



AGENDA

MEETING OF THE
UTAH STATE BOARD OF REGENTS

June 29-30, 2000

**Utah State Board of Regents
Office of the Commissioner
of Higher Education
355 West North Temple
3 Triad Center, Suite 550
Salt Lake City, Utah 84180-1205**

AGENDA
MEETING OF THE UTAH STATE BOARD OF REGENTS
UTAH STATE UNIVERSITY
TAGGART STUDENT CENTER
Logan, Utah

Thursday, June 29

8:30 a.m. - REGENTS EXECUTIVE SESSION
9:30 a.m. Center Colony Room

9:30 p.m. - COMMITTEE OF THE WHOLE
12:00 noon Ballroom

Updates and Discussion of Task Forces

- Applied Technology Education (ATE)
- USHE Education, Career Planning, and Advising Web Site
- Update on Formula Funding Task Force

Tab A
Tab B
Tab C

12:00 noon - LUNCHEON MEETING WITH REGENTS, USU TRUSTEES,
1:30 p.m. PRESIDENT EMERT AND COMMISSIONER FOXLEY
Center Colony Room

- Open Discussion
- Executive Session

Chief Academic Officers
West Colony Room (Buffet in Walnut Room)

Chief Student Administrative Officers
East Colony Room (Buffet in Walnut Room)

Others
Walnut Room

1:30 p.m. - PUBLIC HEARING REGARDING BOARD OF
2:00 p.m. REGENTS' RULES ON PROPRIETARY SCHOOLS
Ballroom

Tab D

2:00 p.m. - MEETINGS OF BOARD COMMITTEES
4:00 p.m.

Academic and Applied Technology Education Committee
Senate Chambers (Room 336)

ACTION:

1. Utah State University – Master of Rehabilitation Counseling Degree in the

Tab E

Department of Special Education and Rehabilitation, College of Education

2. Utah State University – Center for Online Education (COLE) Tab F
3. SBE-SBR Joint Liaison Committee, 12/7/1999 Meeting Minutes Tab G

CONSENT:

4. Consent Calendar, Academic and Applied Technology Education Committee Tab H
Utah State University – Associate of Science and Associate of Arts Degrees
at its Brigham City Branch Campus

INFORMATION:

5. Information Calendar, Academic and Applied Technology Education Committee Tab I
 - A. Utah State University
 - i. Name Change from Department of Communication to Department of Journalism
 - ii. Name Change from MS/MA/M.Ed. Degrees in Communicative Disorders to Degrees in Communicative Disorders and Deaf Education with Specializations in Audiology, Deaf Education, Speech Language Pathology, Early Childhood Communicative Disorders, and Audiology in the Education Specialist Degree.
 - iii. Endorsement Programs for the Department of Secondary Education and the Department of Elementary Education (ESL Minors)
 - iv. Emphasis in Electronic Commerce
 - B. Southern Utah University
 - i. Name Change from the College of Business, Technology and Communication to the College of Business and Technology
 - ii. Name Change from the Division of Continuing Education to the School of Continuing and Professional Studies
 - iii. Line of Responsibility Change for Distance Learning from the Library to the School for Continuing and Professional Studies
 - iv. Name Change from the Department of Business to the School of Business
6. Report of Women and Minorities in Faculty and Administrative Positions in the USHE Tab J

Finance and Facilities Committee

Ballroom

ACTION:

1. University of Utah – 2000-2001 University Hospital and Neuropsychiatric Institute Operating Budgets Tab K
2. University of Utah – Huntsman Cancer Institute Phase II Design Tab L
3. Utah State University – Master Plans Tab M
4. Utah State University – Research Park Property Acquisition Tab N
5. Utah State University – Bear Lake Property Boundary Line Adjustment Tab O
6. Weber State University – Retention Basin Land Sale Tab P
7. Utah Valley State College – Sale of Property to LDS Church Tab Q

- 8. Ratification of Executive Committee Actions Tab R
 - 1. University of Utah – Huntsman Cancer Institute Revenue Bonds
 - B. Snow College – Programming for Performing Arts Building
 - C. Dixie College – Land Purchase

INFORMATION:

- 9. USHE – Athletics Report Tab S
- 10. Student Financial Aid – UHEAA Board of Directors Meeting Report Tab T

CONSENT:

- 11. Consent Calendar, Finance and Facilities Committee Tab U
 - a. OCHE Monthly Investment Report
 - b. UofU and USU Capital Facilities Delegation Reports
 - c. 1999-2000 Final Work Program Revisions
 - d. USHE Presidential Salaries
 - e. Donated Property Liquidation
 - f. Fuel and Power Reallocation

4:00 p.m. -
5:00 p.m.

COMMITTEE OF THE WHOLE AND
REGULAR BUSINESS MEETING OF THE BOARD
Ballroom

- 1. Report of the Chair
- 2. Report of the Commissioner Tab V
 - A. Revised Policy R135, *Institutional Legal Counsel in the Utah System of Higher Education*
- 3. Reports of Board Committees
 - Academic and Applied Technology Education (Tabs E - J)
 - Finance and Facilities (Tabs K - U)
- 4. General Consent Calendar Tab W
 - A. Minutes
 - B. Grant Proposals
 - C. Executive Session

6:30 p.m.

DINNER WITH REGENTS, PRESIDENTS AND SPOUSES
Sky Room
(by invitation)

* * *

In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify Angie Loving, ADA Coordinator, at 355 West North Temple, 3 Triad Center, Suite 550, Salt Lake City, UT 84180, or at 801-321-7124, at least three working days prior to the meeting. TDD # 801-321-7130.

MEMORANDUM

June 21, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Report on the Legislative Applied Technology Education Task Force- Discussion Item

Issue

During the 2000 Legislative Session, House Bill 336 was adopted to establish the Applied Technology Education (ATE) Task Force. HB 336 charges the Task Force to review and make recommendations on the following applied technology education issues.

- The role and mission of applied technology education providers in the state.
- The governance of applied technology education
- The criteria for determining new facility requirements to provide applied technology education services
- Policies regarding standards of accountability and articulation among stakeholders
- Funding mechanisms
- The applied technology education role and mission of the Joint Liaison Committee within the state's education system
- The development and use of measurable standards, including uniformity in developing databases and common methods of distributing information
- Duplication of applied technology education programs between the state's public and higher education systems
- Other issues related to applied technology education as determined by the Task Force.

Staff for the Task Force is provided by the Office of Legislative Research and General Counsel with assistance from the Office of Legislative Fiscal Analyst. The first meeting of the Task Force was held on May 30, 2000, where they heard presentations by the staff on the overall structure, governance, funding, and delivery of applied technology education in the state. The second meeting of the Task Force was held on June 12 where they heard an additional presentation by the staff on funding in both public and higher education and a presentation by the Utah State Office of Education concerning the approach to ATE in grades K-12 and the ATCs.

The third meeting of the Task Force is scheduled for June 26. The agenda for the meeting, a list of Task Force members, and the minutes of the June 12 meeting are included as Attachment A. Regent Chair Johnson will join Assistant Commissioner Gary Wixom in making

the presentation on ATE in the USHE. In addition, the agenda includes a review of the performance audit conducted in 1995 on applied technology programs, and a presentation on governance models by the Office of Legislative Research and General Counsel.

At the Board meeting, the presentation made to the Task Force will be reviewed, and Regents will have an opportunity to discuss relevant ATE issues at that time.

Commissioner's Recommendation

No action is required, this is a discussion item.

Cecelia H. Foxley, Commissioner

CHF/MAP/GSW
Attachment

MEMORANDUM

June 21, 2000

TO: State Board of Regents

FROM: Cecelia H, Foxley

SUBJECT: USHE Education, Career Planning, and Advising Website - Information

Issue

The Utah State Board of Regents in its *Master Plan 2000* made a commitment to “Use Resources Efficiently.” Included in this commitment is to “Create a self-service Internet-based advising system to assist students in efficient degree completion and transfer from one institution to another.” The Education, Career Planning, and Advising Website is being designed to meet the commitment.

Background

Several years ago, staff from the Commissioner’s Office began planning to place the USHE Transfer Articulation Guide online. The Transfer Articulation Guide, designed to facilitate student transfer, lists lower-division courses that will transfer from two-year institutions to four-year institutions. Currently, the Guide, available only in hard copy, is overseen by the state-wide Articulation Committee that assures each institution’s courses are accurately included and displayed with each four-year institution’s equivalent of the articulated course.

During the last nine months staff has worked to articulate a broader vision for a USHE website that would not only assist interested students in accessing the Transfer Articulation Guide but that would link users to all of the USHE institutions and their academic, student services, financial aid, and campus-specific information. In addition, the vision calls for linkages to national and state data bases on careers and job information and to all forty public school districts for inclusion of Student Education Occupation Plans (SEOP), concurrent enrollment, and Advanced Placement information. The proposed website will ultimately accommodate many types of users who want information regarding every aspect of public higher education, and students will be able to access an expanded Transfer Articulation Guide that not only will list two- to four-year courses that articulate but also two- to two-year, four- to two-year and four-to four-year course articulations. Simply stated, the vision is to provide comprehensive information on Utah public higher education, career planning, and advisement through a user-friendly, online resource.

Many system and national websites were reviewed. Most are similar in intent but not as ambitious as the one proposed. Media Solutions, Inc., currently working with the Utah Electronic

College, has developed the prototype.

To meet the Regents' commitment to "use resources efficiently," the proposed website will use existing linkages, equipment that resides in-house (initially), and support from computer services staff. The attached plan is explicit in the design of the proposed website with projected resource needs. Those involved in the development of the Education, Career Planning, and Advising Website are inviting the Regents to make suggestions and provide support so that this project can realize its vision and purpose over time, thereby addressing the goals of the Master Plan by serving students more efficiently.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents review the full report, raise questions and issues, and offer suggestions to the Education, Career Planning, and Advising Website project.

Cecelia H. Foxley, Commissioner

CHF/MAP/PCS
Attachment

June 16, 2000

EDUCATION, CAREER PLANNING, AND ADVISING WEBSITE Project Plan

PURPOSE AND VISION

The project plan, which follows, was developed by the Commissioner's Office articulation committee – staff members from academic affairs and computer services – whose goal is to develop an advising and articulation website. Simply stated, the vision that guides the Education, Career Planning, and Advising Website is:

To provide comprehensive information on Utah public higher education, career planning, and advisement through a user-friendly, online resource.

The Education, Career Planning, and Advising Website will connect personal education goals with education resources. It will seamlessly connect K-12 to higher education, facilitate transfer and articulation throughout the Utah System of Higher Education, and offer general advice to students and their families on the requirements of academic and applied technology education programs. It will also link users to institutional advisors for individualized attention.

The terms “advising and advisement,” as used in this document, do not imply that an electronic system can meet the comprehensive advising needs of students. Access to personal, individualized advising is a critical component of education and career planning. The proposed website will be an important tool to facilitate the educational planning process. Locating advisors on higher education campuses who can act as liaisons with high school advisors, as has been recommended to the Board of Regents in the Concurrent Enrollment Report, would be of great benefit to students and to the success of this project.

The Education, Career Planning, and Advising Website, over time, will do the following:

1. Facilitate transfer and entry into higher education.
2. Offer course by course and program by program articulation.
3. Provide information on academic programs, both undergraduate and graduate.
4. Specify general education requirements.
5. Offer academic, career, and applied technology education advisement information.
6. Offer information on tuition and fees.
7. Offer financial aid advisement information.
8. Connect all higher education institutions and all school districts.
9. Provide information regarding all campuses and their student support services.

10. Link to job, employment, and earnings information.
11. Provide job placement information.
12. Provide information on residency requirements.
13. Provide transcript audit services.
14. Provide assessment information.
15. Provide application forms online for registration and financial aid.

THE PROJECT PLAN

The plan that follows will explain each element of the Education, Career Planning, and Advising Website.

ELEMENTS

Articulation Database (Guide) - Debbie Brennan, Coordinator

Description: The articulation database is a critical component of the Education, Career Planning, and Advising Website. Currently, it contains course to course transfer and articulation of general education, electives, and some core courses that will transfer into upper-division major programs. The updated articulation database is being prepared for the USHE Website. Ultimately, the articulation database will assist students to review not only course to course articulation and transfer from two- to four-year programs, but will include program to program and major to major articulation as well as four- to four-year and four- to two-year transfer articulation. In addition, students will be able to save their articulation planning on the website for future modification.

Initial and On-Going Requirements: Currently, the articulation database is being redesigned for internal improvements and future enhancements. At this time, the articulation database is updated once a year and is available on the USHE Website in a read-only format. It is housed on a dedicated file server (FS1), managed by Debbie Brennan, and will need additional disk storage as the project expands. Once developed and expanded, the articulation website will require other hardware solutions for housing the completed project.

The Education, Career Planning, and Advising Website, which includes the articulation database project, may need to reside on a separate file server for security purposes. For the development process, Debbie has offered the use of a file server (FS2) that has been purchased for another project (the Data Warehousing project) as a temporary database development solution. Another option is the Utah Electronic College (UEC) which will have a dedicated file server housed at the USHE within the next six months. This file server should have the initial capacity to house both the UEC and the Education, Career Planning, and Advising Website. The costs associated with the file server would be provided by UEC. funding. Both options will be reviewed carefully.

Website (General) - Teddi Safman, Committee Coordinator

Description: The Website will provide the information outlined in the “Purpose and Vision” section of this plan. It will provide links not only to USHE institutions, but to state and federal websites that contain employment, job, and salary information. In addition, the proposed website will link to individual school districts so that prospective students will be able to plan for higher education as they work through their School Education and Occupation Plans (SEOP). High school students will be able to consult the proposed website for transfer information on concurrent enrollment, Advanced Placement, and College Level Examination Programs (CLEP) as well as find information on higher education majors that will be structured in a manner that is consistent with Utah State Office of Education career fields and pathways.

Initial and On-going Maintenance: Either the second fileserver that is managed by Debbie Brennan or the UEC fileserver is available and can be used by the Education, Career Planning, and Advising Website. Either fileserver will meet the demands of the proposed website initially. A new fileserver will be needed the third year of operation as the project adds new links and the transcript audit feature. Debbie Brennan and/or the computer services staff in the Commissioner’s Office will provide technical support for and regular maintenance of all of the file servers.

WEBSITE DESIGN

A website designer will need to be contracted the first year for design of the website and development of linkages. After the first year, a webmaster would be hired as full-time staff for on-going maintenance of the design and linkages. Currently, the needed time capacity is not available in-house. Media Solutions, Inc., a company that was contracted to design the UEC website, is preparing a prototype of the Education, Career Planning, and Advising Website. A portion of the prototype will be demonstrated for the Regents and the Presidents at the June 29th Board meeting in order to obtain their initial comments and suggestions. Once the completed prototype is developed, it will be shared with institutional representatives and students for their comments and suggestions.

WEBSITE COMPONENTS

“Who Are You” - Teddi Safman, Coordinator

Description: This pathway into the proposed website assumes that those seeking information may be assisted according to their specific needs. Thus, the following classifications of individuals will appear when the “Who Are You” button is selected. General information will be accessible from all pages, but information will be arrayed in a way that will be of maximum use to each classification of individual.

High School Student

Clicking on this category will link the user to high schools for SEOP and concurrent enrollment information and to USHE institutions for general information to assist the high school student to plan for higher education. It will also link to all pertinent information as the student selects the appropriate categories.

Returning Adult

Clicking on this category will link the user to general information on the proposed website regarding adult students and advising options at individual institutional websites. It will link to career information, student planning, and remedial programs will be available from the proposed website. Links to institutions will provide information on supplementary programs for returning students, admissions, and financial aid options.

College Student

Clicking on this category will link the user to national and state career/job data and specific institutional information on academic programs and requirements. It will also link to information on tuition, scholarships, and financial aid options as well as student services and advising offices.

Transfer Student

Clicking on this category will link the user to general information on transfer located on the USHE website and to the articulation guide for institution-specific course information. The user will be linked to general education requirements at each institution.

International Student

Clicking on this category will link the user to institutions for general information on requirements, ESL programs, and admissions for international students. Foreign Embassy lists will be available through links to the BYU website. Advising, admission requirements, tuition, fees, and financial aid information will be found on institutional and USHE websites.

Community Members

Clicking on this category will link the user to general information regarding the USHE on the proposed website and to other relevant information found on institutional websites regarding costs, student aid, academic programs, leisure courses, cultural and athletic activities, and general campus items.

“Paying for College” - Edith Mitko, Coordinator

Description: This pathway will acquaint the visitor with options for financing higher education. The “Paying for College” button will link to financial aid information at each institution and to state and federal websites. This information will include how financial need is determined, the process for applying, and relevant dates and deadlines. Scholarships and student exchange programs will be accessed through links to the USHE, WICHE, and College Board websites. Admissions and tuition information will be available through linkages to the USHE and institutional websites. Residency requirements will also be provided through state, USHE, and institutional websites.

“Student Life” - Gary Wixom, Coordinator

Description: This pathway informs potential or existing students of the services available at each institution. The “Student Life” button will link to academic and event calendars and campus newspapers from each institution.

“Student Planner” - Edith Mitko, Coordinator

Description: This pathway will link students to information on academic programs and support they will need for a successful higher education experience. Links will be provided to admissions information, undergraduate and graduate programs, assessment, general education requirements, and special needs for each institution. Links to the career planning page will assist students to coordinate academic and career planning. Information on test preparation will be found through links with the College Board and ETS Websites.

“Career Planning” - Linda Fife, Coordinator

Description: This pathway is designed to give the visitor general information about careers, job prospects, and average salaries typical for specific careers, as well as information on higher education majors that will be structured in a manner that is consistent with Utah State Office of Education career fields and pathways. It will link with the “Student Planner” page, and information will be developed in a way that will assist students to coordinate academic and career planning. This button will include both career information, which will be linked to campus placement centers and state and federal websites, and job placement information, which will be linked to institutional and external websites that provide information on employment opportunities. It should be noted that each major component will contain an FAQ option for additional questions and answers.

Institutional Web Pages

The web contractor will design for each institution a second web page that will contain the same

categories as the Education, Career Planning, and Advising Website and include specific information about the individual institution, such as its general offerings and demographic data. This second web page will lead users from the Education, Career Planning, and Advising Website directly to the information they seek. The additional institutional websites will have the same design as the Education, Career Planning, and Advising Website to avoid confusion. Institutions will be expected to keep their information current.

