

AGENDA

MEETING OF THE  
UTAH STATE BOARD OF REGENTS

December 8, 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 STATE BOARD OF REGENTS  
University of Utah, Salt Lake City, Utah  
Olpin Union Building  
December 8, 2000

8:00 a.m. -                   BREAKFAST MEETING – STATE BOARD OF REGENTS,  
9:30 a.m.                    UNIVERSITY OF UTAH BOARD OF TRUSTEES,  
                                  PRESIDENT MACHEN, COMMISSIONER FOXLEY  
                                  Parlor A

1. Open Discussion
2. Executive Session

9:30 a.m. -                   COMMITTEE OF THE WHOLE  
11:00 a.m.                   Saltair Room

1. USHE 2001-2002 Proposed Tuition Increase                   Tab A
2. National Center for Public Policy and Higher Education's *Measuring Up 2000:*  
The State-by-State Report Card for Higher Education                   Tab B
3. Discussion of Master Planning Issues                   Tab C-1
  - ATE
  - Other
4. Higher Education's Legislative Agenda                   Tab C-2

11:00 a.m. -                   MEETINGS OF BOARD COMMITTEES  
12:00 noon

Academic and Applied Technology Education Committee  
West Ballroom

ACTION:

1. Tenure and Post-Tenure Review Report                   Tab D

DISCUSSION:

2. General Education Assessment                   Tab E
3. Preliminary Ideas for Updating the USHE Technology Master Plan                   Tab F

INFORMATION:

4. Technologically Delivered Instruction                   Tab G
5. Policy R401, *Approval of New Programs and Program Additions or Changes*                   Tab H
6. USHE – Annual Report on T. H. Bell Incentive Loan Program                   Tab I

Finance and Facilities Committee

Saltair Room

**ACTION:**

- |  |       |
|--|-------|
| 1. University of Utah – Financing Plan for East Campus Central Plant Part II | Tab J |
| 2. University of Utah – Long-Range Development Plan                          | Tab K |
| 3. USHE – Authorization to Seek Revenue Bond Financing                       | Tab L |

**INFORMATION:**

- |  |             |
|--|-------------|
| 4. USHE – Projected 20-Year Space Needs                    | Tab M       |
| 5. USHE – Annual Leased Space Report                       | Tab N       |
| 6. USHE – Fall 2000 Enrollment Report Revisions            | Tab O       |
| 7. Technologically Delivered Instruction                   | (See Tab G) |
| 8. Student Financial Aid – UHEAA Board of Directors Report | Tab P       |

**CONSENT:**

- |   |       |
|---|-------|
| 9. Consent Calendar, Finance and Facilities Committee         | Tab Q |
| a. OCHE Monthly Investment Report                             |       |
| b. UofU and USU Capital Facilities Delegation Reports         |       |
| c. Weber State University – Donated Property to be Liquidated |       |
| d. Annual Money Management Report                             |       |

**DISCUSSION:**

10. Facilities Discussion with Governor Michael O. Leavitt

12:00 noon -  
2:00 p.m.

LUNCHEON AND GOVERNOR MICHAEL O. LEAVITT'S  
BUDGET PRESENTATION  
Ballroom

2:00 p.m. -  
3:00 p.m.

REGULAR BUSINESS MEETING OF THE BOARD OF REGENTS  
Saltair Room

- |   |       |
|---|-------|
| 1. Report of the Chair                  |       |
| 2. Report of the Commissioner           |       |
| 3. Reports of Board Committees          |       |
| Academic and ATE Committee (Tabs D - I) |       |
| Finance and Facilities (Tabs G, J - Q)  |       |
| 4. General Consent Calendar             | Tab R |
| 5. Other                                |       |

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In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify 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**

December 1, 2000

TO: State Board of Regents  
FROM: Cecelia H. Foxley  
SUBJECT: USHE-2001-2002 Proposed Tuition Increase

Issue

During the December 8<sup>th</sup> meeting, Regents will be asked to consider and take action on a general tuition rate increase for all USHE institutions for the 2001-2002 academic year. The increase considered at this meeting will apply uniformly to all USHE institutions. The Regents will be asked to consider a second tier of increases for individual institutions at a later date. This two-tier approach for setting tuition increases is the recommendation of the 2000 USHE Master Planning Task Force on Tuition and Financial Aid.

The Commissioner's Recommendation, along with supporting information, will be hand carried to the meeting on December 8<sup>th</sup>.

Cecelia H. Foxley, Commissioner

CHF/NCT/BLM

**MEMORANDUM**

November 29, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: National Center for Public Policy and Higher Education's  
*Measuring Up 2000: The State-by-State Report Card for Higher Education*

The National Center for Public Policy and Higher Education will be releasing its State-by-State Report Card for Higher Education on November 30, 2000. Higher education, including public and private institutions, in each state was "graded" in six performance categories: (1) preparation for college, (2) participation of students going to college, (3) affordability, (4) completion rates, (5) economic benefits, and (6) educational performance or learning.

Preliminary information about the report is attached. Since the actual report is being released tomorrow, there will be media coverage of how higher education in Utah is rated before next week's Board meeting. More information will be faxed to Regents and institutional Presidents when the embargo on the report is lifted tomorrow morning. Additional details of the report will be hand-carried to the December 8 meeting.

Cecelia H. Foxley, Commissioner

CHF:jc

Attachment

**MEMORANDUM**

November 29, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Discussion of Master Planning Issues–Legislative ATE Task Force

Since the October 27 meeting of the Utah State Board of Regents, the Legislative ATE Task Force met three times. On October 30 the Task Force heard a presentation from ATE providers in Salt Lake and Tooele counties concerning working relationships between Salt Lake Community College and the Wasatch Front Applied Technology Center (See Attachment 1), and a joint proposal from Higher Education and Public Education (See Attachment 2). During the November 13 meeting, the Task Force discussed draft legislation that was prepared by John Fellows of the Office of Legislative Research and General Counsel. At the conclusion of that meeting, the Task Force asked representatives of higher education and public education to respond to the proposed legislation at a final meeting to be held on November 20. At the November 20 meeting, the Task Force finalized the language for the proposed legislation (See Attachment 3).

The proposed legislation establishes a new applied technology education governance structure for Utah. A regional board is created for each of the nine existing educational regions and the powers and duties of these boards are defined. The act also establishes a state-wide Joint Applied Technology Education Council and defines the Council's duties and powers. If passed by the legislature, the act would take effect July 1, 2001.

Cecelia H. Foxley, Commissioner

CHF/MAP/GSW  
Attachments

**Comparison of Proposals/Issues Before the Applied Technology Education Task Force  
Including a Joint Proposal from the Utah State System of Higher Education and Utah State Office of Education**

<b>Task Force Issues</b>	<b>Task Force Position</b>	<b>Senator Blackham Proposal</b>	<b>Joint USBR/USBE Proposal</b>
<b>Name</b>	Applied Technology Education Governing Committee	Modified Statewide ATE Committee	Joint Applied Technology Education Council (JATEC)
<b>Independence</b>			USBE or USBR veto with unanimous vote of either board subject to override by 2/3 majority of JATEC
<b>Jurisdiction</b>	Jurisdiction over the ATCS and ATCSRs; coordinates with school districts/State Board of Education for applied technology education provided by local districts and with Board of Regents for ATE provided by higher educational institutions.	ATE statewide and within both public education and higher education through regional boards	Jurisdiction over the ATCs and ATCSRs for all non-credit ATE training; coordinates with school districts/State Board of Education for applied technology education K-12 provided by local districts and with Board of Regents for credit ATE provided by higher education institutions.
<b>Membership</b>	Adopted Senator Blackham's Proposal  1 ea. 10 ATE regions (split southwest) 2 public education: State Superintendent plus one 2 higher education: Commissioner plus one 1 Dept. Workforce Services	1 ea. 10 ATE regions (split southwest) 2 public education: State Superintendent plus one 2 higher education: Commissioner plus one 1 Dept. Workforce Services	The JATEC membership would include: 3 members of the USBE 3 members of the USBR 5 regional representatives chosen on a rotation basis (Alternating 2-3 from the urban regions and 2-3 from the rural regions on a two year cycle.) Ex Officio members from: 1 DCED 1 Utah Partners In Education Remaining regional representatives

<b>Task Force Issues</b>	<b>Task Force Position</b>	<b>Senator Blackham Proposal</b>	<b>Joint USBR/USBE Proposal</b>
<b>Appointment of Members</b>	Adopted Senator Blackham’s proposal 15 members A representative of each regional board (10) Two members from Higher Education (Commissioner and one additional representative) Two members from Public Education (the State Superintendent and one additional representative) The executive director of the Department of Workforce Services	15 members The chair of each regional board (10) Two members from Higher Education (Commissioner and one additional representative) Two members from Public Education (the State Superintendent and one additional representative) The executive director of the Department of Workforce Services	Regions will appoint a representative (5 voting and remaining non voting.) USBR 3 representatives. USBE appoints 3 representatives Ex Officio members: Chair DCED Chair Partners in Education
<b>Meeting Schedule</b>	Quarterly, and as needed		At least quarterly, and as needed
<b>Compensation</b>	Per diem using stock state language		Per diem using stock state language
<b>Staff</b>	Adopted Senator Blackham’s proposal Dept. of Workforce Services	Dept. of Workforce Services	USOE and USHE shared responsibility
<b>Appropriation Powers</b>		Regional boards prepare and submit budgets to modified State-wide ATE committee for presentation to the Legislature	Regional boards prepare and submit budgets to the JATEC which presents prioritized budget to the Governor and the Legislature



<b>Task Force Issues</b>	<b>Task Force Position</b>	<b>Senator Blackham Proposal</b>	<b>Joint USBR/USBE Proposal</b>
<b>Allocation Powers</b>		Funding for current public and higher education programs is frozen: eventually all ATE funds would be appropriated directly from Legislature to regional boards.	ATE funds under an applied technology- funding unit would be appropriated directly to the ATC/ATCSR and higher education institution.
<b>Capital Facilities Powers</b>	Receives priorities from ATE providers, priorities a list, makes recommendation to the Building Board	Prioritizing and presenting to the Legislature requests for ATE facilities (preference would be given to projects that are joint efforts of all entities involved and maximize the use of the facilities to meet the needs of all students in the region.)	Regional boards prepare and submit capital facilities requests to the JATEC which presents prioritized requests to the Building Board, the Governor and the Legislature
<b>Appointment of ATC and ATCSR boards and Superintendents</b>		Regional Board membership would include: 1 representative from each school district in the region 1 representative from the higher education institution in the region. Other representatives of business and industry appointed jointly by higher and public education. The chair of the board would be selected from among the representatives of business and industry. ATC superintendents and ATCSR directors would provide staff support to the regional board.	1 representative appointed by local board of education; 1 representative from each higher education institution board of trustees; 3 (minimum) representatives of business and industry appointed jointly by public and higher education members  Chair to be elected by the board members from membership of the board  Superintendents or ATCSR directors are recommended by the regional boards and approved by the JATEC.
<b>Defining Duties and Responsibilities of ATC/ATCSR Boards and Superintendents</b>			The JATEC should establish duties and responsibilities by rule in consultation with USBR, USBE, and regional boards.

