DEANS’ COUNCIL MINUTES
December 2, 2019 – 1:00-3:30 pm – Charles Hunter Room, HCC

Present: John Allred, Steve Barney, Jean Boreen, Isabella Borisova, Patrick Clarke, Grant Corser, Frank Hall, Bill Heyborn, Shana Mendini, Johnny MacLean, Matt Nickerson, Brandon Payne, Mary Pearson, James Sage, Lisa Swanson, Aimee Uchman, Nichole Wangsgard, Matt Weeg

Excused: Stephen Allen, Shawn Christiansen, Robert Eves, Katya Konkle, Heather Ogden

In the absence of Provost Robert Eves, Associate Provost James Sage presided over this meeting.

James Sage welcomed all Council attendees.

I. Review of Minutes
Mary Pearson made a motioned to approve the minutes from the November 4th Deans Council meeting. The motion was seconded by Frank Hall and APPROVED unanimously.

II. Visitors/ Guests- Information & Discussion Items
Center of Excellence for Teaching and Learning- Updates (Matt Weeg)

HIP Course Designation (handout)
USHE mandated that students be exposed to 2 High Impact Practices (HIP) prior to graduation and that institutions create a way to track and report on these. USHE assembled a task force with representatives from each institution. In Spring 2019, James Sage and Johnny MacLean asked the CETL to lead this effort at SUU and to come up with a way to designate, in Banner, courses that are using HIP. Setting up this designation in Banner would act as an initial reporting mechanism. The CETL set up a sub-committee for each HIP, and charged each committee to identify the defining characteristics of HIPS, create a rubric to assess these courses and determine if HIP’s are being implemented. Committees will complete the rubrics the week of December 2, and Matt will send an email to campus soliciting applications for courses that tie to HIPs. This effort is voluntary.

James Sage explained that HIP courses will be identifiable in Banner, and that the listing of courses in our online catalog will not be impacted. Sub-committee workgroups have been asked to provide a statement about their ed in Banner, but won’t show up in the online catalog.

Faculty Development Scholarly Fund (FDSF) Update
The Faculty Development Scholarly Fund (FDSF) budget increased from $25,000 a year to $40,000 a year from 2018 to 2019. The increase was necessary because the number of applications is consistently increasing. CETL increased the maximum award amount to help faculty get to conferences as costs continue to rise, and will receive more requests than they have funding for. The FDSF Committee will prioritize funding based on the impact on teaching and learning, and how well this is articulated on each application. The CETL will submit a budget request to increase funding for the FDSF. Faculty who get FDSF awards must submit a report to the CETL and present at the Festival of Excellence.
III. Academic Affairs Report

Provost’s Report (presented by Associate Provost James Sage)

LRT/P&T Process
Please submit all evaluations for Three-Year Reviews/Mid-Term and Post-Tenure/Five-Year Evaluations to Aimee Uchman in the Provost’s Office. Each dean should submit completed evaluations for all levels of assessment. Each evaluation form must have written signatures for all evaluators. Applications for Tenure and Rank Advancement should be routed to the University LRT/P&T Committee. Please use the forms provided on the Provost’s Office website, and be aware of the deadlines.

Associate Provost’s Report
Please see the "Associate Provost Report" in the Appendix

Curriculum Updates
Minutes from the November 21st UUCC meeting and November 22 UGCC meeting have been posted to the shared drive. An R401 to create a new LPN-to-BSN Emphasis in our Nursing program was approved by the UUCC, and requires approval from Deans Council. The new emphasis is a partnership with Southwest Tech, and established a pathway with guaranteed admission to Southwest Tech for the LPN program, and guaranteed admission to SUU to complete the BSN program.

*Shauna Mendini motioned to approve the R401- LPN to BSN emphasis. Jean Boreen seconded the motion and it was APPROVED unanimously.*

Update regarding BIS & General Studies (“guidelines”)
James gathered a planning committee to help determine where BIS and General Studies courses will be housed. The BIS and BA/BS in General Studies will now be housed under the Library/Associate Provost. The BIS & BA/BS in General Studies each have distinct requirements that attract different types of students and serve different enrollment needs. Combined, these degrees represent a significant number of our students. The BIS requires 51 credits, 9 of which must be in a core. The BGS requires 54 credits, 6 of which are in a required core. Both programs can be customized, but still require an academic “house” to oversee them. As these programs move to the Library, a 1 credit entry-point and 1-credit capstone will be added to each degree. Please submit any feedback to James Sage.

Office of Equity and Inclusion
Schvalla Rivera presented SUU’s Diversity, Equity & Inclusion Strategic Plan. The plan will be presented to the Board of Trustees as an information item at the December 4 meeting. Please share the Strategic Plan with your department chairs. In the future, each department will be required to create a diversity and inclusion plan.

Travel Policy
Proposed changes to our University Travel Policy (10.13) have been distributed to campus for review. Please encourage your faculty and staff to review the proposed changes, which could substantially impact their programs.


**Assistant Provost’s Report**

Please see the “Assistant Provost Report” in the Appendix.

**Policy 6.46: Academic Scheduling**

The revised draft of this policy has been posted to the shared drive for review. John Allred has been working diligently to figure out our scheduling process with the three-year degree and additional semester. Revision are to align the policy with our current practices.

*This item will be placed on the agenda for the 1/27/20 meeting as an action item.*

**Policy 6.13: Grading**

The revised draft of this policy has been posted to the shared drive for review. Primary changes involve new language about semesters and parts of term.

*This item will be placed on the agenda for the 1/27/20 meeting as an action item.*

**Online Course Development Update**

Since July 1, 2019, the SUU’s Online Teaching and Learning (OTL) staff have been improving processes and the quality of services provided to campus, impact 99 courses over 5 months. President Wyatt provided funding to increase staff in the OTL, and three new staff have been hired. The OTL has impacted 99 courses since July 1. President provided funding for the OTL to increase staff. The OTL help faculty get the support they need as we transition more course online. A list of services is provided on the OTL website. Any faculty member that wants support for online courses or face-to-face course using canvas can go through the OTL. Faculty need to work with their dean’s office on courses that would receive incentive dollars based on the dean’s priority lists. These lists should be informed by programs that want to be put into 100% online.

Isabella Borisova noted that online teaching is not mentioned in most of our relevant policies, including our Student Conduct policy. Johnny MacLean requested that those who know of specific policies that need to be updated to incorporate online teaching reach out to him.

**Course Feedback Survey Update**

Faculty responses to our Course Feedback Survey have increased significantly, and are much higher than response rates for the IDEA survey. The current response rate is around 26% after the first week. Johnny will continue to provide updates to the Council and to Faculty Senate.

**SUUSA**

Because of restructuring in Student Affairs, Student Involvement and Leadership (STIL) will now report to Eric Kirby. The Director of STIL position is currently vacant. SUUSA is re-evaluating their purpose. The modified SUUSA Constitution, which includes the addition of new positions, will be up for approval at the December 4 Board of Trustees meeting.