PROPOSED BUDGET: FIRST THREE YEARS (2001-2004)

Staffing (Includes consultants and full-time webmaster).....	\$217,000
Equipment (Includes fileserver, software, etc.).....	\$50,000
Meetings (Institutional feedback and coordination).....	<u>\$10,000</u>
Total:	\$277,000

The Commissioner's Office will consider making the Education, Career Planning, and Advising Website a funding priority for next year's budget request.

MEMORANDUM

June 21, 2000

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: Update on Formula Funding Task Force

Issue

Included here is a status report on the 2000 USHE Master Planning Task Force on Formula Funding.

Background

During the 2000 Legislative Session, legislative intent language was passed directing the Regents to establish a single, balanced funding formula for the Utah System of Higher Education. Soon thereafter a Regents' task force was created to develop such a formula. Attachment A of this tab includes the membership of and charge to the 2000 USHE Master Planning Task Force on Formula Funding.

The Task Force has met twice in the ensuing weeks and is presently evaluating a preliminary formula intended to meet the spirit of the legislative intent language and also meet the unique needs of the nine USHE institutions. Attachment B includes material currently being considered by task force members. A third task force meeting will be scheduled for mid-July to discuss the preliminary formula and to consider modifications to it. The full Board will be notified of the date and time of this upcoming task force meeting.

Recommendation

No action is required. This is an information item only.

Cecelia H. Foxley, Commissioner

CHF/NCT
Attachments

MEMORANDUM

June 21, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Revised Policy R171, Utah Postsecondary Proprietary School Act and Rules -
Public Hearing and Action Item

Issue

Revisions to Board Policy R171 are proposed to implement changes made by S.B. 80, Postsecondary Proprietary School Act Amendments, enacted by the 2000 Utah Legislature. The primary purpose of the Amendments, and proposed Rules, is allow the Board to require a surety bond , letter of credit, or certificate of deposit as part of the registration process. The proposed Rules also eliminate obsolete provisions relating to school agents, authorize background checks of owners and operators of proprietary schools, provide updated annual registration fees (unchanged since 1986), and establish a uniform tuition refund policy to be required of all proprietary schools. A public hearing is provided to permit interested proprietary schools and others to comment on the proposed changes in compliance with Utah Rulemaking procedures.

Background

Attached is a copy of the Utah Postsecondary Proprietary School Act, as amended, together with related Rules proposed for adoption by the State Board of Regents during the public hearing. **The Act is in bold print.** The Rules are in normal print. Additions to the Rules are underlined. ~~Deletions are lined out.~~ A copy of S.B. 80 is also attached to assist in reviewing the combined Act and Rules document.

Proposed Rules regarding initial and annual **registration fees** are found on **page 11** of the combined Act and Rules document. Annual fees will be computed as one-half of one percent of the gross tuition income of registered programs, but not less than \$100 nor more than \$1,000. Registration fees will be due on the anniversary date of the school's certificate of registration.

Proposed Rules regarding the required **surety bond, certificate of deposit, or letter of credit** are described on **pages 12 and 13**. For an original registration, the amount of the bond will be based on expected enrollments for the first year and may range from \$5,000 to \$75,000 (see 7.12, page 12). Thereafter, the amount of the bond will be based on ten percent of the annual gross tuition income from registered programs for the previous year, with a \$5,000 minimum and \$75,000 maximum (see 7.13, page 13). The institutional surety bond, certificate

of deposit, or letter of credit must be renewed each year. An institution with a total cost per program of \$500 or less and a program length of less than one month will not be required to have a bond.

The proposed uniform **tuition refund policy** is described on **pages 14 and 15**. Each registered school will be required to have a written enrollment agreement, to be signed by the student and a school representative, that clearly describes the refund policy and schedule (see 8.3.3, page 15).

The major purpose of registering postsecondary proprietary schools is consumer protection, not only to ensure that appropriate academic standards and safeguards are in place, but also to protect against financial loss for students enrolled in schools that may close early without making appropriate tuition refunds or acceptable teach-out arrangements. The bonding requirement not only provides funds that can be used to refund monies due to a student in the event of an untimely school closure, but also offers important third-party review by surety companies that evaluate the financial stability of schools seeking registration to conduct education and training programs in the state.

These proposed Rules have been drafted after careful review of similar legislation and rules adopted by numerous other states. By comparison, Utah fees and bonding requirements seem fair, modest, and appropriate. The intent has been to comply with Utah law, to minimize bureaucracy, but also to provide improved oversight of Utah postsecondary proprietary schools by protecting the legitimate interests of students who attend them.

All registered schools have been sent copies of the Amended Law and proposed Rules, as well as an invitation to attend this public hearing. An advisory committee representing the schools has participated in reviewing the draft Rules and providing feedback. Also attending the hearing will be Don A. Carpenter and Harden R. Eyring from the Commissioner's Office, who will assist in responding to any concerns about implementation of the Rules.

Recommendation

It is the Commissioner's recommendation that the Regents consider the comments and concerns of any owners and operators of Utah proprietary schools who may speak at the public hearing, and when satisfied that the proposed Rules are fair and appropriate for implementing the amended Utah Postsecondary Proprietary School Act, adopt Revised Board Policy R171, as attached.

Cecelia H. Foxley, Commissioner

CHF:DAC
Attachments

MEMORANDUM

June 21, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Utah State University - Request to Offer a Master of Rehabilitation Counseling (MRC) Degree - Action Item

Issue

Officials at Utah State University (USU) request approval to offer a Master of Rehabilitation Counseling Degree.

Background

The Master of Rehabilitation Counseling (MRC) Degree Program is intended to develop the basic competencies for graduates to provide rehabilitation counseling to individuals with a broad range of disabilities in a variety of settings. These settings include state vocational rehabilitation agencies, private nonprofit rehabilitation facilities, independent living centers, rehabilitation hospitals, employment assistance programs, private industry, the Veterans Administration, and private-for-profit rehabilitation companies.

USU currently offers this program as a specialization within the Master of Science Degree in Special Education. The proposed change would make the Master of Rehabilitation Counseling a stand-alone degree, instead of being a specialization within an existing degree. The proposal will not result in substantive changes in the program, except that it will no longer be just a specialization in Special Education.

USU is the only university in Utah that educates rehabilitation counselors at the master's degree level. The current program has been in place since 1989, has graduated over 150 persons, and was recently ranked among the top 25 rehabilitation counselor education programs nationally.

The current program offers thesis and a non-thesis options within the rehabilitation counseling specialization. Nearly all of the students who enrolled in the current program selected the non-thesis option. The proposed program will not offer a thesis option, it will be a nonthesis degree. The emphasis of the proposed degree will be application of rehabilitation counseling skills, not enhancement of research skills. The MRC is a professional degree for students interested in the acquisition of

professional skills rather than in the research requirement that is central to the Master of Science Degree.

The curriculum meets the standards of the Council on Rehabilitation Education (CORE), the national accrediting body for rehabilitation counseling programs. The current program has been CORE-accredited since 1991. This change will not affect the existing accreditation.

A master's degree and the Certified Rehabilitation Counselor (CRC) credential (the national professional certification for which a master's degree is a prerequisite) are required by the U.S. Department of Education, Rehabilitation Services Administration (RSA) to meet the definition of "qualified rehabilitation professional." RSA requires states to develop a plan to bring all currently practicing rehabilitation counselors to the required standard. Accordingly, the hiring practices for the Utah State Office of Rehabilitation Services give preference to individuals with the CRC. The State Office of Rehabilitation Services requires that all new professional rehabilitation counselors must have the CRC to continue employment with that agency. To encourage current employees who do not have the CRC to improve their educational level, the State Office offers an attractive salary bonus to individuals who return to school to earn the master's degree.

No additional facilities, faculty, staff, library or fiscal resources are required to implement the proposed change.

Policy Issues

No concerns were expressed by other USHE institutions. Officials at Southern Utah University expressed support for the proposal stating, "Given USU's known strength in working with persons of disabilities, this proposal seems to be a good fit for USU and the state."

Options Considered

After the Regents have reviewed the proposal from Utah State University to offer a Master of Rehabilitation Counseling Degree, they may raise issues, request additional information, deny the request or approve the request.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents approve the request from Utah State University to offer a Master of Rehabilitation Counseling Degree.

Cecelia H. Foxley, Commissioner

ACADEMIC AND APPLIED TECHNOLOGY EDUCATION COMMITTEE

Action Item

Request to Offer a Master of Rehabilitation Counseling (MRC) Degree

Utah State University

Prepared for
Cecelia H. Foxley
by
Michael A. Petersen
and
Linda Fife

June 21, 2000

SECTION I

The Request

Officials at Utah State University (USU) request approval to offer a Master of Rehabilitation Counseling (MRC) Degree.

SECTION II

Program Description

The Master of Rehabilitation Counseling Degree Program is designed for persons who desire a graduate program in which they will develop the basic competencies to provide rehabilitation counseling to individuals with a broad range of disabilities in a variety of settings. These setting include state vocational rehabilitation agencies, private nonprofit rehabilitation facilities, independent living centers, rehabilitation hospitals, employment assistance programs, private industry, the Veterans Administration, and private-for-profit rehabilitation companies.

The program requires a minimum of 48 semester hours in a preplanned sequence of courses designed to allow persons to acquire knowledge and develop skills in rehabilitation counseling. 48 semester hours is a requirement of the national accrediting association, the Council on Rehabilitation Education (CORE). The program consists of at least four semesters of study, including one semester of full-time internship with a rehabilitation agency or facility.

A combination of course work and supervised clinical application is used to build and enhance the professional development of students. The program curriculum follows. A sample class schedule is included in Appendix A.

Course Number	Title	Credits
Reh 6100	Introduction to Rehabilitation Counseling	3
Reh 6110	Medical Aspects of Disability	3
Reh 6120	Psychosocial Aspects of Disability	3
Reh 6130	Rehabilitation Counseling Skill Development	2
Reh 6140	Practicum in Rehabilitation	1
Reh 6150	Case Studies in Rehabilitation	3
Reh 6160	Job Analysis, Development, and Placement for Persons with Disabilities	3
Reh 6170	Internship in Rehabilitation	12
Reh 6180	Rehabilitation of Persons with Severe Mental Illness, Substance Abuse, and Severe Learning	

	Disabilities	3
Reh 6190	Vocational Assessment for Persons with Disabilities	3
Reh 6200	Theories of Counseling Applied to Persons with Disabilities	3
Reh 6210	Vocational Evaluation Principles and Systems	2
Reh 6220	Cultural Issues in Rehabilitation	2
Educ 6570	Introduction to Educational and Psychological Research	3
Electives	Many electives are available both within and outside the Department of Special Education and Rehabilitation. Electives are selected in consultation with the student's major professor and are dependent on the student's interests and career goals. Specialization is available in assistive technology and rehabilitation of persons with hearing impairments.	2
	<u>Total Credits:</u>	48

Enrollment

The current program is nearing its maximum capacity (approximately 90 full and part-time students), so growth in the program will be limited. Because it is a nonresearch, nonthesis degree, faculty advisement is primarily devoted to program planning.

Cost

No additional costs are anticipated. The program has been successful in obtaining external funding for student scholarships that aid students entering the program.

Faculty and Staff

The program is currently staffed with two state funded positions. No additional faculty or staff are required.

Facilities and Equipment

No new physical facilities will be needed. Because this is a nonresearch degree, no research laboratories are required. Current teaching laboratories are adequate.

This program will make substantial use of the facilities currently available in the College of Education. The equipment is adequate, but will need to be maintained and updated for this and other graduate programs in the college and university. The program makes extensive use of technology, which has largely been purchased through external funding sources.

Libraries and Learning Resources

The university library has provided, and will continue to provide, library resources necessary for this program. The program has been active in developing external resources and has used some of these resources to increase library holdings. In addition, there is currently a large collection of library materials relating to both disability issues and counseling issues. These materials are widely used by the program. No additional learning resources are required.

SECTION III

Need

To be a “qualified rehabilitation professional,” as defined by the U.S. Department of Education, Rehabilitation Services Administration (RSA), counselors must be Certified Rehabilitation Counselors (CRC). CRC requires an earned master’s degree in rehabilitation counseling and successful passage of a national rehabilitation counselor examination. RSA requires states to develop a plan to bring all currently practicing rehabilitation counselors to the required standard. As there are about 5,000 counselors who do not have master’s degrees, this will require many years to accomplish.

Utah State University is the only university in the state that educates rehabilitation counselors at the master’s degree level. In fact, there are only three universities in Federal Region VIII (Colorado, Montana, North Dakota, South Dakota, Utah, and Wyoming) that offer master’s degrees in rehabilitation counseling (Utah State University, University of Northern Colorado, and Montana State University-Billings). There are only about 26 programs west of the Mississippi River that offer graduate degrees in rehabilitation counseling. Because of its unique capabilities, the Utah State program is now a national leader in providing rehabilitation counseling education that leads to CRC certification.

The current USU program has been in place since 1989 and has graduated over 150 persons with the master’s degree. It has developed a strong reputation nationally as a premier rehabilitation counselor education program and was recently ranked among the top 25 rehabilitation counselor education programs nationally.

A major source of employment for USU MRC graduates is the the Utah State Office of Rehabilitation. Approximately 80 of its employees are certified rehabilitation counselors (CRCs). Annually, the Division of Rehabilitation Services replaces about 15-20 of these counselors statewide. The hiring practices of the Office of Rehabilitation Services give preference to individuals with the CRC. All new professional rehabilitation counselors must have the CRC to continue employment. To encourage current employees who do not have the CRC to improve their educational level, an attractive salary bonus is given to individuals who will go back to school to earn the master’s degree.

In addition, the private sector of rehabilitation counseling has expanded in recent months. Most of these private vendors now require the master’s degree and the CRC for their professional employees. Annually, the private sector recruits about 3-5 persons within the state of Utah who have the CRC.

Institutional Readiness

USU currently offers this program as a specialization. The only change that is recommended is that the degree be changed from a specialization area of special education to a professional degree in rehabilitation counseling. This is in keeping with the work performed by graduates of the program, and it is the clear preference of the agencies that employ USU graduates. The program will continue to have a program coordinator who is a faculty member in the department. An advisory committee is already in place that meets annually and provides input into program decisions.

The curriculum meets the standards of the Council on Rehabilitation Education (CORE), the national accrediting body for rehabilitation counseling programs. The current program has been CORE-accredited since 1991. Students are admitted after meeting requirements for admission to the School of Graduate Studies and are assigned an advisor who assists them in program planning.

State's Ability to Finance

No additional costs directly attributable to this program are anticipated. The program has been successful in obtaining external funding for student scholarships that aid students entering the program. No additional state funds are required.

Appendix A

Sample Class Schedule

All classes are taught once per year.

Fall Semester – First-year students (12 cr.)

Reh 6100	Introduction to Rehabilitation Counseling (3 cr.)
Reh 6110	Medical Aspects of Disability (3 cr.)
Reh 6190	Vocational Assessment (3 cr.)
Reh 6200	Counseling Theories for Persons with Disabilities (3 cr.)

Spring Semester – First-year students (12 cr.)

Reh 6120	Psychosocial Aspects of Disability (3 cr.)
Reh 6150	Case Studies in Rehabilitation (3 cr.)
Reh 6160	Job Analysis, Development, and Placement (3 cr.)
Reh 6180	Rehabilitation of Persons with Severe Mental Illness (3 cr.)

Summer Semester – All students, as needed

Reh 6130	Rehabilitation Counseling Skills Development (2 cr.)
Reh 6140	Practicum in Rehabilitation (1 cr.)
Reh 6210	Vocational Evaluation Principles and Systems (2 cr.)
Reh 6220	Cultural Issues in Rehabilitation (2 cr.)
Reh 6900	Independent Study (1-3 cr.)
Reh 6910	Independent Research (1-3 cr.)

Fall Semester – Second-year students

Reh 6140	Practicum in Rehabilitation (as needed, 1 cr.)
Reh 6170	Internship in Rehabilitation (6-12 cr.)
Reh 6900	Independent Study (as needed, 1-3 cr.)
Reh 6910	Independent Research (as needed, 1-3 cr.)

Spring Semester – Second-year students

Reh 6140	Practicum in Rehabilitation (as needed, 1 cr.)
Reh 6170	Internship in Rehabilitation (6-12 cr.)
Reh 6900	Independent Study (as needed, 1-3 cr.)
Reh 6910	Independent Research (as needed, 1-3 cr.)

MEMORANDUM

June 21, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Utah State University–Request to Establish a Center for Online Education (COLE)–Action Item

Issue

Officials at Utah State University (USU) request approval to establish the Center for Online Education (COLE).

Background

During the last few years the number of courses being delivered “online” has increased significantly. The development of this type of distance education has created a need for research in how to best conduct online instruction. The differences between online learning and traditional face-to-face classroom instruction create challenges for both the teacher and student. To meet this challenge, Utah State University proposes the creation of the Center for Online Education (COLE). The purpose of the Center is to conduct research and assessment to determine the best practices for online teaching and learning. COLE will focus on an issue that has not been comprehensively addressed by any agency in the state of Utah: How can schools best deliver a high quality education using online technology? As Utah moves toward an increasing use of online delivery at all levels of instruction, this issue should be addressed so that online delivery will be effective and powerful.

The April 1999 report by the Institute for Higher Education Policy reviewed contemporary research on the effectiveness of distance learning in higher education. The report concluded that “the most significant problem is that the overall quality of the research is questionable and thereby renders many of the findings inconclusive.” In other words, the effectiveness of online education has not yet been established through valid evaluation and assessment. COLE is intended to provide needed leadership in this underexplored area by developing high quality research and assessment in online education with an interdisciplinary focus.

Policy Issues

This proposal has been through USU's institutional review process and approved by the Board of Trustees.

Funding for the Center will be provided by the Office of the Provost through institutional reallocation. Existing personnel will be reassigned to the Center and no new faculty or staff will be required. The Center is consistent with the role and mission of Utah State University.