Task Force Issues	Task Force Position	Senator Blackham Proposal	Joint USBR/USBE Proposal
<p><b>Other Powers and Duties</b></p>		<p>Regional boards conduct master planning, including programs, partnerships, facilities, etc.; and submit plans to state committee, which presents statewide plan ensuring fairness.</p>	<p>Quarterly agenda items                      Ongoing strategic planning at state and regional levels.                      Interface with business and industry.                      Fast track ATE program approval when necessary.                      Issue annual report on ATE.                      Develop criteria for membership/clock hour counts.                      Determine ATE funding unit.                      Determine an articulation process for converting non-credit competencies to credit (higher education).</p>
<p><b>ATE Funding Unit</b></p>		<p>The Legislature would commit new monies to the ATE system and begin developing a WPU type funding mechanism for Adult Non-credit ATE.</p>	<p>A funding unit should be established based on the audited non-credit membership hours produced at ATCs, ATCSRs, and higher education institutions.                      The funding unit would increase each year at the same rate as the WPU.                      This funding unit would begin to provide equity within the regions for adult non-credit ATE training.</p>

November 29, 2000

TO: State Board of Regents  
FROM: Cecelia H. Foxley  
SUBJECT: Higher Education's Legislative Agenda

We have invited the members of the Institutional Boards of Trustees to join us for the Board of Regents December 8 meeting to discuss issues vital to higher education.

Meeting together will give us an opportunity as an entire system to prepare for the 2000 Legislative Session by reviewing Utah System of Higher Education priorities and discussing some possible approaches to helping legislators better understand the vital link between an educated citizenry and a healthy economy.

Materials for this discussion will be hand-carried to the meeting.

Cecelia H. Foxley, Commissioner

CHF:jc

**MEMORANDUM**

November 29, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Tenure and Post-Tenure Review Report -Action Item

The Issue

Regents' Policy R481, Academic Freedom, Professional Responsibility and Tenure, requires that all USHE institutions establish procedures requiring regular evaluations of tenured faculty members. Policy R483 requires an annual report to the Regents on the number of faculty members eligible for tenure and the number awarded tenure. This report addresses these policy requirements as well as other issues regarding tenure at USHE institutions.

Report Findings

Tenured faculty constitute about 60 percent of the 3,017 full-time faculty at USHE institutions compared to a national average of just over 64 percent. An additional 26 percent are tenure track, while 14 percent are in non-tenured positions.

The process for awarding tenure continues to be rigorous and demanding at USHE institutions. The six to seven year process includes frequent evaluations from students, faculty peers, and administrative supervisors. Of a cohort of 213 tenure track faculty, evaluated for purposes of this report, 114 or 68 percent eventually received tenure status. Of the 69 not granted tenure, 28 left the institution before completing the tenure probationary period after having received an unsatisfactory performance evaluation. Thirty-one of the cohort left with satisfactory evaluations, six were denied tenure, and 4 were granted one year extensions.

Regents Policy R481 requires a formal post-tenure review of tenured faculty consistent with requirements of accreditation standards. Policies requiring extensive post-tenure reviews, in compliance with such standards, are now in place in eight of the nine USHE institutions. The remaining institution is currently developing a comprehensive policy. Results of an evaluation of post-tenure reviews conducted in 1999-2000 show that nearly 32 percent of tenured faculty received such reviews. However, the percentage evaluated varied widely at the institutions ranging from 11.6 percent to 100 percent. Of the 573 faculty evaluated, 542 (94.6 percent) had satisfactory or better performance. Additionally, 24 were judged satisfactory with some deficiencies. Six were rated unsatisfactory and one was terminated.

Policy Issues

Tenure continues to be a needed feature of faculty governance at USHE institutions. It provides the basis for protecting academic freedom, both for faculty and for students, and it establishes a level of professional security that is necessary to attract highly qualified individuals to the profession. Further, it represents a level of achievement that appropriately reflects professional accomplishments of those faculty members who have completed the necessary academic preparation and rigorous scrutiny over a seven year probationary period at the institution.

Tenured faculty should be, and are, held accountable by system-level and institutional policies that are rigorous and effective. The combination of recruitment practices, probationary reviews of tenure track faculty, and post tenure reviews are working effectively.

Commissioner's Recommendation

It is the recommendation of the Commissioner that the Regents accept the 2000 Report on Tenure and Post Tenure Review. It is further recommended that the Regents continue to support implementation of effective post tenure review policies at all USHE institutions, and require annual reports on the number of faculty who have been awarded tenure and the results of institutional tenure and post tenure review activities.

Cecelia H. Foxley, Commissioner

CHF/MAP/DRC

**Tenure and Post-Tenure Review Report  
2000**

**Utah System of Higher Education  
State Board of Regents**

by

Michael A. Petersen  
David R. Colvin

November 29, 2000

## **Introduction**

The Tenure and Post-Tenure Review Report 2000 presents information required by Regent Policy R481, Academic Freedom, Professional Responsibility and Tenure. This policy requires that all USHE institutions establish procedures requiring regular evaluations of tenured faculty members. Additionally, Regent Policy R483 requires an annual report to the Regents on the number of faculty members eligible for tenure and the number awarded tenure. This report addresses these policy requirements and other important issues regarding tenure at USHE institutions.

## **Background**

All institutions in the Utah System of Higher Education have policies providing for the granting of tenure to full-time faculty members who are in tenure track positions. These policies must meet guidelines outlined in Policy R481. At the system level, tenure is also regulated by R483, which directs the institutions to have rigorous annual review procedures for nontenured faculty members and to report annually to their Boards of Trustees and the Regents on the number of faculty members who were eligible to receive, and the number who were awarded, tenure.

Tenure insures that tenure track faculty members, after a probationary period that usually lasts for six or seven years, may thereafter not be dismissed without adequate cause. Tenure is intended to assure academic freedom, which is described in the following way in R481.3.3:

The institutions are operated for the common good and not to further the interest of either the individual faculty member or the institution as a whole. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

Tenure is intended to provide a sufficient degree of economic security to make the profession attractive to highly qualified individuals. Tenured faculty members may not be dismissed by the institution without adequate cause, nor without procedures being followed which satisfy minimum standards of due process. Causes for dismissal may include professional incompetence, serious misconduct or unethical behavior, serious violation of Board or institutional rules and regulations, or substantially impaired performance for medical reasons. (R481.3.6.1-3.6.4) Tenured faculty may also be dismissed because of bona fide financial exigencies. (R482.3.8) Procedures for dismissal for cause must include notice of the cause in sufficient detail to enable the faculty member to understand and rebut them; the names of the persons making the charges and the nature of the factual evidence; reasonable time and opportunity for the faculty member to present evidence in his or her defense; and a hearing before an impartial body of faculty peers. (R481.3.7.1-3.7.4)

### Number of Tenured Faculty at USHE Institutions

At USHE institutions approximately 60 percent of the full-time faculty are tenured. Nationally, 64.2 percent of the faculty members at public institutions of higher education are tenured. Table 1 below reports the number and percent of faculty who are tenured or on the tenure track, and the number of non-tenure track faculty at each USHE institution. Of 3,017 full-time faculty, 1,806 or 59.9 percent are tenured. An additional 787 or 26.1 percent are tenure track, while about 14 percent of the full-time faculty are in non-tenure positions.

**Table 1**

#### USHE Tenure/Tenure Track Faculty 1999-2000

	<b>Total Faculty</b>	<b>Total Tenured</b>	<b>Tenure Track</b>	<b>Non- tenure Track</b>	<b>Percent of Total Tenured</b>
<b>U of U *</b>	886	614	141	131	69.3%
<b>USU</b>	640	418	137	85	65.3%
<b>WSU</b>	430	249	100	81	57.9%
<b>SUU</b>	205	95	76	34	46.3%
<b>SNOW</b>	104	48	17	39	46.2%
<b>DIXIE</b>	81	35	46	0	43.2%
<b>CEU</b>	82	40	36	6	48.8%
<b>UVSC</b>	270	134	125	11	49.6%
<b>SLCC</b>	319	173	109	37	54.2%
<b>USHE</b>	3017	1806	787	424	59.9%

\* Excludes medical school faculty.

The decision at each of the USHE institutions to grant tenure to a faculty member is the result of rigorous recruiting and evaluative procedures extending over six or seven years. It begins with a highly competitive search to recruit individuals. In many cases candidates are recruited nationally, sometimes internationally, and bring with them extensive academic preparation, usually terminal degrees in their chosen fields, as well as other appropriate qualifications. The result is the selection of highly qualified individuals to tenure track faculty positions. This rigorous selection process increases the likelihood that a high percentage will successfully complete the probationary process and be granted tenure.



