DEANS COUNCIL MINUTES
October 15, 2018– 1:00-3:30 pm – Charles Hunter Room, HCC

Present: Brad Cook, James Sage, Bruce Tebbs, Robert Eves, John Allred, Jason Ramirez, Matt Nickerson, Richard Saunders, Matt Zufelt, Katya Konkle, Shauna Mendini, Mary Pearson, Johnny MacLean, Steve Barney, Shawn Christiansen, Jeb Branim (Proxy for Patrick Clarke), Jean Boreen, Kim Craft, Dave Berri, Aimee Uchman

Absent: Johnny Zillgitt

Excused: Patrick Clarke, Stephen Allen

I. Review of Minutes (9.10.18-Large Group & 9.24.18-Small Group)
Mary Pearson motioned to approve minutes from the 9/10 and 9/18 Deans Council meetings. The motion was seconded by Shauna Mendini, and APPROVED unanimously.

II. Visitors/ Guests- Information & Discussion Items
Proposed process for approving Integrative GE courses through SIEL (Jeb Branim, Johnny MacLean, Katya Konkle)

Jeb Branim reminded the Council of President Wyatt’s charge to create a series of six-credit integrated GE courses from two different knowledge areas. There isn’t currently a process to approve these courses. SIEL proposes that these courses be given an “SUU” prefix, with numbering protocol as follows:
- SUU 2200 Fine Art & Humanities
- SUU 2210 Fine Art & Social Science
- SUU 2220 Fine Art & Life Science
- SUU 2230 Fine Art & Physical Science
- SUU 2240 Humanities & Social Science
- SUU 2250 Humanities & Life Science
- SUU 2260 Humanities & Physical Science
- SUU 2270 Social Science & Life Science
- SUU 2280 Social Science & Physical Science
- SUU 2290 Life Science & Physical Science

These courses will be new, not an integration of two existing courses. Courses will be team prepared and tag-taught, with each instructor receiving 3 SCH for the course. A process may need to be created to get SCH back to each Department. SCH will not go to SIEL. SIEL is providing a framework for curriculum approval of these courses. Deans Council approved this concept in December 2017. The goal of the current conversation is to discuss the pedagogy and curriculum aspects of creating these courses. Proposed courses with a start date of fall 2019 must be approved by the UUCC no later than the February 2019 meeting.

Faculty that want to propose an interdisciplinary six-credit course will: 1) Get approval from their department (authorizing faculty to use this course as part of their load) 2) present the idea to the GE Committee, 3) filter curriculum proposals through SIEL for various levels of institutional approval, 4) submit the course to the GE Committee for final approval. The CETL is assembling plans for Faculty Development Grants for the coming year, and Curriculum Innovation Grants could help fund faculty work on these courses.

Bruce Tebbs will organize a meeting with Johnny MacLean, Christian Reiner, Jeb Branim, Shauna Mendini, John Allred, and Steve Barney to go over details about budget and how workload could be calculated for these courses. After that meeting has been held, this item will be brought back to the Dean’s Council for further discussion.
III. Academic Affairs Report

Provost’s Report
Brad congratulated campus on a successful homecoming. Members of the Council noted that the celebration has grown every year and attendance at events was particularly high this year.

A Board of Trustees meeting took place on October 12. The AAS in Aviation Maintenance Technician/AMT program was approved. The SUU aviation team worked with Senator Orrin Hatch and other congressional offices to submit a bill, “The Aviation Maintenance Technician School Training Program Modernization” that would require curriculum be revised and updated for AMT programs. The language was signed into law as part of the FAA Reauthorization Act of 2018. The SUU/TECH dual enrollment project, which included a variety of articulation agreements between the two institutions, was also passed.

Budget
Our current budget ask is currently around $6M. Brad will meet with each dean to refine and prioritize budget requests. He would like to present a list of positions Academics would like pre-approved to President’s Cabinet. It is anticipated that the top three asks for each institution will be the most closely considered for funding.

President Wyatt has been discussing three-year degrees with the Legislature. It is anticipated that SUU will ask for $2.5M for a three-year degree program. Academics needs to determine what a three-year degree program could mean for course sequencing and frequency, degree maps, and summer programs. If funded, a large portion of the money would be one-time, with the remainder to be used for salaries. If this funding is received we’ll need to make sure we are able to track what is done with the money and show how it was successfully used to help students graduate in three years, and how many students it assisted. Pell Grants can now be used in the summer. President’s Cabinet is discussing the possibility of allowing students to use scholarships over any configuration of semesters rather than limiting use to only fall and spring.

James Sage reported that Katya Konkle conducted an audit for all SUU degrees showing the level of difficulty to convert each degree from four years to three years. The next few years of the Academic Calendar will need to be approved this year. This could allow us to consider how a trimester system might operate at SUU. If anyone has thoughts, ideas, or concerns about converting four year degrees to three years, please reach out to James.

Councilmembers provided the following comments/recommendations:

- Could a portion of the funds be used to further implement the Quality Matters program for online courses? This would allow us to better meet the needs of our off-campus market.
- If sequencing and frequency of many courses needs to be modified at the same time, a memo to the UUCC may be the most efficient way of requesting these changes, rather that filling out a change form for each course.
- Developmentally and cognitively, will students get the same maturation/development benefits during three years instead of four?
- If we want the on-campus experience to continue to be a significant part of a student’s education at SUU, how will we manage space? Will we be moving towards more online degrees?
- Could we provide scholarship specifically for the purpose of encouraging students to graduate in three years? This may help motivate more students to attend summer classes.

Brad will meet with Deans, Department Chairs, and the Associate Provost’s office to examine degree map possibilities for the three-year program. After this meeting, advisors and other campus personnel will be pulled in to provide input.
General Education Forecasting
The GE Committee has created a forecasting model to help project what our course needs will be if we continue to grow at the current rate. Brad asked Johnny MacLean to describe how the forecasting model was created. Johnny explained that the model was created by pulling Third Week data for the past three years, examining trends in enrollment and the number of sections for GE courses, and using these sources to project course needs for the next 4-6 years. Assumptions on the forecast include growth continuing at the current rate and course sections being filled and capped at current rates. The primary purpose of the forecast is to prompt a conversation, not to determine how many faculty each course or section might need. The GE Committee provided these projections to the Provost, who will triangulate this information with faculty work-load data and feedback from the Deans.

