 2016	0.04%	0.16%	0.08%
August 2016	0.04%	0.16%	0.09%
September 2016	0.04%	0.16%	0.09%
October 2016	0.04%	0.16%	0.09%
November 2016	0.04%	0.16%	0.09%
December 2016	0.04%	0.15%	0.09%
January 2017	0.04%	0.15%	0.10%
Monthly Average	0.04%	0.15%	0.08%
12 Month Return	0.50%	1.79%	0.99%



UVU Cash and Investments as a Percent of Total

UVU Cash and Investments Investments by Type



Monthly Composite Performance Review

UVU Foundation

January 2017



UTAH VALLEY UNIVERSITY

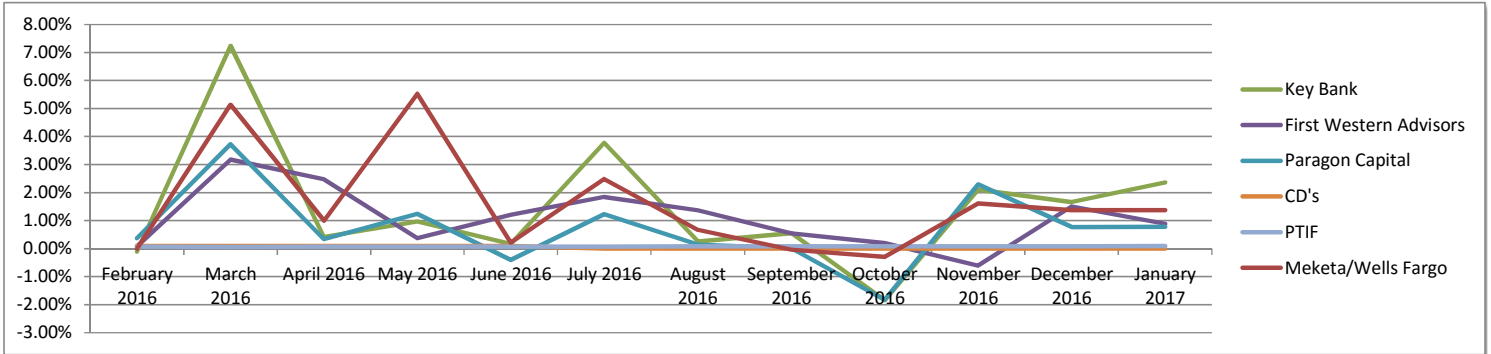
Account Activity

	Unrestricted	Temporarily Restricted	Permanently Restricted - Endowments	Total Foundation Investments	Past Twelve Months of Activity	Notes Due From University FY16
Beginning Market Value	\$ 8,102,639	\$ 32,905,046	\$ 21,975,286	\$ 62,982,971	\$ 52,372,148	Beginning Balance \$ 9,593,205
Interest	7,765	22,587	4,009	34,361	557,993	Additional Notes -
Acquisitions	7,664	1,461,255	4,408,780	5,877,699	26,262,734	Principal Received (213,409)
Dispositions	(15,048)	(2,111,292)	(4,023,021)	(6,149,361)	(26,104,920)	Ending Balance \$ 9,379,796
Gain/Loss Rec & Unrec	18,097	192,027	364,710	574,834	5,844,509	Interest Received \$ 273,348
Fees	(951)	-	(4,435)	(5,386)	(91,299)	Rate 5.6%
Transfers *	(17,288)	6,462,686	(408,743)	6,036,655	10,510,608	
Ending Market Value	\$ 8,102,878	\$ 38,932,309	\$ 22,316,586	\$ 69,351,773	\$ 69,351,773	