### Evaluation Procedures for Tenure Track Faculty

Once hired, faculty are evaluated annually by students in the classes they teach, their peers at the university or college, and by administrative supervisors. The evaluations are used to identify deficiencies, give assistance to faculty when improvements are required, and to recognize and reward excellent performance. If sufficiently serious deficiencies are found, the evaluations lead to recommendations for dismissal. As the probationary period ends and a decision to grant or deny tenure is to be made, an even more extensive evaluation of the faculty member is conducted. The procedures vary, depending on the mission and roles of the institution. For example, there is a greater focus on teaching ability of faculty at community colleges, while research plays a more prominent part at most departments at the University of Utah and Utah State University.

The evaluation procedures used at USHE institutions for tenure track faculty members are demanding and effective. A cohort group of tenure track faculty who were hired during 1993-94 were followed during a seven-year period. This year was selected because all faculty hired would have completed the full probationary period during 1999-2000. The results of the study are summarized in Table 2 below. Two-hundred and thirteen new tenure track faculty were hired that year, and eventually 144 (68 percent) were awarded tenure. Twenty-eight faculty who did not complete the probationary period left the institution with an unsatisfactory performance evaluation. It may be assumed that most of these individuals were encouraged to leave because of the likelihood that they would not be granted tenure. Additionally, 31 faculty members had received satisfactory evaluations but left the institution before receiving tenure, because of other professional opportunities or because they were counseled to seek other options. Six of the cohort applied for and were denied tenure, while 4 others were granted one year extensions of their probationary period.

**Table 2**

#### Status of Tenure Cohort from 1993-94 to 1999-2000

	<b>Tenure cohort hired 1993-94</b>	<b>Left institution with unsatisfactory performance</b>	<b>Left institution with satisfactory performance</b>	<b>Denied tenure following probation and final review</b>	<b>Granted one year extension of tenure probation</b>	<b>Number Granted tenure in 1999-2000</b>
<b>U of U*</b>	70	10	8	3	3	46
<b>USU</b>	33	3	6	0	0	24
<b>WSU</b>	29	3	4	1	1	20
<b>SUU</b>	11	1	4	1	0	5
<b>SNOW</b>	5	2	0	0	0	3
<b>DIXIE</b>	6	2	1	0	0	3
<b>CEU</b>	2	0	0	0	0	2
<b>UVSC</b>	22	4	4	1	0	13
<b>SLCC</b>	35	3	4	0	0	28
<b>USHE</b>	213	28	31	6	4	144

\* Medical school faculty included.

### **Post-Tenure Review**

Policy R481 requires a formal post-tenure review of tenured faculty in a “ manner and frequency consistent with accreditation standards.” The Commission on Colleges of the Northwest Association of Schools and Colleges requires that all members of the faculty be subject to substantive performance evaluation and review at least every third year. The procedures must include multiple indices, be related to the role of the faculty member in relation to the mission of the institution, and accordingly may require evaluation of teaching, scholarly performance and/or research productivity, and service to the profession, school, and community. This requirement does not necessarily mandate a post tenure review every third year but does require a substantive evaluation of all faculty at that frequency.

At all institutions in the system, annual evaluations of tenured faculty are performed by students in their classes, and by their supervisors when decisions are made regarding merit salary increases. More extensive post tenure reviews are also conducted at most institutions. At the University of Utah, Utah State University, and the College of Eastern Utah, comprehensive evaluations occur on five-year cycles and involve evaluations by peers, students, and administrators and are usually overseen by a tenured faculty review committee. Weber State University and Salt Lake Community College conduct similar comprehensive evaluations of tenured faculty members every three years. At Southern Utah University, Snow College, and Utah Valley State College, tenured faculty members are evaluated annually, as are all faculty, by their immediate supervisors and by students. Utah Valley State College recently implemented a new policy which requires more extensive evaluation of tenured faculty who show deficiencies in performance during annual evaluations. Southern Utah University is currently developing a post-tenure review policy which will be in addition to its annual review procedure.

Although the procedures that are used to evaluate tenured faculty differ at USHE institutions, the purposes are the same: to identify and correct deficiencies, to recognize and reward excellent performance, and in sufficiently serious cases to provide for dismissal of the faculty member.

A recently completed study of post-tenure review shows that the procedures are effective. Table 3 on the following page summarizes the results of post tenure reviews conducted at USHE institutions during 1999-2000. Nearly one third (31.7 percent) of the tenured faculty in the system were evaluated last year. The percentage of tenured faculty who were evaluated varied extensively and ranged from 11.6 percent to 100 percent. The percent evaluated is affected by several factors including large numbers of tenured faculty serving as administrators at some institutions. Most tenured faculty were judged to be performing satisfactorily, although about 4 percent had some deficiencies. Only 1.2 percent had deficiencies requiring serious corrective action or termination. The study reveals that while most tenured faculty perform their duties satisfactorily, the post tenure evaluations do identify deficiencies in performance making appropriate corrective or disciplinary actions possible.

Table 3

**Post-tenure Review in USHE Institutions 1999-2000**

	<b>* Faculty receiving post-tenure review 1999-2000</b>	<b>Percent of tenured faculty</b>	<b>Satisfactory or better performance</b>	<b>Satisfactory performance with some deficiencies</b>	<b>Unsatisfactory performance needing serious correction</b>	<b>Terminated or given notice of termination</b>
<b>U of U **</b>	85	13.8%	75	8	1	1
<b>USU</b>	104	24.9%	99	3	2	0
<b>WSU</b>	113	45.4%	101	12	0	0
<b>SUU</b>	11	11.6%	9	1	1	0
<b>SNOW</b>	48	100.0%	48	0	0	0
<b>DIXIE</b>	28	80.0%	28	0	0	0
<b>CEU</b>	6	15.0%	6	0	0	0
<b>UVSC</b>	134	100.0%	132	0	2	0
<b>SLCC</b>	44	25.4%	44	0	0	0
<b>USHE</b>	573	31.7%	542	24	6	1

\* Includes promotional reviews of tenured faculty.

\*\* Excludes medical school faculty.

**Conclusions**

Tenure continues to be a needed feature of faculty governance at USHE institutions. It provides the basis for protecting academic freedom, both for faculty and for students, and it establishes a level of professional security that is necessary to attract highly qualified individuals to the profession. Further, it represents a level of achievement that appropriately reflects professional accomplishments of those faculty members who have completed the necessary academic preparation and rigorous scrutiny over a seven year probationary period at the institution.

Tenured faculty should be, and are, held accountable by system-level and institutional policies that are rigorous and effective. The combination of recruitment practices, probationary reviews of tenure track faculty, and post tenure reviews are working effectively.

**MEMORANDUM**

November 29, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: General Education Assessment- Discussion Item

Issue

In its Master Plan 2000, a major commitment was made by the Regents to be accountable to the people of Utah by establishing performance indicators to show the quality of student learning outcomes. A key indicator of student learning is the effectiveness of General Education programs at USHE institutions. Significant activities are now underway to establish value-added performance indicators of instructional effectiveness in General Education.

Background

An initial effort to measure effectiveness of General Education instruction was to conduct a pilot test using the Collegiate Assessment of Academic Proficiency (CAAP) test, a nationally-normed examination. The pilot test was conducted during Spring, 1998. It revealed significant problems with the CAAP, such as a lack of connection between courses taught by USHE faculty and the test questions, and disparity between the CAAP test and General Education goals that had been developed by USHE faculty.

Following the administration and analysis of the CAAP test, the Regents' General Education Task Force (comprised of faculty representatives of all USHE institutions) proposed plans to develop assessment instruments in Writing, Mathematics, and American Institutions (Political Science, History, and Economics). These areas were selected because all USHE institutions require students to complete the same requirements in these discipline areas, and common goals have been developed for these courses by faculty committees.

Assessment in Writing. USHE writing faculty have agreed to pilot test a writing portfolio assessment project that will be used to indicate the effectiveness of USHE General Education writing courses. An expert in portfolio assessment has trained faculty to conduct portfolio assessments. Samples of student work written in the first semester of the freshman year and the second semester of the sophomore year are currently being collected and will be systematically compared to evaluate improvement in students' writing abilities. The results of the pilot test will be reported to the Regents after Spring Term, 2001.

Assessment in Mathematics and American Institutions Disciplines. On Friday, November 3<sup>rd</sup>, the Regent's General Education Task Force convened meetings of faculty in Mathematics and the three discipline areas teaching American Institution courses (History, Economics, and Political Science). The purpose of the meeting was to develop plans for conducting assessment in each discipline, and the type and content of test items to be used. Following a short discussion on the expectations of the General Education Task Force, each academic discipline met to discuss and come to agreement on the assessment process.

Each of the four groups determined procedures that would be followed for choosing test items, administering them as a pre-test, and imbedding these same items in final examinations. The pilot assessments will be giving during Spring Term 2001. A report on the pilot tests will be provided to the Regents after the results are available.

The key principles for conducting assessments in Mathematics and American Institutions are as follows:

1. Student work will be assessed within the regular education context as part of faculty assignments and examinations.
2. The primary goal of this process is to assist institutions, academic departments, and faculty to improve teaching and student learning. A secondary purpose is to provide data to the Regents, legislature, and accrediting organizations on the effectiveness of courses in General Education.
3. Educational impact, or value-added, will be determined by the use of pre-tests and post-tests in each area.
4. Test banks will be developed by the USHE faculty committees, from which faculty who teach the classes will draw questions. Test items will vary from class to class, but identical items will be used by individual faculty for the pre- and post-tests in their classes.
5. Data from the assessment pilot will be presented in the aggregate to avoid competition among and comparisons of institutions that have different missions and goals and whose students are of varying competence at entry.
6. The General Education Taskforce will develop a questionnaire to determine faculty opinions on its usefulness of the pilot in furthering the teaching/learning process, and how to improve the assessment process.