Minors on Campus Policy
This policy was reviewed at President’s Cabinet on October 15th and if approval at all other levels, will go to the Board of Trustees for approval at their next meeting. The policy would apply to any student groups that come to campus for events such as STEM or Shakespeare. Brad asked Councilmembers, particularly those who host student groups on campus, to become familiar with the edits to the policy.

Third Week Survey
Third Week Survey results were recently released. Less than 1.5% of comments were related to academic affairs. Student feedback included a request to stop using online text book and/or code fees, and for faculty to update Canvas more frequently. While all faculty have access to Canvas, some don't utilize their course shells or post a syllabus. This can be particularly frustrating for students that have used the system through middle school and high school and are accustomed to using it to view feedback. Councilmembers voiced the following questions and suggestions:

- Do we need to mandate basic use of Canvas for all faculty in a policy?
- Is there another tool that faculty can use to get students the information they need?
- How can we enforce accountability for faculty that don't use Canvas?
- Could a question about use of Canvas be tied into student evaluations?
- Is the issue lack of Canvas use, or lack of feedback in any form?
- Canvas allows support staff to see which areas students need assistance with. If Canvas is not used, support staff must contact individual faculty about individual students.
- Students want know where they are at academically- particularly those on academic probation.

Steve Barney will work with Faculty Senate to discover what faculty opposition is to using Canvas. Some faculty have expressed concerns about intellectual copyright for the information they post in Canvas. The Board of Trustees tasked Faculty Senate with creating a survey to find out what issues faculty have with using Canvas to provide feedback.

Associate Provost’s Report
Curriculum Items: UUCC Minutes (Sept 27) & UGCC Minutes (Sept 28)
Minutes from the September UUCC and UGCC meetings have been posted in Canvas. No R401’s were presented at this meeting, so formal approval of the minutes is not required. Shawn Christiansen asked what the process would be for an SUU student that wanted to take an elective course at STECH. James explained that a process has not yet been established for that. Students will have to opt-in to dual enrollment in order to have courses articulate at the other institution. The initial focus of the articulation is bringing more STECH students to SUU. Mary Pearson noted the advantage of filtering SUU students to STECH because STECH offers several 2nd term/7 week courses and SUU doesn't currently offer any. Jason Ramirez will see if he can add a question to the student withdrawal survey about to discover if students would have stayed at SUU if 7 week courses were offered. James Sage noted that 7 week courses may be a good fit for graduate students, and that online may be the best modality. The three main topics discussed by the Graduate Council at the UGCC were tuition waivers, a tuition revenue-sharing model, and tuition pricing. For FY 19, online-only students were allowed to receive tuition waivers. This was prohibited in previous years. The Graduate Council is trying to determine how best to distribute these. Some programs received almost 50% less tuition waivers for their areas. The Graduate Council is trying
to determine if the additional graduate tuition-waiver for online-only rates is sustainable, particularly when granted to students who are also out of state. With the number of graduate students increasing, should more waivers be provided? If we change the waiver model, we could impact students that were planning on a waiver for their second year of grad programs. Tuition waiver amounts and distribution should be determined as early in the year as possible, to assist with recruitment. We need to deliberate on a distribution model that is fair. The Graduate Council has agreed to a revenue sharing model, but has not yet determined how the fund the model. The Graduate Council discussed current tuition rates and recommended that we evaluate our current rates to determine if they need to be adjusted. Bruce Tebbs recommended that SUU set a base graduate tuition rate and allow each program to charge differentials for their specific programs. These differentials could then go back to each program. Brad Cook noted that we need to be mindful of the budget timeline, and if we are making changes, we need to line up our proposals and approval before the end of the legislative session.

**Assistant Provost’s Report**

**Ad Hoc Committee Updates -- P&T, Online Presence, RFP for Course Evaluations, Academic Integrity Policy**

The P&T Transition team held a meeting around 10 days ago. The team has met with seven of the early opt-in department chairs to gather feedback about their experience with the new policy. Johnny has assembled this information into a packet. Once reviewed by Anne Diekema (chair), the team will determine how to best distribute this information. Each team member has been assigned as a liaison for a group of department chairs. Each department chair should know who their liaison is. The team appreciates any positive feedback the Council can share with faculty about the new P&T mindset and process. The Online Presence Committee is meeting monthly, and recently held a five-hour retreat to discuss issues about the online environment, how SUU is growing to meet state demands, how increasing our online environment could help with space issues, and how we could design our approach to build online capacity that would allow faculty to be more involved. The RFP Course Evaluation Committee will send a draft RFP to the purchasing office this week for review and editing. The Committee will release the RFP to the public as soon as possible, collect proposals, and then reconvene. Many faculty have expressed interest in using an in-house evaluation tool created by SUU. The Academic Integrity Committee is separating into two groups to examine different aspects of the policy. One group is examining the type of review and the route that needs to be taken for each violation of this policy. The Committee is considering if the policy could include a points system, and if faculty could have flexibility to determine what the review route should be based on the seriousness of the infraction. The second group is considering the adjudication portion of the policy, including who makes the decision about the severity of the violation and the result.

**GE Committee Update -- attachment (proposal to alter ELO assessment strategy)**

A document was shared with the Deans Council explaining the history of our GE assessment program from 2013 forward. Previously the GE committee assigned ELO’s to Knowledge Areas. Some faculty felt that their courses didn’t align well with the assigned ELO. The GE Committee wants to let the curriculum drive the assessment, and allow faculty members to choose which two ELO’s best fit their courses. After three to four semesters of allowing faculty to select, the committee can look at the ELO’s faculty selected to help determine which ELO’s might fit best in the GE program. This new assessment method would also show NWCCU (our accreditors) that we are working to gather more meaningful assessment data. The GE Committee voted to approve this new assessment strategy. This strategy will be presented to Faculty Senate in a month.