A suggestion was made by Weber State University that USU work closely with the Utah Education Network (UEN) as the Center is established. USU agrees that a close working relationship with UEN is appropriate, and UEN will publish COLE research findings to online practitioners throughout the state.

Options Considered

After Regents have reviewed the proposal from Utah State University to establish a Center for Online Education, they may raise issues, request additional information, deny the request or approve the request.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents approve the request by Utah State University to establish a Center for Online Education.

Cecelia H. Foxley, Commissioner

CHF/MAP/GSW
Attachment

ACADEMIC AND APPLIED TECHNOLOGY EDUCATION COMMITTEE

Action Item

Request to Establish a Center for Online Education

Utah State University

Prepared for
Cecelia H. Foxley
by
Michael A. Peterson
and
Gary S. Wixom

SECTION I

The Request

Officials at Utah State University (USU) request approval to establish a Center for Online Education (COLE), beginning July 2000.

SECTION II

Program Description

Utah State University proposes the creation of the Center for Online Education (COLE), to conduct research and assessment to determine the best practices for online teaching and learning. The Center will identify new research projects, coordinate ongoing projects, and present results of research and assessment projects to the university community, private and public agencies, and the media.

Teachers and students in the state of Utah need guidance in how best to conduct online instruction. The differences between online learning and traditional face-to-face classroom instruction are enormous; the array of technologies is bewildering; and the claims of some vendors are often unfounded. COLE will focus on the following issue: How can schools best deliver a high quality education using online technology? As Utah moves toward increasing reliance on online delivery at all levels of instruction, this issue must be addressed so that online delivery will be effective and powerful.

Today, research and assessment are by far the most pressing issues in online education. This conclusion is strongly supported by the April 1999 report of the Institute for Higher Education Policy. The report reviewed contemporary research on the effectiveness of distance learning in higher education, and concluded that "the most significant problem is that the overall quality of the research is questionable and thereby renders many of the findings inconclusive." The effectiveness of online education has not yet been established through valid evaluation and assessment. COLE is intended to provide much needed leadership in this under explored area by developing high quality research and assessment in online education with an interdisciplinary focus.

Cost

The Office of the Provost will provide an operating budget to COLE of \$15,000 per year for the first three years of operation to support costs for mailing, copying, hosting meetings, travel, and equipment. These funds will be made available through temporary institutional reallocation. It is anticipated that in the future, there will be permanent funding established from non-state sources for COLE as it demonstrates its contribution to the state and nation.

Faculty and Staff

COLE will be part of the University's Information and Learning Resources (ILR) Division. No new faculty personnel will be required. A half-time director of COLE will be appointed from and supported by the Department of English and will report to the Associate Dean of ILR. The Director will provide oversight to daily operations. The appointment will not require new funds, but will be a temporary faculty reassignment. Additionally, 25% of the position assignment of the ILR Associate Dean will be reassigned to COLE to provide leadership, organizational direction, research support, and serve as the link between ILR and COLE.

No new staff positions will be required. From its existing operating budget ILR will provide one graduate assistantship for a doctoral student from Instructional Technology. The purpose of the assistantship will be to support COLE's research and assessment initiatives. Secretarial support and staff assistance will be provided to COLE as needed through temporary reassignment from ILR staff.

Facilities and Equipment

No new office space will be required. Offices will be supplied by ILR from existing facilities for the director, doctoral student offices, and other physical accommodations on the fourth floor of the Merrill Library, previously occupied by the Office of the Dean of Information and Learning Resources.

Impact on Existing Programs

COLE will be affiliated with a number of established campus entities and one state-wide technology organization. USU's Information and Learning Resources will be the administrative unit for COLE, with the Departments of English and Instructional Technology and the Evaluation Training Program in the Department of Psychology as partners with ILR in supporting the Center. COLE will also cooperate with the Independent and Distance Education Program (which has the role of providing distance learning opportunities) and with USU's FACT center (which has the role of assisting faculty to incorporate technology into their classes).

ILR's mission includes "facilitation and contribution to the development of educational information systems and programs to promote and extend active learning" and "establishing and maintaining access to global informational, educational, research and management resources." It is the campus's central point for instructional technology development. It employs programmers, artists, videographers, and other support staff to assist faculty in the development of distance education products including web-based applications software. The University's centralized Computer Services is also part of ILR and will lend support to COLE.

The Department of English has worked with pedagogy and technology since the 1980's and has taught literally hundreds of classes online, including the country's first online master's degree program in

technical writing. On the basis of a Higher Education Technology Initiative grant received in 1995, the department developed and implemented a sophisticated online delivery system that has helped it become a campus leader in the area of online education.

The Department of Instructional Technology has the state-wide USHE-designated role for graduate training in technology and education. As a graduate department it offers masters and doctoral programs in technology-based teaching and training. It has a national reputation for research and teaching of professionals and academics in the field of technology-supported instruction. Instructional Technology graduate students will be involved in assisting faculty in applying technology to teaching situations and in assisting them in research projects associated with those applications. The Department of Psychology houses the Evaluation Training Program funded by the National Science Foundation. The ETP trains doctoral students in the field of evaluation and assessment. Students from this program will be offered opportunities for internships with COLE for the purpose of investigating the effects and efficiencies of online learning and to help establish best practices.

In addition to on-campus units, COLE will have an affiliation with the Utah Education Network (UEN). UEN will publish COLE research findings to online practitioners within the state. Best practices and other important understandings will be disseminated to both public school teachers and higher education faculty in an effort to improve the learning online.

Institutional Readiness

As a land-grant institution, USU has traditionally been charged with responsibility for distance education, and the University is commonly acknowledged as a leader in this area. But in the rapidly changing field of online delivery of education, USU can maintain its leadership position only by aggressively pursuing research and assessment in online education. *The Chronicle of Higher Education* aptly described the chaotic state of online education in its April 9, 1999, issue:

Some advice for provosts, deans, and anyone else involved with offering “virtual college” courses: Duck.

The marketing brochures, information kits, and CD-ROMs that distance-education companies use to promote course-design tools and other services are going to be flying faster and more furiously than ever in the months ahead. . . .

For an industry that barely existed three years ago, the level of activity is dizzying, say many observers.

Some skeptics, however, say the activity is also a bit dismaying, and they are beginning to question whether colleges’ educational interests or companies’ aggressive marketing tactics are what is fueling the frenzy.

In the midst of such confusion, the vital issue of educational quality is all too likely to be ignored. By establishing COLE, however, USU will be able to demonstrate its leadership on this key topic to both external and internal constituencies. By conducting a rigorous program of research and assessment, USU will be able to speak with authority to the state and the nation about the quality of online education, thus addressing an issue that very few educational institutions, let alone private vendors, are even trying to broach. At the same time, USU faculty and students will benefit because ILR will be able to incorporate this research and assessment experience into programs designed to improve and enhance the use of online delivery both in distance education and as support for face-to-face classes. Thus, USU will maintain its preeminence as a teaching institution in the new arena of distance education by making its online teachers as highly regarded as its face-to-face teachers.

MEMORANDUM

June 21, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Minutes of the SBE-SBR Joint Liaison committee (JLC) meeting held on December 7, 1999-Action Item

Issue

This report contains a brief overview of items of interest to higher education that were discussed during the Joint Liaison Committee (JLC) meeting held on December 7, 1999 at the Utah State Office of Education Boardroom. Copies of minutes are attached. Approval of the minutes by the Board constitutes resulting acceptance of policy decisions, which may affect the USHE.

Utah Quality Indicators

Barbara Lawrence, the Evaluation and Assessment Coordinator at the Utah State Office of Education, reported on the 1999 results for college entrance exams and advance placement. Pamela Atkinson moved to receive the reports shared by Barbara Lawrence. **Charlie Johnson seconded the motion. The motion was approved unanimously.**

T.H. Bell Incentive Loan Program Annual Report

Angie Loving reviewed the Terrel H. Bell Teaching Incentive Loan Program, which provides financial assistance to outstanding students pursuing a degree in teacher education. Chairman Watson thanked Angie for her report. He reiterated that there is a tremendous need to retain our teachers in Utah and called for a motion to receive the report. **Pamela Atkinson moved to receive the report. Jill Kennedy seconded the motion. The motion was approved unanimously.**

Final Board Budget Recommendations

•Public Education

Superintendent Laing distributed an updated copy of the State Board of Education's final requests and reviewed the requests.

•Higher Education

Commissioner Foxley explained the Regents' budget and the four major categories for ongoing funding.

Electronic Delivery Education Presentation

Laura Hunter made a presentation about electronic delivery of education. Laura explained that the Utah Education Network is the statewide partnership that coordinates electronically delivered instruction and services. Laura discussed the UEN partnerships and the Electronic High School. Greg Gough, representing the Western Governors University, discussed the present status of the WGU accreditation process and their plan for the future. Mike Peterson explained the current status of the Utah Electronic Community College and the plans to expand the effort to all institutions.

Assignments for ATE Advisory Committee

Gary Wixom suggested the following assignments be given to the ATE Advisory committee: (1) review placement and follow-up procedures, (2) review the Tech Prep plans and help develop state partnerships with business and industry, (3) review the Perkins accountability and performance standards, and (4) review the process for regional planning. The Committee agreed to support the proposed assignment list.

Other Items

There was a discussion concerning John Watson's resignation. Regent Johnson, on behalf of the JLC, expressed appreciation for the contributions that John has made to education in Utah.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents receive the minutes of the December 7, 1999 JLC meetings and approve the actions and recommendations of the Committee.

Cecelia H. Foxley, Commissioner

CHF/MSL/GSW

MEMORANDUM

June 21, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Consent Calendar, Academic and Applied Technology Education Committee

The following request has been submitted by Utah State University for consideration on the Consent Calendar by the Academic and Applied Technology Education Committee.

Proposal to offer Associate of Science and Associate of Arts Degrees at the Brigham City Branch Campus and for National and International Audiences

Rationale: Officials from Utah State University (USU) believe there is adequate justification to offer the associate degree programs in Brigham City where students, who typically intend to complete a baccalaureate degree, find that work, family, and other time constraints make this goal difficult. By completing an associate degree, these students would have earned a credential for successful completion of their general education requirements, allowing for more efficient transfer later. USU officials further believe that the Associate Degree would strengthen baccalaureate programs by increasing enrollment and reducing the cost of instruction. In addition, federal and state agencies, such as Workforce Services, have requested from USU associate degree programs for specific clients. However, funding from these agencies is often for a two-year period or less making the associate degree the only real option. Also, most international institutions do not offer the associate degree. If this degree program were offered, international students could fulfill USU's University Studies core and, therefore, complete the entire associate degree online.

The proposed program would not compete with associate degree programs offered by Weber State University, Southern Utah University or USHE state and community colleges. USU would only expand the Associate Degree Programs now offered in the Uintah Basin to the Brigham City Branch Campus. The degrees would be available to national and international agencies upon request.

The proposed Associate Degrees will require no additional courses nor funding. Courses that support the curriculum are already available at the Brigham City Branch Campus through various delivery systems including traditional, in-person classes and online formats. Applied technology courses would support the business emphasis. All courses would be offered annually or biennially. Programs offered at national and international sites would operate on a self-support basis.

The Associate Degree Programs would be under the purview of the provost, academic deans, and department heads. Neither new faculty nor staff is required. Full-time Extension faculty and regular faculty would teach in the proposed programs, and adjunct faculty, if needed, would be approved through regular academic channels. If additional staff are required for the national and international programs, they would be hired from self-support funding.

Library resources will be provided by both the USU main library and the branch campus library. The Utah Academic Library Consortium would be available when needed. The Utah Article Delivery System would provide direct facsimiles of articles from journals at Utah academic libraries. New facilities are not needed.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents approve Utah State University's request detailed in the Consent Calendar of the Academic and Applied Technology Education Committee.

Cecelia H. Foxley, Commissioner

CHF/MAP/PCS

MEMORANDUM

June 21, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Information Calendar, Academic and Applied Technology Education Committee

The following items have been submitted by the designated institutions for review by the Regents on the Information Calendar of the Academic and Applied Technology Education Committee. The actions that are described have been approved by institutional Boards of Trustees. No action is required by the Regents.

A. Utah State University

1. Name Change of the Department of Communication to the Department of Journalism and Communication

The addition of "Journalism" was endorsed by students, faculty, alumni, and the Department's national professional advisory council. The Department awards a Bachelor of Science and Bachelor of Arts Degrees in Journalism and most of the students in the Department are pursuing careers in journalism.

2. Name Changes of the Master of Science (M.S.), Master of Arts (M.A.), Master of Education (M.Ed.), and Educational Specialist Degrees in Communicative Disorders to degrees in Communicative Disorders and Deaf Education; approved specializations in M.S., M.A., and M. Ed. Degrees in Communicative Disorders and Deaf Education and approved specialization in the Education Specialist Degree

The Master of Science, Master of Arts, Master of Education, and Educational Specialist Degrees in Communicative Disorders were changed to degrees in Communicative Disorders and Deaf Education to reflect the Department's title, the Department of Communicative Disorders and Deaf Education. In addition, the following specializations have been approved in M.S., M.A., and M. Ed. Degrees in Communicative Disorders and Deaf Education: Audiology, Deaf Education, Speech Language Pathology, and Early Childhood Communicative Disorders. Also, an Audiology specialty in the Education Specialist Degree has been approved.

3. English as a Second Language (ESL) endorsement in undergraduate and graduate programs in the Department of Secondary Education and the Department of Elementary Education, and establishment of an ESL minor in Secondary Education

The Department of Education and its teacher education programs have worked for several years to establish the K-12 ESL Endorsement program. Growing diversification of students within Utah and the region make the ESL endorsement of great importance. The Program meets the requirements of the State Board of Education.

4. An Emphasis in Electronic Commerce in the Bachelor of Science Degree in Business Information Systems and establishment of a minor in Electronic Commerce in the Department of Business Information Systems and Education

The Department of Business Information Systems and Education has evaluated its programs and reviewed the needs of students in preparing them for careers dealing with technology and information. The Department has arranged and expanded its curriculum over time to develop new courses to respond to the demands of preparing students to handle modern technology.

B. Southern Utah University

1. Name Change of the College of Business, Technology and Communication to the College of Business and Technology (For Academic Year 2000-2001)

The Department of Communication has been relocated from the College of Business, Technology and Communication to the College of Humanities and Social Science. The name change follows this decision. It is anticipated that the Department of Technology will be relocated in 2001 to the College of Science. This would align the Department with pre-engineering that already exists in the College of Science and cause an additional name change when that relocation occurs. The proposed change will not affect the existing administrative structure or require changes in faculty or staff.

2. Name Change of the College of Business and Technology to the School of Business, effective July 1, 2001

SUU officials have received approval from the Board of Trustees to change the name of the College of Business to the School of Business. Although the change will not become effective until 2001, the decision is being made in advance of catalog and other publication dates. Nationally, the terms "school" and "college" are used interchangeable, and both are recognized by the accreditation organizations. Currently, professional programs offering graduate level degrees are usually referred to as "schools."

3. Name Change of the Division of the Continuing Education to the School of Continuing and Professional Studies

The name change reflects and recognizes an expanded function in delivering instruction and providing courses to non-traditional learners off-campus and through distance technologies. In addition,

with a growing number of graduate programs, the University needs an administrative office to receive and process graduate applications in coordination with the admission office. The professional studies arm of this school will serve that function before applications are forwarded to the academic colleges. The proposed name change will not affect the existing administrative structure or require changes in faculty or staff.

4. Administrative Change for Distance Learning from the Library to the School of Continuing and Professional studies

In the past, distance education courses have been developed, marketed, administered, and recorded by the former Division of Continuing Education, but the actual delivery has been a library function over the EdNet system. The change of responsibility will unify the distance learning function on the SUU campus for better management. The proposed change will not affect the existing administrative structure.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents review the Information Calendar of the Academic and Applied Technology Education Committee and raise any questions they may have. No action is required by the Board.

Cecelia H. Foxley, Commissioner

CHF/MAP/PCS/RK

MEMORANDUM

June 14, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: 1999-2000 Annual Report on Women and Minorities in Faculty and Administrative Positions in the Utah System of Higher Education - Information Item

Issue

Policy R805 requires an annual report to the Board concerning the status of women and minority faculty and administrative staff in the Utah System of Higher Education.

Background Information

This year's report presents data for 1999-2000, with comparison data for 1991-92 and 1997-98. Comparison data from 1989-90 are also presented on some issues. The sources of the faculty information are the Integrated Postsecondary Education Data System (IPEDS) report on "Salaries, Tenure and Fringe Benefits of Full-time Instructional Faculty" and additional institutional information. The minority executive, administrative, management, and staff data come from IPEDS "Fall Staff Survey." IPEDS reports are prepared annually at all institutions of higher education for the National Center for Education Statistics.

Executive Summary of the Data

The report addresses salary equity between male and female faculty at USHE institutions, where inequities exist, and the extent to which the institutions are making progress in hiring and promoting women and minority faculty and staff.

The analysis of salary equity attempts to account for critical factors such as time in rank/service, discipline, qualifications, and market value differences. The analysis is based upon a comparison of USHE salaries with national average market salaries. The market salaries used for comparison come from nationally recognized salary surveys that take into account institutional type and academic disciplines. Analysis of the data shows that male and female salaries at USHE institutions have a high degree of equity.

The report shows the results of the institution's efforts to hire and promote women. The USHE experienced a 42 percent increase in the number of women faculty during the past nine years. Women as a percent of total faculty increased from 27.1 percent in 1991-92 to 31.5 percent in 1999-2000. This year 95.4 percent of women faculty at the rank of full professor, and 80.3 percent at the associate professor rank, are tenured. In the area of appointment to executive/administrative positions, women

went from holding 15.3 percent of such positions in 1991-92 to 23.8 percent in 1999-2000. However, the percentage declined from 25.7 percent in 1997-98.

In the hiring of minority faculty, administration, and staff, the USHE has seen mixed results during the past decade. While some institutions have made significant progress, others, in spite of extensive efforts, show little growth in the numbers of minority faculty and staff. The system-wide averages for all institutions for minority faculty and executive/administrative positions are 7.8 percent and 6.5 percent respectively. However, individual institutions vary widely from highs of 10.7 percent for faculty and 13.6 percent for executive/administrative positions, to lows of 1.2 percent and less for those two categories of positions.