#### Next Steps

The General Education Taskforce will hold its "Educated Persons" conference in February 2001 to continue the ongoing discussion of General Education issues and to begin planning for an assessment test of computer literacy. While all students take either a course or an examination to assess their computer skills, the courses tend to be offered in specific fields such as Business, Computer Science, Engineering, etc. Designing a similar test across the disciplines will be challenging.

Assessment is not without costs. The Regent's 2001-2002 budget includes a \$200,000 request for funding to support the system's assessment efforts. The General Education Task Force co-chair, Professor Ann Leffler, Utah State University, recently received a \$64,000 grant from the Fund for the Improvement of Post Secondary Education (FIPSE) to develop and conduct assessment in General Education. The USHE effort may well become a model for the rest of the country.

Commissioner's Recommendation

This is a discussion item to inform the Regents of the efforts of the General Education Task Force and USHE faculty members to assess the effectiveness of institutional General Education programs. No action is required at this time.

Cecelia H. Foxley, Commissioner

CHF/MAP/PCS

**MEMORANDUM**

November 29, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Preliminary Ideas for Updating the USHE Technology Master Plan-Discussion Item

Issue

The USHE Technology and Distance Learning Initiative Master Plan was developed in 1995 as a multi-year plan to be implemented in a series of phases. The Initiative has been successful in addressing many of the goals and objectives of the Plan. However, many essential elements of the Initiative have not yet been implemented. Information Technology (IT) continues to change higher education, and IT systems are strategic assets. It is now time to assess these IT assets and determine what will be needed for the future and how these needs can be funded.

Background

A Technology Initiative Task Force has been established to make preliminary recommendations to the Regents in order to update the current Technology and Distance Learning Initiative Master Plan. The Task Force is chaired by Assistant Commissioner Gary Wixom and includes institutional Chief Information Officers, and IT industry executives.

Attachment A summarizes the initial discussions of the Task Force. It identifies several critical issues that need to be addressed, and the need for planning funds to conduct a thorough revision of the Plan.

Commissioner's Recommendation

This is a discussion item to inform the Regents about the preliminary work of the Technology Initiative Task Force to revise and update the USHE Technology and Distance Learning Initiative Master Plan. No action is required by the Board at this time.

Cecelia H. Foxley, Commissioner

CHF/MAP/GSW  
Attachment

**PRELIMINARY DRAFT**

November 28, 2000

**Revising the Utah System of Higher Education  
Information Technology (IT) Initiative Master Plan****Initial Ideas and Budget Request**

Information technology has radically changed Higher Education. The Internet and the advent of the World Wide Web in 1994 have made it possible to reach students, faculty and staff in new and effective ways. Our challenge is to continue to upgrade and fund IT services to be relevant in the future environment in which we work.

**Background**

All USHE institutional Chief Information Officers, IT Executives and Regents' IT Staff are united in calling for immediate action to assure the long term viability of information technology systems. Our IT systems have become a core strategic asset. Unfortunately, these systems are underfunded, and equipment and software are rapidly becoming obsolete. Information Technology at our institutions of higher education is at a crossroads. The two roads are the rising demand for IT services and the declining human, software and equipment infrastructure that provide these services. The number of services provided through computers and networks continues to grow exponentially each year and includes: library services; registration (85%), admissions; tuition payment by credit card; transfer of student transcripts; campus catalogs; directories; career guidance; student aid; degree audits; electronic submissions for grants and web enabled payroll, accounting, budgets, enterprise data and other e-business transactions. These services were once offered on the campus mainframe and are now available on the desktop in some institutions.

Online courses are now being offered by the majority of our institutions. Online enrollments at Weber State University have grown significantly in the last three years. Other USHE institutions are also expanding their online course offerings. Online instruction requires upgraded equipment and software infrastructure, with increased security, protection against virus attacks, privacy, new software programs, upgraded computers, networks and increasingly reliable systems that are operational 24 hours a day and 7 days a week. When the campus network is down work stops in many departments.

The salaries of USHE IT personnel are significantly lower than comparable positions in the state's competitive IT market. Consequently, turnover rates at some institutions are as high as 60%. Turnover is also the result of stress produced by keeping obsolete equipment and software operational and online.

For the foreseeable future, the exponential growth in bandwidth and services will continue to impact institutional networks and computer services. Among the new services that we will be called on to provide will be: class rolls online, web enabled ticket purchases, disabled student access, desktop teleconferences, video streaming of lectures, voice over data networks, course evaluations, payment of



fees for parking tickets, electronic keyless access into buildings, video surveillance, insurance clearances for payment, purchasing, and student, faculty, and staff portals. There will also be major initiatives to improve broadband connectivity to the homes of students, faculty and staff.

We can not continue to travel these two roads of increasing services and declining resources at the present pace. We must either dramatically slow down the growth in the number of services provided by IT departments, or resources must be increased to support IT with adequate ongoing funding. The USHE has not yet developed a satisfactory way to fund the growing costs of IT.

### **Initial Ideas to Revise the USHE IT Master Plan**

The revised Information Technology Master Plan must outline the IT needs of the USHE, the internal strengths, weakness, the external opportunities and threats, vision, goals and funding required to bring technology in line with the needs of USHE colleges and universities. The Plan must outline strategies to provide students, faculty and staff greater access to effective customized information, education and electronic transactions that are increasingly available in higher education institutions and businesses across the country.

#### **A. Vision and Mission**

The plan should focus on securing and delivering electronic research, teaching, library, administrative, and other services regardless of location or time, through seamless, high speed, efficient information technology that combines voice, video, and data applications to meet the diverse and expanded needs of colleges and universities.

#### **B. Major Goals**

The plan should consider the following strategic goals. These goals reflect the general directions identified by the CIO s to meet the identified needs of students, faculty and staff and to build services relevant to the environment of the future. These goals and the order of priority reflect the need at each USHE institution.

1. Salary upgrades should be provided for IT personnel of up to 10% over the normal salary increases.
2. Centrally coordinated and integrated IT and network services should be provided and monitored for performance and virus attacks with enough bandwidth for an adequate level of services to all departments. Baseline network services would include:
  - a. Sufficient network bandwidth of 100 megabits to a gigabit
  - b. Security
  - c. Protection against virus attacks

- d. Common open standards
  - e. 7/24 Help desk and IT/Network monitoring
  - f. Trouble ticket system to track problems reported to the help desk
  - g. System core and edge upgrades
  - h. Upgraded wire and wireless connections where appropriate
  - i. Web hosting for faculty, staff and students.
3. Institutional and administrative data processing (accounting, finance, human relations, budget, payroll, etc.) software upgrades must be planned to allow for movement into e-business and web-enabled access to institutional enterprise data bases. Funding must also be adequate to upgrade network and systems software.
  4. Student system software must be upgraded and maintained to include e-mails, custom portals, admissions, financial aid, registration, electronic credit card payment of tuition and fees, electronic library services, and courses online.
  5. Broadband connections from the campus networks to businesses and homes must be planned.

### **C. Key Elements of the Plan**

The Plan should:

1. Outline steps needed to bring critical, core IT services and technology to all USHE institutions, consistent with their needs.
2. Recommend incentives to enhance central coordination, system-wide cooperation, and appropriate local control.
3. Identify the steps which must be taken, and the resources that will be needed to bring IT human, equipment and software infrastructure up to a common baseline, to eliminate any digital divide, and make many new services accessible to faculty, staff and students on the web on and off campus.
4. Identify efficiencies that will result from joint purchases, and propose incentives to standardize key system-wide data to assist the Regents and Legislature in meeting their responsibilities to plan for what is an increasingly dynamic higher education system.

### **D. Funding Needed to Develop the Plan**

Funding in the amount of approximately \$250,000 will be needed to develop the revised Information Technology Master Plan. These funds will be used for consultants in administrative systems, student systems, networks and campus remote access; travel to institutions with state-of-the-art IT systems; and other support the Task Force may require to prepare the plan.

**MEMORANDUM**

November 29, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Technologically Delivered Instruction in the Utah System of Higher Education - Information Item.

Issue

Technologically delivered instruction continues to grow in the Utah System of Higher Education (USHE). Utilizing audio, video and computer technologies to provide educational programs, USHE institutions are increasingly able to meet the needs of a diverse student population for which traditional classroom methods alone are inadequate. Technologically delivered instruction, using all methods of delivery, increased by 20.6 percent in the USHE from 1998-99 to 1999-2000. The attached tables provide updated information on the status of technologically delivered instruction in the Utah System of Higher Education. Because the mechanism for reporting enrollment in technologically delivered courses was changed during the semester conversion, it is possible that the numbers reported here are lower than actual enrollments. USHE institutions are encouraged to ensure that all courses are coded accurately in future enrollment reports.

Background

Technologically delivered instruction is a formal educational process in which the majority of the instruction occurs through electronic communication. Through the Utah Education Network (UEN), programs are delivered via EDNET, KULC-Channel 9 and UEN Satellite Services. In addition, programs are increasingly delivered by computer via the Internet and other methods. Table One summarizes the USHE's enrollments by method of delivery. Table Two provides institutional breakouts. Table Three provides a comparison of annualized full time equivalent (FTE) enrollments, by type of delivery method, for USHE institutions in 1998-99 and 1999-2000.

During this time period, programs delivered via KULC-Channel 9 declined by 8.5 percent, programs delivered through the EDNET system increased by 8.7 percent, computer-based programs delivered via the Internet increased by 65.5 percent, and other computer-delivered programs increased by 4 percent. These data indicate that Internet delivery of courses is becoming the preferred method of technology-delivered instruction in the USHE.

This is an information item only. No action is required by the Board.