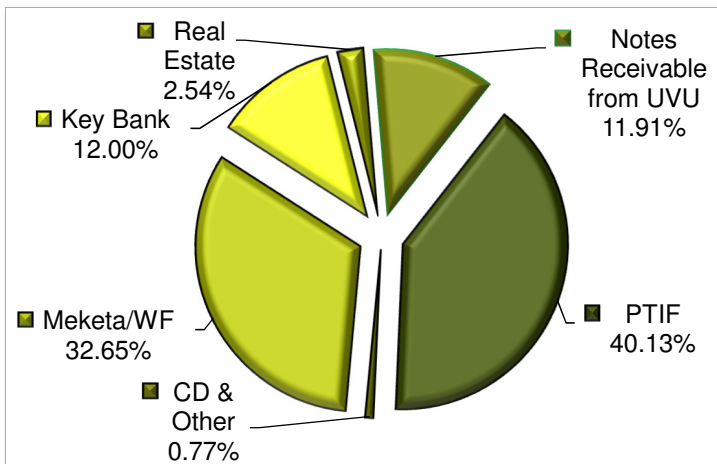
* Transfers consist of activity between money market accounts and other investment accounts as well activity between the University and the Foundation.

Performance Returns

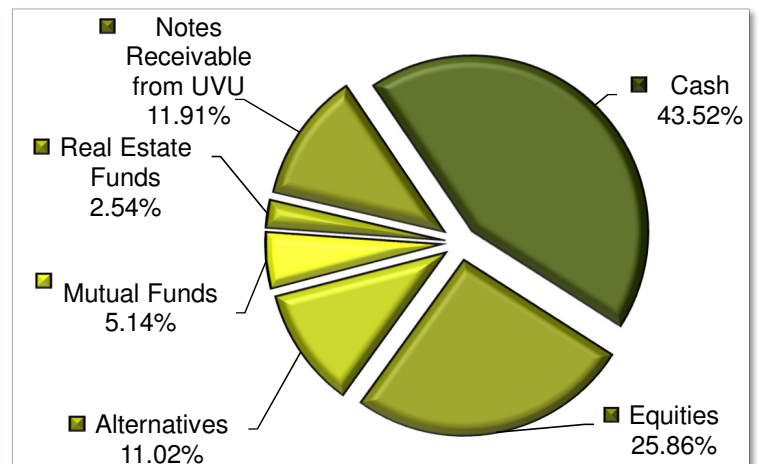
	Key Bank	First Western Advisors	Paragon Capital	Meketa/Wells Fargo	CD's	PTIF
February 2016	-0.11%	0.09%	0.38%	0.00%	0.10%	0.07%
March 2016	7.24%	3.18%	3.73%	5.14%	0.10%	0.07%
April 2016	0.41%	2.47%	0.34%	1.00%	0.10%	0.07%
May 2016	0.97%	0.38%	1.24%	5.53%	0.10%	0.07%
June 2016	0.17%	1.21%	-0.41%	0.22%	0.10%	0.08%
July 2016	3.77%	1.84%	1.23%	2.48%	0.00%	0.08%
August 2016	0.26%	1.37%	0.15%	0.67%	0.00%	0.09%
September 2016	0.56%	0.55%	0.02%	-0.04%	0.00%	0.09%
October 2016	-1.84%	0.20%	-1.82%	-0.29%	0.00%	0.09%
November 2016	2.11%	-0.60%	2.30%	1.61%	0.00%	0.09%
December 2016	1.67%	1.50%	0.77%	1.38%	0.00%	0.09%
January 2017	2.36%	0.89%	0.79%	1.38%	0.00%	0.10%
Monthly Average	1.47%	1.09%	0.73%	1.59%	0.04%	0.08%
12 Month Return	16.25%	13.09%	8.71%	18.82%	0.50%	0.99%