Policy Implications

The Board of Regents and USHE colleges and universities have equal opportunity and affirmative action policies and staff for overseeing the implementation of these policies. The effectiveness of these policies is partially demonstrated by increases in the percentages of faculty and administrative positions held by women and by achieving salary equity. As women prepare themselves in larger numbers for careers in academia and particularly in what are known as the higher paying "traditionally male" disciplines, it is expected that they will experience increased opportunities in Utah and throughout the nation. Minority faculty and staff recruitment efforts need to be evaluated and strengthened where warranted.

Recommended Action

It is the recommendation of the Commissioner that the Board of Regents receive the 1999 Report on Women and Minorities in Faculty and Administrative Positions in the Utah System of Higher Education. It is further recommended that the Board encourage institutional administrative officials to continue to strengthen their equal opportunity and affirmative action efforts.

Cecelia H. Foxley, Commissioner

Attachment
CHF/MAP/DRC

UTAH STATE BOARD OF REGENTS

Information Item

1999-2000 Annual Report on Women and Minorities in Faculty and Administrative Positions in the
Utah System of Higher Education

Prepared for
Cecelia H. Foxley
by
Michael A. Petersen
and
David R. Colvin

June 21, 2000

1999-2000 ANNUAL REPORT ON WOMEN AND MINORITIES IN FACULTY AND ADMINISTRATIVE POSITIONS IN THE UTAH SYSTEM OF HIGHER EDUCATION

Executive Summary

This report addresses the significant issues of salary equity between male and female faculty at USHE institutions and the extent to which the institutions are making progress in hiring and promoting women and minority faculty and staff.

The analysis of salary equity accounts for critical factors such as time in rank, years in service, discipline, qualifications and market value differences. The analysis is based upon a comparison of USHE salaries with national average market salaries. By showing male and female USHE salaries as a percent of average market salaries and accounting for the above factors, the analysis shows Utah's institutions appear to have a high level of equity between male and female salaries.

The report shows mixed results on the USHE's efforts to increase the hiring and promoting of women and minorities. Increases in the number of women faculty, especially at the higher ranks, are significant. The USHE experienced a 42 percent increase in the number of women faculty during the past nine years. Women as a percent of total faculty increased from 27.1 percent in 1991-92 to 31.5 percent in 1999-2000. Of particular importance is the increased number of women in the full professor and associate professor ranks. While progress has been significant, Utah still lags behind the national average percentage for women as a percent of total faculty by 3.6 percent.

The awarding of tenure and appointment to executive/administrative positions are promotional issues. This year 95.4 percent of women faculty at the rank of full professor are tenured, while 96.3 percent of male faculty are tenured. At the associate professor level 80.3 percent of women and 87.2 percent of men are tenured. In the area of executive/administrative positions, women have made good progress during the last decade. In 1991-92 women held 15.3 percent of such positions. The percentage climbed to a high of 25.6 percent in 1997-98, and then declined to 23.8 percent in 1999-2000.

In the hiring of minority faculty, administration, and staff, the USHE has seen mixed results during the past ten years. While some institutions have made significant progress, others, in spite of extensive efforts, have remained relatively flat in the percent of total minority faculty and staff. Although percentage gains in minority faculty have been considerably higher than for non-minorities, the number of minority faculty, as percent of the total, has remained low at several institutions. The system-wide averages for minority faculty and executive/administrative positions are 7.8 percent and 6.5 percent, respectively. However, individual institutions vary widely from highs of 10.7 percent for faculty and 13.6 percent for executive/administrative positions, to lows of 1.2 percent and zero for those two categories of positions.

Background and Context

This report is intended to help evaluate USHE system-wide and institutional progress in achieving goals for hiring, promoting, and insuring the equitable treatment of women and minorities. This year's report presents data for 1999-2000, with comparison data for 1989-90, 1991-92 and 1997-98. The sources of faculty information are the Integrated Postsecondary Education Data System (IPEDS) report on "Salaries, Tenure and Fringe Benefits of Full-time Instructional Faculty" and additional institutional information. The minority executive, administrative, management, and staff data come from IPEDS "Fall Staff Survey." IPEDS reports are prepared annually at all institutions of higher education for the National Center for Education Statistics. The report also presents some national information relating to the increased participation of women and minorities in higher education.

At the national level, several factors are relevant regarding women and minority students and faculty. Nationally the 54 percent of undergraduate and 56% of the graduate students are women. The portion of first professional graduate degrees awarded to women went from 9 percent in 1970 to more than 42 percent in 1996. While females make up more than half of all students, a 1999-2000 survey of institutions conducted by ACADEME shows 64.9 percent of all faculty at public institutions are men. According to an article in the May 25 issue of "The Chronicle of Higher Education," minority students now exceed 28 percent of all students. The article also states that of the projected 19 percent student population growth in American colleges during the next 15 years, 80 percent is expected to come from minority students. While minorities comprise over 28 percent of the student population, only 13.4 percent of the full-time faculty are minorities (97 IPEDS Reports).

In the State of Utah, female students consistently make up nearly half of all students and constituted 49.5 percent of the USHE student population for 1999. Student minority enrollments equaled 7 percent of total Fall 1999 enrollments. The 1999 population estimates show that 11.1 percent of Utah's general population are minorities. In Salt Lake County the minority population is 13.5% (1998 U.S. Census estimates).

As the State's general and student populations become more diversified, the numbers of women and minority faculty and administration should reflect that diversity. In addition to serving as role models, women and minority faculty bring a perspective that enriches student learning and social experience. Women and minorities also increase the diversity of viewpoints so essential to a community of scholars.

This annual report is one means of monitoring progress in the hiring of women and minorities and of ensuring their fair and equitable treatment regarding compensation and promotion. The tables and appendices in the report present data on the employment of women and minorities in faculty, executive/administrative, and staff positions in Utah's nine public higher education institutions

The report follows IPEDS definition of instructional faculty as ". . . those members of the instructional/research staff who are employed on a full-time basis and whose major regular assignment is instruction, including those with released time for research." Faculty data do not include School of Medicine faculty, adjunct faculty, or faculty holding administrative/teaching positions.

Faculty Salaries

Salary equity between male and female faculty is difficult to assess because of the numerous factors that determine both starting salary and pay increases. Factors such as time in rank/service, discipline, qualifications, and performance all complicate analysis. The salary equity analysis in Appendix A, and summarized in Table 1 on the following page, attempts to account for the most significant factors that contribute to salary differences. Table 1 shows, by institution, what percentage male and female salaries are of average (mean) national market salaries. The table also shows factors relevant to equity such as average years in service and average steps on a salary schedule. The percentage value specified for average years in service represents a five year average for all raises given at the universities. For the state and community colleges the percentage reflects a five year average for across the board cost of living increases only. The percentage and dollar figures specified for step increases at the state and community colleges represent all other raises given at those institutions. These include raises given at initial placement, raises for added education/degrees, and rank advancements. The National average market salaries used in the comparison were taken from nationally recognized market salary surveys that account for institutional type and salary differences by discipline.

Analysis of the data in Appendix A, for all ranks and institutions, shows that when relevant factors are taken into account, USHE institutions demonstrate a high level of male/female salary equity. For example, Table 1, on the following page, indicates that an average salary for men that is 2.4 percent closer to the market average than for women. The table also shows that male faculty have an average of 3.3 more years in service for all institutions, and are 1.2 steps ahead of women on average at the state and community colleges. The percent or dollar value of these additional years and steps can account, in most cases, for all salary differences between male and female faculty. It should be noted that the analysis is not exact. A more sophisticated study examining initial placement due to market conditions, performance based raises, and other factors, especially at research institutions, would be needed for a more precise analysis.

Table 1
Comparison of USHE Male and Female Faculty Salaries as Percent of Average Market Salaries, 1999-2000

Institution	Male				Female			
	*Count	Average Steps	Average Years in Service	**Percent of Average	Count	Average Steps	Average Years in Service	Percent of Average
University of Utah	595		13.0	90.26	202		10.8	89.79
Utah State University	490		13.9	84.49	209		9.3	84.19
Weber State University	252		14.0	83.9	128		12.0	80.06
Southern Utah University	140		9.4	79.10	40		11.2	77.66
Snow College	55	10.2	15.2	87.16	19	6.7	11.2	86.21
Dixie College	55	4.4	14.7	87.25	27	5.0	9.6	80.93
College of Eastern Utah	58	5.8	9.5	89.15	20	4.4	7.6	82.09
Utah Valley State College	188	8.6	9.1	87.57	76	8.5	7.7	84.47
Salt Lake Community College	171	4.3	12.2	82.00	148	3.9	11.3	79.70
USHE Average	2004	6.6	13.6	86.1	869	5.4	10.3	83.7

* The faculty counts for the salary equity study do not match IPEDS Faculty Salary Survey data because institutions required some latitude in trying to match the discipline categories of the National Salary surveys.

** Percent of Average is the percent the institutions' average salaries are of the national average salary. Institutional averages of 80-100 percent would likely be at the 40th to 50th percentile of the full range of national salaries.

Faculty by Gender

Growth in the number and percent of women faculty varies widely between institutions. At the system level, women faculty increased by 43 percent during the past nine years. Table 2 shows a 1991-92 and 1997-98 comparison with current 1999-2000 data on the number and percent of women faculty.

Table 2
USHE Comparison of the Number and Percent of Female Faculty for 1991, 1997 and 1999

	1991-92			1997-98			1999-00		
	Total Faculty	Female Faculty	% of Total	Total Faculty	Female Faculty	% of Total	Total Faculty	Female Faculty	% of Total
U of U	835	214	25.6%	967	278	28.7%	886	257	29.0%
USU	509	109	21.4%	654	176	26.9%	640	176	27.5%
WSU	428	136	31.8%	417	151	36.2%	430	158	36.7%
SUU	128	30	23.4%	187	54	28.9%	205	58	28.3%
SNOW	77	19	24.7%	87	24	27.6%	104	25	24.0%
DIXIE	72	18	25.0%	73	22	30.1%	81	26	32.1%
CEU	76	21	27.6%	74	20	27.0%	82	21	25.6%
UVSC	175	45	25.7%	236	72	30.5%	270	81	30.0%
SLCC	229	94	41.0%	313	143	45.7%	319	148	46.4%
USHE	2529	686	27.1%	3008	940	31.3%	3017	950	31.5%

The table shows that women, as a percent of total faculty, grew from 27.1 percent in 1991-92 to 31.5 percent in 1999-2000. This constitutes an increase of 264 women faculty. Male faculty increased by 224 during the same nine year period. Most of the growth (79 percent) in female faculty has been at the full and associate professor ranks.

Table 3 shows Utah's position by faculty rank, in relation to National averages, for the percent of total faculty that are male and female. Regarding women faculty, Utah is 3.6 percent behind the national average for public higher education institutions. The most significant gap (2.5 percent) is at the full professor rank. It should be noted that two institutions exceed (one by ten percentage points) the national average.

TABLE 3

**UTAH AND NATIONAL MALE AND FEMALE FACULTY BY RANK
AS A PERCENT OF TOTAL FACULTY, 1997-98 AND 1999-2000**

	NATIONAL*				UTAH			
	MALE		FEMALE		MALE		FEMALE	
	97-98	99-00	97-98	99-00	97-98	99-00	97-98	99-00
PROFESSOR	30.0	29.0	6.9	7.5	27.3	25.3	4.8	5.0
ASSOCIATE	18.7	17.6	9.9	9.7	17.7	19.4	9.4	9.9
ASSISTANT PROFESSOR	13.3	13.2	11.7	11.4	14.5	15.0	10.7	10.5
INSTRUCTOR	2.4	3.1	3.4	4.1	3.7	4.7	3.6	3.6
LECTURER	1.2	1.5	1.5	1.9	1.6	1.4	1.2	1.5
NO RANK	0.5	0.5	0.5	0.5	3.9	2.8	1.6	1.0
TOTAL FACULTY	66.2	64.9	33.8	35.1	68.7	68.5	31.3	31.5

*Source: ACADEME, March/April 1998 and 2000. (for public institutions)

Faculty Tenure

Receiving tenure is an important indicator of progress for women faculty. Women faculty have made steady progress in receiving tenure. Table 4, on the next page, gives a comparison of tenure by rank for 1991-92, 1997-98, and 1999-2000. While the percentage of male faculty with tenure has declined .6 percent during the nine year period, the percent of women with tenure increased by 10.5 percent.

Table 4

**USHE COMPARISON OF NUMBER AND PERCENT OF
TENURED FACULTY MEMBERS BY RANK FOR 1991, 1997 AND 1999**

YEAR	TOTAL FACULTY		PROFESSOR		ASSOC PROF		ASST PROF		INSTRUCTOR		NO ACADEMIC RANK		% OF GENDER TOTAL TENURED	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
1991-92	1,843	669	726	72	393	131	46	24	8	2	52	13	66.5	36.2
1997-98	2,066	940	788	133	462	225	46	23	7	3	54	18	65.7	42.8
1999-2000	2,067	950	736	144	509	241	78	45	8	5	31	9	65.9	46.7

Table 5 is a comparison of the number and percentage of males and females in executive and administrative positions for 1991-92, 1997-98, and 1999-2000.

Table 5

**USHE Comparison of the Number and Percent of Female Executive/Administrative Staff
for 1991, 1997 and 1999**

	1991-92			1997-98			1999-00		
	Total Exec/Admn	Female Total	% of Total	Total Exec/Admn	Female Total	% of Total	Total Exec/Admn	Female Total	% of Total
U of U	82	16	19.5%	131	46	35.1%	154	55	35.7%
USU	79	11	13.9%	228	37	16.2%	222	36	16.2%
WSU	44	5	11.4%	53	13	24.5%	45	12	26.7%
SUU	27	2	7.4%	53	15	28.3%	41	8	19.5%
SNOW	22	1	4.5%	28	4	14.3%	27	3	11.1%
DIXIE	41	5	12.2%	72	28	38.9%	26	8	30.8%
CEU	7	2	28.6%	12	5	41.7%	9	4	44.4%
UVSC	53	13	24.5%	62	15	24.2%	58	12	20.7%
SLCC	17	2	11.8%	47	13	27.7%	40	10	25.0%
USHE	372	57	15.3%	686	176	25.7%	622	148	23.8%

Table 5 shows that progress has been made during the past nine years in the numbers and percent of women holding executive/administrative positions. In 1991-92 women held 15.3 percent (57 positions) of executive/administrative positions. The number (176 positions) and percentage (25.7 percent) hit a high in 1997-98, and declined to 23.8 percent in 1999-2000.

Minority Faculty and Staff

Growth in the numbers and percentages of minority faculty, administration, and staff at USHE institutions during the past eleven years has been mixed. Table 6 shows the system's percentage change for all staff and minority staff from 1989-90 to 1999-2000. Table 6 also shows the total numbers of minority staff by race/ethnicity and the percentage of staff that minorities represent for those same years. Although the percentage growth in minority faculty, executive/administrative, and other staff has been considerably higher than the percentage growth for nonminorities, minorities as a percent of total faculty

Table 6

USHE Comparison of System Totals with Minority Faculty and Staff for 1989 and 1999

	<u>%</u>			<u>Black</u>	<u>American Ind.</u>	<u>Asian</u>	<u>Hispanic</u>	<u>Minority Totals</u>	<u>%</u>		<u>% Minority of Total</u>					
	<u>System Totals</u>	<u>Change</u>	<u>Change</u>						<u>1989</u>	<u>1999</u>		<u>1989</u>	<u>1999</u>	<u>1989</u>	<u>1999</u>	
Faculty	3273	4027	23.0%	24	30	15	19	124	196	40	74	203	319	57.1%	6.2%	7.9%
Exec/Admn	346	622	79.8%	0	6	0	1	1	5	4	11	5	23	360.0%	1.4%	3.7%
Professional	2880	5519	91.6%	30	48	9	22	69	193	53	116	161	379	135.4%	5.6%	6.9%
Other Staff	5162	6777	31.3%	42	61	55	61	104	210	192	307	393	639	62.6%	7.6%	9.4%
Total	8781	11426	30.1%	66	97	70	81	229	411	236	392	601	981	63.2%	6.8%	8.6%

* The faculty counts for Tables 6 and 7 are taken from the IPEDS Fall Staff Survey and are higher than the counts on the report's other tables because of the way faculty is defined.

and administration have increased by only 1.7 percent and 2.2 percent, respectively for the USHE system.

Table 7, on the following page, gives detail by institution for minority faculty, executive/administrative/professional, and other staff for 1989, 1997 and 1999. The table shows the wide variation between institutions in both current status and in progress made during the years shown. Percentage gains in minority faculty from 1989 to 1999 range from a high of 8 percent to a low of 1.2 percent. Percentages for administration and other staff are also widely divergent.