SUUSA has an endowment that has been collecting funds over the past eight years. SUUSA is hoping to award the scholarship, intended for a highly-involved student that needs financial support, in spring 2020.
This week, SUUSA is running a Random Act of Kindness Campaign. The intent is to encourage our campus community to do something kind for someone they don’t know. SUUSA hopes this will be an annual campaign.

**Faculty Senate**
The next Faculty Senate meeting will take place on December 5 at 4pm in the Charles Hunter Room. This is an open meeting, and anyone may attend. Drafts of Policy 6.46 and 6.13 are posted on the Faculty Senate website.

The Faculty Senate Executive Committee decided to create a faculty survey to gain a better understanding of perspective on topics such as compensation and our movement toward more online courses. To add other topics to the survey, please contact Steve Barney. James Sage suggested that information from our previous HERI/Faculty Satisfaction Surveys might help inform what the new survey could look like, and may provide sample questions.

**IV. Action Items**
Please see [Associate Provost’s Report: R401- LPN to BSN Emphasis](#)

**V. Information/Discussion Items**
Please see the following documents posted to the Appendix
  a. [Draft 2020 Commencement Schedule](#)
  b. [Summer Semester Programming](#)
  c. [Critical Leadership Training- Save the Date](#)
  d. [Testing Center: Study Day & Finals Week reminders](#)

**Faculty Scholarship Support Funds**
Changes have been implemented to the Faculty Scholarly Support Fund, including an increase in caps for domestic travel to $25000 and international travel to $3500. Deadlines have been modified from specific dates to general guidelines for the occurrence of funding rounds, and deans have the ability to modify deadlines to better accommodate their specific college/school.

**VI. Council Reports (2 minutes per report)**

**John Allred:** Please remind your faculty to submit grades. Grade submissions will be open after finals week, to ensure that courses are complete before grades are given.

**Steve Barney:** Please remind your department chairs to hold elections for Senate representatives. New representative should be tenured. Steve will communicate with department chairs about which positions needs to be filled.

**Lisa Swanson:** The Program/Course Fee Committee will meet on December 6 and again on December 13. Lisa will reach out to dean with additional information.

**Mary Pearson:** Rich Christensen, SUU’s Board of Trustees chair, will speak at SUU on December 3rd to discuss Ethics. Accreditation for the School of Business requires ethics training. The School of Business is supporting ROTC participation in the Giving Tree for the Children’s Crisis Center. Anyone interested in participating should contact Billy Brashears.
**Frank Hall:** Visitors from The Open University in London will be on campus December 11.

**Shauna Mendini:** The music department will present a holiday concert at the Heritage Center of December 6 at 7:30pm.

**Patrick Clark:** NWCCU has approved our curriculum for the Aircraft Maintenance Technology program. Final FAA site visits will take place on December 2 and 3. The College of Aerospace and Technology met with President Cook at Snow College to discuss a possible partnerships/articulation agreement.

**James Sage:** SUU’s partnership with Best Friends has been finalized and our MIS, MPA, and MBA are ready to accept credits. SUU will develop an Institutional Certificate for these credits.

*Meeting adjourned at 2:46 p.m.*
Appendix
High Impact Practice Course Designations

Overview
The Center of Excellence for Teaching and Learning has been tasked by the Provost’s Office to develop a mechanism for designating courses that use High Impact Practices (HIPs). Approved courses will be coded in Banner, so the designation will be visible to students during registration and will appear on their transcripts. This will also provide a mechanism to recognize faculty who are using HIPs and collect data about the usage of HIPs across the University.

What is the impetus behind this project?
USHE has mandated that every student experience at least 2 HIPs prior to graduation, with one coming within the first 30 credits of instruction. A task force has been charged with coordinating this effort across the institutions, and the initial goal is for each school to have a mechanism to collect and report data on students’ experience with HIPs. Eventually this could be expanded to not just report on student access, but to also look at the impact these experiences have on different demographic groups.

What is the benefit to students?
HIPs have been demonstrated to positively impact student learning in all groups, with underrepresented students showing larger gains that can help decrease the performance gap these students experience. Since HIPs focus on skills rather than content, participation also gives students the skills that employers are looking for. Course designations will make HIPs more visible to students when registering for courses, allowing them to choose courses that will give them the HIPs they are most interested in. This will also make our focus on these skills more transparent to our stakeholders and community.

What is the benefit to faculty?
HIPs are evidence-based teaching practices, therefore their use is strong evidence of teaching effectiveness for P&T purposes. Course designations will make their use more public, allowing for greater recognition of those faculty who are using them.

How are we rolling this out?
The CETL is overseeing this project, in collaboration with the Provost’s Office and Faculty Senate. Each HIP will be assigned a committee that will be tasked with implementing a procedure for course designation and reviewing course applications.
The role of the committees:
Each committee will be chaired by an expert practitioner and filled by additional practitioners and one Faculty Senate representative, for a total of 4-5 members. Each committee will develop a set of criteria that must be met in order for a course to gain a HIP designation, an application form for faculty to complete, and a rubric that will be used to evaluate the application form and course materials. Course evaluations and designation decisions will be made by the committees.

The role of the CETL:
The CETL will advise the committees on criteria, application, and rubric development. The main responsibility of the CETL will be to coordinate the efforts of the committees and ensure that there is parity in the criteria used for different HIPs. The CETL will also work with the University Curriculum Committee, Deans Council, Faculty Senate, Student Success Advisors, and the Registrar’s Office as this initiative gets rolled out.

Which HIPs are we starting with?
Community-Engaged Learning: Earl Mulderink, Chair
Internships: Steve Barney, Chair
Undergraduate Research: Jackie Grant, Chair

Which HIPs are next on our list?
Capstone Courses and Projects
Collaborative Projects and Assignments
ePortfolios
Writing-Intensive Courses

What does our timeline look like?
Our goal is to roll out the first course designations in fall 2020. Committees are currently finalizing application materials and rubrics for evaluating proposals. We will send out an initial call for applications during Finals week, with applications due mid-January. This will give time for the CETL to send information about which courses will be designated to the Registrar before students start registering for fall classes in mid-February.
Updates for Deans’ Council from Associate Provost

December 2, 2019

01. Curriculum Updates
   a. Minutes from: UUCC (21 Nov) and UGCC (22 Nov)
   b. Action Item / R401: New Nursing Emphasis: LPN-to-BSN (in partnership with STECH)
   c. Update regarding BIS & General Studies (“guidelines” & planning document attached)

02. Prior Learning Assessment (PLA) Task Force (USHE)
   a. Reviewed and submitted corrections to the award of credit at SUU for standardized tests (CLEP, DSST (Dantes), AP, IB, SAT, ACT)
   b. Majors Meetings will address any changes (to ensure consistency)
   c. Will be assembling a committee to address policy development