Cecelia H. Foxley, Commissioner

CHF/LF/NGM  
Attachments

Table 1  
 Utah System of Higher Education  
**Technologically Delivered Instruction**  
 Summary System Total, 1999-2000

Type of Delivery	Fall 1999 Headcount <sup>1/</sup>	Annualized FTE <sup>2/</sup>	Sections/ Classes
Broadcast Television <sup>3/</sup>	1,332	439	35
Interactive Video/Audio <sup>4/</sup>	3,643	1,381	233
Computer Based/Internet	2,864	1,134	181
Other Computer Delivered	295	102	8
<b>Total - All Types of Delivery</b>	<b>8,134</b>	<b>3,056</b>	<b>457</b>

1/ Headcount, duplicated among delivery methods

2/ Annualized FTE based on Summer 1999, Fall 1999, and Spring 2000

3/ KULC

4/ EDNET and UENSS

**Table 2**  
**Utah System of Higher Education**  
**Technologically Delivered Instruction**  
 Total, 1999 - 2000

	Broadcast Television <sup>1/</sup>			Interactive Video/Audio <sup>2/</sup>			Computer Based - Internet			Other Computer Delivered			Total - All Types of Delivery		
	Fall Headcount <sup>3/</sup>	AY FTE <sup>4/</sup>	AY Classes/ Sections	Fall Headcount <sup>3/</sup>	AY FTE <sup>4/</sup>	AY Classes/ Sections	Fall Headcount <sup>3/</sup>	AY FTE <sup>4/</sup>	AY Classes/ Sections	Fall Headcount <sup>3/</sup>	AY FTE <sup>4/</sup>	AY Classes/ Sections	Fall Headcount <sup>3/</sup>	AY FTE <sup>4/</sup>	AY Classes/ Sections
University of Utah	622	209	15	137	57	16	172	79	5	0	0	0	931	345	36
Utah State Univesity	0	0	0	1,680	815	64	0	1	3	0	0	0	1,680	816	67
Weber State University	0	0	0	0	0	0	1,652	705	86	0	0	0	1,652	705	86
Southern Utah University	0	0	0	379	125	31	148	43	45	0	3	5	527	171	81
Snow College	0	0	0	96	18	5	3	1	2	0	0	0	99	19	7
Dixie College	45	6	5	0	0	0	42	10	13	0	0	0	87	16	18
College of Eastern Utah	0	0	0	412	130	93	0	0	0	0	0	0	412	130	93
Utah Valley State College	428	149	11	847	225	19	417	154	17	0	0	0	1,692	528	47
Salt Lake Community College	237	75	4	92	11	5	430	141	10	295	99	3	1,054	326	22
<b>Total</b>	<b>1,332</b>	<b>439</b>	<b>35</b>	<b>3,643</b>	<b>1,381</b>	<b>233</b>	<b>2,864</b>	<b>1,134</b>	<b>181</b>	<b>295</b>	<b>102</b>	<b>8</b>	<b>8,134</b>	<b>3,056</b>	<b>457</b>

1/ KULC

2/ EDNET and UENSS

3/ Headcount, duplicated among delivery methods

4/ Annualized FTE based on Summer 1999, Fall 1999, and Spring 2000

**Table 3**  
**Utah System of Higher Education**  
**Technologically Delivered Instruction**  
 Historical Trend - 1998-1999 Compared to 1999-2000

	Broadcast Television <sup>1/</sup>		Interactive Video/Audio <sup>2/</sup>		Computer-based Internet		Other Computer Deliv.		Total - All Types of Delivery		% Change by Instit.	% of Total Instit. FTE	
	98-99 FTE <sup>3/</sup>	99-00 FTE <sup>4/</sup>	98-99 FTE <sup>3/</sup>	99-00 FTE <sup>4/</sup>	98-99 FTE <sup>3/</sup>	99-00 FTE <sup>4/</sup>	98-99 FTE <sup>3/</sup>	99-00 FTE <sup>4/</sup>	98-99 FTE <sup>3/</sup>	99-00 FTE <sup>4/</sup>	98-99 to 99-00	98 -99	99 -00
University of Utah	248	209	48	57	24	79	0	0	320	345	7.81%	1.51%	1.55%
Utah State University	0	0	839	815	7	1	0	0	846	816	-3.55%	5.59%	5.18%
Weber State University	0	0	0	0	436	705	0	0	436	705	61.70%	4.04%	6.15%
Southern Utah University	0	0	60	125	42	43	4	3	106	171	61.32%	2.01%	3.15%
Snow College	0	0	17	18	0	1	0	0	17	19	11.76%	0.68%	0.64%
Dixie College	12	6	0	0	5	10	0	0	17	16	-5.88%	0.48%	0.44%
College of Eastern Utah	0	0	103	130	0	0	0	0	103	130	26.21%	5.27%	6.47%
Utah Valley State College	151	149	196	225	78	154	0	0	425	528	24.24%	3.68%	4.20%
Salt Lake Community College	69	75	7	11	93	141	94	99	263	326	23.95%	2.15%	2.48%
<b>Total</b>	<b>480</b>	<b>439</b>	<b>1,270</b>	<b>1,381</b>	<b>685</b>	<b>1,134</b>	<b>98</b>	<b>102</b>	<b>2,533</b>	<b>3,056</b>	<b>20.65%</b>	<b>3.01%</b>	<b>3.43%</b>

Percent of Change by Method                      -8.54%                      8.74%                      65.55%                      4.08%                      20.65%

1/ KULC

2/ EDNET and UENSS

3/ Annualized FTE based on Fall 1998, Spring 1999, and Summer 1999

4/ Annualized FTE based on Summer 1999, Fall 1999, and Spring 2000

**MEMORANDUM**

November 29, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Policy R401, Approval of New Programs and Program Additions or Changes - Information Item

Issue

Policy R401, *Approval of New Programs and Program Additions or Changes*, was approved conceptually by the Board during its November, 2000 meeting. As part of the conceptual approval of the Policy, several changes were necessitated. Commissioner's staff members were authorized to make the requested changes which are shown in Attachment A with underlined text.

Background

The following provisions have been added to Policy R401.

Section 4.5 now specifies that the Commissioner's review of a new program will address not only the readiness of the institution to offer the program and the need for the program, but also the impact of the program on other USHE institutions.

Section 9.1 requires institutions to analyze the impact that the new program would have on other USHE institutions, and how the program is consistent with and appropriate to the institution's board-approved mission, roles and goals.

This is an information item and no action is required by the Board.

Cecelia H. Foxley, Commissioner

CHF/MAP  
Attachment

## ***R401, Approval of New Programs, Program Additions or Program Changes***

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**R401-1. Purpose** To provide guidelines and procedures for Board approval of new degree programs, program additions, other changes in academic and applied technology programs, administrative changes and initiatives, and to provide for approval of other program changes by institutional Boards of Trustees in the Utah System of Higher Education. **R401-2. References** **2.1.** Utah Code [§53B-16-102](#) (Changes in Curriculum)

**2.2.** Policy and Procedures [R220](#) , Delegation of Responsibilities to the President and Board of Trustees

**2.3.** Policy and Procedures [R315](#) , Service Area Designations and Coordination of Off-Campus Courses and Programs

**2.4.** Policy and Procedures [R355](#) , Planning, Funding, and Delivery of Courses and Programs via Statewide Telecommunications Networks

**2.5.** Policy and Procedures [R411](#) , Review of Existing Programs

**2.6.** Policy and Procedures [R465](#) , General Education

**2.7.** Policy and Procedures [R467](#) , Lower Division Major Requirements **R401-3. Definitions** **3.1.**

**Associate of Arts and Associate of Science Degrees**- Programs of study primarily intended to encourage exploration of academic options, provide a strong general education, and prepare students to initiate upper-division work in baccalaureate programs or prepare for employment. Requirements include completion of a minimum of 60 and a maximum of 63 credits, 30 to 39 credit hours of general education coursework, and other requirements as established by USHE institutions. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Board.

**3.2. Specialized Associate Degrees** - Programs of study which include extensive specialized coursework intended to prepare students to initiate upper-division work in baccalaureate programs. Requirements include completion of a minimum of 60 and a maximum of 63 credits, a minimum of 28 credit hours of preparatory, specialized coursework, general education requirements that are less extensive than in A.A. or A.S. degrees, and other requirements as established by USHE institutions. Because students do not fully complete an institution's general education requirements while completing a specialized associate degree, they are required to satisfy remaining general education requirements in addition to upper division baccalaureate requirements at the receiving university.

**3.3 Associate of Applied Science Degrees** - Programs of study intended to prepare students for entry-level professional careers. Requirements include completion of a minimum of 63 and a maximum of 69 credits, general education requirements that are less extensive than in A.A. or A.S. degrees, and other requirements as established by USHE institutions. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Board. **3.4 Bachelor's Degrees** - Programs of study including general education, major coursework, and other requirements as established by USHE institutions. Requirements include completion of a minimum of 120 and a maximum of 126 credits. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Board.

**3.5 Master's Degrees** - Graduate-level programs of study requiring a minimum of 30 and maximum of 36 credit hours of coursework beyond the bachelor's degree, and other requirements as established by USHE institutions. Based on compelling reasons, exceptions to the maximum credit hour requirement may be granted by the Board. Specialized professional master's degrees typically require additional coursework. **3.6 Doctoral Degrees** - Graduate-level programs of

study in an advanced, specialized field of study requiring competence in independent research and an understanding of related subjects.



**3.7 Emphases, Specializations, Concentrations and Minors in Associate, Bachelors, Masters, and Doctoral Degrees** - In a previously approved degree, groupings of courses which are designated on students' transcripts, listed in the catalog as an option within the degree, and reported as an emphasis or specialization in IPEDS and Regents' reporting information.

**3.8 Stand-alone Minors and Certificates** - Minors or certificate programs that stand alone outside of a previously approved major or degree program.