Table 7

Number and Percentage of Minority Faculty and Staff at USHE Institutions in 1989, 1997 and 1999

		<u>1989</u>		<u>1997</u>		<u>1999</u>	
		<u># Minority</u>	<u>% Minority</u>	<u># Minority</u>	<u>% Minority</u>	<u># Minority</u>	<u>% Minority</u>
U of U	Faculty	149	10.2%	152	8.8%	193	10.6%
	Exec/Admn/Prof	104	5.2%	220	7.3%	286	7.1%
	Other Staff	324	9.9%	423	10.9%	507	11.3%
	Total Faculty/Staff	577	8.6%	795	9.2%	986	9.5%
USU	Faculty	24	3.3%	21	2.8%	39	5.2%
	Exec/Admn/Prof	25	4.5%	25	3.2%	25	3.1%
	Other Staff	16	1.7%	18	2.1%	16	1.8%
	Total Faculty/Staff	65	2.9%	64	2.7%	80	3.3%
WSU	Faculty	21	5.2%	30	7.8%	33	8.1%
	Exec/Admn/Prof	16	7.0%	28	9.3%	29	9.3%
	Other Staff	26	8.6%	32	8.8%	31	8.2%
	Total Faculty/Staff	63	6.7%	90	8.6%	93	8.5%
SUU	Faculty	1	0.8%	3	1.6%	5	2.4%
	Exec/Admn/Prof	0	0.0%	0	0.0%	1	0.5%
	Other Staff	2	1.3%	0	0.0%	0	0.0%
	Total Faculty/Staff	3	0.9%	3	0.6%	6	1.2%
SNOW	Faculty	0	0.0%	2	2.3%	1	1.2%
	Exec/Admn/Prof	1	2.0%	1	1.8%	0	0.0%
	Other Staff	0	0.0%	2	2.5%	2	2.4%
	Total Faculty/Staff	1	0.6%	5	2.2%	3	1.4%
DIXIE	Faculty	0	0.0%	1	1.4%	2	2.4%
	Exec/Admn/Prof	0	0.0%	4	5.0%	3	3.7%
	Other Staff	1	1.4%	5	5.4%	3	2.9%
	Total Faculty/Staff	1	0.5%	10	4.1%	8	3.0%
CEU	Faculty	0	0.0%	1	1.4%	1	1.2%
	Exec/Admn/Prof	3	6.1%	7	7.7%	7	7.7%
	Other Staff	6	13.0%	8	12.5%	4	6.8%
	Total Faculty/Staff	9	5.8%	16	7.0%	12	5.2%
UVSC	Faculty	3	1.9%	8	3.4%	11	4.1%
	Exec/Admn/Prof	2	2.2%	8	3.2%	15	5.0%
	Other Staff	2	1.2%	15	6.0%	12	4.1%
	Total Faculty/Staff	7	1.7%	31	4.2%	38	4.4%
SLCC	Faculty	5	2.7%	30	9.6%	34	10.7%
	Exec/Admn/Prof	15	10.0%	35	14.2%	36	13.6%
	Other Staff	16	9.5%	56	16.3%	64	17.4%
	Total Faculty/Staff	36	7.1%	121	13.4%	134	14.1%
USHE	Faculty	203	6.2%	248	6.5%	319	7.9%
	Exec/Admn/Prof	166	5.1%	328	6.5%	402	6.5%
	Other Staff	393	7.6%	559	9.2%	639	9.4%
	Total Faculty/Staff	762	6.5%	1135	7.6%	1360	8.0%

Conclusions and Recommendations

The USHE has made considerable progress in working toward salary equity between male and female faculty. When relevant factors such as academic discipline, time in rank/service, and qualifications are taken into consideration, salary equity can be analyzed with reasonable accuracy. Progress in the hiring and promoting of women faculty has been more challenging for some of the institutions. Although progress has been made, growth has not kept up with national averages, particularly at the rank of professor. The USHE has made good progress in awarding tenure to women faculty. Continued progress in this area, at the magnitudes experienced during the past decade, will soon bring the system to a level equal to national averages. Some progress in promoting women to executive/administrative positions has been made. However, recent trends must be reversed to continue progress.

The recruitment of minority faculty and administration continues to be a challenge. The USHE has had very mixed results in its minority recruitment efforts over the past decade. While some institutions made good progress, others had limited success in efforts to recruit minorities. Some institutions are approaching the Master Plan 2000 goal of having faculty and administrative staff at levels that reflect Utah's general minority population (currently 11.1 percent). To meet this challenging goal, the USHE will need to strengthen its efforts to recruit, retain, and promote both women and minorities.

Appendix A

USHE Male and Female Faculty Salaries by Rank as a Percent of Market Salaries 1999-2000

U of U	Male Count	Average Steps	Average Value of Steps	Average Yrs. in Rank	Average Yrs. in Service	Average Value of Years	Average Salary	* Percent of Average		Female Count	Average Steps	Average Value of Steps	Average Yrs. in Rank	Average Yrs. in Service	Average Value of Years	Average Salary	Percent of Average	
	Prof.	313		17.4	20.7	3.06%	\$77,804	88.56%		54			13.9	17.6	3.06%	\$65,268	80.41%	
	Assoc.	186		10.2	14.2	3.06%	\$53,768	90.39%		83			8.0	11.5	3.06%	\$53,154	92.52%	
	Asst.	95		4.3	4.8	3.06%	\$49,072	95.46%		63			4.0	4.4	3.06%	\$43,297	93.04%	
	Instrc.	1		1.0	3.0	3.06%	\$37,067	101.00%		2			2.0	2.0	3.06%	\$38,712	127.00%	
	All Rnk.	595		13.0	16.1	3.06%	\$65,634	90.26%		202			8.3	10.8	3.06%	\$53,175	89.79%	
USU	Prof.	181		11.4	21.5	3.29%	\$61,717	78.79%		20			5.4	14.4	3.29%	\$57,695	74.38%	
	Assoc.	191		6.6	12.5	3.29%	\$51,176	89.13%		75			5.0	12.6	3.29%	\$45,457	84.26%	
	Asst.	111		3.5	4.6	3.29%	\$43,030	90.99%		92			3.9	6.0	3.29%	\$39,574	86.57%	
	Instrc.	7		4.4	5.8	3.29%	\$35,066	101.45%		22			5.3	6.9	3.29%	\$36,774	108.43%	
	All Rnk.	490		7.6	13.9	3.29%	\$53,458	84.49%		209			4.6	9.3	3.29%	\$44,119	84.19%	
WSU	Prof.	137		12	21	3.13%	\$55,490	78.41%		34			7.0	18.0	3.13%	\$51,922	77.42%	
	Assoc.	65		8	14	3.13%	\$46,143	83.96%		49			4.0	10.0	3.13%	\$41,642	77.89%	
	Asst.	50		6	7	3.13%	\$39,915	89.33%		45			5.0	8.0	3.13%	\$36,765	84.86%	
	Instrc.																	
	All Rnk.	252		9	14	3.13%	\$47,183	83.90%		128			5.0	12.0	3.13%	\$43,443	80.06%	
SUU	Prof.	35		9.5	23.4	3.96%	\$54,618	74.21%		2			4.0	23.3	3.96%	\$48,837	69.47%	
	Assoc.	51		5.1	10.4	3.96%	\$44,355	77.04%		20			6.8	13.6	3.96%	\$40,757	78.63%	
	Asst.	50		2.5	3.0	3.96%	\$37,434	82.26%		16			2.4	3.7	3.96%	\$34,138	79.04%	
	Instrc.	4		0.3	0.8	3.96%	\$29,483	89.21%		2			1.5	4.0	3.96%	\$31,820	91.00%	
	All Rnk.	140		4.3	9.4	3.96%	\$41,473	79.10%		40			3.7	11.2	3.96%	\$38,888	77.66%	
SNOW	Prof.	18	15.7	\$720	9.4	26.2	2.50%	\$49,846	87.31%		1	17.2	\$720	8.0	21.0	2.50%	\$49,627	86.93%
	Assoc.	17	10.2	\$720	5.4	12.8	2.50%	\$42,861	89.37%		7	10.1	\$720	6.3	14.0	2.50%	\$42,454	89.50%
	Asst.	18	5.8	\$720	4.6	7.6	2.50%	\$35,840	86.63%		6	5.4	\$720	6.2	13.3	2.50%	\$35,497	85.80%
	Instrc.	2	0.0	\$720	3.5	4.0	2.50%	\$28,083	81.66%		5	1.2	\$720	2.4	2.7	2.50%	\$28,854	81.95%
	All Rnk.	55	10.2	\$720	6.4	15.2	2.50%	\$42,312	87.16%		19	6.7	\$720	5.3	11.2	2.50%	\$37,055	86.21%
DIXIE	Prof.	7	5.0	\$750		28.0	3.00%	\$49,748	87.14%		2	8.9	\$750		22.5	3.00%	\$50,819	89.01%
	Assoc.	19	4.8	\$750		18.0	3.00%	\$44,304	93.40%		2	6.9	\$750		13.5	3.00%	\$44,294	93.38%
	Asst.	16	4.2	\$750		12.1	3.00%	\$38,966	94.18%		16	4.7	\$750		10.1	3.00%	\$38,750	93.66%
	Instrc.	13	3.8	\$750		6.0	3.00%	\$33,802	94.92%		7	3.9	\$750		3.6	3.00%	\$30,806	86.51%
	All Rnk.	55	4.4	\$750		14.7	3.00%	\$40,962	87.25%		27	5.0	\$750		9.6	3.00%	\$37,995	80.93%
CEU	Prof.																	
	Assoc.																	
	Asst.																	
	Instrc.	58	5.8	5.00%		9.5	1.64%	\$38,685	89.15%		20	4.4	5.00%		7.6	1.64%	\$35,620	82.09%
	All Rnk.	58	5.8	5.00%		9.5	1.64%	\$38,685	89.15%		20	4.4	5.00%		7.6	1.64%	\$35,620	82.09%
UVSC	Prof.	58	8.8	4.00%	5.9	18.0	3.39%	\$43,543	72.00%		10	9.7	4.00%	5.5	17.0	3.39%	\$44,795	76.00%
	Assoc.	41	8.7	4.00%	3.5	9.0	3.39%	\$42,915	85.00%		21	8.0	4.00%	4.1	13.0	3.39%	\$40,188	82.00%
	Asst.	64	8.8	4.00%	3.0	4.0	3.39%	\$41,361	98.00%		37	8.7	4.00%	2.8	3.0	3.39%	\$40,393	99.00%
	Instrc.	25	7.8	4.00%	1.9	2.0	3.39%	\$37,820	111.00%		8	7.7	4.00%	1.7	4.0	3.39%	\$35,669	109.00%
	All Rnk.	188	8.6	4.00%	3.9	9.1	3.39%	\$41,902	87.57%		76	8.5	4.00%	3.4	7.7	3.39%	\$40,418	84.47%
SLCC	Prof.	28	6.1	\$795		18.9	\$795	\$45,219	79.21%		26	5.4	\$795		17.4	\$795	\$43,391	76.01%
	Assoc.	40	4.8	\$795		14.6	\$795	\$40,723	85.85%		45	3.5	\$795		13.4	\$795	\$38,758	81.71%
	Asst.	53	4.2	\$795		10.7	\$795	\$37,300	90.16%		46	4.2	\$795		9.0	\$795	\$35,742	86.39%
	Instrc.	50	2.9	\$795		8.0	\$795	\$34,225	96.11%		31	2.8	\$795		6.5	\$795	\$32,939	92.50%
	All Rnk.	171	4.3	\$795		12.2	\$795	\$38,498	82.00%		148	3.9	\$795		11.3	\$795	\$37,416	79.70%

*Percent of Average is the percent the institutions' average salaries are of the national average salary. Institutional averages of 80-100 percent would likely be at the 40th to 50th percentile of the full range of national salaries.

Appendix B
USHE System Faculty Totals by Rank and Tenure Status, Fall 1999*

Sex & Rank	9/10 Mo. Tenured	11/12 Mo. Tenured	9/10 Mo. Ten. Trac.	11/12 Mo. Ten. Trac.	9/10 Mo. non/Ten.Trac.	11/12 Mo. non/Ten.Trac.	9/10 Mo. Total Fac.	11/12 Mo. Total Fac.	Total	% of Total
Men										
Professors	654	82	9	3	12	7	675	89	764	25.3%
Asso. Prof.	451	58	54	11	5	10	510	74	584	19.4%
Asst. Prof.	78	0	309	74	31	14	418	36	454	15.0%
Instructors	8	0	70	21	52	11	130	11	141	4.7%
Lecturers	0	0	0	0	15	7	34	7	41	1.4%
No Rank	29	2	25	0	27	0	81	2	83	2.8%
Total Men	1220	142	467	109	161	49	1848	219	2067	68.5%
Women										
Professors	135	9	0	0	7	0	142	9	151	5.0%
Asso. Prof.	229	12	34	2	18	6	281	19	300	9.9%
Asst. Prof.	45	0	194	45	48	19	287	30	317	10.5%
Instructors	5	0	41	7	54	8	100	8	108	3.6%
Lecturers	0	0	0	0	41	3	41	3	44	1.5%
No Rank	7	2	11	0	10	0	28	2	30	1.0%
Total Women	421	23	280	54	178	36	879	71	950	31.5%
Total Faculty	1641	165	747	163	339	85	2727	290	3017	

* 1999 Fall IPEDS-SA Faculty Salary Survey

Appendix C

USHE System Totals for 1999 IPEDS Fall Staff Survey (EEO-6)Report on Minorities

	Total	Total	Total	Minority	Minority	Black		Amer Ind		Asian		Hispanic	
	<u>All</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
Full-Time Faculty	3522	2385	1137	197	79	20	7	11	4	128	40	38	28
9-10 month.	75	53	22	10	5	1	0	0	1	8	4	1	0
Less Than 9 mo	430	297	133	19	4	1	1	1	1	12	1	5	1
SUB-TOTAL	4027	2735	1292	226	88	22	8	12	6	148	45	44	29
Ex/Admin/mgn	622	474	148	16	7	4	2	1	0	2	3	9	2
Othr Prof	5519	2561	2958	174	205	25	23	8	14	99	94	42	74
SUB-TOTAL	6141	3035	3106	190	212	29	25	9	14	101	97	51	76
Tech/Paraprof	2201	868	1333	82	149	13	7	5	10	40	79	24	53
Clec/Secretrl	2853	206	2647	20	153	2	14	3	21	6	43	9	75
Skilld Craft	539	526	13	23	6	1	0	2	0	3	3	17	3
Srvc/Maintnc	1184	849	335	129	77	18	6	13	7	23	13	75	51
SUB-TOTAL	6777	2449	4328	254	385	34	27	23	38	72	138	125	182
GRAND TOTAL	16945	8219	8726	670	685	85	60	44	58	321	280	220	287

Appendix D

USHE Total & Minority Staff by Institution from 1999 IPEDS Fall Staff Survey (EEO-6) Report

	<u>U of U</u>		<u>USU</u>		<u>WSU</u>		<u>SUU</u>		<u>SNOW</u>		<u>DIXIE</u>		<u>CEU</u>		<u>UVSC</u>		<u>SLCC</u>	
	Total	Min.	Total	Min.	Total	Min.	Total	Min.	Total	Min.	Total	Min.	Total	Min.	Total	Min.	Total	Min.
Full-Time Faculty																		
9-10 month.	1690	170	482	25	324	28	201	5	82	0	81	2	79	1	267	11	316	34
Less Than 9 mo	75	15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11-12 Month	62	3	270	14	84	5	4	0	1	1	0	0	3	0	3	0	3	0
SUB-TOTAL	1827	188	752	39	408	33	205	5	83	1	81	2	82	1	270	11	319	34
Ex/Admin/mgn	154	10	222	2	45	6	41	0	27	0	26	1	9	1	58	0	40	3
Othr Prof	3889	276	587	23	267	23	143	1	30	0	56	2	82	6	241	15	224	33
SUB-TOTAL	4043	286	809	25	312	29	184	1	57	0	82	3	91	7	299	15	264	36
Tech/Paraprof	1696	189	105	3	79	3	1	0	27	0	27	1	2	0	96	3	168	32
Clec/Secretrl	1867	136	453	7	172	13	54	0	24	0	37	1	37	3	112	4	97	9
Skilld Craft	277	23	116	0	33	4	14	0	12	0	14	0	9	0	31	2	33	0
Srvc/Maintnc	663	159	211	6	92	11	43	0	18	2	24	1	11	1	53	3	69	23
SUB-TOTAL	4503	507	885	16	376	31	112	0	81	2	102	3	59	4	292	12	367	64
GRAND TOTAL	10373	981	2446	80	1096	93	501	6	221	3	265	8	232	12	861	38	950	134

MEMORANDUM

June 22, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

INFORMATION: ACTION: 2000-2001 University Hospital and Neuropsychiatric Institute
Operating Budgets

Issue

Current legislative intent instructs the Board of Regents to approve the operating budget of the University Hospital and the Neuropsychiatric Institute as a condition for the retention of patient fee revenues outside of the appropriated budget. Summary materials of these budgets are attached. The complete budget documents are voluminous and are available for review upon request.

Recommended Action

It is the recommendation of the Commissioner that the Regents approve the 2000-2001
Operating Budget for the University Hospital and Neuropsychiatric Institute.

Cecelia H. Foxley, Commissioner

CHF/NCT/CRW
Attachment

**University of Utah Hospitals and Clinics
Proposed Operating Budget
Fiscal Year 2001**

University of Utah Hospital

Current Financial Position

For Fiscal Year 2000, University of Utah Hospital is projecting a bottom line ranging from break even to a loss of \$1,500,000. This decrease in margin from the budget of \$10.4 million and Fiscal Year 1999 results of \$9.3 million is due primarily to (1) decreasing reimbursement and (2) increased cost and utilization of ancillary services.

Decreasing reimbursement was realized from virtually every payor category – managed care, Medicare, Medicaid, and commercial indemnity. These decreases were due to a variety of factors ranging from the Balanced Budget Act for Medicare to increased cost containment efforts on the part of other payors.

Increased cost and utilization of ancillary services (e.g. pharmacy, radiology, lab, etc.) were passed on to the patients of the Hospital in the form of increased charges and resulted in large favorable variances in inpatient and outpatient ancillary revenues. However, approximately 85% of the Hospital's inpatient payments come through fixed payment arrangements. Therefore, these increased revenues were largely written off to contractual allowances (deductions from revenue). Also, this increase in ancillary services resulted in significantly higher expenses in the areas of pharmaceuticals, medical supplies, and purchased services.

Hospital management has reacted to these non-budgeted challenges by taking action in several areas, including closing the Wendover and Birthcare Healthcare Clinics, eliminating a Home Care program, and various other items discussed below. These will largely have impact in FY 2001 although some benefit should be realized before the year ending June 30, 2000.

The results of these factors were to decrease projected net patient revenues by \$7.5 million compared to budget and increased expenses of \$6.5 million relative to budget.

Fiscal Year 2001 Operating Budget

For Fiscal Year 2001, the Hospital has projected net revenues in excess of expenses to be approximately \$8.5 million. Significant items impacting the budget and rationale for the increase in budgeted margin are as follows.

Operating Revenues

Overall, net operating revenues are projected to go up approximately \$21 million. While the Hospital has operated near capacity for several years, opportunities to increase net revenues have been projected from the following sources:

- An increase of \$14 million is anticipated from an aggressive project aimed at more efficient patient flow within the system, particularly discharge times. Projected benefits of the project come from the fact that the Hospital is turning away additional patients during the middle part of the day when late discharges clog the system. An increase in patients of 30 per day could be achieved through successful implementation of the project.
- An increase of \$5 million from an additional 15 patient beds located on the 2E unit.
- Projected managed care contract increases, benefits from a strategic pricing initiative, and elimination of the “sick tax” imposed by the state of Utah on hospitals offset projected decreases in Medicare payments (primarily outpatient) and result in a deductions from revenue budget at the same rate experienced in the current year.