03. Memorandum of Understanding (MOU) with Best Friends Animal Society
   a. Best Friends offers an Executive Leadership Certification Program for professionals working in animal services (in shelters and other non-profit organizations)
   b. Worked with Mindy Benson, Melynda Thorpe, Stuart Jones, and Cynthia Kimball Davis to develop strategic partnership (also consulted with Angela Pool-Funai and Ken Hall)
   c. Those who complete the Executive Leadership Certification Program will receive an Institutional Certificate.
   d. Evaluation by Greg Powell (for content) and by James (for credits):
      Recommend: 6 credits
   e. Academic Pathways being developed for:
      a. Undergraduate Level = 6 credits for PLA 3920 (portfolio review)
      b. Graduate Level = 6 credits of 5000-level Professional Development (can be counted toward MIS or MPA (MBA still in discussion phase)
   f. Other educational benefits (through Roger LaMarca) = waive application fee; student success advisor; pricing for PLA; eligible for scholarships and waivers

04. Diversity, Equity, and Inclusion – Strategic Plan
   a. Dr. Schvalla Rivera has created a strategic plan to help advance goals related to diversity, equity, and inclusion at SUU. This strategic plan was recently discussed at President’s Council and appears as an information item on the upcoming BOT meeting. The Provost’s Office and the Deans’ Council will likely need to engage Dr. Rivera and learn more about how Academic Affairs can contribute to this important effort.

05. Board of Trustees
   a. Agenda for 04 December 2019
   b. R401s: (i) “New” Emphasis: RN-to-BSN (Nursing – part of the AP partnership)
      (ii) Degree Type Change: BIS→BS for Agricultural Science & Industry
I. Prior meeting minutes for September 5, 2019, and October 24, 2019
   A. Accepted by consensus

II. High Impact Practice course coding (Matt Weeg)
   A. CETL has been asked to lead a project on designating courses that use High Impact Practices (HIPs) such as research, writing intensive, internships, etc.
   B. USHE has mandated that all students in the system are exposed to at least two HIPs (one during the first 30 credits and the second after).
      1. Institutions have been tasked with developing a reporting mechanism.
      2. Benefits of HIPs to students are increases in learning gains when using HIPs (not just in courses, can also be extracurricular), especially with traditionally underrepresented students who enter college with larger performance gaps than their peers.
      3. Benefit for faculty for having a mechanism is to make HIPs more visible and recognition of their teaching practices. It will also help with SUU’s new P&T process.
   C. SUU’s approach is to develop a course designation process for which faculty will apply to have an attribute added to the course in Banner. This attribute will be added section by section each semester.
      1. This attribute will show on student transcripts, similar to the Honors designation.
      2. SUU is currently rolling out three HIPs: Community Engaged Learning (led by Earl Mulderink), Undergraduate Research (led by Jackie Grant), and Internships (led by Steve Barney).
a) Each HIP will have an associate subcommittee to develop an SUU-specific definition and establish what it would look like to teach a course with one of these designations.
b) Each subcommittee will develop an application with questions specific to each HIP, as well as rubrics to assess the applications.
c) CETL’s role is to ensure consistency with the format and standards across all HIPs. They will also serve as a liaison between the subcommittees and other entities like Academic Advising, Registrar, UUCC, etc.

3. Ideally the first suite of courses would be available in Fall 2020. CETL hopes to have applications and rubrics finalized by Fall 2019 finals week in order to send out a campus call for solicitations.
   a) A reminder will be sent out the first week of Spring 2020 with a deadline later in January.
   b) CETL will work with the Registrar to get attributes in Banner before students register for Fall 2020 courses.

4. SUU will continue to broaden out the initiative after the first three HIPs. However, not all HIPs will fit well within single courses and those will be tackled last.

5. Faculty participation will be completely voluntary.

6. Adding these designations will help SUU with data tracking. We won’t have a complete dataset but it will be better than what we have now.
   a) It will open the door to have us complete some assessment ourselves, such as if similar achievement gap closure can be had at SUU.
   b) We could compare achievement outcomes in HIP-based internships vs. non-HIP internships.

D. Discussion

1. Q: How will these courses be designated in Banner and Acalog? (A: We will use a course attribute in Banner. Matt will send John Allred a list this year but ideally the designation would be indicated during the schedule submission process.)

2. Q: How do non-internship courses do internships? (A: Matt currently doesn’t know of any courses like that, but Steve Barney believes that departments are currently giving internship credit for internships that aren’t rigorous enough for a HIP designation. “Impact” comes from courses meeting a set of criteria that would earn that section the tag.)

3. Q: Have you thought about what might happen if students flock to non-HIP sections instead of HIP sections? Can HIPs be done by entire courses and not sections? (A: CETL wants HIPs to be voluntary, scalable, and tailored to individual professors. It is not feasible to implement HIPs across the entire board.)
4. Q: Will these designations only be for three-credit classes? (A: There hasn't been a discussion on credit limitations. The discussions have been focused on what portion of the course needs to be dedicated to HIPs as long as its meeting the designated criteria.)

5. If HIP designation is at the section level, there is no need to involve placing these designations in the Academic Catalog.
   a) Once these definitions are finalized, would it be helpful for students to include them in the catalog for people to access? Would the UUCC be willing to look at this? It could happen after the 2020-2021 General Catalog is launched.

III. Curriculum Proposals
   A. College of Science and Engineering
      1. New Course Proposals
         a) Voting
            (1) Motion to approve all COSE new course proposals: Kim Craft
               (a) CM 4600 - Heavy Civil Construction Design, Methods, and Equipment
               (b) ENGR 4015 - Heat Transfer Lab
               (c) ENGR 4065 - Manufacturing Lab
               (d) NFS 2480 - Intuitive Eating
               (e) NURS 3132 - Nursing Basics
               (f) NURS 3137 - Nursing Basics Lab
               (g) NURS 3222 - Pharmacology and Therapeutic Interventions for the Transitioning Nurse
               (h) NURS 3237 - Professional Nursing Lab
               (i) NURS 3252 - Transition to Professional Nursing
               (j) NURS 4337 - Family Care Lab
            (2) Second: Eric Freden
            (3) Discussion
               (a) Most Engineering changes are housekeeping changes and to help the department deal with growth. Engineering & Technology will submit a change next round to add new ENGR 4015 lab as a co-requisite to ENGR 4010.
               (b) All new NURS courses are related to new proposed LPN to BSN program. Katya will work with Donna to follow up on course questions.
               (c) Construction Management program has needed the new CM 4600 course for a long time to bring the program into the 21st century to address large construction projects.
            (4) Approved unanimously
2. Course Modifications
   a) Voting
      (1) Motion to approve all COSE course modifications (with amendments): Eric Freden
         (a) BIOL 3500 - Biomedical Ethics
         (b) CCET 3670 - Civil Design
         (c) CM 1000 - Construction Plans
         (d) CM 1290 - Electrical Systems
         (e) CM 3270 - Building Codes and Ethics
         (f) CM 3880 - Planning and Scheduling
         (g) CM 4300 - Construction Project Management Leadership
         (h) CM 4400 - Mechanical Systems
         (i) CM 4550 - Construction Safety
         (j) EET 2710 - Electronic Devices II
         (k) EET 2760 - Industrial Control Systems
         (l) EET 3760 - Electronic Design and Fabrication
         (m) ENGR 2250 - Electric Circuits
         (n) ENGR 2255 - Electric Circuits Lab (adjust contact hours back to 3)
         (o) ENGR 3030 - Technical Project Management
         (p) ENGR 3700 - Machine Design
         (q) ENGR 4060 - Manufacturing (with friendly amendment of removal of ENGR 3015 as a prerequisite)
         (r) ENGR 4300 - Vibrations
         (s) MATH 0930 - Contemporary Math Support
         (t) MATH 1010 - Intermediate Algebra
         (u) MATH 1030 - Contemporary Mathematics
         (v) MATH 2250 - Linear Algebra and Differential Equations
         (w) MATH 3040 - History of Mathematics
         (x) NFS 4050 - Nutrition and Diet Therapy
      (2) Second: Christine Samson
      (3) Approved unanimously