UVU Foundation Investments as a Percent of Total



UVU Foundation Investments by Type



2017-2018 Higher Education Budget Highlights

- **Compensation:** 2% labor market adjustment increase (plus funding for health insurance rate increases), with the ratio of funding at 75% from state funds and 25% of tuition funds.
- **Student Enrollment Growth:** \$3.5 million ongoing for new student growth for the current year. This is the first time in a number of years that student growth in higher education has been explicitly funded (with the exception of [Acute Equity](#) funding appropriated by the Legislature in 2014).
- **Performance Funding:** \$6.5 million one-time (w/ongoing funding stream) for performance funding. This is the initial funding tied to [SB117](#) that will codify the performance funding model of the Board of Regents, which has been in place for four years.
- **Regents' Scholarship:** \$8 million ongoing for growth in the Regents' Scholarship. For several years, growth in the program has been funded on one-time funds. This ongoing funding, along with the changes being proposed in [SB256](#), will help ensure long-term sustainability.
- **2% Base Budget Replacement:** Earlier in the 2017 session, the Legislature approved a 2% base budget cut to higher education – a cut of \$19.2 million. Last week's approval restores those cuts back to the higher education base budget.

2017-2018 Capital Development

The top three Regents' capital development priorities were approved: the Medical Education and Discovery / Rehabilitation Hospital (UU), the Human Performance Center (DSU), and the Social Science Building Renovation (WSU). Funding for the UU project is phased in over three years and the DSU and WSU projects are phased in over two years. Also approved was an increase in capital improvement funds for state facilities.

UVU Capital Facility Priorities Outcomes

[Woodbury School of Business Building](#) was presented to Infrastructure & General Government (IGG) on February 8. The building was ranked fifth by the Board of Regents, but was not ranked by IGG for funding consideration this session.

Transportation Needs: The legislature, in partnership with Utah Valley University (UVU), the Utah Department of Transportation (UDOT), the Utah Transit Authority (UTA), and Mountainland Association of Governments (MAG), will be funding a pedestrian bridge to connect the Orem FrontRunner stop (UVU's West Campus) with UVU's main Orem campus. The legislature approved a transportation bond, which includes some funding for this pedestrian bridge. Funding for this project is as follows: \$3M UVU, \$7M UDOT, \$4M bond (to be paid back by UTA over 10 years). MAG and UDOT are starting immediately to engineer and design the pedestrian bridge, which be finalized by fall 2017. Then, the project will go out to bid with construction starting spring of 2018. The completion date will be determined once the design has been set.

Legislation Passed

[*HB 24, Student Prosperity Plan - Tax Amendments](#) - Rep. Jeremy Peterson, creates a method for corporations to make donations to assist qualifying low-income students to save for college through the Utah Educational Savings Plan (UESP).

[HB 54, Campus Free Speech Amendments](#) by Rep. Kim Coleman, creates requirements for USHE institutions related to free speech activity. The legislation replicates policies related to regarding free-speech already in place at USHE institutions.

[HB 55 \(2nd Sub.\), Governmental Nonprofit Entity Compliance](#), by Rep. Kim Coleman, establishes requirements for governmental nonprofit entities, subjecting them to regulations such as the Open and Public Meetings Act, the Government Records Access and Management Act (GRAMA) and Fiscal Procedures for Interlocal Entities. This impacts certain nonprofit entities affiliated with USHE institution in which the institutions have a controlling interest.

[HB 156 \(1st Sub.\), State Job Application Process](#), by Rep. Sandra Hollins, prohibits a public employer from requiring job applicants to disclose past criminal convictions before an initial interview for employment. Certain exemptions are allowed, including employers whose primary purpose is performing financial or fiduciary functions.

[HB 198, Concealed Carry Amendments](#), by Rep. Karianne Lisonbee, establishes a provisional permit to carry a concealed firearm for individuals under 21 years of age.

[HB 431 \(3rd Sub.\), Government Employees Reimbursement Amendments](#), by Rep. Tim Quinn, prohibits government officers or employees from making personal purchases with public funds, including incurring debt on behalf of or payable by a governmental entity. The bill was amended to allow inconsequential recourse for unintended purchases. The bill establishes an administrative penalty for officers or employees who are found to be making a personal expenditure.

[SB 14 \(2nd Sub.\), Emergency Telephone Service Amendments](#), by Sen. Wayne Harper, requires multi-line telephone systems to provide geo-location information for a public safety answering point and requires multi-line phone systems to be capable of accessing 911 services directly.