**Online Teaching & Learning Updates -- Advisory board; several new tools; communication question**

The Distance Education Committee has been latent for several years, but has been reactivated to be advisory to the Online Teaching and Learning group (OTL). OTL is looking for ideas about how to communicate changes to online pedagogy across campus. They’d like other tools to consider when email communication isn’t effective. Shawn Christiansen noted that the SEDC has the same communication issue, and has compiled a list of applications and published them to a website. He suggested that SUU do
the same thing, so faculty can seek out this information when they are ready for it.

**Honors Update (position announcement of Honors Faculty Fellow for 2019-2020)**
Kyle Bishop, the Academic Coordinator for the Honors Program, is returning to teaching full-time, effective fall 2019. The Honors Program has revised this position to a one course reassignment. The position will be posted by the end of the week. Please encourage interested and qualified faculty to apply.

**Faculty Senate (Dave Berri)**
Faculty Senate met with the Board of Trustees. Senate is in the process of reviewing the charge/purpose of each of its committees to make sure efforts aren't being replicated, and determining how to best staff each committee. If committee work is going to be part of faculty evaluations, Senate wants to ensure that the committees have a function and are meeting regularly.

**IV. Information/ Discussion Items**
**Policy 6.31- Academic Standards (Shauna Mendini & John Allred)**
Shauna Thanked John Allred for his assistance with editing and updating this policy. The Academic Standards Committee has been meeting weekly to discuss students that are struggling and how they can best be assisted. This policy was last reviewed in 2011.

An overview of proposed changes includes the renaming of the College Connections program to "COMPASS" (COMPrehensive Academic Support and Success.) COMPASS’ primary functions are assisting with the developmental needs of students, and making sure they get the support they need when they enroll to provide them with the opportunity to succeed. Two probation levels have been established for COMPASS students to better track their progress. A committee member expressed concern about the composition of the committee, and wondered if a student representative should be on the committee. A lot of sensitive and confidential information is shared. Jason Ramirez said that he would be willing to be a non-voting member of the committee to advocate on students' behalf, if the committee opts to no longer have a student member. Katya Konkle asked if the section requiring students to declare a program of study is actively enforced. John Allred noted that he checked in with advisors about this, and many are indeed requiring students to declare a program of study.

This policy will place on the agenda as an Action Item for the November 5 meeting.

**V. Council Reports (2 minutes per report)**
**Bruce Tebbs:** A meeting for the Course/Program Fee committee will take place on October 30th. Last year the committee voted to renew all fees for a three-year period. This year, the Committee will review expense plans for each account, along with any new fees or changes to fees. Expense plans and changes to fees are due October 20. Any questions, concerns or proposed changes should be submitted to Bruce before the meeting.

**John Allred:** The Third Week Survey from Student Affairs revealed that students expressed concerns about pre-requisites. For situations where pre-requisites are consistently waived, please consider simply changing the pre-requisites: also, please revisit the need for signatures on various forms and if signature aren't really needed, please consider removing the signature requirement. Consult with the Registrar's Office if you have any questions.

**Shauna Mendini:** The “Encounter Korea” exhibit will be at SUMA from October 13 through December 29th. The exhibit is in collaboration with the Korean Culture Center out of Las Angeles. All the artists are from Korea. One of the central pieces of the exhibit is a small Rube Goldberg machine that depicts the story of a small turtle trying to move out of a cage with a heavy burden on its back. At the request of one of the artists of the exhibit, a long narrow space in SUMA that was used to store chairs has been converted to an electronic exhibit called “To Cedar.” The exhibit includes eight screens that are all timed electronically to tell the story of the artist's trip from Santa Fe to Cedar City.
Jason Ramirez: Thank you to the Engineering Department for sponsoring the cardboard boat race during homecoming. Student Affairs is looking to finalize the Student Assessment and Intervention Team (SAIT) website, where faculty, staff, and students can report individuals exhibiting concerning behavior. SUU currently utilizes the NaBITA (National Behavioral Intervention Team Association, https://nabita.org) threat assessment tool. The SAIT website, which will act as a reporting mechanism, is anticipated to go live by October 26th. Information from the SAIT website will be collected by Jason, and all submissions will be reported to the committee for assessment, with the exception of immediate threats, which will be acted on quickly. SAIT will be advertised via email and on campus-wide digital billboards. The Behavioral Intervention Team is monitoring around 10 students a week, primarily for self-harm risks. CAPs is currently at a five week wait list. The entire state is experiencing a higher demand for mental health resources. The SafeUT app is now live. Students can chat or call and speak with a counselor for free. Submissions can also be entered at https://safeut.med.utah.edu/. President’s Cabinet approved an emergency hire and CAPs has been able to add another LCSW. The “Let’s Talk” Program is also live, which provides timeslots during the week where students can gather and discuss any topic. More information is available at: https://www.suu.edu/caps/letstalk.html

Mary Pearson: The Entrepreneurship Business Competition will take place on October 26th. Up to $8000 of prize money will be available for students. A previous winner of this competition is now applying for a patent.

Richard Saunders: This last spring, the Legislature approved an $800K increase to the Utah Academic Library Consortium Expansion. This will give us access to two new engineering resources, which should be available in July 2019.

Johnny MacLean: The first Faculty Writing Retreat took place October 12-14 in Loa. James and Johnny hosted 13 faculty. The retreat was a meaningful way to demonstrate how we value faculty’s scholarly pursuits. At the retreat, five completions/submissions for writing projects were accomplished. Plans will be underway soon for another writing retreat, potentially tied into preparing grant proposals. This could be paired with the NEH grant training planned for spring 2019.

Katya Konkle: The next round of curriculum items are due October 19th by 5pm. Please submit them via email to Katya.

James Sage: The first Associate Deans Council meeting will take place on October 26th at 9 a.m. This initial meeting will be primarily to determine the scope of the council and the type of topics to be discussed at each meeting. Deans and Budget Managers are also welcome to attend these meetings.