3. Program Modifications & New Programs/R401s
   a) Voting
      (1) Motion to bundle and approve all COSE program modifications and R401s: Eric Freden
         (a) Construction Management (BA, BS) (modify)
         (b) Engineering (BS) (modify)
         (c) Engineering Technology - CAD-Architectural/Civil Design Emphasis (BA, BS) (modify)
(d) Engineering Technology - CAD/CAM Emphasis (BA, BS) (modify)
(e) Mechanical Engineering (BS) (modify)
(f) Nursing - LPN to BSN Emphasis (B.S.N.) (reconsideration tabled from previous meeting) (R401)

(2) Second: Kim Craft
(3) Discussion

(a) Katya will follow up with Engineering & Technology department to address questions with Engineering Technology - CAD-Architectural/Civil Design Emphasis (BA, BS).

(b) LPN to BSN program is a four-semester program that starts in May and finishes at the end of the next summer. LPN to BSN students are required to complete the same prerequisites as the Pre-Licensure students. If students are not accepted into SUU’s Pre-Licensure program, they can attend Southwest Technical College (or other regional tech school) for one year to get an LPN license, transfer back to SUU, and finish their bachelor’s degree in only one more semester than the Pre-Licensure program. STech’s current yearly LPN capacity is 16 students and our LPN to BSN program will accept up to 20 students per cohort year, which will allow other potential students (those who are currently practicing in the workforce, those who have a certification in respiratory therapy and/or paramedic, etc.). Students will be required to submit a “Letter of Intent” in order to apply to the LPN to BSN program or a similar application to the Pre-Licensure program. STech courses will not be articulated back to SUU. Courses shared between Pre-Licensure and LPN students will be distinguished by section number. LPN students’ last semester is completed in summer in order to not compete with Pre-Licensure students’ clinical site placements. The LPN to BSN program is not a “shortcut” but a pathway.

(4) Approved unanimously

B. College of Humanities and Social Sciences
   1. New Course Proposals
      a) Voting

November 26, 2019
(1) Motion to approve all HSS new courses: Brian Swanson
   (a) ENGL 3215 - American Literature II
   (b) ENGL 3235 - British Literature II
   (c) PSY 3510 - Sensation and Perception
(2) Second: Kim Craft
(3) Discussion
   (a) Two ENGL courses are to add a third literature survey option for students. Usually courses that end with a “5” indicate a lab but it is not a hard and fast rule, especially with departments that don’t have lab courses.
   (b) PSY 3510 selected “Fall (As Needed), Spring (As Needed)” instead of “As Needed” because the department wants to be clear it will not be offered in summer semesters.
(4) Approved unanimously

2. Course Modifications & Course Deletions
   a) Voting
   (1) Motion to bundle and approve all HSS course modifications and deletions: Brian Swanson
      (a) COMM 1010 - Introduction to Communication (modify)
      (b) COMM 1030 - Introduction to Social Media (modify)
      (c) COMM 1310 - Critical Thinking and Message Analysis (modify)
      (d) COMM 1450 - Introduction to Advertising and Public Relations (modify)
      (e) COMM 1560 - Audio Production (modify)
      (f) COMM 2010 - Media and Society (modify)
      (g) COMM 2030 - Social Media Branding (modify)
      (h) COMM 2110 - Communication in Human Interactions (modify)
      (i) COMM 2150 - Global Communication and Culture (modify)
      (j) COMM 2507 - Reporting and Writing for Sports Media (modify)
      (k) COMM 2900 - Strategic Communication Writing (modify)
      (l) COMM 2950 - Public Analysis (modify)
      (m) COMM 3030 - Social Media Strategies (modify)
      (n) COMM 3080 - Digital Copy Layout and Design (modify)
      (o) COMM 3090 - Photojournalism (modify)
(p) COMM 3100 - Communication Theory (modify)
(q) COMM 3110 - Persuasion (modify)
(r) COMM 3140 - Writing for Media Audiences (modify)
(s) COMM 3150 - Nonverbal Communication (modify)
(t) COMM 3460 - Multimedia Management (modify)
(u) COMM 3810 - Advanced Presentations and Speaking (modify)
(v) COMM 3850 - Communication in Organizations (modify)
(w) COMM 3900 - Strategic Campaigns (modify)
(x) COMM 4000 - Research for Communication Careers (modify)
(y) COMM 4030 - Social Media Management (modify)
(z) COMM 4260 - Media Law (modify)
(aa) COMM 4502 - Political Communication (modify)
(bb) COMM 4504 - Health Communication (modify)
(cc) COMM 4507 - Sports Administration and Management (modify)
(dd) COMM 4750 - Advanced Video Editing (modify)
(ee) COMM 4760 - Advanced Video and Film Production (modify)
(ff) COMM 4890 - Internship in Communication (modify)
(gg) ENGL 2210 - Folk and Oral Traditions (modify)
(hh) ENGL 3220 - American Literature III (modify)
(ii) ENGL 3230 - British Literature I (modify)
(jj) ENGL 3240 - British Literature III (modify)
(kk) ENGL 3270 - World Literature: Non-Western (modify)
(ll) PSY 3800 - Professional Roles and Ethics Practicum in Psychology (modify)
(mm) COMM 4050 - Mass Media Theory and Effects (delete)
(nn) COMM 4503 - Human Resource Development (delete)
(oo) ENGL 3250 - Continental European Literature I (delete)

(2) Second: Katie Englert

(3) Discussion

(a) Q: Has the GE Committee looked at ENGL 2210?
   (A: Katya will custom route it to them after it is approved at the UUCC level.)
(b) Katya will follow up with the Communication Department on some transcript titles that are over 30 characters.