**3.9 Centers, Institutes, or Bureaus** - Administrative entities which perform primarily research, instructional, or technology transfer functions, and are intended to provide services to students, the community, businesses, or other external audiences or to obtain external funds.

**3.10 Applied Technology Education Programs** - Organized education programs offering sequences of courses directly related to preparing individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree.

**3.10.1. One-year Certificate** - Programs consisting of a group of specialized courses that prepare students for entry-level employment and include a general education component that satisfies regional accreditation requirements. The one-year certificate may be designed to lead to the subsequent completion of an associate degree.

**3.10.2. Diploma** - Programs that are generally between one and two years in length, consisting of a group of specialized courses leading to employment. The diploma is not designed for transfer and generally has a general education component that satisfies regional accreditation requirements embedded in the specialized course sequence.

**3.11 Off-campus Programs** - Certificate, diploma, and degree programs offered at locations that are not included in the designated service area of the institution, as provided in R315, including programs delivered technologically via statewide telecommunications networks and the Internet.**R401-4.**

**Procedures for Submitting New Programs or Program Changes for Board Consideration****4.1. Approval or Notification of the Board** - After being approved according to institutional procedures, requests for new programs or changes must be submitted for approval or notification of the Board of Regents. Proposals may be submitted to the Commissioner's Office of Academic Affairs at any time during the year, according to the annual schedule prepared by the Associate Commissioner for Academic Affairs. The appropriate template provided below in 9.1, 9.2, or 9.3 must be used for submission of proposals.

**4.2. External Consultants** - To help ensure quality, institutions may wish to enlist the assistance of external consultants in developing the proposed program. Because of a special concern that applied technology education programs relate directly to the requirements of business and industry, proposals submitted in this area should have the benefit of consultation from a program advisory committee regarding: (1) curriculum, including specific outcome-based competencies, (2) desired level of faculty qualifications, and (3) equipment and laboratory requirements.

**4.3. Program Need and Quality** - Proposals should reflect not only the need for the proposed program, but also the institution's ability to develop a program of high quality.

**4.4. Timetable for Submittal** - Proposals must be submitted to the Commissioner's Office of Academic Affairs, according to the annual schedule prepared by the Associate Commissioner for Academic Affairs, approximately two months before the date of the Regents meeting when the proposal will be on the agenda for the first time. At the same time, the institution's CAO will circulate the proposal to fellow CAO's at all USHE institutions for review and evaluation. Completed

institutional reviews of the proposed new program or program change will be submitted to the Office of Academic Affairs and to all other CAOs approximately a month before the Regents meeting. If it is judged to be necessary, the Office of Academic Affairs may also request reviews from external evaluators.

**4.5. Council of Chief Academic Officers** -The Council of Chief Academic Officers will meet prior to the Council of Presidents and Regents meetings, during which the institutional proposal will be discussed on the basis of comments submitted by other USHE institutions, any external reviews that have been conducted, and initial evaluations from the Office of Academic Affairs. The CAOs will recommend whether or not the program should be approved by the Board, and whether the proposal should be placed on the Board agenda as a non-action, action, or consent item. This input will be reported to the Council of Presidents and considered by the Commissioner's staff in preparing materials and recommendations regarding the program for the Board's agenda. The Commissioner's review for the Board will address not only the readiness of the institution to offer the program and the need for the program, but also the impact of the program on other USHE institutions.

**4.6. Board of Regents Consideration** - Program proposals that have been reviewed according to the procedures described in 4.1. through 4.5 are placed on the Board agenda for consideration by the Regents. The Board's Academic and Applied Technology Education Committee reviews proposals for new programs or program changes and recommends action to the Board. The Board then takes action on the proposed program.

**4.7. Votes for Approval** - All new degree programs must be approved by a majority vote of the Board members in attendance, except that all new master's and doctoral degree programs require at least a two-thirds majority of the members in attendance to be approved.

**4.8. Budgetary Considerations Separate** - Program approval by the Board consists only of authorization to offer the program. Budget requests necessary to fund the program shall be submitted separately through the regular budget process. Programs must have been approved as described in 4.1 through 4.7 prior to being included by the Board in a budget request submitted to the Governor and the Legislature.

**R401-5. Programs Requiring Board Approval**  
**5.1. Action Calendar** - The Board must approve the following programs on its Action Calendar:  
**5.2 New Specialized Associate Degrees, and New Associate of Applied Science Degrees** - Requests for new Associate of Applied Science Degrees and specialized Associate Degrees are to be submitted using the template and providing the information in 9.1.

**5.3 New Baccalaureate, Masters, and Doctoral Majors and Degrees**- Requests for new baccalaureate, masters, and doctoral majors and degrees are to be submitted using the template and providing the information in 9.1.

**5.4 New Diploma and Certificate Programs that are not within Existing Programs that have Previously been Approved by the Board** -Requests for new diploma and certificate programs that are not within existing approved programs are to be submitted using the template and providing the information in 9.1.

**5.5 New Stand-alone Minors** - Requests for new stand-alone minors which are not part of a previously approved major are to be submitted using the template and providing the information in 9.1.  
**R401-6. Programs Changes Requiring Board Consent**  
**6.1. Board Approval Required** - The following program changes must be approved by the Board as part of the Academic and Applied Technology Education Committee Consent Calendar:

**6.2. Reinstatement of Previously Eliminated Instructional Programs** - Requests to reinstate previously eliminated instructional programs are to be submitted using the template and providing the information in 9.1.

**6.3. Off-campus Delivery of Approved Programs** - Requests to offer certificate, diploma or degree programs outside the institution's geographical service area, as defined in R315, including those offered via statewide telecommunications networks (KULC, EDNET, UEN Satellite System) and via the Internet shall be submitted using the template provided in 9.2. The Board must also approve delivery of programs out-of-state and out-of-country. Institutions may only offer programs at off-campus locations, or technologically, which have been previously approved by the Board. Board approval is not required to offer selected off-campus courses which do not comprise a certificate, diploma or degree.

**6.4. Transfer, Restructuring, or Consolidation of Existing Programs or Administrative Units** - Requests to transfer, restructure, or consolidate existing programs or administrative units shall be submitted using the template provided in 9.3.

**6.5. Establishment of Centers, Institutes, or Bureaus** - Requests to establish centers, institutes, bureaus, or other administrative entities which perform a primarily research, instructional, or technology transfer function, and are intended to provide external services and/or obtain external funds shall be submitted using the template provided in 9.3.

**6.5.1. Temporary Approval** - Institutions may seek temporary approval from the Associate Commissioner for Academic Affairs for a center, institute, or bureau which is being established on an experimental or pilot basis. The Associate Commissioner will evaluate and approve requests for temporary approval on the basis of the following criteria and conditions:

**6.5.1.2. Temporary Source of Funds** - Funding support is from temporary, non-public resources or from temporary institutional reallocation within a limited time frame.

**6.5.1.3. Relatively Modest Effort** - The proposed change requires a modest effort in terms of staff and space needs, normally with no permanent staff or no permanent facility assignment.

**6.5.1.4. Consistent with Role** - The activities involved are consistent with established institution mission and role assignments.

**6.5.1.5. Affiliation with Existing Program or Department** - The administrative entity involved has programmatic affiliation with an existing academic program or department.

**6.5.1.6. Three Year Limit** - Temporary approval of centers, institutes, etc., may be granted for a period no longer than three years, after which an institution must request approval of the Board.

**R401.7. Program Additions or Changes Requiring Board Notification after Approval by Institutional Boards of Trustees**

**7.1. Institutional Board of Trustees Approval and Board Notification** - The following program changes and additions may be approved by institutional Boards of Trustees. After approval by the Board of Trustees, summaries of program changes and additions, and the rationale for modifications, are to be submitted to the Office of Academic Affairs and distributed to the Chief Academic Officers of USHE institutions. The summaries will be included on the Information Calendar of the Board of Regents. If necessary, the summaries may be reviewed by the Council of Chief Academic Officers, the Council of Presidents, and the Regents.

**7.2. Certificates, Emphases, Specializations, Options, and Minors Within Existing Majors** - Certificates, specializations, options, and minors that are within existing major degree programs previously approved by the Board may be established by approval of the institutional Board of

Trustees.

**7.3. School Personnel Programs Within Existing Majors** - Endorsement and certification programs for teacher education, counselor, administrator, and other school personnel programs which are within existing major degree programs previously approved by the Board may also be established by approval of the institutional Board of Trustees and subsequent review and approval of the Joint Liaison Committee (JLC) Advisory Committee on Educator Development and the State Board of Education. Before submitting institutionally-approved proposals to the JLC Advisory Committee on Educator Development, proposals must first be reviewed by the Office of Academic Affairs and appropriate officials and faculty at other colleges of education at USHE institutions.

**7.4. Elimination of Instructional Programs** - Institutional Boards of Trustees are authorized to approve the elimination of instructional programs.

**7.5. Name Changes of Existing Programs or Administrative Units**- Institutional Boards of Trustees are authorized to approve name changes of existing programs or administrative units.**R401-8.**

**Fast-track Approval of Short-term, Non-credit Applied Technology Programs** Short-term non-credit applied technology training programs leading to certificates of completion that meet the criteria in 8.1. may be approved according to the fast track approval procedure outlined in 8.3. The procedure is designed to accommodate the need for rapid action by institutions in providing opportunity for students to be trained to meet changing job requirements of business and industry.

**8.1. Requirements of Short-term, Non-credit Programs** - Short-term, non-credit programs must provide undergraduate training that prepares a student for gainful employment in a recognized occupation and admit as regular students persons who have not completed the equivalent of an associate degree. Programs must be less than one academic year in duration, and:

**8.1.1.** Require the equivalent of 15 weeks of instruction, beginning on the first day of classes and ending on the last day of classes or examinations and at least 600 clock hours of instruction, or

**8.1.2.** Require the equivalent of 10 weeks of instruction and at least 300 clock hours of instruction, beginning on the first day of classes and ending on the last day of classes or examinations.