[*SB 35, Veterans Tuition Gap Program Act Amendments](#), by Sen. Escamilla, amends the federal programs to which the Veterans Tuition Gap Program relates and removes the requirement that a qualifying veteran using the program qualify for a federal program.

[HB 100, Institutions of Higher Education Disclosure Requirements](#) by Rep. Kim Coleman, requires institutions of higher education to disclose information including job placement, wage earnings, average student debt and the amount of tax subsidy for programs at USHE institutions.

***HB 249 (1st Sub.), Higher Education Financial Literacy Amendments**, by Rep. Robert Spendlove, requires higher education to annually notify students who have taken out a loan for college directing them to their loan balance as well as a repayment calculator.

***HB 251, Campus Advocate Confidentiality Amendments**, by Rep. Angela Romero, prohibits the disclosure of confidential communications related to advocacy services at a Utah institution of higher education.

***HCR 16 (1st Sub.), Concurrent Resolution Declaring Mental Health Issues To Be A Public Health Crisis At Utah Higher Education Institutions**, by Rep. Ed Redd, declares mental health issues to be a public health crisis at Utah higher education institutions. It strongly urges state agencies, local health authorities, non-profit groups, and higher education entities to seek productive, long-term solutions to address this crisis.

***SB 117 (4th Sub.), Performance Funding Revisions**, by Sen. Ann Millner, provides ongoing funding dedicated to the performance outcomes proposed by the Board of Regents and adopted by the Legislature in 2015.

***SB 149 (1st Sub.), Financial Education and Savings Plan to Benefit At-risk Children**, by Sen. Lincoln Fillmore, creates the *Parental Coaching to Encourage Student Savings Program*, which provides financial training to parents of economically disadvantaged children attending kindergarten. The program encourages parents to start saving money for their child's eventual higher education expenses. The program provides a \$50 contribution to the 529 savings accounts of economically disadvantaged children if their parents successfully meet the requirements of the program.

SB 194 (5th Sub.), Utah Data Research Center Act, by Sen. Jacob Anderegg, establishes the Utah Data Research Center to coordinate data-centric initiatives between the Utah System of Higher Education, K-12, the Utah Department of Workforce Services and the Utah Department of Health. USHE already provides substantial data coordination and services regarding student performance and workforce.

SB 238, Higher Education Governance Revisions, by Sen. Ann Millner, changes the name of UCAT (to Utah System of Technical Colleges and of individual campuses to technical colleges) and makes several significant changes to the governance of public higher education in Utah. The legislation clarifies the roles and mission of the Board of Regents and Boards of Trustees and changes how Regents are appointed by the Governor. The legislation also changes how new academic programs are approved, codifies how presidential searches are to be conducted, and defines the primary missions of USHE institutions. The Commissioner and the Board's Executive committee worked closely with the bill sponsor on clarifying amendments.

SB 243, Revised Uniform Athlete Agents Act, by Sen. Lyle Hillyard, updates existing state statute related to the recruitment and contracting of collegiate athletes. The legislation clarifies definitions, expands notification requirements and provides for reciprocal registration of athletes between states.

[***SB 256, Regents Scholarship Amendments**](#), by Sen. Lyle Hillyard, makes major administrative changes to the scholarship program to improve the student application experience as well as enhance coordination with institutions the award recipients attend. This will ensure better use of state aid resources as well as create an overall better experience for students. This legislation does not alter or weaken the existing academic requirements for the scholarship. It also removes outdated statute.

[**SB 263 \(2nd Sub.\), Work-Based Learning Amendments**](#), by Sen. Howard Stephenson, charges the Career and Technical Education Board to study work-based learning and the associated benefits and challenges.

[**SJR 1, Joint Rules Resolution on Funding Mix Determinations**](#), Sen. Jerry Stevenson, Adjusts the funding ratio of state funds vs. tuition funds that have funded compensation costs to higher education. For over twenty years, the Legislature and public higher education have held constant the ratio funding compensation costs at 75% from state funds and 25% of tuition funds. This resolution defaults this ratio for compensation to follow the present overall mix of state dollars and tuition dollars currently funding higher education – which has been about 50% state funds and 50% tuition for the past few years. Intent language was adopted in this year's budget bills to hold the historical 75/25 ratio for the next two fiscal years.