(4) **Approved unanimously**

3. Program Modifications
   a) Voting
   
   (1) Motion to approve all HSS program modifications: Brian Swanson
      
      (a) Communication - Media Studies Emphasis (BA, BS)
      (b) Communication - Messaging & Human Interaction Emphasis (BA, BS)
      (c) Communication - Strategic Communication Emphasis (BA, BS)
      (d) English - Education Emphasis (BA)
      (e) English - Literature Emphasis (BA)
      (f) English - Literature Emphasis (Minor)
      (g) English - Rhetoric and Writing Emphasis (BA)
      (h) Psychology (BA, BS)
   
   (2) Second: Christine Swanson

   (3) Discussion
   
   (a) Most of COMM changes were housekeeping to coincide with course modifications. Communication Studies is also changing its title to “Messaging and Human Interaction.”
   
   (b) English changes are related to new literature courses, as well as adding concentrations to the English Education program to help guide students.

   (4) **Approved unanimously**

C. College of Education and Human Development

1. New Course Proposals & Course Modifications
   a) Voting
   
   (1) Motion to bundle and approve all COEHD new course proposals and course modifications: Brian Swanson
      
      (a) ELED 3935 - Community Based Arts Education Lab (new)
      (b) PE 1145 - Bowling (modify)
      (c) PE 2010 - Medical Terminology (modify)
      (d) PE 4410 - Therapeutic Exercise and Rehabilitation (modify)
      (e) PE 4450 - Therapeutic Modalities (modify)
   
   (2) Second: Katie Englert

   (3) Discussion
(a) ELED 3935 will give students credit for community events that they are doing as part of a scholarship program. It is not attached to a lecture.

(4) Approved unanimously

2. New Prefix Proposals & Program Modifications
   a) Voting
      (1) Motion to bundle and approve COEHD new prefix proposal and program modification: Brian Swanson
         (a) KIN - Kinesiology
         (b) Elementary Education (BA, BS)
      (2) Second: Katie Englert
      (3) Discussion
         (a) The KIN prefix is needed to better align courses with the department name/focus and differentiate between activity/skills-based (PE) and content (kinesiology) courses. The new prefix proposal allows departments to list all the current courses that should be changed over to the new prefix so they don’t have to complete individual course mods for each course. Katya will send the information to the Registrar to build in Banner.
         (b) Elementary Education is adding an additional prescribed elective (EESL or SPED) to replace the removed EDGE credits. There are some concerns over adding additional credits after the program went through major revisions last year to try to reduce the credits as much as possible. It does not appear to be a state mandate to add.
            (i) One reason for the additional required class is to help students be one course closer to an optional ESL or SPED endorsement.
            (ii) James will bring this up to Deans’ Council.

(4) Approved with one abstention

D. Miscellaneous
   1. New Course Proposals
      a) Voting
         (1) Motion to approve new course: Brian Swanson
            (a) SUU 2220 - Integrated LS & FA: Variable Topics
         (2) Second: Skip Jones
         (3) Discussion
            (a) UUCC adjusted the course description to read "Fine Arts" instead of "Humanities."
(b) Q: What is the SUU prefix? Where is it housed? (A: It was housed in SIEL under Department of Integrative and Engaged Studies. Academic leadership is still working out how/where to house SUU courses.)

(4) Approved unanimously

IV. Curriculum Action Items
   A. Proposed changes to catalog language on Withdrawals & Emergency Withdrawals
      1. Voting
         a) Motion to approve changes to catalog language (with possible further edits based on discussion): Christine Samson
         b) Second: Katie Englert
         c) Discussion
            (1) John Allred has requested these changes to support changes to the academic schedule and different parts of term, as well as clearer information on emergency withdrawals.
            (2) There is concern over the wording at the end of the Emergency Withdrawal section and possible ambiguity over how course grades will be recorded on the student’s transcript. Katya will work with John to seek any edits/clarifications.
         d) Approved unanimously

V. Curriculum Information Items
   A. PHIL 4890 Internship (1-6 credits, 6 max total)
      1. Discussion
         a) Department of Languages & Philosophy needs to create a PHIL internship course using the common course number in order to participate in the summer internship initiative.
         b) Q: Why will it only go up to 6 credits? (A: The HSS College believes that the philosophy faculty do not want to give too much internship credit. They may also not know the full potential of internships.)

VI. Meeting adjourned at 4:57 PM
University Graduate Curriculum Committee & Graduate Council

MINUTES | November 22, 2019 | 3:00 PM

Attendees: John Allred, Dan Anderegg, Robin Boneck, Mark DeBeliso, Thomas Herb, Skip Jones, Shalini Kesar, Cynthia Kimball Davis, Katya Konkle, Lynne Kvamme (for Roger LaMarca), Rachel Parker, Tony Pellegrini, Angela Pool-Funai, James Sage, Nathan Slaughter, Lisa Swanson

Not Present: Kim Craft, Kenneth Hall, Caitlin Gerrity Kime, Michael Kroff, Emily Reed, Kevin Stein

I. Prior meeting minutes for November 1, 2019
   A. Accepted by consensus

II. University Graduate Curriculum Committee
   A. Curriculum Proposals
      1. Voting
         a) Motion to bundle and approve all curriculum proposals: Mark DeBeliso
            (1) PE 6030 Athletic Training and Sport Medicine (modify)
            (2) PE 6070 Psychological Aspects of Sport Performance and Conditioning (modify)
            (3) KIN - Kinesiology (new prefix)
         b) Second: Angela Pool-Funai
         c) Approved unanimously

III. Graduate Council
   A. The IRB Chair has asked how much graduate research might be taking place in the summer semesters that need to go through IRB.
      1. The ramped-up summer semester is more part of the three-year degree initiative and may not affect graduate degrees that much.
      2. Many graduate programs are already year-round, but there are some that will need summer IRB functions when at capacity.
      3. James suggests talking to program directors’ department chairs about their needs and have those forwarded to their deans for consideration.
   B. Working Groups
      1. Budget & Finance work group
         a) James would like to convene the work group in December to review the budget for tuition waivers and look at the distribution
model. The group could then either send out the plan for electronic consent among the Graduate Council and disperse the funding early, or they could wait until the next meeting in January 2020 to formally vote on the plan in person.

b) Overall the plan would include keeping the slush fund and move any programs below $10,000 in waivers up to that minimum.

c) Q: With AP taking some tuition dollars, will that lower available dollars for waivers? (A: The waivers are calculated based on gross tuition dollars that would have been billed, but the flat rate tuition for online-only students will be impacted starting in January 2020. However, waivers are calculated using last year’s numbers so it will not affect this round of distribution.)

d) Q: Are there any tuition waiver dollars left for Spring 2020? (A: There are some but not a lot that hasn’t been already allocated. If you have new students that could use it, let James and Lisa know. If you are planning on using the money on existing students, use it to retain them.)

e) The group will also tackle a revenue sharing model later in the academic year after waivers are determined. It will require coordination and lobbying with people outside of Graduate Council to be approved.