Aimee Uchman: We’d like to try shifting our meeting documents to Google Drive instead of Canvas, to find out if Google is more user-friendly. All members of the Deans Council Canvas course will have access to the Google Drive. If there are any additional names that should have access, please email them to Aimee.

Brad Cook: Because Executive Sessions for Deans Council happen so rarely, there will no longer be a motion for these sessions at the end of each Deans Council meeting. If an Executive Session is needed, we’ll provide advance public notice.

Meeting adjourned at 3:57 p.m.
I. Introductions

II. Action Items: Course-by-course articulation agreements with Southwest Technical College (STEC)

A. Background/Context:
   - Two articulation days over Summer 2018 with faculty from STECH and SUU getting together to establish course transfer equivalencies.
   - R473 allows transfer articulation between technical colleges and other state system schools.
   - Programs listed in II.B. not quite exhaustive of all the programs available at STECH but grouped as best as possible to match up with current SUU offerings.
   - STECH & SUU checked with NWCCU to see that this project is operating within their policy guidelines (working between credit and non-credit institutions).
   - Utah Legislature is interested/excited about the project. SUU received $235,000 from Legislature & Governor’s Office funding to go toward this effect. When Steve Meredith testified before state committee, he was asked why this hasn’t been done before; his response was that it is hard to do (different missions, different cultures).
   - Program scheduled to be rolled out in 2019.
   - Actual dual-enrollment concept is unique; no one else is going down this path.
   - STECH curriculum is competency-based, not seat time; entire programs can be pulled from accreditation if students do not meet outcomes.
   - Encouraged faculty to be creative in looking at how STECH courses can count toward SUU courses/requirements (e.g., combining courses, allowing options for how courses transfer, giving elective credits, etc.).
Phase I: Setting the baseline with the foundation of transfer articulations. Now take to Trustees then NWCCU. Phase II: Look at potentially creating new AAS degrees to receive STECH students. Phase III: Explore STECH offerings that SUU students could benefit from having (e.g., welding, electronics in Theatre Tech).

After Phase I, there will be some more clean-up and other items coming in. (Always part of the plan.)

B. Articulation agreements with STECH:
1. Accounting
2. Agriculture
3. Art & Design
4. Business Specialist
5. Culinary
6. Engineering Technology
7. Graphics & Media
8. Information Technology
9. Nursing

C. Discussion
- Kim Craft: Did any faculty in business review what advisor created in articulation agreement? (Answer: Yes.)
- Brief overview of SUU/STECH tuition benefits, but SUU has purposefully not made a broad announcement in order not to overwhelm STECH. There have also been significant discussions regarding student services, financial aid, etc., with regards to the dual-enrollment aspect.
- Katya Konkle: Is swine production program still a program? (Answer: STECH doesn’t publish it because it’s only open to employees of specific employers, but it does still exist.) (Grant Corser: Thanks for the PORK prefix.)
- Eric Freden: Kristin Wiggins pointed out that AGSC 1200 & 2200 don’t yet exist, but those courses should be submitted to UUCC for next round, as well as SCI courses. Also, top five AUTO courses in Engineering Technology not approved by Engineering & Technology department; from Robotics & Automation on down, everything else is still good. No substitute recommended, must now omit from agreement. Modification accepted as friendly amendment.
- James Sage: SUU may never teach these new courses but use them as “placeholders” for STECH transfer credit.
- Brian Swanson: What will happen to these articulation agreements if/when department chairs are replaced? Is there a timeframe for the effectiveness of these agreements? (Answer: Courses will be revisited annually in July, starting in 2020.) What happens to students mid-stream if articulations change? (Answer: Further language could be added to the agreement, but normally if a student starts in the program the program must be finished out. Students would also be SUU students as part of dual-enrollment and would be held to catalog requirements. Students will be transcripted as they go, and in the future if we run into circumstances that are not covered by agreements we will need to discuss then. No dual-enrollment students just yet but they should be starting soon.)
• Brian Swanson: A lot of these courses are articulated across the state as well, such as ART 1050. Dept chairs should be aware of this as we move toward majors meetings in the spring; there could be pushback at those meetings if other institutions are not as excited about this program. (Answer: These courses will be SUU credit. By Regents policy, all USHE credit must transfer to other USHE schools as credit but not necessarily fulfilling a requirement.)
• Ben Sowards: What is a clock hour? (Answer: Clock hours are contact hours.)
• Brian Swanson: Has there been discussion about SUU courses transferring to STECH? Is there a reverse transfer established? (Answer: SUU & STECH have agreed to reverse transfer in the articulation agreements.)

D. Voting
• Motion to approve: Eric Freden (with friendly amendment to Engineering Technology, and pending clean-up & new courses)
• Second: Brian Swanson
• Approved unanimously

III. Previous Minutes & Announcements
A. Approval of April 2018 UUCC minutes (accepted by general consent)
B. There are some data challenges in implementing Curriculog. New PDF forms are based on what Curriculog system will look like; they are intended to be a soft transition/partial implementation to get faculty used to the types of fields that will show in the new system. The new approach is going to be based on a course (new, modify, delete), program (new, modify, delete), new prefix, and new administrative unit. General Education is embedded in all the course forms.
C. UUCC will be shifting from Canvas to a Google TEAM folder for items. A Google doc will serve as a discussion board.