Failed Legislation

[****HB 103, Campus Anti-harassment Act**](#) by Rep. Kim Coleman, defines discriminatory harassment and stipulates that an institution of higher education must take action against discriminatory harassment immediately after gaining knowledge of the act. The bill would have created conflicting statutes and a potential for significant confusion with existing laws related to workplace and school harassment.

[**HB 120, University Student Housing Construction Oversight**](#), by Rep. John Westwood, exempts higher education institutions projects for the construction of student housing from the supervision of the Division of Facilities Construction and Management.

[****HB 275, Utah Administrative Rulemaking Act Amendments**](#), by Rep. Brian Green, removes the exemption for higher education from the Administrative Rulemaking Act for policies related to students. Currently, there are almost 15,000 policies maintained by the Board of Regents and USHE institutions that would need to be reviewed and possibly submitted for administrative rulemaking.

[****HB 284, Student Right to Active Counsel**](#), by Rep. Kim Coleman, introduced similar legislation in the 2016 Session. The Legislature ultimately did not adopt the proposed legislation. In July 2016, the Board of Regents adopted policy that outlines required due process for disciplinary actions and included the role of active counsel in certain proceedings. This bill is unnecessary given the policy already adopted.

HB 326, Campus Sexual Violence Protection Act, by Rep. Kim Coleman, allows an institution of higher education to report an allegation of sexual violence to a law enforcement agency and enacts other provisions related to the duties of an institution of higher education in circumstances related to sexual violence.

****HB 334, Academic Freedom and Protection Act**, by Rep. Kim Coleman, prohibits a USHE institution from taking adverse action against faculty in retaliation for certain expression. Existing Regents' policy already requires institutions to protect academic freedom.

SB 78 (2nd Sub.), Teacher Pedagogical Assessment, by Sen. Ann Millner, requires the State Board of Education to establish a teacher pedagogical assessment that is performance based and assesses an individual's pedagogical skills to receive or retain a certain license to teach.

****SB 255, Funding for Education Systems Amendments**, by Sen. Howard Stephenson, would cap, until 2022, any additional revenues from the Education Fund (income tax) to the state higher education system. The mix of funds higher ed has been budgeted over the years varies between the Education Fund and the General Fund (Sales Tax) – the two primary funding sources of the state's budget. In effect, higher education has been a balancing wheel between the two funds to help the legislature in balancing the budget. This restricts the legislature's flexibility and would likely make it more difficult for the state to fund critical higher education needs over the next five years. This could also result in greater reliance on tuition. The bill was ultimately substituted, then never adopted.

** USHE took an official position in support; ** USHE took an official position in opposition. For more information on legislation, committee agendas, or to view or listen to floor debates, see: <http://le.utah.gov/>*

Summary of Changes to SB238 S1: Higher Education Governance Revisions Sen. Ann Millner/Rep. Brad Wilson

March 8, 2017

Membership of the Board of Regents:

- **Number of Members:** Increases the number of voting membership from 16 to 17 members (including student regent).
- **Appointments to the Board and Representation from Institutional Boards of Trustees:** **The Governor still appoints all of the Regents** with consent of Senate. Eight appointments are members at-large. The Governor will select the remaining eight appointments from three nominees forwarded by each institution's Board of Trustees. (Any current trustee appointed must resign from Board of Trustees.)
- **Representational Considerations for Board of Regents Appointees:** In making all appointments, the Governor must consider geographic representation, diversity, experience in higher education and economic development, and exposure to institutions. Removed from the statute are various minimum and maximum membership by counties based on their size. The Board continues to be non-partisan.
- **Elimination of Non-voting Liaisons from State Board of Education and Utah Colleges of Applied Technology and Establishment of Quarterly Communication Between State Education Agencies:** Eliminates non-voting positions on board but, to encourage communication and coordination between the three state education agencies, requires the Commissioner to convene a quarterly meeting between State Superintendent, Commissioner of Higher Education, Commissioner of Technical Education, board chairs, key legislators, and others.
- **Board of Regents' Leadership:** Chair and Vice-chair are elected by Board members.
- **Timeline for Changes:** Changes are effective May 9, 2017.