2. Student Success & Retention work group

a) At the previous meeting, Graduate Council discussed how we might use the funds in the graduate research account. The Provost and Budget Office asked for a spending plan.

b) James proposed an increase in base level funding (now $400 for conference attendance and $800 for conference presentation) that was enough to justify a spending plan for the Provost & Budget Office that gives the Graduate Council a stopgap to continue to explore other ideas.

   (1) Any funding policy changes should “do no harm” but still open up the aperture for different types of activities.

   (2) Revenue sharing could also give programs their own funding and could potentially start doing fund matching with the main pot.

c) James met with Emily Reed, the graduate SUUSA representative, who has some ideas and would like input on how to better the graduate student and SUUSA representative experience:

   (1) Create procedures for onboarding new SUUSA reps.

   (2) Identify/create specialized financial aid counselor for graduate loans.

      (a) Suggested contact is Malinda Rhodes.
(3) Distribution email list for all graduate students or Canvas shell.
   (a) Initial graduate director feedback indicates that students will not look at or access Canvas shell.

3. Policy work group
   a) Work group hasn’t yet met since last spring.
   b) Rachel Parker and Shalini Kesar will serve on work group.
   c) James would like the group to tackle the results of the director survey, analyze it, and develop recommendations for supporting graduate directors with appropriate resources that the Grad Council can then lobby to chairs and deans.

C. The next UGCC/GC meeting is January 31, 2020.

IV. Meeting adjourned at 3:55 PM.
Southern Utah University (SUU) is developing a new emphasis within the existing Bachelor of Science in Nursing (BSN) program. This new emphasis will allow students graduating from Southwest Technical College (STech) with an LPN, currently licensed LPNs, certified Paramedics or similarly certified health professionals to "bridge" into the BSN. This new LPN-to-BSN bridge program is another example of the close collaboration between SUU and STech.

### Course

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2. “Proposed Beginning Term” refers to first term after Trustees’ approval that students may declare this program.
NURS 3237 Professional Nursing Lab 2
NURS 4320 Care of Family-Maternal Newborn 2
NURS 4330 Care of Family-Peds 2
NURS 4337 Care of Family-Lab 2
NURS 4340 Nursing for Wellness/Older Adults 2
NURS 4350 Population Care 4
NURS 4355 Community Health Lab 2
NURS 4430 High Acuity Nursing 3
NURS 4435 High Acuity Lab 2
NURS 4440 Contemporary Issues 3
NURS 4550 Leadership/Management 3
NURS 4555 Leadership/Management Lab 4

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

Date:

☐ I understand that checking this box constitutes my legal signature.
Bachelor of Interdisciplinary Studies & BA/BS in General Studies

Planning Document

Decision:

- Move Bachelor of Interdisciplinary Studies (BIS) and BA/BS in General Studies (GS) under the Associate Provost / Library.

Parameters/Guidelines:

1. Regents: Comply with R401 - Appendix A (especially #9 and #11)
2. Provost: Seek a "resource-neutral" solution (or as near as possible); some pro-rated instructional dollars might be needed (at 1/20 compensation rate)
3. Provost/Deans: Seek an elegant curricular solution (revision of requirements) using minimal program-specific required credits
   a. Up to 1 credit for a capstone (preferably one course used by both programs)
   b. Up to 1 credit for entry point for BIS (preferably a no-credit option such as an approved program of study)
   c. Especially for the BIS, include a mixture of disciplines (tracks) to ensure it is meaningful (this is probably already in place), and yet also keep it simple and flexible for students to complete in a timely manner (by minimizing the number of program-specific requirements besides a capstone of some kind).
   d. Present preliminary plan to Dean's Council on December 2 (for review and feedback)
   e. Curriculum approvals need to be completed by Jan 21 UUCC meeting (to be included in Catalog effective Fall 2020)
   f. Involve Academic Advising throughout planning process and ensure clear communication is provided.
4. James: Consider developing some kind of long-term faculty advisory committee (to ensure input from others and also create a network of informed advocates) (Steve Barney is willing to serve on this type of committee)
   a. Steve (Faculty Senate President): Engage departments (Chairs?) in some way (perhaps in terms of sample programs of study or identify key courses?)
Planning Committee

Meeting: Tuesday, November 26 from 10 am - 12 noon (in Library Conference Room?)

Aimee Kaiser (contacted; please send invitation)
Grant Corser (contacted; please send invitation)
Cynthia Kimball Davis (contacted; please send invitation)
James Sage (contacted; please send invitation)
Matt Nickerson (contacted; please send invitation)
Anne Diekema (contacted; please send invitation)
Katie Englert (contacted; please send invitation)
Katya Konkle (contacted; please send invitation)
Sheri Butler (contacted; please send invitation)
Trudy Widup (contacted; please send invitation)
Kelly Stephens (contacted; please send invitation)

(Kelly will send Rachel Woodward)

Transition Committee (beyond the Planning Committee)

Katie Englert
Katya Konkle
Academic Advising:
    Kelly Stephens or Rachel Woodward
    Ryan Avery (Aviation)
James Sage
Anne Diekema
Kristen Wiggins (Registrar)

Faculty Advisory Committee (??) (beyond both the Planning and Transition Committees)
Policy 6.46 Academic Scheduling
- Changes to the academic calendar associated with the 3-Year Degree initiative brought to light some long standing issues with Policy 6.46 Academic Scheduling. John Allred presented some suggestions for revision, and we worked collaboratively with the Faculty Senate leadership to prepare a revised policy draft (attached). Please review it for discussion and potential action during the January 27 Deans’ Council meeting.

Policy 6.13 Grading
- The main changes being proposed involve the language about semesters and parts of term. John Allred presented some suggestions for revision, and we worked collaboratively with the Faculty Senate leadership to prepare a revised policy draft (attached). Please review it for discussion and potential action during the January 27 Deans’ Council meeting.

SPARC (Grant’s Office)
- The FY19 end of year SPARC report has been finalized and is attached for your review.
- USHE provides a report for the Board of Regents every November detailing the awards by institution. This report is also attached. While the dollar amount of awards for SUU stayed level at $11.1 million, it is imperative to note the immense effort expended to maintain the current level of funding, given the fact that the office was running for half the year with limited staff. It was a year of unexpected transition, yet SUU maintained a very healthy level of support. In fact, comparing the dollar amount of awards to the number of FTE positions within each USHE institution, the SUU team is the most efficient team in the state. This is definitely a testament to the dedication of the SPARC team during 2018-2019.