IV. Course Modifications
A. See tables below for items.
B. Voting:
• Discussion:
  1. Eric Freden: The only reason Math teaches MATH 1100 is as a service course for Business. Would Business be interested in deleting 1100 and only requiring 1210? Kim Craft: We should talk about that. James Sage: That would help Math have a more efficient schedule, but would leave 1100 on there for a while to phase it out.
  2. John Allred: On ECON 2500, there is a Math ACT Subscore—will the dept want that to expire? Math usually does a 2-year expiration. Kim Craft: That seems reasonable and will get back to UUCC. Madalyn Swanson: What about an Accuplacer score? Katya Konkle: Accuplacer will be gone after this year, is it necessary to add? John Allred: There will be another math placement test that will need a placement score. We will need to do a catalog-wide review once Accuplacer goes away.
• Motion to approve: Kim Craft, to accept all course modifications
• Second: Grant Corser
• Approved unanimously
### BUS

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<th>Implementation</th>
<th>Notes/Action</th>
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| ECON 2500 Quantitative Methods for Business and Economics             | 3       | • **Prerequisites**: “MATH 1050” to “MATH 1050 or ACT Math Subscore of 26”  
• **Prerequisites**: Allow MATH 1040/2040 to be taken concurrently | 2019-2020  | Approved, pending ACT subscore expiration & Accuplacer score                      |
| ECON 3010 Managerial Economics                                        | 3       | • **Prerequisites**: “MATH 1100 or ECON 2500” to “MATH 1100 or MATH 1210 or ECON 2500” | 2019-2020  | Approved                                               |
| ECON 3020 Macroeconomics for Business Decisions                       | 3       | • **Prerequisites**: “MATH 1100 or ECON 2500” to “MATH 1100 or MATH 1210 or ECON 2500” | 2019-2020  | Approved                                               |
| ECON 3170 Decision Modeling                                           | 3       | • **Prerequisites**: “MATH 1100 or ECON 2500” to “MATH 1100 or MATH 1210 or ECON 2500” | 2019-2020  | Approved                                               |
| ECON 4260 Principles of Econometrics                                 | 3       | • **Prerequisites**: “MATH 1100 and ECON 2500” to “MATH 1100 or MATH 1210 or ECON 2500” | 2019-2020  | Approved                                               |
| ECON 4500 Economics of Strategy                                      | 3       | • **Prerequisites**: “MATH 1100 or ECON 2500” to “MATH 1100 or MATH 1210 or ECON 2500” | 2019-2020  | Approved                                               |

### COEHD

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| ELED/SPED 3400 Educating Diverse Populations                          |         | • **Prefix**: Change to EDUC  
• **Title**: Change to “Schools, Society, & Diversity”  
• **Course Description**  
• **Enrollment Considerations**: Sophomore and above  
• **Course Consolidation** | 2019-2020  | Approved                      |
V. New Prefix Proposals
   A. See table below for items.
   B. Voting:
      • Discussion:
        1. Brian Swanson: Will all the Library courses be switched over to INFO prefix? Caitlin Kime: There are new curriculum standards from 2018 that removes “media” from programs. We will eventually want to move them over, but LM 1010 is undergoing curriculum revision working with ENGL 2010. A new course, INFO 3000, is also going to be approved.
        2. James Sage: STCH is coming from Provost’s Office to allow transfer courses from STECH that doesn’t fit with SUU curriculum but we think it’s worthwhile to give credit to the student. Grant Corser: Would this prefix be appropriate for those automotive classes that weren’t approved? James Sage: If we think that it’s appropriate to give college credit, yes. If not, we could also put it at 0700 level (Community Ed) so there’s at least a transcript record. Giving university-level elective credit is not always helpful for students. Grant Corser: We’ll see actual course proposals? James Sage: Yes, in October.

      • Motion to approve all new prefixes: Brian Swanson
      • Second: Kim Craft
      • Approved unanimously

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<td>Southwest Technical College</td>
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VI. New Course Proposals
   A. See table below for items.
   B. Voting:
      • Motion to approve all new courses: Brian Swanson
• Second: Eric Freden, with amendment to change courses to Pass/Fail instead of Graded. Brian Swanson agrees to amendment.
• Discussion:
  1. Brian Swanson: If these courses are never going to be taught at SUU, should there be something in the description that indicates that so students can plan appropriately? John Allred & Madalyn Swanson agree it will be helpful. John Allred suggested using the course sequencing field. Katya Konkle agreed that sequencing would be the best place and easiest to do.
• Approved unanimously

**COSE**

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<th>Course</th>
<th>Credits</th>
<th>Implementation</th>
<th>Notes/Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH 1210 Introduction to Welding, Safety, and Testing</td>
<td>3</td>
<td>2019-2020</td>
<td>Approved</td>
</tr>
<tr>
<td>TECH 1215 Oxy-fuel Gas Welding Lab</td>
<td>1</td>
<td>2019-2020</td>
<td>Approved</td>
</tr>
<tr>
<td>TECH 1235 SMAW Welding Lab</td>
<td>1</td>
<td>2019-2020</td>
<td>Approved</td>
</tr>
<tr>
<td>TECH 1255 GMAW Welding I Lab</td>
<td>1</td>
<td>2019-2020</td>
<td>Approved</td>
</tr>
<tr>
<td>TECH 1275 FCAW (Self Shield) II Lab</td>
<td>1</td>
<td>2019-2020</td>
<td>Approved</td>
</tr>
<tr>
<td>TECH 1295 GTAW Welding II (Aluminum) Lab</td>
<td>1</td>
<td>2019-2020</td>
<td>Approved</td>
</tr>
<tr>
<td>TECH 1305 GMAW Aluminum Lab</td>
<td>1</td>
<td>2019-2020</td>
<td>Approved</td>
</tr>
</tbody>
</table>

VII. Program Modifications
A. See tables below for items.
B. Reminder: These changes will be effective in 2019-2020 Catalog. Program changes will be accepted through the February UUCC meeting.
C. Voting:
• Motion to approve all changes: Brian Swanson
• Second: Kim Craft
• Approved unanimously

**BUS**

<table>
<thead>
<tr>
<th>Program</th>
<th>Change(s) Requested</th>
<th>Implementation</th>
<th>Notes/Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics (Minor)</td>
<td>• Removal of ECON 3840</td>
<td>2019-2020</td>
<td>Approved</td>
</tr>
<tr>
<td></td>
<td>• Adding ECON 3020 as option</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Increasing elective credits &amp; decreasing core credits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### COEHD

<table>
<thead>
<tr>
<th>Program</th>
<th>Change(s) Requested</th>
<th>Implementation</th>
<th>Notes/Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education (BA/BS)</td>
<td>• Adding MATH 3010 &amp; 3020 options</td>
<td>2019-2020</td>
<td>Approved</td>
</tr>
</tbody>
</table>