Operating Expenses

The Hospital’s objective for operating expenses for FY 2001 was a reduction from each department averaging 4%. However, these reductions were offset by increased expenses from the two sources of additional patient volume identified above. Overall, operating expenses are projected to increase by 2.2% over the current year projection, which compares favorably to the net revenue increase of 6.2%. Other factors affecting expenses are:

- Base salary increases of \$3.3 million (2.5%) plus another \$750,000 (.5%) in market equity increases are expected. The market equity increases are confined to patient care nurses on inpatient units and result from competition in those positions from the reopening of the hospital at State Street and 2300 South (Rocky Mountain Medical Center).
- A reduction in force (primarily through attrition) of 50 FTE is expected to save \$2 million in salaries and benefits.
- A saving in benefits costs of \$4.5 million from changes in retirement benefits for certain employees. A new “Category H” benefits package was approved for existing employees wherein employees may choose a less costly retirement plan in exchange for an 8% base salary increase. The net savings anticipated from this change net of salary increases is \$2.6 million.
- A reduction in laboratory purchased services from ARUP was negotiated in the amount of \$850,000.
- A reorganization of Home Care Services is anticipated to save \$1.6 million.
- Drug formulary restrictions are anticipated to save \$600,000.

University Neuropsychiatric Institute

UNI projects a net margin for FY 2000 of \$589,000, compared to a budget for the same time period of \$58,000. This increase was due to a negotiated arrangement with the University of Utah wherein interest charged by the University has been forgiven in the current and future years. This interest was charged on accumulated operating losses incurred by UNI since the time of purchase in 1995 and amounts to approximately \$600,000 per year. This interest forgiveness is intended to help UNI generate a positive net margin, which can be used to repay the accumulated losses.

For FY 2001, UNI has projected a net margin of \$699,000, again due in large part to the forgiveness of interest. UNI faces a very difficult environment locally and nationally of declining reimbursement for mental health services. UNI management has responded to this situation by cutting costs, eliminating underfunded programs, and initiating new programs intended at preventing unnecessary transfers from other hospitals.

**UNIVERSITY HOSPITAL AND CLINICS
OPERATING BUDGET ASSUMPTIONS
FISCAL YEAR 2001**

CENSUS PROJECTIONS

	Forecast FY 2000	Budget FY 2001	Variance
Adult/Peds Days	101,648	114,433	12.6%
Inpatient Admissions	16,133	18,247	13.1%
Average Length of Stay	6.3	6.3	
Average Daily Census	278	314	12.9%
Outpatient Clinic Visits	373,345	350,482	-6.1%
Emergency Clinic Visits	26,473	27,009	2.0%

EXPENSE ASSUMPTIONS

Salary Increases - Base Salary	2.5%
Salary Increases - Market Equity	0.5%
Salary and Benefit Savings from Category H Plan	\$ 2,600,000
Salary and Benefit Savings from FTE Reductions	\$ 2,000,000
Supplies Expense	Volume related increases
Pharmaceuticals - Existing Drugs	12%
Pharmaceuticals - Drug Formulary Reduction	\$ 600,000.00
Laboratory Services	-8%

**UNIVERSITY HOSPITAL AND CLINICS
OPERATING BUDGET SUMMARY
FOR THE BUDGET PERIOD ENDING JUNE 30, 2001**

	FY 2000 BUDGET	FY 2000 PROJECTION	FY 2001 BUDGET	% CHANGE
Inpatient Services:				
Daily	\$ 100,220,341	\$ 100,155,484	\$ 108,241,677	8.1%
Special Ancillary	226,590,312	240,047,728	256,624,385	6.9%
Total Inpatient Revenue	326,810,653	340,203,212	364,866,062	7.2%
Outpatient Services:				
Clinic	30,680,712	29,291,595	29,424,863	0.5%
Emergency	5,542,364	6,818,879	6,839,885	0.3%
Special Ancillary	96,458,170	110,939,389	115,027,566	3.7%
Total Outpatient Revenue	132,681,246	147,049,863	151,292,314	2.9%
Total Patient Revenue	459,491,899	487,253,075	516,158,376	5.9%
Deductions from Revenue	168,384,125	203,445,965	214,635,026	5.5%
Net Patient Revenue	291,107,774	283,807,110	301,523,350	6.2%
Other Operating Revenue	4,158,112	4,539,150	4,878,835	7.5%
State Appropriation	4,164,400	4,164,400	4,338,400	4.2%
Total Operating Revenue	299,430,286	292,510,660	310,740,585	6.2%
Operating Expenses:				
Salaries and Benefits	143,065,826	140,110,730	139,539,121	-0.4%
Other Operating	113,695,084	125,759,712	131,516,185	4.6%
Subtotal	256,760,910	265,870,441	271,055,306	2.0%
Interest Expense	3,518,656	3,557,659	3,807,134	7.0%
Provision for Bad Debts	15,622,725	11,623,459	12,308,676	5.9%
Depreciation Expense	16,024,796	17,424,018	18,010,061	3.4%
Subtotal	35,166,177	32,605,136	34,125,871	4.7%
Total Operating Expenses	291,927,087	298,475,578	305,181,177	2.2%
Operating Gain (Loss)	7,503,199	(5,964,918)	5,559,408	
Non-Operating Revenue - interest	2,975,308	4,700,000	2,934,761	-37.6%
CAPITAL RESERVE	\$ 10,478,507	\$ (1,264,918)	\$ 8,494,169	

**University of Utah Hospitals and Clinics
Cash Flow Projection
Fiscal Year 2001**

Operating Revenues, net	\$ 310,740,585
Operating Expenses	<u>305,181,177</u>
Income from Operations	5,559,408
Depreciation Expense	<u>18,010,061</u>
Cash Flows from Operations	<u>23,569,469</u>
Capital Activities:	
Purchase of Fixed Assets	(16,500,000)
Principal Payments on Debt	(9,274,773)
New Borrowings	<u>6,000,000</u>
Net Capital Activities	<u>(19,774,773)</u>
Other Cash Flows:	
Interest Income	2,934,761
Accounts Receivable Reduction	4,000,000
Funding of UUHN	(4,000,000)
Below the Line Transfers	<u>(8,300,000)</u>
Net Other Cash Flows	<u>(5,365,239)</u>
Decrease in Cash	(1,570,543)
Beginning Cash Balance	<u>40,000,000</u>
Ending Cash Balance	<u>\$ 38,429,457</u>

**UNIVERSITY NEUROPSYCHIATRIC INSTITUTE
OPERATING BUDGET ASSUMPTIONS
Fiscal Year 2001**

CENSUS PROJECTIONS:	Forecast FY 2000	Budget FY 2001	% Variance
Adult Patient Days	17,922	18,250	1.8%
Youth Patient Days	3,737	4,380	14.7%
RTC Patient Days	<u>2,168</u>	<u>0</u>	-100.0%
Total Patient Days	23,827	22,630	-5.3%
Inpatient Discharges (net of RTC)	2,677	2,543	-5.3%
Patient Care Beds (total licensed)	90	90	0.0%
Average Length of Stay (net of RTC)	8.9	8.9	0.0%
Adult Average Daily Census	49.1	50.0	1.8%
Youth Average Daily Census	10.2	12.0	14.7%
RTC Average Daily Census	<u>5.9</u>	<u>0</u>	-100.0%
Total Average Daily Census	65.2	62	-5.3%
Partial Programs Visits	2,473	2,875	14.0%
Outpatient ECT Visits	698	635	-9.9%
Outreach Clinic Visits	11,925	12,478	4.4%
Psychiatry - Acute 5W	5,705	6,880	17.1%
Tuberculosis Unit	605	560	-8.0%

**UNIVERSITY NEUROPSYCHIATRIC INSTITUTE
OPERATING BUDGET SUMMARY
For the Budget Period Ending June 30, 2001**

	Budget FY 2000	Forecast FY 2000	Budget FY 2001	% Variance
PATIENT REVENUE:				
Inpatient services				
Daily	\$ 21,996,780	\$ 22,656,876	\$ 22,615,400	-0.2%
Ancillary	3,135,794	3,070,056	2,990,725	-2.6%
Total inpatient revenue	<u>25,132,574</u>	<u>25,726,932</u>	<u>25,606,125</u>	-0.5%
Outpatient services				
Clinics	737,257	553,691	726,850	31.3%
Partial day services	712,250	579,674	706,250	21.8%
Special ancillary	1,262,864	1,241,657	1,161,750	-6.4%
Total outpatient/partial revenue	<u>2,712,371</u>	<u>2,375,022</u>	<u>2,594,850</u>	9.3%
Total patient revenue	27,844,945	28,101,954	28,200,975	0.4%
Total deductions from revenue	<u>12,750,713</u>	<u>12,596,197</u>	<u>11,845,934</u>	-6.0%
Net patient revenue	15,094,232	15,505,757	16,355,041	5.5%
Other operating revenue	893,333	917,445	892,300	-2.7%
TOTAL OPERATING REVENUE	<u>15,987,565</u>	<u>16,423,202</u>	<u>17,247,341</u>	5.0%
OPERATING EXPENSES:				
Salaries and benefits	9,397,347	9,606,360	9,697,406	0.9%
Other operating	4,541,262	4,411,929	4,834,887	9.6%
Interest - Due to University	600,000	-	-	
Interest - Bond	435,190	435,180	435,180	0.0%
Provision for bad debts	575,000	1,000,000	1,200,000	20.0%
Depreciation	380,664	380,665	380,665	0.0%
TOTAL OPERATING EXPENSES	<u>15,929,463</u>	<u>15,834,134</u>	<u>16,548,138</u>	4.5%
OPERATING GAIN (LOSS)	<u>\$ 58,102</u>	<u>\$ 589,068</u>	<u>\$ 699,203</u>	18.7%

MEMORANDUM

June 22, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: University of Utah--Huntsman Cancer Institute Phase II Design

Issue

University of Utah officials request authorization to program and design Phase II of the Huntsman Cancer Institute (HCI). Phase II will constitute a “clinical research hospital” joined by 2 bridgeways with the recently completed HCI Phase I research facility. Programming and design of the new hospital will cost approximately \$4 million.

Background

The attached memorandum from Michael T. Benson, Special Assistant to the President, describes the plans of the University to program and design HCI Phase II. The total construction cost for the hospital is expected to be approximately \$70 million. The funding package for construction remains under development. No authorization is sought at this time to build the facility, only to program and design it. At a later point when plans for construction funding are finalized, the University will return and request authorization to build. If approved by the Regents, a similar request for authorization to program and design HCI Phase II will be made to the State Building Board at their July 6, 2000 meeting. Funding for the programming and design will come from private funds.

Policy Issues

The proposal to proceed with Phase II of HCI at this time raises several issues of which the Regents should be aware:

- The University recently issued approximately \$20 million in revenue bonds to finish construction of HCI Phase I. Principle and interest on the bonds will be paid from institutional reimbursed overhead. The Phase II proposal would likely require additional university funding. The specifics of the funding plan will be presented

State Board of Regents

June 22, 2000

Page 2

to the Board when the University requests authorization to build the facility.

- HCI Phase II will become the third hospital housed on the health sciences campus of the University that has traffic circulation and parking challenges. How do University officials plan to address these challenges?
- Due to multiple changes in the health care industry—including the vertical integration of insurers and providers and decreasing reimbursement rates for Medicare and Medicaid—it is projected that the University Hospital will, for the first time in recent memory, experience an operating deficit in 1999-2000 (see Tab J). Will HCI Phase II impact the hospital's operating strength by reducing its pool of patients? Can the University's Health Sciences Division, which will be ultimately responsible for the HCI hospital, afford to operate two hospitals in today's ultra-competitive health care climate?

Recommendation

It is the recommendation of the Commissioner that the Regents review the attached proposal to proceed with HCI Phase II, address policy and operational questions to University officials, and provide direction on the programming and design of HCI Phase II as is deemed appropriate.

Cecelia H. Foxley, Commissioner

CHF/ NCT
Attachment

June 15, 2000

Commissioner Cecilia H. Foxley
Utah State Board of Regents
355 West North Temple
3 Triad Center, Suite 550
Salt Lake City, UT 84180-1205

Dear Commissioner Foxley:

The University of Utah requests approval by the Regents to proceed with programming and design of the Huntsman Cancer Institute Phase II "Clinical Research Hospital."

The University of Utah Board of Trustees considered and approved the project for program and design at their June 12, 2000, meeting. A copy of the Trustee agenda item (no. 601) is attached. The University has identified a funding source to cover the programming and design effort. The Trustee item describes the project scope, including the type of space to be developed during the initial phase of the project.

The University will develop the project funding package before requesting approval from both the University Trustees and the Board of Regents prior to moving forward with construction.

Sincerely,

Michael T. Benson

Attachment

c: Norm Tarbox

Office of the President
June 7, 2000

AGENDA ITEM

TO MEMBERS OF THE BUSINESS AFFAIRS/CAPITAL FACILITIES COMMITTEE

ITEM FOR ACTION

For the meeting of June 12, 2000

RE: Approval to program and design the Huntsman Cancer Institute Phase II "Clinical Research Hospital"

The President recommends to the Business Affairs/Capital Facilities Committee for recommendation to the Board of Trustees approval to program and design the Huntsman Cancer Institute Phase II "Clinical Research Hospital."

BACKGROUND

The Clinical Research Hospital will contain approximately 250,000 gross square feet on six floors. Connecting bridgeways to the HCI Building will be provided at levels two and six. Parking will be provided under the proposed hospital with actual numbers to be determined during the schematic design phase. A portion of the project will be shelled to accommodate future growth. The initial phase of the project will contain 55 beds in an inpatient care unit. Six surgical suites will be constructed. Ambulatory Care Services including: Radiation Therapy, Physical Therapy, Urgent Care (6 treatment rooms), Diagnostic Laboratory, Pharmacy, and Diagnostic Radiology (Radiographic, Ultrasound, CT Scan, MRI, and PET Scan) will be provided. Administrative and other support space (gift store and concierge) will complete the initial phase of the project. The shelled space will be developed in the future and will include an Outpatient Bone Marrow Transplant Unit, a Dental/Prosthetics Unit, Ambulatory Care Clinics, Administrative Offices, Conference Space, Extended Observation Unit, an Infusion Suite, and additional Pharmacy facilities.

The initial phase of the project (including shelled space and under-building parking) is estimated at \$70 million.

The funding package will be developed and presented to the Board of Trustees prior to construction start.

Approval is requested to authorize the University to program and design the Huntsman Cancer Institute Phase II "Clinical Research Hospital".

MEMORANDUM

June 19, 2000

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: Utah State University - Master Plans

Issue

As written in the attached letter from Vice President Fred R. Hunsaker, attached are master plans for campus and for the branch campuses. They are scheduled to be approved by the USU Board of Trustees on 23 June 2000. There were changes made to the Campus Master Plan and an annual public hearing was held in accordance with Regents Policy R714. Public hearings will be held in the communities involved for the draft facilities master plan for branch campuses.

USU representatives will be available at the meeting to answer questions the Board may have relating to the master plans.

Recommendation

It is the Commissioner's recommendation that the Board of Regents review Utah State University's master plans for campus and for the branch campuses, ask questions of Utah State University representatives at the meeting, and if satisfied, approve the University's Master Plans.

Cecelia H. Foxley, Commissioner

CHF/NT/BK

Attachments

MEMORANDUM

June 22, 2000

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: Utah State University–Research Park Property Acquisition

Issue

USU officials request Regent authorization to acquire 60 acres of undeveloped property adjacent to the USU Research and Technology Park in Millville. The purchase price for the property is \$330,000. The property would be acquired with funds donated for this purpose.

Background

The USU Research and Technology Park, established in 1985, is a state-of-the-art facility where the USU College of Natural Resources, in conjunction with the United States Department of Agriculture, conducts fishery and wildlife research. The acquisition of the 60 acres would benefit research activities by providing an additional buffer from environmental disturbances.

A letter from President Emert (Attachment A) outlines this proposal. Since its writing on April 24, 2000, the parcel has been appraised at a value of \$357,000; two separate donations totaling \$330,000 have been secured; and a purchase price has been set at \$330,000. Attachment B shows the existing USU land and the proposed 60-acre addition. The USU Board of Trustees is expected to act on this transaction prior to the Board of Regents meeting.

Recommendation

It is the recommendation of the Commissioner that Regents approve the acquisition of 60 acres at the USU Research and Technology Park in Millville for \$330,000.

Cecelia H. Foxley, Commissioner

CHF/NCT/BLM
Attachment

MEMORANDUM

June 22, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: USU-Bear Lake Property Boundary Line Adjustment

Issue

USU officials seek authorization to sell 10,000 square feet (.25 acres) of unused beach front property located in Garden City, Utah in order to straighten out the existing north property boundary line. The private citizen sharing this property border has agreed to purchase the property at the appraised value of \$120,000. Funds generated from the sale will be used to repair and upgrade the USU facilities and equipment located on the site.

Background

Over the past thirty years, USU's Garden City property located on the west shore of Bear Lake has been used to conduct fish and wildlife research under the direction of the Fisheries and Wildlife Department for the College of Natural Resources. The north border of the site which adjoins to a private neighbor is irregular and differences have been noted between the current fence line and the recorded boundary line (see Attachment B). The irregular portion of USU's property is no longer used by the nearby research facility and is approximately 10,000 square feet or .25 acres. This acreage contains approximately 102 feet of beach front property valued at \$120,000.

In an attempt to settle boundary line issues, the neighbor is willing to purchase the University's land at the appraised value without requiring USU to provide a separate right-of-way or utility easement. Upon approval to purchase the property, the neighbor has also agreed to extend the existing fence in a straight line to the lake. Extending the fence line and eliminating the potential of future right-of-way and easement issues will provide greater security to the USU property and research facility. The funds generated from the sale will be allocated to repair and maintain the research facility and support ongoing research projects.