Duties of the Board of Regents:

- Provides more specific direction to the Board including:
 - strategic system-wide leadership in linking USHE institutions to economic and workforce needs,
 - enhancing impact and efficiency of the system,
 - establishing system/institutional goals and metrics,
 - evaluate presidents based on institutional performance,
 - delegating management authority to presidents,
 - maintaining statewide data collection and reporting,
 - establish unified budget, finance, and capital funding priorities and practices,
 - strategic foci on system-wide issues to include: college access, preparedness, and completion; stackable credentials; new methods of instructional delivery; program degree requirements and general education articulation/transfer.

Presidential Selection:

- **Search Committee Appointment.** Board appoints presidential search committees.
 - Co-chaired by a Regent and a Trustee.
 - Includes representation from Regents, Trustees, faculty, staff, students, alumni, and the outgoing president's executive council or cabinet.
- **Recruitment Plan:** The Commissioner must create a comprehensive recruiting plan to seek strong candidates proactively.
- **Number and Approval of Finalists:** The search committee is required to advance three to five finalists to the Board by a two-thirds majority vote. If the Board of Regents is unsatisfied with the finalists, it may direct the search committee to resume its search until it has advanced at least three finalists that satisfy the Board.
- **Search Documentation Records and Privacy:** Search process documents are protected records, except for finalists' application materials.

Academic Mission and Programs of Institutions:

- **Definition of Institutional Roles:**
 - Research universities (UU, USU), providing undergraduate, graduate, and research program
 - Regional universities (WSU, SUU, DSU, UVU), providing career and technical education, undergraduate associate and baccalaureate programs, and select master's degree programs to fill regional demands,
 - Comprehensive community colleges (SLCC, Snow), providing associate programs.
 - Board of Regents retains its authority to define roles beyond what the Legislature has established.
- **Institutional Approval of Academic Programs:** Within roles and specified program levels, each institutional Board of Trustees may approve new academic programs. Proposed programs that fall outside of the institution's specified roles must be approved by the Board of Regents.
- **Notification, Peer Review and Approval of New Programs:**
 - Institutions must provide the Board of Regents with notice of any new academic program (within its role) approved by the Board of Trustees.
 - The Commissioner's Office will conduct a peer review (by other USHE institutions) of new program proposals and provide a report to the Trustees and Regents.
 - The Board of Regents may define the process and procedures to be followed including a fiscal analysis and plan for ongoing costs.
 - The Board of Regents must approve establishment of any branch, extension, college, professional school, or an academic program outside the institution's specified role.
- **Periodic Program Review, Modification and Termination of Programs:**
 - The Board is required to review any new programs no later than two years after the first cohort beginning the program, completes it.

- The Board may conduct a periodic review of a program at an individual institution.
- The Board may require modification or termination of an institution's program(s), but must provide adequate opportunity for a hearing before the Board.

Tuition Waivers: The Board of Regents is to approve the use of any additional tuition waivers by an institution beyond those specified in statute for high demand majors/occupations.

Master Planning, Operations and Non-state Postsecondary Coordination:

- Eliminates the requirement of the Board to report to the Legislature on master planning activities including space utilization, faculty productivity, and student assessments.
- Eliminates the requirement that the Board coordinates with private postsecondary institutions. The Board may continue any of these activities as it deems necessary to fulfill its governing role of USHE.

Utah System of Technical Colleges:

- Changes the name of the Utah College of Applied Technology to the Utah System of Technical Colleges and the campuses to Technical Colleges.
- Retains language limiting UCAT's academic offerings to non-credit only.
- Removes Regent non-voting member of UCAT Board of Trustees.
- Makes other technical changes to codify what is already in practice for the applied technology colleges.