### HSS

<table>
<thead>
<tr>
<th>Program</th>
<th>Change(s) Requested</th>
<th>Implementation</th>
<th>Notes/Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology (Minor)</td>
<td>• Update to elective list</td>
<td>2019-2020</td>
<td>Holdover from</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>implementation from</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>last year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Approved</td>
</tr>
<tr>
<td>Certificate of Proficiency in Technical</td>
<td>• Allow ENGL 3120 as option in core</td>
<td>2019-2020</td>
<td>Approved</td>
</tr>
<tr>
<td>Writing</td>
<td>• Allow COMM 4240 as elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication – all emphases (BA/BS) &amp;</td>
<td>• Remove ENGL 2010 &amp; MATH 1040</td>
<td>2019-2020</td>
<td>Holdover from</td>
</tr>
<tr>
<td>Communication Composite (BA/BS)</td>
<td></td>
<td></td>
<td>implementation from</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>last year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Approved</td>
</tr>
<tr>
<td>History (BA/BS) &amp; History Education (BA/BS)</td>
<td>• Changing minimum grade requirement for HIST 4990</td>
<td>2019-2020</td>
<td>Holdover from</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>implementation from</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>last year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Approved</td>
</tr>
<tr>
<td>Sustainability Studies</td>
<td>• Adding description &amp; course objectives</td>
<td>2019-2020</td>
<td>Holdover from</td>
</tr>
<tr>
<td></td>
<td>• Streamlining course offerings</td>
<td></td>
<td>implementation from</td>
</tr>
<tr>
<td></td>
<td>• Adding HSS 1200</td>
<td></td>
<td>last year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Approved</td>
</tr>
</tbody>
</table>

VIII. Adjourn: Meeting adjourned at 4:09 PM.
UNIVERSITY GRADUATE CURRICULUM COMMITTEE
& GRADUATE COUNCIL MEETING
September 28, 2018
1:00 pm, OM 106 Conference Room

MINUTES

Attendees: John Allred, Robin Boneck, Elizabeth Cox (for Cynthia Kimball-Davis), Kim Craft, Mark DeBeliso, Ken Hall, Thomas Herb, Katya Konkle, Roger LaMarca, Selwyn Layton, India Mack, Steve Meredith, Rachel Parker, Tony Pellegrini, Angela Pool-Funai, James Sage, Nathan Slaughter, Kevin Stein (for Matt Barton)

Guests: Jennifer Hunter, Lisa Swanson

Not Present: CSIA representative

I. Call to Order
   A. Introductions
   B. Approval of April 13, 2018 UGCC and Graduate Council minutes (accepted by general consent)
   C. Announcements
      • We need a bigger room!
      • Meeting times have been moved back to Fridays at 3 PM. We try to keep it to an hour since the UGCC and Graduate Council is meeting more frequently this year.
      • UGCC/Grad Council will move from Canvas to a Google Team Drive for sharing of documents. We will not move the old files from Canvas to Google. There will be a shared Google doc for discussion/comments.
      • There are some data challenges in implementing Curriculog. New PDF forms are based on what Curriculog system will look like; they are intended to be a soft transition/partial implementation to get faculty used to the types of fields that will show in the new system. The new approach is going to be based on a course (new, modify, delete), program (new, modify, delete), new prefix, and new administrative unit. The hope is to switch over for the next academic year to the completely online environment.
      • Bonny is loving her retirement! James Sage gave her the old curriculum file folders and she ceremonially burned them over a campfire last weekend.

II. Course Modifications
   A. See table below for items.
B. Voting:

- Motion to bundle all course modifications and new prefix and approve as whole: Mark DeBeliso
- Second: Steve Meredith
- Discussion:
  - Tony Pellegrini: We need to take Fall off of EDUC 6560’s sequencing, so it’s just offered Spring and Summer.
  - Question: Is LM still going to be a separate prefix? (Answer: They’ll migrate toward the INFO but they’re mostly interested in a 3000-level course right now. But they do have a graduate program where they offer a program in Library Media, which is an outdated term. They might eventually shift that program over.)
- Approved unanimously

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Change(s) Requested</th>
<th>Implementation</th>
<th>Notes/Action</th>
</tr>
</thead>
</table>
| EDUC 6560 Leadership of Student Services and Programs | 3       | • Title: “Diversity and Social Justice in Education”  
  • Semesters Offered: Fall, Spring, Summer  
  • Course Description  
  • Enrollment Considerations: Admission to M.Ed./LEAD required | 2019-2020       | Approved, remove Fall from sequencing                |
| SPED 6110 Parental Involvement and the Law         | 3       | • Clone to SPED 5110  
  • Transcript Title: “Special Education Law”  
  • Semesters Offered: Fall, Summer | 2019-2020       | Keep 6110 in Banner/Catalog Approved                 |
| SPED 6120 Applied Behavior Analysis and Management | 3       | • Clone to SPED 5120  
  • Transcript Title: “Appl Behavior Analysis & Mgmt”  
  • Semesters Offered: Fall, Summer | 2019-2020       | Keep 6120 in Banner/Catalog Approved                 |
| SPED 6130 Curriculum Strategies and Development    |         | • Clone to SPED 5130  
  • Transcript Title: “Curriclm Strtgies & Development”  
  • Semesters Offered: Fall, Summer | 2019-2020       | Keep 6130 in Banner/Catalog Approved                 |
| SPED 6145 Transition of Pupils who have Disabilities |         | • Clone to SPED 5145  
  • Transcript Title: “Transition Pupils Disabilities”  
  • Semesters Offered: Fall, Summer | 2019-2020       | Keep 6145 in Banner/Catalog Approved                 |
III. New Prefix Proposals
   A. See section II above for discussion & voting.