**8.2. Prior Approval of Institution's Program Approval Process**- A prerequisite for use of the fast-track approval procedure set forth in subsection 8.3 is submission to the Commissioner of a statement describing in detail the institution's internal process for development and approval of short-term, intensive, non-credit, applied technology education programs, and the Commissioner's approval of the institutional process for purposes of this policy.

**8.3. Fast-Track Program Approval Procedure** - If programs meet the requirements in 8.1., and the Commissioner has previously approved the institution's internal program development and approval process for the programs, the Commissioner may preliminarily approve the program, effective immediately. The program is then placed on the next Academic and Applied Technology Education Committee Consent Calendar for final consent of the program by the Board.**R401-9. Templates for Submitting Program Proposals** These templates provide the formats and information to be used when submitting program proposals for review and Board action and approval. Please use Times New Roman 12 point font.

**9.1 Template for submission of proposals for new specialized AA/AS degrees; AAS Degrees; Bachelor's Degrees; Master's Degrees; Doctoral Degrees; Diploma, Certificate, and Minor Programs outside of existing approved programs, and Reinstatements of previously**

## eliminated Programs

### SECTION I

#### The Request

[Name of Institution] requests approval to offer [Name of Degree] effective [Semester and Year]. This program has been approved by the institutional Board of Trustees on [Date].

### SECTION II

#### Program Description

**[Complete Program Description]** - Present the complete, formal program description as it is proposed to appear in the institution's catalog and/or other publications.]

**[Purpose of Degree]** - State why are you offering this degree, what are the expected outcomes.]

**[Admission Requirements]** - List admission requirements specific to the proposed program.]

**[Student Advisement]** - Describe the advising process for students in the proposed program. ]

**[Justification for Number of Credits]** - Provide justification if number of credit hours exceeds 63 semester hours for AA, AS, 69 semester hours for AAS, 126 semester hours for BA, BS, and 36 beyond the baccalaureate for MS]

**[External Review and Accreditation]** - Indicate whether any external consultants were involved in the development of the proposed program, and describe the nature of that involvement. For an applied technology education program, list the members and describe the activities of the program advisory committee. Indicate any special professional accreditation which will be sought; project a future date for a possible accreditation review; indicate how close the institution is currently to achieving the requirements, and what the costs will be to achieve them.]

**[Projected Enrollment]** - Project both student FTE enrollments and the mean student FTE to faculty FTE ratio for each of the first five years of the program. If accreditation requirements specify a specific student to faculty ratio, indicate the ratio(s).]

**[Expansion of Existing Program]** - If the proposed program is an expansion or extension of an existing program, present enrollment trends by both headcount and student credit hours produced in the current program for each of the past five years for each area of emphasis or concentration, if appropriate.]

**[Faculty]** - Identify the need for additional faculty required in each of the first five years of the program. Describe the faculty development processes that will support this program.]

**[Staff]** - List all additional staff needed to support the program in each of the first five years; e.g., administrative, secretarial, clerical, laboratory aides/ instructors, teaching/graduate assistants.]

**[Library]** - Describe library resources required to offer a superior program. Does the institution currently have the needed library resources? ]

**[Learning Resources]** - Describe other learning resources required to support the program.]

### SECTION III

#### Need

**[Program Necessity]** - Clearly indicate why such a program should be initiated.]

**[Labor Market Demand]** - Include local, state, and national data, and job placement information, what types of jobs have graduates from similar programs obtained.]

**[Student Demand]** - Describe evidence of student interest and demand that supports potential program enrollment.]

**[Similar Programs]** - Are similar programs offered elsewhere in the state or Intermountain Region? If

yes, cite justifications for why the Regents should approve another program. How does the proposed program differ from similar program(s)? Be specific.]

**[Collaboration with and Impact on Other USHE Institutions - Describe discussions that may have occurred regarding your institution's intent to offer the proposed program with other USHE institutions that are already offering the program, and any collaborative efforts that may have been proposed. Analyze the impact that the new program would have on other USHE institutions.**

**[Benefits - State how the institution and the USHE benefit by offering the proposed program.]**

**[Consistency with Institutional Mission - Explain how the program is consistent with and appropriate to the institution's board-approved mission, roles and goals.]**

**SECTION IV**

**Program and Student Assessment**

**[Program Assessment - State the goals for the program and the measures that will be used in the program assessment process to determine if goals are being met.]**

**[Expected Standards of Performance - List the standards and competencies that the student will have met and achieved at the time of graduation. How or why were these standards and competencies chosen]**

**[Student Assessment - Describe the formative and summative assessment measures you will use to determine student learning.]**

**[Continued Quality Improvement - Describe how program and student assessment data will be used to strengthen the program.]**

**SECTION V**

**Finance**

**[Budget - For each category below, present the projected budget for an ongoing, superior program for each of the first five years:**

- Salaries and Wages
- Benefits
- Current Expense
- Library
- Equipment
- Travel
- TOTAL ]

**[Funding Sources - Describe how the program will be funded, i.e. new state appropriation, reallocation, enrollment growth, grants etc.]**

**[Reallocation - If program is to be supported through internal reallocation, describe in general terms the sources of the funds.]**

**[Impact on Existing Budgets - If program costs are to be absorbed within current base budgets, what other programs will be affected and to what extent?]**

**Appendix A**

**[Program Curriculum.**

**New Courses to be Added in the Next Five Years - List all new courses to be developed in the next five years by prefix, number, title, and credit hours. Use the following format:**

Course Number	Title	Credit Hours
---------------	-------	--------------

**All Program Courses** - List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours. Use the following format: (please include all course descriptions in appendix.)

Course Number	Title	Credit Hours
<b>General Education</b>		<b>Sub-Total</b>
<b>Core Courses</b>		<b>Sub-Total</b>
<b>Elective Courses</b>		<b>Sub-Total</b>
<b>Track/Options (if applicable)</b>		<b>Sub-Total</b>
<b>Total Number of Credits</b>		

**Appendix B**

[**Program Schedule** - For each level of program completion, present, by semester, a suggested class schedule --by prefix, number, title and semester hours]

**Appendix C**

[**Faculty**- List current faculty within the institution, with their qualifications, to be used in support of the program.]

**9.2 Template for Proposals to Offer Off-Campus Programs**

**SECTION I**

**The Request**

[**Request** - Briefly describe the program which is to be offered off-campus or technologically via a statewide telecommunication network or the Internet.]

[**Program Description** - Indicate the proposed location(s) for the program, and suggested class schedule for each semester of the program (by course, title, number, prefix and credit hours)]

**SECTION II**

**Need**

[**The Need** - Indicate the need or demand for the program. Include results of needs assessments or demand studies. Are similar on-campus programs offered by other USHE institutions in locations proposed by this request? If so, has there been consultation with these institutions? Who was consulted and what was the outcome of such consultation. Is the proposed program to be offered on a contract basis for a specific population only? ]

**SECTION III**

**Institutional Impact**

[**Institutional Impact** - How will on-campus programs be affected by the off-campus offering? Can present faculty and staff offer both the on-campus and proposed off-campus programs? If additional

faculty or staff will be needed, indicate how many, their anticipated roles, and required qualifications. Will new facilities, equipment, or library resources be needed? If so, describe. Will new facilities, equipment, or library resources be needed? If so, describe.

**SECTION IV**

**Program Assessment**

[**Assessment** - How will the quality of the proposed off-campus program be assessed and maintained?]

**SECTION V**

**Finances**

[**Costs**- What costs are associated with this off-campus program? Identify the costs by category, e.g., personnel, facilities and equipment, etc. How are these costs to be covered by the institution? If new funds are required, describe the expected sources of funds.]

**9. 3 Template for Administrative Change Proposals and Proposals for Centers, Institutes, and Bureaus**

**SECTION I**

**Request**

[**Request**- Briefly describe the administrative change or new administrative unit being proposed. Indicate its primary activities, especially any instructional activities associated with the unit]

**SECTION II**

**Need**

[**Need**- Indicate why such an administrative change or new unit is justified. Reference need or demand studies if appropriate. Indicate the similarity of the proposed unit with similar units which exist elsewhere in the state or Intermountain region.]

**SECTION III**

**Institutional Impact**

[**Institutional Impact** - Will the proposed administrative change or new unit affect enrollments in instructional programs of affiliated departments or programs? How will the proposed change or new unit affect existing administrative structures? If a new unit, where will it fit in the organizational structure of the institution? What changes in faculty and staff will be required? What new physical facilities or modification to existing facilities will be required? Describe the extent of the equipment commitment necessary to initiate the administrative change.]

**SECTION IV**

**Finances**

[**Costs**- What costs or savings are anticipated from this administrative change or new unit? If new funds are required, describe expected sources of funds. Describe any budgetary impact on other programs or units within the institution.]

**R401-10 Signature Page to Accompany Proposals Requiring Board Approval or Consent** This signature page, with all appropriate signatures included, must be attached to proposals submitted for consideration of the Board for approval or consent.

Institution Submitting Proposal: \_\_\_\_\_

College, School or Division in  
Which Program Will Be Located: \_\_\_\_\_

Department(s) or Area(s) in



Which Program Will Be Located: \_\_\_\_\_

Program Title: \_\_\_\_\_

Recommended Classification of  
Instructional Programs (CIP) Code: \_\_\_\_ . \_\_\_\_ \_

Area(s) of Emphasis or Academic

Specialty: (if appropriate) \_\_\_\_\_

Certificate, Diploma and/  
or Degree(s) to be Awarded: \_\_\_\_\_

Proposed Beginning Date: \_\_\_\_\_

**Institutional Signatures** (as appropriate):

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Dean or Division Chair

\_\_\_\_\_  
Applied Technology Director

\_\_\_\_\_  
Graduate School Dean

\_\_\_\_\_  
Chief Academic Officer

\_\_\_\_\_  
President

\_\_\_\_\_  
Date

(Approved November 7, 1972; amended September 25, 1973, February 21, 1984, April 27, 1990 and revised and combined with R402 October 27, 2000. [R402 was approved September 10, 1971, amended November 18, 1980, July 19, 1983, March 20, 1984, September 12, 1986, August 7, 1987, October 26, 1990, April 16, 1993, January 21, 1994, May 1, 1997, May 29, 1998, and revised and combined with R401 October 27, 2000.]