OTL
- Please continue to work with your departments and faculty to create a prioritized plan for online undergraduate program development. These plans are due by January 27, but they would be appreciated earlier if possible.
- Please find attached an update regarding online course development since July 1, 2019.
- The OTL has recently hired the following staff:
- Samantha Annen - Instructional Designer (she is moving internally from an Instructional Technology Specialist position)
- Meredith Turner - Instructional Designer
- Afton Oliver - Instructional Technology Specialist
- Shelly Merrill - Instructional Technology Specialist

There are several more positions that are pending and/or have been posted.

**CETL**
- On December 6, we will host a lunch for new faculty to celebrate the completion of the semester.
- Our spring programming will include the following Learning Communities:
  - New Faculty Support
  - Designing and Improving Your Online Course
  - Let's Talk About Text, Maybe
  - GE for Student Success!
- We will also be offering several reading circles, Lunch & Learns, and P&T Workshops. We will provide more information when these are finalized.
- Funding decisions for the second round of FDSF have been made. Well over half of the FDSF budget has been allocated, and we have two more rounds.

**APEX**
- A.P.E.X. Events finished the Fall season last week, and we’re happy to report a season of great success! Attendance was very strong for events, with a wide range of students & faculty as our largest contingents in attendance. Collaborations were very strong and wide reaching, including but not limited to Aviation, The Leavitt Center, Humanities & Languages, and Athletics. Guests coming to campus have glowing reports of what we do at SUU, and I am certain they are sharing that with their professional circles all over the US. We are excited to bring you the Spring season starting in January!
- We encourage all to support APEX Events by scheduling other speakers and events at times that don’t overlap with previously scheduled APEX speakers.

**Anonymous Feedback Survey**
- Faculty are invited to use this anonymous feedback survey to submit comments/questions about any Academic Affairs topic.
  https://docs.google.com/forms/d/e/1FAIpQLSfX2ny1uCr4y3srYZv-TcISY2RuT030ok-Zx_HyybSOG-PitA/viewform?usp=sf_link
- I will provide responses to each submission prior to every Faculty Senate meeting and every full Dean’s Council meeting. This month’s responses are attached.
## Funding Source

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### Grand Total

|               | $35,314,724 | 74 | $7,853,239 | 32 | $755,964 | 7 | $2,566,107 | 43 | $11,175,310 | 82 |

## Proposals by College

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### Grand Total

|               | $35,314,724 | 74 | $7,853,239 | 32 | $755,964 | 7 | $2,566,107 | 43 | $11,175,310 | 82 |

** Andrea Donovan's $5,000 pending request was processed as a Modification to her existing award**
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# Utah System of Higher Education
## Contracts and Grants Report

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<td>Other</td>
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<td><strong>Total USHE</strong></td>
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<td>Clinical</td>
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<tr>
<td>Other</td>
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<td><strong>TOTAL USHE</strong></td>
<td>4,918</td>
<td>$827,820,404</td>
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FY 19-20 Online Course Development

11/20/2019

Update

Over the past 5 months, the Office of Online Teaching & Learning (OTL) has been implementing our new development documents and process. Since July 1, we have impacted 99 courses (see page two for a detailed breakout):

- 22 Completed Courses
- 25 Courses in the Build Phase
- 29 Courses in the Course Map Phase
- 23 Courses in the On Deck Phase

The OTL has begun hiring additional Instructional Designers, so the rate of online course development will increase in 2020. We are well on our way to developing undergraduate online programs. We’ve asked the Deans to provide prioritized plans to develop online undergraduate programs in their colleges. COEHD has provided theirs, and the rest will be submitted in the next month. Also, the Deans have approved a plan to develop GE courses in the 8-week online format.

Key Definitions

**Completed Courses** include courses that OTL has worked with faculty to develop. These courses have been reviewed using the Quality Matters Rubric and have passed an internal review.

**Build Phase** includes courses that have a course map in place and are currently being built in the Canvas Shell. These courses are either being built by an OTL Instructional Designer, the faculty member, or a combination of the two.

**Course Map Phase** includes courses that have kicked off and are currently working to develop a course map. This course map provides an outline of the course, as well as the alignment between all activities, module objectives, and course outcomes.

**On Deck Phase** includes courses that have a kickoff date within the next two months.
## Detailed List of Courses and Status

### Completed Courses
- COMM 6000
- COMM 6140
- CSIA 6310
- ECON 2010
- EDUC 1010
- EDUC 6180
- EDUC 6610
- FLHD 3200
- FLHD 3300
- FLHD 3350
- FLHD 3360
- FLHD 3700
- FLHD 4350
- EDUC 1010
- HONR 3180
- NURS 3160
- PHYS 1040
- PHYS 1045
- SCED 3720
- SPED 4120
- SPED 4160
- SPED 6110

### Course Build Phase
- ACCT 6100
- AT 6590
- COMMIT 6240
- ECON 2020
- ELED/SCED 3570
- EDRG 3520
- EDRG 4010
- EDUC 6030
- EDUC 6620
- FIN 6100
- FLHD 2400
- FLHD 4300
- INDS 6520
- INDS 6641
- LEGL 2000
- LM 6100
- LM 6170
- LM 6200
- MGMT 6100
- MUSC 6103
- MUSC 6303
- MUSC 6323
- MUSC 6343
- MUSC 6353
- SPED 6145

### Course Map Phase
- ART 3900
- BA 1010
- BA 6000
- COMM 6030
- COMM 6230
- CSIA 6350
- EDUC 6560
- EDUC 6650
- ELED 4000
- FIN 6750
- HRHM 3210
- INDS 6000
- INDS 6521
- INDS 6850
- INDS 6900
- LM 6170
- MATH 1050
- MKTG 6100
- MKTG 6200
- MUSC 6103
- MUSC 6303
- MUSC 6313
- MUSC 6343
- MUSC 6573
- MUSC 6603
- MUSC 6613
- MUSC 6933
- POLS 1100
- SPED 6130

### On Deck
- COMM 1010
- COMM 6030
- COMM 6040
- COMM 6150
- COMM 6230
- EDUC 6000
- EDUC 6140
- ENGL 2010
- EDUC 6380
- ENGL 1010
- FIN 6750
- HIST 1700
- HIST 2700
- HIST 2710
- INDS 6521
- INDS 6642
- HIST 3620
- HIST 4990
- LM 6180
- LM 6190
- MATH 1040
- NURS 3141
- NURS 3261
## TENTATIVE

Commencement Exercises for Southern Utah University

Friday, April 24, 2020

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tr>
<td>9:00 AM</td>
<td>Main Commencement Exercises</td>
<td>America First Event Center</td>
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<tr>
<td>11:30 AM</td>
<td>College of Humanities &amp; Social Sciences</td>
<td>America First Event Center</td>
</tr>
<tr>
<td>1:00 PM</td>
<td>College of Performing &amp; Visual Arts</td>
<td>Randall Jones Theatre</td>
</tr>
<tr>
<td>1:30 PM</td>
<td>Beverley Taylor Sorenson College of Education &amp; Human Development</td>
<td>America First Event Center</td>
</tr>
<tr>
<td>3:30 PM</td>
<td>Walter Maxwell Gibson College of Science &amp; Engineering</td>
<td>America First Event Center</td>
</tr>
<tr>
<td>5:30 PM</td>
<td>Dixie L. Leavitt School of Business</td>
<td>America First Event Center</td>
</tr>
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</table>

as of 11/15/2019
Thanks to those who have gone into the calendar and begun adding few things. I appreciate it.