<table>
<thead>
<tr>
<th>College/School Requesting</th>
<th>Prefix</th>
<th>Descriptive Name</th>
<th>Current Courses to Switch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>INFO</td>
<td>Information and Society</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>Approved</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IV. R401s / New Program Proposals
   • None this round

V. Graduate Council Discussion Items
   • Tuition waivers for 2019-2020
     • Lisa Swanson is the liaison between Malinda Rhodes in Financial Aid and the Graduate Council and helps distribute graduate tuition waivers.
     • In April, Mark Atkinson informed the Grad Council that we were now able to distribute waivers for online-only students and GC debated on how to allocate it. Two models were proposed: 1) Base funding entirely on enrollment/headcount of degree-seeking students at a particular snapshot in time; 2) Take the whole pot, split it in half and give everyone the same initial share across the board and distribute the other half based on enrollment. GC voted virtually to go with second model.
       o Comment: MAcc & MBA programs saw tuition waivers cut in half, while others got new money for the first time.
       o Comment: MEd now has a lot of money but also has 150 graduating students this year to replace.
       o Comment: The new MS in Business Analytics will need money to recruit students.
       o Comment: We also looped in International Affairs and saw some outstanding students enter our programs; it’s also an important part of our recruitment strategy.
       o Comment: MIS was self-support and will now be budget-related, and wants waivers as well.
       o Comment: We have a lot more programs and students involved now, so we should increase the amount available so it doesn’t hurt existing programs as much. It’s justified based on the number of new students and programs we have.
       o Comment: For MPA, the new funding model was a give and take; funding went down overall but we could now use it toward online students. But now we’re completely out of money for the rest of the year.
       o Comment: MAcc held a little money back to use some in Spring 2019 for new incoming students.
Comment: When the Associate Provost met with the grad directors over the summer, we had conversations on how to use the money strategically, but program needs differ (e.g., the MMMT is a one-year program while most others are two years).

Question: How is waiver money calculated? Could we request more money? (Answer: By taking a certain amount of revenue from graduate studies and taking a percentage of that. However, based on USHE policy, there is a cap to how much revenue can be given back in waivers. It’s called our “discount rate.”)

Question: What is going on with the revenue sharing model? Could that be another source of funding? (Answer: Once we iron that system out, that would be revenue that directors could use instead of just waivers.)

Question: For a new program, what should be our strategy in utilizing waivers? Need-based, sustaining, recruitment, etc.? (Answer: Right. The pie isn’t growing proportionally with programs and students. When new programs advocate, others must give up some funding unless the overall pie increases as well.)

Comment: Pricing is a very common business issue—we’re talking about charging different people different prices. In business we know how to maximize revenue through pricing and our discussion should be on how to maximize revenue. We can show that cutting the price for certain types of customers, our revenue will go up. This idea that we have to cap our tuition rates is not helpful—what if lowering the price for students makes revenue for the university go up? It’s called elasticity of demand (taught in ECON 2010). It’s silly to have this group [Graduate Council] making this decision; it should be a business decision. (Discussion: We could revisit the price of tuition too. Are we charging the right tuition? If these programs are in demand, would students still come if we charge more? Or if we charge more and still did a tuition waiver? However, USHE rate on discount is one of our governors. Right now we’re well in excess of our allowed USHE discounting and we really need to scale back. It can disadvantage us as an institution in terms of what funding comes to us through the Legislature.)

Questions: Would tuition price/waiver utilization impact approval of any new programs? Do we know the actual amount we’re discounting? (Answer: Graduate studies is not the problem, it’s undergrad with 75% of students receiving scholarships. The SUU overall discount rate is right at 49%, one of the highest in the state. However, we shouldn’t be above 30%. For graduate, we give away $395,000 for 841 students, but programs charge different rates so calculating percentage is difficult.)

Question: Instead of increasing amount of tuition waivers, can we reduce tuition? (Answer/discussion: From a business POV, we want to raise tuition and raise waivers. We’re underpriced in the market, with lots of other programs having hidden fees that SUU doesn’t. SUU has the cheapest MBA in the state—half the cost of USU and one-quarter the cost of U of Utah. According to the USHE rate statute, waivers should be at 10%. Ken Hall calculated that we’re likely at 4-5%. However, members of President’s Cabinet are worried about tuition waivers in general, so it will be difficult to ask for an increase to graduate tuition waivers. Basically we’re using graduate programs to subsidize undergraduates.)

Question: Does the online-only out of state rate (discounted to in-state) count toward the waiver rate? (Answer: No, because
that tuition is a published price.) Might it be worthwhile to bump up online-only out of state tuition to over in-state, such as resident rate plus $X$ amount of dollars per credit? (Answer/discussion: There should be some sort of analysis from a business perspective. There are also rules regarding how much discount we can give out of state students, such as we can’t let out of state students pay less than in-state students. Some programs may have inadvertently given waivers to online-only out of state students, thus using Utah tax dollars to subsidize the educational costs for other states’ citizens. However, SUU’s out of state rate is still cheaper than other states’ in-state rates.)

- **Comment:** USHE statute says SUU can give up to 35% of non-resident students in-state rates. Even though some individual programs may “violate” this, we’re not at that rate university-wide.
- **Question:** Are we allowed to give international students waivers since they’re technically out of state? If yes, up to how much?
- **Comment:** Never cut the rates if price is not an objection to the customer, which it isn’t in the MSSCP or MBA. We should see how high we can take it.

- **Question:** Are your students complaining that the tuition is too much money? Roger LaMarca’s shop gets a complaint about the cost for about 1 out of every 35 students. (Answers: It’s the people who we aren’t getting that are complaining about the price. WGU is a much better deal than SUU in education, although it depends on the program for the ROI. SUU is cheaper than WGU’s MBA. Some students will adjust their credit hours if they can’t pay for a full load that semester, but there haven’t been any who have left the program completely. Some students say, “If I don’t pass the class, my employer won’t pay for it.” There are a lot of employers who pay and they don’t care what the cost is. However, not many school districts will pay.)
  - **Comment:** We can’t just charge the students whose employer is paying a different rate, but we do need a needs analysis.
  - **Question:** How do you identify those people [whose employer pays]? (Answer: We identify them before they start by asking how they will pay for their program.)

- It was the Provost’s understanding that online-only students were eligible for waivers on a trial basis, and this will be disruptive for any students in a two-year program and are expecting waivers for the entire time.
  - **Comment:** We also need to consider the people our own students recruit by word of mouth by telling others they received a waiver/discount.
  - **Question:** Are we allowed to give international students waivers since they’re technically out of state? If yes, up to how much?
  - **Comment:** Never cut the rates if price is not an objection to the customer, which it isn’t in the MSSCP or MBA. We should see how high we can take it.