June 22, 2000
State Board of Regents
Page 2

Recommendation

It is the recommendation of the Commissioner that the Regents authorize USU's boundary line adjustment to Garden City/Bear Lake property as outlined in Attachment A.

Cecelia H. Foxley, Commissioner

CHF/ASL
Attachments

MEMORANDUM

June 16, 2000

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: Weber State University–Retention Basin Land Sale

Issue

WSU officials seek authorization to sell 2.67 acres of unimproved property to Ogden City for \$91,000. The city plans to develop a storm retention basin on the property.

Background

Over ten years ago, WSU acquired from the Ogden City School District 27 acres of unimproved land south of the Dee Events Center. The intent of this acquisition was to provide for expansion of the University campus. The property, however, has remained undeveloped.

Recently Ogden City proposed building a storm retention basin on 2.67 sloped acres of this property to meet community needs. WSU officials indicate this acreage is the least desirable part of the parcel for University development. Also, because improvements on the land would require the development of a storm retention basin, construction by the city saves WSU from incurring this expense.

Ogden City has agreed to purchase the 2.67 acres plus permanent access and utility easements at the appraised price of \$91,000. The WSU Board of Trustees approved the proposed sale at their April 2000 meeting.

Attached for review are a letter from Vice President Allen Simkins regarding the proposed property transaction (Attachment A), a map showing the general location of the property (Attachment B), and a map showing the proposed portion of the 27 acres to be sold (Attachment C).

State Board of Regents
June 16, 2000
Page 2

Recommendation

It is the recommendation of the Commissioner that Regents approve WSU's request to sell 2.67 acres of property to Ogden City for construction of a retention basin.

Cecelia H. Foxley, Commissioner

CHF/NCT/BLM
Attachments

MEMORANDUM

June 22, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Ratification of Executive Committee Actions

Issue

On May 17, 2000, the Executive Committee of the Regents approved three facility related items pending ratification of the full Board of Regents. These items are: (1) University of Utah–Huntsman Cancer Institute Revenue Bonds, (2) Snow College–Programming for Performing Arts Building, and (3) Dixie College Land Purchase.

Background

University of Utah–Huntsman Cancer Institute Revenue Bonds - University officials request authorization to issue \$9.75 million in revenue bonds to complete construction of the Huntsman Cancer Institute Phase I project. This amount is in addition to \$10 million in bonding authorized for the same purpose in December 1999. Both bond issues have utilized Regent authority contained in UCA 11-17-17, Industrial Development Facilities. Consequently, prior legislative authority is not required. The cover memorandum acted upon by the Executive Committee is included as Attachment A.

Snow College–Programming for Performing Arts Building - Snow College officials request authorization to prepare an initial program for a new Performing Arts Center. No state funding was appropriated specifically for this purpose. However, the officials of the Division of Facilities Construction and Management expressed a willingness to team with the College to accomplish the programming. Since the Executive Committee approved this item on May 17th, the State Building Board has authorized the use of \$25,000 in contingency funding to assist the College in this endeavor. The cover memorandum acted upon by the Executive Committee is included as Attachment B.

Dixie College–Land Purchase - Dixie College officials request authorization to purchase a .20 acre parcel of land directly adjacent to the St. George campus for the appraised price of \$70,000. The cover memorandum acted upon by the Executive Committee is included as Attachment C.

State Board of Regents

June 16, 2000

Page 2

All three items were discussed and approved by the Executive Committee pending ratification by the full Board of Regents. Minutes from the Executive Committee conference call are included here as Attachment D.

Recommendation

It is the recommendation of the Commissioner that the Regents review the attached memoranda that were considered and approved by the Executive Committee of the Regents on May 17, 2000 , and ratify such action of the Executive Committee.

Cecelia H. Foxley, Commissioner

CHF/NCT
Attachments

MEMORANDUM

June 22, 2000

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: Ratification of Executive Committee Actions

Issue

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Background

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State Board of Regents

June 16, 2000

Page 2

All three items were discussed and approved by the Executive Committee pending ratification by the full Board of Regents. Minutes from the Executive Committee conference call are included here as Attachment D.

Recommendation

It is the recommendation of the Commissioner that the Regents review the attached memoranda that were considered and approved by the Executive Committee of the Regents on May 17, 2000 , and ratify such action of the Executive Committee.

Cecelia H. Foxley, Commissioner

CHF/NCT
Attachments

MEMORANDUM

June 22, 2000

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: INFORMATION: USHE - Athletics Report

Issue

For information purposes, the Office of the Commissioner prepares periodic reports on the sources and uses of funds for intercollegiate athletics. The attached tables show this information for the system in total and for each institution. The report contains actual information for fiscal years 1997-98 and 1998-99, as well as budgeted information for fiscal year 1999-2000.

Recommendation

No action is necessary. This is an information item only.

Cecelia H. Foxley, Commissioner

CHF/NCT/BLM
Attachment

Intercollegiate Athletics Sources and Uses of Funds

USHE TOTAL

	Actual FY 1998	Actual FY 1999	Budget FY 2000
Sources			
General fund support	\$5,708,802	\$6,212,966	\$6,122,145
Student fees	5,101,685	5,912,985	6,132,193
Discretionary support	1,080,665	1,130,480	1,096,750
TV&Radio	741,809	704,198	732,489
Fund-raising	5,930,094	5,362,434	4,906,109
Institutional Funds	240,282	645,346	535,512
Gate Receipts	4,555,688	6,649,971	6,375,033
Guarantees	1,150,700	1,297,497	1,773,000
Other	3,943,378	5,092,959	4,936,105
Total Sources	\$28,453,103	\$33,008,836	\$32,609,336
Uses			
Administration	\$8,522,011	\$10,092,458	\$10,854,913
Football (M)	7,499,695	8,526,691	8,378,909
Basketball (M)	4,167,354	4,457,770	4,191,675
Baseball (M)	\$688,917	\$842,502	\$741,908
Swimming (M)	183,886	213,797	188,689
Tennis (M)	242,703	312,565	279,401
Golf (M)	250,419	282,422	251,441
Basketball (W)	1,481,186	1,622,760	1,650,721
Gymnastics (W)	886,333	1,167,638	998,276
Swimming (W)	152,781	195,337	156,666
Tennis (W)	339,715	387,216	314,313
Softball (W)	674,711	802,617	855,848
Volleyball (W)	1,134,217	1,193,963	1,141,843
Track & C.C. (COED)	1,313,458	1,398,623	1,281,113
Other:	1,231,734	1,316,375	1,265,525
Total Uses	\$28,769,120	\$32,812,734	\$32,551,241
Net Total Sources over Total Uses	(\$316,017)	\$196,102	\$58,095
Tuition Waivers (not included in above numbers)	\$2,631,011	\$2,706,878	\$2,737,433

Intercollegiate Athletics Sources and Uses of Funds

University of Utah

	Actual FY 1998	Actual FY 1999	Budget FY 2000
Sources			
General fund support	\$488,197	\$493,197	\$500,592
Student fees	1,798,728	2,434,256	2,493,693
Discretionary support	40,000	47,000	40,000
TV&Radio	675,598	639,897	681,489
Fund-raising	3,763,845	3,026,124	2,600,271
Institutional Funds			
Gate Receipts	3,304,912	5,005,594	4,886,638
Guarantees	390,000	66,340	325,000
Other(list each):			
1. Concessions	282,555	520,471	475,370
2. Programs	17,076	17,500	20,000
3. Novelties	86,216	171,802	134,500
4. Parking	31,010	41,500	50,000
5. Rentals	91,389	165,171	187,000
6. Sponsorships	240,885	267,101	246,000
7. WAC/NCAA distribution	1,200,071	1,087,244	990,700
8. Stadium Suites		457,309	500,000
9. Sales Tax Revenue		320,270	350,000
Total Sources	<u>\$12,410,482</u>	<u>\$14,760,776</u>	<u>\$14,481,253</u>
Uses			
Administration	\$4,124,922	\$5,146,123	\$5,468,639
Football (M)	2,939,855	3,555,404	3,514,247
Basketball (M)	1,832,075	1,837,866	1,734,404
Baseball (M)	\$250,731	\$327,160	\$267,390
Swimming (M)	183,886	213,797	188,689
Tennis (M)	118,998	173,149	141,355
Golf (M)	73,716	76,518	78,010
Basketball (W)	572,929	641,316	643,979
Gymnastics (W)	556,543	798,751	627,194
Swimming (W)	152,781	195,337	156,666
Tennis (W)	126,200	189,242	137,570
Softball (W)	305,577	368,911	321,822
Volleyball (W)	335,278	358,268	356,066
Track & C.C. (COED)	266,737	283,744	258,742
Other	570,254	595,190	586,480
Total Uses	<u>\$12,410,482</u>	<u>\$14,760,776</u>	<u>\$14,481,253</u>
Net Total Sources over Total Uses	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Tuition Waivers (not included in above numbers)	\$974,446	\$947,216	\$906,551

Intercollegiate Athletics Sources and Uses of Funds

Utah State University

	Actual FY 1998	Actual FY 1999	Budget FY 2000
Sources			
General fund support	\$1,297,266	\$1,329,436	\$1,384,000
Student fees	1,045,528	1,088,128	1,140,000
Discretionary support	919,555	970,450	978,000
TV&Radio	47,842	51,301	51,000
Fund-raising	699,545	775,585	825,000
Institutional Funds			
Gate Receipts	671,821	851,671	815,000
Guarantees	375,000	944,680	1,025,000
Other(list each):			
1. Programs and Concessions	54,600	61,354	60,000
2. Advertising	240,322	223,463	250,000
3. NCAA	296,635	247,445	180,000
4. Bowl Game	150,000	51,000	
5. Endowment income	99,367	103,952	75,000
6. Work study	19,445	10,540	10,000
7. Other	272,617	396,658	350,000
Total Sources	\$6,189,543	\$7,105,663	\$7,143,000
Uses			
Administration	\$1,652,248	\$1,884,601	\$2,013,000
Football (M)	2,501,291	2,845,373	2,846,380
Basketball (M)	768,981	856,934	875,000
Baseball (M)			
Swimming (M)			
Tennis (M)	34,536	36,630	36,000
Golf (M)	45,021	35,245	36,500
Basketball (W)			
Gymnastics (W)	254,078	279,786	280,500
Swimming (W)			
Tennis (W)	52,151	50,047	55,967
Softball (W)	162,038	183,205	195,250
Volleyball (W)	262,244	235,486	226,403
Track & C.C. (COED)	361,457	393,119	401,000
Other	153,088	168,224	177,000
Total Uses	\$6,247,133	\$6,968,650	\$7,143,000
Net Total Sources over Total Uses	(\$57,590)	\$137,013	\$0
Tuition Waivers (not included in above numbers)	\$542,425	\$562,659	\$568,125

Intercollegiate Athletics Sources and Uses of Funds

Weber State University

	Actual FY 1998	Actual FY 1999	Budget FY 2000
Sources			
General fund support	\$1,559,777	\$1,622,823	\$1,635,215
Student fees	878,406	854,617	890,000
Discretionary support			
TV&Radio	8,619	13,000	
Fund-raising	997,280	1,110,643	964,748
Institutional Funds	182,271	276,516	275,000
Gate Receipts	361,615	548,641	484,000
Guarantees	138,500	137,500	145,000
Other(list each):			
1. Playoff proceeds	197,061	199,529	236,000
2. Program sales	1,081	1,131	
3. Gifts/Interest			
4. Advertising			
5. Other	158,880	110,009	83,766
Total Sources	<u><u>\$4,483,490</u></u>	<u><u>\$4,874,409</u></u>	<u><u>\$4,713,729</u></u>
Uses			
Administration	\$997,118	\$1,041,492	\$1,301,798
Football (M)	1,294,380	1,344,269	1,230,032
Basketball (M)	645,403	774,618	648,299
Baseball (M)			
Swimming (M)			
Tennis (M)	89,169	102,786	102,046
Golf (M)	81,607	86,719	54,738
Basketball (W)	388,339	429,200	413,811
Gymnastics (W)			
Swimming (W)			
Tennis (W)	119,810	106,828	75,574
Softball (W)			
Volleyball (W)	253,810	278,262	263,741
Track & C.C. (COED)	453,810	461,090	396,576
Other	244,075	258,848	227,114
Total Uses	<u><u>\$4,567,521</u></u>	<u><u>\$4,884,112</u></u>	<u><u>\$4,713,729</u></u>
Net Total Sources over Total Uses	<u><u>(\$84,031)</u></u>	<u><u>(\$9,703)</u></u>	<u><u>\$0</u></u>
Tuition Waivers (not included in above numbers)	\$310,822	\$319,020	\$335,400

Intercollegiate Athletics Sources and Uses of Funds

Southern Utah University

	Actual FY 1998	Actual FY 1999	Budget FY 2000
Sources			
General fund support	\$922,970	\$1,093,460	\$1,025,800
Student fees	277,003	290,627	349,000
Discretionary support		35,000	
TV&Radio	9,750		
Fund-raising	197,357	188,636	210,100
Institutional Funds			
Gate Receipts	59,410	71,909	70,700
Guarantees	237,200	134,977	268,000
Other(list each):			
1. NCAA Rev. Distribution	95,375	91,095	94,000
2. Investment Income	6,500	5,100	
3. Conference Revenue	40,323	62,252	67,000
4. Misc. Revenue	14,990	5,601	4,249
5. Endowment Earnings	3,706	7,611	4,000
Total Sources	\$1,864,584	\$1,986,268	\$2,092,849
Uses			
Administration	\$580,919	\$703,944	\$691,146
Football (M)	462,446	434,491	486,761
Basketball (M)	298,308	277,425	284,734
Baseball (M)	\$58,693	\$90,252	\$57,000
Swimming (M)			
Tennis (M)			
Golf (M)	27,032	27,330	31,293
Basketball (W)	107,037	107,494	132,149
Gymnastics (W)	75,712	89,101	90,582
Swimming (W)			
Tennis (W)	41,554	41,099	45,202
Softball (W)	58,509	79,737	89,308
Volleyball (W)			
Track & C.C. (COED)	155,580	182,155	166,795
Other			0
Total Uses	\$1,865,790	\$2,033,028	\$2,074,970
Net Total Sources over Total Uses	(\$1,206)	(\$46,760)	\$17,879
Tuition Waivers (not included in above numbers)	\$332,506	\$337,750	\$388,357

Intercollegiate Athletics Sources and Uses of Funds

Snow College

	Actual FY 1998	Actual FY 1999	Budget FY 2000
Sources			
General fund support	\$329,096	\$395,264	\$383,470
Student fees	95,709	94,954	96,000
Discretionary support TV&Radio			
Fund-raising	63,608	1,944	55,000
Institutional Funds	20,000	212,664	200,000
Gate Receipts	18,121	17,327	18,000
Guarantees			
Other(list each):			
1. Transfers	20,325	213,550	190,000
2. Rents		300	1,000
3. Other	119,476	0	50,000
Total Sources	\$666,335	\$936,003	\$993,470
Uses			
Administration	\$334,136	\$310,247	\$414,000
Football (M)	96,148	116,894	115,000
Basketball (M)	52,697	86,266	85,000
Baseball (M)	\$41,295	\$77,163	\$75,000
Swimming (M)			
Tennis (M)			
Golf (M)			
Basketball (W)	46,887	57,843	55,000
Gymnastics (W)			
Swimming (W)			
Tennis (W)			
Softball (W)	44,096	55,970	55,000
Volleyball (W)	33,150	44,336	45,000
Track & C.C. (COED)			
Other	206,134	160,007	150,000
Total Uses	\$854,543	\$908,726	\$994,000
Net Total Sources over Total Uses	(\$188,208)	\$27,277	(\$530)
Tuition Waivers (not included in above numbers)	\$73,696	\$77,519	\$75,000

Intercollegiate Athletics Sources and Uses of Funds

Dixie College

	Actual FY 1998	Actual FY 1999	Budget FY 2000
Sources			
General fund support	\$336,901	\$456,172	\$352,268
Student fees	134,754	144,753	145,000
Discretionary support TV&Radio	28,000	33,000	33,000
Fund-raising	42,071	87,787	95,990
Institutional Funds	30,000	72,973	45,000
Gate Receipts	93,790	94,133	39,680
Guarantees	10,000	10,000	10,000
Other(list each):			
1. Corporate Sponsors	88,043	122,431	110,000
2. Concessions	7,417	11,381	7,500
3. Facility Rentals		2,225	
4. Endowment Income		5,365	
5. Workshops		24,025	104,320
6. Other	34,015	3,467	5,000
Total Sources	\$804,991	\$1,067,712	\$947,758
Uses			
Administration	\$174,812	\$188,129	\$168,038
Football (M)	205,575	230,260	186,489
Basketball (M)	180,064	217,340	190,020
Baseball (M)	\$84,066	\$72,411	\$81,578
Swimming (M)			
Tennis (M)			
Golf (M)		39,975	36,400
Basketball (W)	45,393	95,716	111,195
Gymnastics (W)			
Swimming (W)			
Tennis (W)			
Softball (W)	47,423	51,564	55,677
Volleyball (W)	52,086	35,172	38,100
Track & C.C. (COED)			
Other	30,885	78,115	61,150
Total Uses	\$820,304	\$1,008,682	\$928,647
Net Total Sources over Total Uses	(\$15,313)	\$59,030	\$19,111
Tuition Waivers (not included in above numbers)	\$162,482	\$191,450	\$191,400