As a follow-up to my previous email, some have asked how they might submit requests for the programming dollars that are available. Here is a google form where you can submit a quick request. Make sure your request includes all costs (supplies, transportation, marketing, etc.). DO NOT include requests for student wages. Those will have the opportunity to be covered separately from the Summer Semester student wages budget.

https://forms.gle/KpkguHucec4e3Jt19

You are welcome to submit multiple requests.

Deadline is December 5, 2019.

We have approximately $200,000 available. We'll start divvying it out in early December and once it's gone, it's gone. As stated in my previous email, "priority will be given to offices who are seeking to create cost-effective programs that target a wide range of students. There is also an expectation that we will capitalize on the many existing opportunities that already take place during the summer here in Cedar City (Summer Games, Festivals, Outdoor activities, etc.). Tying in your requests and ideas with these existing activities will be appreciated."

Please let me know if you have any questions.

Jared N. Tippets, Ph.D.
Vice President for Student Affairs | Southern Utah University
Sharwan Smith Center, Suite 201 | 351 W. University Blvd, Cedar City, UT 84720
O 435-586-7710 | F 435-865-8393 | E jaredtippets@suu.edu

On Sun, Nov 17, 2019 at 10:46 AM Jared Tippets <jaredtippets@suu.edu> wrote:

Colleagues,

As all of you are aware, SUU is entering a new and exciting academic calendar with the creation and launch of a Summer Semester starting next spring/summer. The hope is that campus will feel alive and hoppin' during the Summer Semester, much the way it is for Fall and Spring semesters, with considerations given for a smaller summer enrollment.

After a deeper review of the data, our best guess is that there will be between 1,000-1,500 students on campus during the Summer Semester. We will want to do our best to provide these students with a broad range of activities and opportunities to connect to campus.

To accomplish this task, President Wyatt has set aside $200,000 in one-time monies to program out the calendar from May 10 - August 6. This money is only available this one year as it is expected that future Summer Semester activities will be funded from student fees and other recurring revenue sources. Each of your offices is welcome to request access to these programming monies. As you can imagine, it will go fast so priority will be given to offices to are seeking to create cost-effective programs that target a wide range of students. There is also an expectation that we will capitalize on the many existing opportunities that already take place during the summer here in Cedar City (Summer Games, Festivals, Outdoor activities, etc.). Tying in your requests and ideas with these existing activities will be appreciated.

It will probably make sense for this group to get together in the very near future to make sure we are all on the same page. But, to get the calendering process started, I've created this document and would ask that you begin adding in events, programs, and activities that you'd like to offer our students and the SUU community during the Summer Semester.

https://docs.google.com/spreadsheets/d/1ql9thUHoXk0vejc1bRhhml5XfMRZ02--IKxbiKwHiCo/edit?usp=sharing

Please let me know if you have any questions. We'll be back in touch soon to schedule a planning meeting.

Jared N. Tippets, Ph.D.
Vice President for Student Affairs | Southern Utah University
Sharwan Smith Center, Suite 201 | 351 W. University Blvd, Cedar City, UT 84720 O 435-586-7710
| F 435-865-8393 | E jaredtippets@suu.edu
President's Council Friends,

President Wyatt and I are excited to bring nationally acclaimed presenter, Kimberly Papillon, to campus to train our leaders and supervisors in making equitable human-relations decisions. We are asking all employees in leadership in your areas -- supervisors, directors, heads-of-departments, program administrators, those who oversee and participate in hiring committees, department chairs, deans, vice presidents, etc. etc. -- to make this training a priority and attend!

Utah State Risk Management is co-sponsoring the event, and inviting other state employees from the southern Utah region to join us, because the presentation serves not only to train state employees on important leadership skills, but also to shore up and demonstrate institutional commitment to sound practices.

Personally, I have been to a lot of trainings in my career, but this training by Ms. Papillon is among the best I have ever participated in. She recently presented in SLC to a wide audience of judicial system personnel who paid $80 a seat to attend, and the training sold out. Our training on the morning of December 9th from 8:30 am to 12:15 pm (study day of finals week) is free, and promises to be extremely interesting and engaging.

Please support this important event, and request that all of your employees in leadership attend. I have attached a "Save the Date" flyer to this email that I am asking you to distribute right away to the relevant employees in your respective areas.

Thanks,
Ann Marie

Please RSVP a rough count from each of your areas to ginamarston@suu.edu by December 3rd.
Colleagues,

Please note the following policies and information regarding finals week and Testing Center usage.

Closed Study Day - Monday, Dec. 9
The Testing Center will be closed on Monday, Dec. 9 to comply with catalog policies and procedures (stating that "no final examination is to be due or administered prior to or during the designated study day..."). In addition to complying with policy, it also gives our hard-working student staff a much-needed day to study.

Finals Week Criteria
In continued efforts to reduce excessive demand on the Testing Center during finals week, courses should generally use the two-hour designated Final Exam period established by the Registrar's Office for final exams.

The Testing Center is available during finals week ONLY to courses meeting any of the following criteria:

- Online-only courses
- Tests that use software not found in the regular classroom (e.g., Excel in Statistics courses)
- Courses using vendor-provided specialized software for testing (e.g., ALEKS, Hawkes, Math Lab, Connect, etc.)
- Tests that are expected to take longer than two hours to complete.
- On-campus, face-to-face sections with more than 40 students enrolled
  - Recommended that the instructor also offer the exam in class (distributing test-takers across both the classroom and Testing Center)
  - To reduce the potential for academic dishonesty in large courses, rather than using the Testing Center, instructors may consider distributing different versions of the exam.

Policies Regarding Final Exams

- Policy 6.28.IV.B states “Faculty members will meet scheduled classes, including final examinations…”

The following General Catalog Academic Policies & Procedures also pertain to the final two weeks of the semester:

- Last Week of Classes - “No final examination is to be due or administered prior to or during the designated study day…”
- Finals Week - “If a faculty member grants permission to take an early examination, students are charged an unscheduled final examination fee to be paid at the University Cashier’s Office.”

Thank you.

--

JENNIFER LEARD
TESTING SERVICES COORDINATOR
OFFICE of ACADEMIC SUCCESS
DIVISION of STUDENT AFFAIRS
SOUTHERN UTAH UNIVERSITY | ELC 208
p (435) 865-8071 | e jenniferleard@suu.edu