- **Question:** If our program is going to have a large decrease in waivers, can we know as soon as possible? (Answer: We want to get you the total number ASAP and then for Grad Council to deliberate on the best model.)

- For tuition waivers, what preferences does the Grad Council as a group want to maximize and/or care about?
1. Helping new programs
2. Helping growth potential
3. Sustaining levels in large programs
4. Keeping students and graduating them
5. Having information in a timely manner to use strategically
   - **Question:** Can we use waivers as a motivator, like increasing the scholarship/waiver amount after they reach certain GPAs? (Comment: That should be a decision made on a more individual program basis. We’ve used a similar tactic to increase the quality of the undergraduate class along with increasing scholarships.)

   - **Question:** Our program is now looking at how to budget waiver amounts. Can we just say if we get more enrollments, we get more waivers? (Answer: One possible option could be modeled on the Admissions Index SUU uses at the undergraduate level. We would have to ask Marvin Dodge if he would allow a similar model. We would need to make sure we’re not allocating more money than we’re generating. We could mock something up for the graduate level and present it. See Utah Resident Scholarship Index, Non-Resident Scholarship Index, and Non-Resident/Non-WUE States Scholarship Index.)

   - **Questions:** This model is merit-based, but what about students who are need-based? Would every program be able to pick and choose if they participate? (Answer: If we did, there would still need to be an allocation cap, so when the money’s gone it’s gone.)

   - **Comment:** Students would need to take a graduate test. (Discussion: We would have to have something to measure, and undergraduate GPA is a good indicator. The other could be a test score, years of experience, etc.)

   - **Comment:** This system encourages us to seek out the best students and gives the best students incentive to come here, but we will still need to reserve some funds for need-based and unique situations. (Discussion: In combination with getting tuition right, this could be a good argument for Marvin to have a graduate index and tuition raise. The index model would be adjusted year after year, like the undergraduate version.)

   - **Question:** Can we do a historical report to see how much we would have given away under such a model? We would need to come up with a “black” area for the initial index.

- **Question:** What kind of model for waivers do we want? Expect about $400,000 for AY19-20. (Answer/discussion: We’re monitoring this money from an overall graduate programs budget, but does it have to be at the Grad Council level? Why don’t we draw the circle around the individual programs? That would make it a whole lot easier to manage our own programs. It depends on which factors you’re looking for – the revenue is looked at as a big pool of money, the waivers are looked at as an entire institution, the programs are looked at individually for costing out. It depends on what avenue you’re trying to look at, who is involved, and which way they’re taking the numbers. It can be difficult to understand indirect costs, like the cost of instruction when some faculty teach both undergraduate and graduate courses. We’re trying to get better at understanding finances and budgeting, and we need to get directors up to speed to be able to understand basic budgeting.)

   - **Comment:** It’s worthwhile to talk to the Budget Office about your programs. Every two weeks SUU has a budget
meeting; we could bring Daniel Bishoff in to show us the numbers and send 1-2 Grad Council members to attend those meetings. We could also do one-on-one meetings outside of a large group setting.

- **Official counting of students**
  - Roger LaMarca provided Graduate Council with latest Fall 2018 numbers:

  - Amy Chrisman in Admissions can provide information on new graduate students, as well as accepted vs enrolled, not accepted, etc. Information on the Dashboard is all enrolled students at the end of the term or at the 3rd week census.
  - Tuition waivers are based on the numbers from the 3rd week of each Fall semester.

- **Tuition Revenue Sharing**
  - In Fall 2017, Mark Atkinson and the Grad Council deliberated on a tuition revenue sharing model. During the Associate Provost’s summer meetings with the graduate program directors, they discussed the proposed model. However, it turns out...
that the tuition revenue sharing model was never funded. Approximately $125,000 is needed for all the programs. The model is now a line item request for the FY20 budget to the legislature. The Provost’s Office is going to look into the budget to see if there is any funding to allocate now. Tuition sharing is still an aspiration and SUU will try to make it happen, but programs should be aware that a growth model may not help small programs (e.g., MFA in Arts Admin).

- **Comment:** AACSB restricts (limits) how many adjunct instructors business programs can use.
- James Sage would like to know what funding amounts the directors were expecting and what they wanted to fund to try to get a more compelling case for the budget allocation.
- Other
  - Nathan Slaughter and Angela Pool-Funai recruited at graduate fairs at USU and U of Utah and created a list of the most requested graduate programs:

<table>
<thead>
<tr>
<th>Library science</th>
<th>School counseling (high interest)</th>
<th>Physical/occupational therapy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology, forensic psych</td>
<td>Speech language pathology</td>
<td>Environmental studies</td>
</tr>
<tr>
<td>Healthcare admin</td>
<td>Geophysics</td>
<td>Linguistics, foreign languages</td>
</tr>
<tr>
<td>Public health</td>
<td>English</td>
<td>Engineering</td>
</tr>
<tr>
<td>Social work</td>
<td>Law</td>
<td>Computer science</td>
</tr>
<tr>
<td>Human resource management</td>
<td>Math/statistics</td>
<td></td>
</tr>
</tbody>
</table>

- Roger LaMarca has some scholarship funds (hard money that can be used for anything) for graduate students. He also has tuition waivers for graduate ambassadors to either work for Roger to recruit or for program directors to do whatever the program director wants/needs. The waivers are $1,500 per semester. Graduate ambassadors don’t have to physically be on campus and there is no limit to the amount of ambassadorships Roger can award at this time.
- There is a new graduate travel application online at [https://www.suu.edu/graduatestudies/conference.html](https://www.suu.edu/graduatestudies/conference.html). Program directors will receive a copy of the application and will need to respond only if they do not support the graduate student’s application request. No response at all is needed if the graduate director approves/supports the request (James will interpret no response as support.)

**VI. Adjourn** – Meeting adjourned at 2:49 PM.