Intercollegiate Athletics Sources and Uses of Funds

College of Eastern Utah

	Actual FY 1998	Actual FY 1999	Budget FY 2000
Sources			
General fund support	\$261,234	\$255,330	\$260,064
Student fees	60,986	75,502	68,500
Discretionary support TV&Radio			
Fund-raising	31,170	35,379	
Institutional Funds	8,011	82,160	15,512
Gate Receipts	10,040	7,612	9,015
Guarantees		4,000	
Other(list each):			
1. Special events			
2. Sales	506	591	
3. Entry fees	3,430	13,718	
4. Advertising	2,850	8,275	
5. Other income	5,270	833	
6. Special Programs			37,700
Total Sources	<u><u>\$383,497</u></u>	<u><u>\$483,400</u></u>	<u><u>\$390,791</u></u>
Uses			
Administration	\$69,256	\$75,354	\$55,880
Football (M)			
Basketball (M)	129,274	136,713	107,065
Baseball (M)	\$64,162	\$70,109	\$66,278
Swimming (M)			
Tennis (M)			
Golf (M)			
Basketball (W)	94,397	77,686	73,834
Gymnastics (W)			
Swimming (W)			
Tennis (W)			
Softball (W)			
Volleyball (W)	69,714	84,292	64,734
Track & C.C. (COED)		35,478	20,000
Other	2,227	3,768	3,000
Total Uses	<u><u>\$429,030</u></u>	<u><u>\$483,400</u></u>	<u><u>\$390,791</u></u>
Net Total Sources over Total Uses	<u><u>(\$45,533)</u></u>	<u><u>\$0</u></u>	<u><u>\$0</u></u>
Tuition Waivers (not included in above numbers)	\$37,718	\$67,525	\$67,600

Intercollegiate Athletics Sources and Uses of Funds

Utah Valley State College

	Actual FY 1998	Actual FY 1999	Budget FY 2000
Sources			
General fund support	\$471,111	\$514,887	\$523,511
Student fees	346,692	469,897	450,000
Discretionary support TV&Radio	49,334		
Fund-raising	101,207	100,000	110,000
Institutional Funds			
Gate Receipts	19,127	35,530	35,000
Guarantees			
Other(list each):			
Total Sources	<u>\$987,471</u>	<u>\$1,120,314</u>	<u>\$1,118,511</u>
Uses			
Administration	\$394,105	\$523,227	\$516,491
Football (M)	0		
Basketball (M)	128,132	145,867	137,122
Baseball (M)	\$103,546	\$109,796	\$103,898
Swimming (M)			
Tennis (M)			
Golf (M)	23,043	16,635	14,500
Basketball (W)	110,545	118,870	118,234
Gymnastics (W)			
Swimming (W)			
Tennis (W)			
Softball (W)	57,068	63,230	59,121
Volleyball (W)	69,105	77,915	70,364
Track & C.C. (COED)	75,874	43,037	38,000
Other	25,071	52,223	60,781
Total Uses	<u>\$986,489</u>	<u>\$1,150,800</u>	<u>\$1,118,511</u>
Net Total Sources over Total Uses	<u>\$982</u>	<u>(\$30,486)</u>	<u>\$0</u>
Tuition Waivers (not included in above numbers)	\$133,662	\$155,682	\$150,000

Intercollegiate Athletics Sources and Uses of Funds

Salt Lake Community College

	Actual FY 1998	Actual FY 1999	Budget FY 2000
Sources			
General fund support	\$42,250	\$52,397	\$57,225
Student fees	463,879	460,251	500,000
Discretionary support TV&Radio	43,776	45,030	45,750
Fund-raising	34,011	36,336	45,000
Institutional Funds		1,033	
Gate Receipts	16,852	17,554	17,000
Guarantees			
Other(list each):			
1. Advertising	14,650	10,650	11,000
2. Rental	11,102	14,208	15,000
3. Interest	8,750	9,172	9,000
4. Concessions	27,440	26,006	26,000
5. Other		1,654	2,000
Total Sources	<u><u>\$662,710</u></u>	<u><u>\$674,291</u></u>	<u><u>\$727,975</u></u>
Uses			
Administration	\$194,495	\$219,341	\$225,921
Football (M)			
Basketball (M)	132,420	124,741	130,031
Baseball (M)	\$86,424	\$95,611	\$90,764
Swimming (M)			
Tennis (M)			
Golf (M)			
Basketball (W)	115,659	94,635	102,519
Gymnastics (W)			
Swimming (W)			
Tennis (W)			
Softball (W)			79,670
Volleyball (W)	58,830	80,232	77,435
Track & C.C. (COED)			
Other			
Total Uses	<u><u>\$587,828</u></u>	<u><u>\$614,560</u></u>	<u><u>\$706,340</u></u>
Net Total Sources over Total Uses	<u><u>\$74,882</u></u>	<u><u>\$59,731</u></u>	<u><u>\$21,635</u></u>
Tuition Waivers (not included in above numbers)	\$63,254	\$48,057	\$55,000

MEMORANDUM

June 19, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: INFORMATION: Student Financial Aid–UHEAA
Board of Directors Report

Issue

This information report is submitted pursuant to State Board of Regents (SBR) Policy R610, which delegates administrative oversight for student financial aid programs to the UHEAA Board of Directors and requires the UHEAA Board regularly to inform the Regents of its activities and decisions.

Report

The next meeting of the UHEAA Board of Directors will be on June 22, 2000. The agenda for that meeting is attached. Information on actions taken at the meeting will be included in a Supplement to this report distributed on June 29.

Cecelia H. Foxley, Commissioner

Attachment

CHF/CGN

AGENDA

MEETING OF THE UTAH HIGHER EDUCATION ASSISTANCE AUTHORITY BOARD OF DIRECTORS

355 WEST NORTH TEMPLE
3 TRIAD CENTER, FIFTH FLOOR
EXECUTIVE CONFERENCE ROOM
FOURTH FLOOR
SALT LAKE CITY, UTAH

Thursday, June 22, 2000

10:00 A.M. - 1:00 P.M.

(In compliance with the Americans with Disabilities Act (ADA), individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify Lynda Reid, ADA Coordinator, at 355 West North Temple, 3 Triad Center, Suite 550, Salt Lake City, UT 8480 or at 321-7211 at least three working days prior to the meeting.)

1. Calling of the Roll & Welcome
2. Minutes of the April 11, 2000 Meeting
3. Minutes of the April 19, 2000 Conference Call Meeting
4. Minutes of the May 4, 2000 Conference Call Meeting
5. Motion for Executive Session at Next Meeting, (if needed)
6. Consideration of Board Reports

#1 ACTION

Money Management Investment Reports

#2 ACTION

Loan Purchase Program (LPP) Year-End Fund Designations

#3 ACTION

LPP Fiscal Year 2001 Operating Budget

#4 ACTION Loan Guarantee Program (LGP) Fiscal Year 2001 Operating Budget

#5 ACTION Utah Educational Savings Plan Trust (UESP) Fiscal Year 2001 Operating Budget

#6 INFORMATION Planning and Preparations for LGP Systems Conversions

7. OTHER INFORMATION ITEMS (Presented at Meeting)

8. Date of Next Meeting: Tuesday, September 19, 2000

MEMORANDUM

June 22, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Consent Calendar, Finance and Facilities Committee

It is the recommendation of the Commissioner that the Regents approve the following items on the Finance and Facilities Committee Consent Calendar:

a. OCHE Monthly Investment Report (Attachment A). Board Policy R541, Management and Reporting of Institutional Investments, requires approval of investment reports by the Board of Trustees or the Finance and Facilities Committee for the Office of the Commissioner. All operating funds of the Office of the Commissioner are invested with the University of Utah Cash Management Pool. The investment report for fiscal year 1999-2000 for the Office of the Commissioner is attached.

b. UofU and USU Capital Facilities Delegation Reports (Attachment B). In accordance with the capital facilities delegation policy adopted by the Regents and by the State Building Board, the attached reports are submitted to the Board for review. Officials from the institutions will be available to answer any questions that the Regents may have.

c. 1999-2000 Final Work Program Revisions (Attachment C). Utah statute requires that the Board of Regents approve all work program revisions. "Work Program" is a term applied to revenue and expenditure allotment schedules submitted to the State Division of Finance. Work programs serve as a basis for the disbursement of state appropriated funds to institutions. Attached is a summary of the final 1999-2000 work program revisions.

d. USHE Presidential Salaries. A summary of recommended salaries for the USHE presidents for 2000-2001 will be hand carried to the meeting on June 29, 2000.

Utah State Board of Regents
Consent Calendar
June 19, 2000
Page 2

e. Donated Property Liquidation (Attachment D). Under Regents' policy, donations to USHE institutions that are to be liquidated are included in the consent calendar. The University of Utah received a gift of an undivided 1/4th interest in certain vacant land located in Davis County, by Raye Carleson Ringholz. The University has agreed to sell this property to the Utah Department of Transportation (UDOT) to facilitate construction of the Legacy Parkway. The Executive Committee of the University's Board of Trustees has approved the sale of this property to UDOT. The proceeds from the sale (\$200,000) will go to establish an endowment with the special collections division at the Marriott Library.

f. Fuel and Power Reallocation (Attachment E). Legislative intent language allows the Board to authorize transfers of fuel and power funds in excess of the legislated 10% reserve for "critical institutional needs." In compliance with legislative intent language, Snow College is requesting permission to transfer \$186,000 from its fuel and power account for computer equipment and related expenses.

Cecelia H. Foxley, Commissioner

CHF/NCT/BK

OFFICE OF THE COMMISSIONER OF HIGHER EDUCATION INVESTMENT REPORT For the Fiscal Year 1999-00

NOTE: FUNDS INVESTED IN CASH MANAGEMENT POOL AT THE UNIVERSITY OF UTAH

	Changes*	Monthly Balance
Investment Balance - July 1, 1999		3,471,014
Net Changes in Investment Balance	663,395	
Investment Balance - August 1, 1999		4,134,409
Net Changes in Investment Balance	503,201	
Investment Balance - September 1, 1999		4,637,610
Net Changes in Investment Balance	-1,239,545	
Investment Balance - October 1, 1999		3,398,065
Net Changes in Investment Balance	469,522	
Investment Balance - November 1, 1999		3,867,587
Net Changes in Investment Balance	-546,086	
Investment Balance - December 1, 1999		3,321,501
Net Changes in Investment Balance	176,165	
Investment Balance - January 1, 2000		3,497,665
Net Changes in Investment Balance	80,121	
Investment Balance - February 1, 2000		3,577,786
Net Changes in Investment Balance	234,647	
Investment Balance - March 1, 2000		3,812,433
Net Changes in Investment Balance	-170,813	
Investment Balance - April 1, 2000		3,641,620
Net Changes in Investment Balance	69,250	
Investment Balance - May 1, 2000		3,710,869
Net Changes in Investment Balance	119,980	
Investment Balance - June 1, 2000		3,830,849
Net Changes in Investment Balance	0	

*These amounts represent the actual cash balance changes in the operating funds of the Office of the Commissioner as maintained in the University of Utah account.

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MEMORANDUM

June 22, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Revised Policy R135, Institutional Legal Counsel in the Utah System of Higher Education

Issue

According to Regents' request, the policy is revised to reflect the increased delegation of responsibility for institutional legal counsel to the President, with the approval of the institutional Board of Trustees.

Background

After a review of Regents' Policy R135, *Institutional Legal Counsel in the Utah System of Higher Education*, at the April 14, 2000 meeting, the Board took action to amend the policy. The Board clarified in paragraph 3.1 that the Board must approve the creation of an office of legal counsel at an institution, but does not need to approve the appointment of individual "full and part time attorneys" positions. This reflected a decision to place responsibility for an institutional legal counsel with the President and the institutional Board of Trustees. (For the Board's information, the Attachment continues to delineate these already adopted changes to paragraph 3.1.)

The Board also recommended that other provisions of the policy be omitted or revised to better reflect this decision.

Options Considered

Paragraphs 3.5 and 3.10 are omitted or revised to replace a mandatory five year review and annual report with a periodic report to the Board upon request. Paragraph 3.7 is revised to better reflect the relationships among the Office of the Commissioner, the Attorney General's Office, and the institutions' offices of legal counsel.

Recommendation

It is the recommendation of the Commissioner that the amendments provided in the attached Revised Policy R135, *Institutional Legal Counsel in the Utah System of Higher Education*, be approved.

Cecelia H. Foxley, Commissioner

CHF/HRE

Attachment

R135, Institutional Legal Counsel in the System of Higher Education

R135-1. Purpose

To provide for the appointment and coordination of institutional legal counsel within the System of Higher Education.

R135-2. Reference

2.1. Utah Code [§53B-2-106\(2\)](#) (Coordination of Legal Affairs Within the Institution and the System)

2.2. Policy and Procedures [R131](#) , Functions of the State Board of Regents

3.1. Appointment of Attorneys - Subject to the authority of the Board of Regents, these Policies and Procedures, and specific Board of Regent approval, the President of each institution with the approval of the institution's Board of Trustees may [~~appoint full and part time attorneys~~] create an office of legal counsel to provide legal advice to the institution's administration and to coordinate legal affairs within the institution.

3.2. Authority of the Board - The Board has reserved for itself the establishment of policies and procedures having statewide implications. By its effective coordination of legal counsel among the institutions and with the Office of the Attorney General, the Board shall seek to optimize the benefit of such legal counsel to the System as a whole and to each institution.

3.3. Board approval - The Board may approve the establishment of an office of legal counsel at an institution upon a demonstration of need pursuant to the following criteria:

3.3.1. On-campus Availability - Legal counsel must be located on campus to adequately monitor and coordinate campus legal affairs, determine priorities for the institutions' legal needs, review contracts and otherwise practice preventive law, coordinate legal affairs with academic and administrative policy and decision making, attend on-campus hearings, and provide administrators and other campus personnel seeking assistance with ready access to needed legal services.

3.3.2. Response Time - Certain matters require immediate response. The administration must be able to direct an institutional legal counsel to reorder priorities and respond in a timely manner.

3.3.3. Area of Expertise - The institution, or the System as a whole, has a need for a particular legal expertise (For example, patent, trademark, or communications counsel) which is not available from the Attorney General's Office.

3.3.4. Familiarity with Collateral Issues - In order to perform effectively, a legal counsel must have an ongoing familiarity with similar or collateral issues at the institution.

3.3.5. Lack of Alternative Support - The Office of the Attorney General is unable to meet the institution's need for legal counsel services.

3.3.6. Costs to State - The costs to the state to retain institutional legal counsel compare favorably with the costs to the state for the institution to rely on legal services provided by the Attorney General's Office.

3.4. Funded from Internal Sources - The office of legal counsel shall be funded by the institution from internal reallocation of resources and not from new state appropriations requested for this purpose.

~~[3.5. Periodic Review - Each institutional office of legal counsel shall be evaluated according to the criteria of paragraph 3.3 at not longer than five year intervals.]~~

3.5. Coordination of Legal Affairs within the Institution - The President may designate the institutional office of legal counsel to coordinate the legal affairs within the institution.

3.6. Cooperation with the Attorney General's Office - A president appointed attorney shall not conduct litigation, settle claims covered by the State Risk Management Fund, or issue formal opinions, but shall, in all respects, cooperate with the Office of the Attorney General's effort to provide appropriate legal representation to the institution.

3.6.1. The institutional office of legal counsel shall communicate to and cooperate with the Attorney General on all matters which may be expected to impact on litigation or on one or more other System institutions.

3.6.2. Issues and conflicts relating to interpretations of federal or state statutes, regulations, or rules are subject to resolution by opinions from the Attorney General's Office.

3.7. Coordination of System Wide ~~[Issues]~~ Training and Development by the Office of the Commissioner - ~~[The Office of the Commissioner shall coordinate activities of attorneys among the institutions of higher education.]~~ The Commissioner or his/her designee shall coordinate, together with the Attorney General's Office, state wide efforts to provide training and development opportunities for attorneys at the institutions and to enhance the exchange of information, ideas and expertise between and among higher education attorneys at the institutions and in the Attorney General's Office.

3.8. Develop Range of Expertise at the Institutions and Across the System - The institutional attorneys and the Office of the Commissioner shall cooperate with the Attorney General's Office to encourage the development of a balanced range of expertise at the institutions and across the System and to provide mechanisms to share resources and expertise, as appropriate.

3.10. ~~[Annual]~~ Periodic Report to the Board- Upon request, each institution shall provide ~~[an annual]~~ report to the Board of Regents on the activities of ~~[appointed attorneys and]~~ the institutional office of legal ~~[affairs]~~counsel in a format provided by the Office of the Commissioner.

(Adopted May 14, 1993, amended April 14, 2000. Proposed amendments for the June 2000 meeting.)

MEMORANDUM

June 21, 2000

TO: State Board of Regents
FROM: Cecelia H. Foxley
SUBJECT: Consent Calendar

It is the recommendation of the Commissioner that the Regents approve the following items on the Consent Calendar:

A. Minutes

1. Approval of the Minutes of the Regular Meeting of the Utah State Board of Regents held April 14, 2000, at the College of Eastern Utah in Price, Utah
2. Approval of the Minutes of the Special Meeting of the Utah State Board of Regents held May 18, 2000, at Salt Lake Community College in Salt Lake City, Utah

B. Grant Proposals - Approval to submit the following proposals:

1. Utah State University - MMR Vaccine and Autism; \$1,042,500; Anthony R. Torres, Principal Investigator.
2. Utah State University - Faculty Immune Regulation in Autism; \$3,161,166; Anthony R. Torres, Principal Investigator.
3. Utah State University - An Empirical Evaluation of the Performance of Different Approaches to Classifying Reference Conditions in Streams; \$1,499,691; Charles P. Hawkins, Principal Investigator.
4. Utah State University - Determination of the Presence of Microbes; \$1,074,200; Linda Powers, Principal Investigator.
5. Utah State University - Engineering if Fun! Integration of Engineering in Utah's K-12 math and Science Education; \$1,320,033; Cynthia Furse, Principal Investigator.

6. Utah State University - Consortium for the Application of Behavioral Principles to Management; \$3,608,770; Fred Provenza, Principal Investigator.
 7. Utah State University - Developing a U.S. Market for Identity-Preserved Red Meat; \$1,236,533; Dee Von Bailey, Principal Investigator.
 8. Utah State University - The utility of the USURF/SDL GIFTS as the Infrared Imaging and Sounding Sensor on the Next Generation of Geostationary Operational Environmental Satellite (GOES) Weather Satellite; \$48,870,831; Gail Bingham, Principal Investigator.
 9. Utah State University - Presidential Scholarship Program; \$1,406,674; Craig Petersen, Principal Investigator.
- C. Executive Session(s) — Approval to hold an executive session or sessions in connection with the meetings of the State Board of Regents to be held August 3-4, 2000, at Southern Utah University, to consider property transactions, personnel performance evaluations, litigation, and such other matters permitted by the Utah Open and Public Meetings Act.

Cecelia H. Foxley, Commissioner

CHF:jc