MEMORANDUM

November 15, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: Annual Report on the Terrel H. Bell Teaching Incentive Loan Program:  
INFORMATION ITEM

Issue

The annual report on the Terrel H. Bell Teaching Incentive Loan Program (formerly known as the Utah Career Teaching Scholarship Program) is attached. An update on progress made to implement the program is also included.

Background Information

The Terrel H. Bell Teaching Incentive Loan (TIL) Program is administered by the Utah System of Higher Education in partnership with the Utah State Office of Education. The TIL Program was created to encourage highly qualified high school seniors and college students to select teacher education as an academic major.

This program requires recipients to teach in Utah public schools one year for every year they receive the award, or make monetary repayment on their obligation. Legislation allows recipients up to two years following graduation to obtain a teaching position and begin teaching. As might be expected when students are asked to make a career commitment as early as the beginning of their freshmen year, some recipients leave the program because of a change in major or a decision not to teach. The Office of the Commissioner administers repayment procedures with these individuals. Funds received through repayment are used to supplement the ongoing loan forgiveness/scholarship program.

The TIL program continues to accomplish its purpose of recruiting excellent students to teaching. Of 2,549 recipients, 1,403 individuals have graduated and either have begun teaching or repaid through teaching in a Utah public school. Approximately 82% of the program's recipients have satisfied or continue to repay their obligation by teaching in Utah or making monetary payments.

Recommended Action

It is the recommendation of the Commissioner that the Regents receive the report on the Terrel H. Bell Teaching Incentive Loan Program. No action is requested.

Cecelia H. Foxley, Commissioner

CHF/MP/AL

**PROGRAM AND PLANNING COMMITTEE**

Information Item

Report on  
**THE TERREL H. BELL TEACHING INCENTIVE LOAN PROGRAM**  
formerly known as THE UTAH CAREER TEACHING SCHOLARSHIP PROGRAM  
1984-2000

Prepared for  
Cecelia H. Foxley  
by  
Angie Loving, Program Administrator

November 15, 2000

## HISTORICAL OVERVIEW

The Terrel H. Bell Teaching Incentive Loan Program (formerly known as the Utah Career Teaching Scholarship Program) was established by the Utah State Legislature in 1984 to enhance and expand the Normal Scholarship Program which originated in 1876. The Normal Scholarship, created originally by the Territorial Legislature to provide financial assistance for tuition and books for forty students, was refined to focus on an identified need of training and recruiting students to become teachers in the Utah Public School System.

In an attempt to assist the state in fulfilling the need for teachers, the Utah Career Teaching Scholarship legislation was adopted to allow selected applicants (up to 365 annually) to receive financial assistance with tuition and fees for up to eight semesters. Eligibility requirements to apply for the scholarship were modified to require that applicants declare an intent to complete a prescribed course of instruction for a teaching certificate and plan to teach in a Utah Public School. In return for the scholarship funds, recipients accept the obligation to teach in a Utah public school for every year they accept the scholarship or make monetary payments on the total amount of funding received.

Due to the obligation requirements associated with the New Century Scholarship, the program was renamed during the January 24, 1998 Board of Regents meeting to the Terrel H. Bell Teaching Incentive Loan program in honor of a nationally known educator/administrator from Utah. This change clarified to recipients that the award was part of a loan forgiveness program rather than a scholarship.

## PROGRAM UPDATE

During this past year, the Utah System of Higher Education and the Utah State Office of Education awarded 168 new students as well as 244 returning students with the Terrel H. Bell Teaching Incentive Loan. Although the program awarded approximately 412 awards, not all were used by the students for various reasons as seen in Table 1. Decline in program awards are often the result of a change in major, dropping from the program or school, leave of absence for a LDS mission, etc. A total of \$773,517.64 was spent for the 1999-2000 academic year to cover tuition, fees and premier awards. (Premier awards are \$1,500 per semester given to eligible seniors certifying in a critical need area.)

Table I  
TIL Award History by Institution 1992-1999

FALL QTR	UU	USU	WSU	SUU	SNOW	DIXIE	CEU	UVSC	SLCC	BYU	WEST	TOTAL
1992	74	131	56	46	4	6	1	5	7	12	-	342
1993	74	131	50	57	6	3	2	10	7	29	3	372
1994	63	125	51	46	0	2	3	6	5	31	4	336
1995	55	119	47	47	4	3	1	3	4	35	5	323
1996	59	105	48	42	3	3	2	8	7	37	5	319
1997	54	102	40	44	3	5	1	19*	5	42	5	320
1998	50	81	33	49	11	6	2	29	6	34	11	312
1999	50	82	32	49	13	9	4	22	7	58	20	346

\* As a result of UVSC changing to a four-year institution, they have been awarded additional slots for the 1997-1998 school year.

The increase in the number of incentive loan awards used during the 1999-2000 can be attributed to a positive response to the marketing efforts of the Commissioner's Office and the availability of an increased number of awards issued on the institutional level. Marketing efforts will continue in an attempt to make students aware of this program.

Despite the increase in new awards for the year, there has not yet been a significant increase in the number of students who have graduated, started teaching, or completed their obligation by teaching as seen in Table II. However, it is positive to note that there has been a continued decline in the number of students who have dropped from the program. This indicates that more students are completing their education and pursuing a teaching career after graduation.

Table II  
 TIL Recipients by Category  
 As of 12/14/99

Categories Identification	Definition	Number of Students <u>1998-1999</u>	Number of Students <u>1999-2000</u>	Percent of <u>Total 1999-2000</u>
A	Students (in school)	245	346	13.85
B	Repaid through teaching	990	1079	43.21
C	Repaying through teaching	320	228	9.13
D	Need to begin repayment	17	8	.32
F	Waived (approved cancellation)	46	46	1.96
G	Graduated, seeking position	92	36	1.44
I	Deferred, student status	18	26	1.04
K	Deferred, LDS Mission	16	13	.52
N	Repaying with money	178	194	7.76
Q	Repaid with money & teaching	94	108	4.32
R	Repaid with money	<u>397</u>	<u>413</u>	<u>16.53</u>
Total		2,413	2,497	100.00

The information in Table II also reflects that 70% of recipients have repaid or are currently repaying their obligation through teaching or partial teaching (categories B, C, and Q). It is also encouraging that 806 of the 1,187 recipients who repaid in full by teaching (categories B and Q) have continued to teach in a Utah public school beyond their obligation requirements.

Although the intent of the Terrel H. Bell Teaching Incentive Loan Program is to keep excellent teachers in the state of Utah, some recipients have elected to repay their obligation through monetary means. As of June 30, 2000, 760 recipients (categories' N, Q, and R) have elected not to teach and have established a monthly payment plan or have paid their obligation in full. At the conclusion of the 2000 fiscal year the Office of the Commissioner collected a total of \$247,839.68 which supplemented the \$652,600 in legislative appropriations. By recapturing these funds, the Terrel H. Bell program has been able to sustain the same level of participation without an increase in state appropriations since 1987.

At the end of the 2000 fiscal year, the Commissioner's Office projected that \$670,533 was outstanding from recipients currently in the repayment. It was also estimated that \$100,088 was uncollectible due to borrowers with a significant delinquent payment history.

### SUMMARY

The Terrel H. Bell Teaching Incentive Loan Program continues to evolve by finding new ways to make this program a success for students wanting to become teachers. The data provided for the 1999-2000 school year indicates that marketing materials for the program were successful in generating new interest. As a result, marketing efforts will continue.

It is the goal of program administrators to select excellent candidates for this program which will in turn enhance the Utah public school system. Program administrators will also continue to review and revise application processes and program procedures to assist current award recipients to better understand the terms of the award and the obligations associated with accepting it.

**MEMORANDUM**

November 28, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: University of Utah - Financing Plan for East Campus Central Plant Part II

Issue

University of Utah officials seek authorization to enter into a lease/purchase obligation that will provide for a high temperature water component to the University's East Campus Central Plant. The Regents previously authorized a similar financing plan for the plant building itself, its chiller component, and other east campus utility retrofits.

Background

The 1999 Utah Legislature authorized the University to proceed with the East Campus Central Plant project and to finance its development from energy savings accruing from the project itself. This creative financing arrangement has allowed the University to proceed with this urgently needed project without having to petition the State for scarce capital development funding. Legislation authorizing this development project requires the Board of Regents to approve final financing arrangements. Part II of the project--which will add a high temperature water component to the plant-- is now ready to begin. The plan that the Regents are asked to consider provides financing for Part II, as well as refinancing for Part I.

University officials have been working closely with Viron Corporation to develop this project. Viron will supply necessary expertise, labor, equipment, physical facilities, and monitoring devices to verify the levels of savings that are made available from the project. In addition, Viron and its parent company, CMS Energy, guarantee that the University will experience a certain level of energy savings as a result of the project. This guarantee effectively reduces the University's exposure if sufficient savings are not realized to service the lease.

Specific provisions of the proposed transaction are included as Attachment A. A copy of the lease document itself is included as Attachment B. An authorizing resolution prepared for Regent approval is included as Attachment C. Summary financial information on CMS Energy is included as Attachment D.



University of Utah officials, including legal counsel, financial advisors, and cognizant administrators will be available to address questions the Regents may have.

Recommendation

It is the recommendation of the Commissioner that the Regents discuss with University officials specific provisions of the proposal to finance Part II of the East Campus Central Plant, review the attached lease/purchase agreement, and if satisfied that the proposed transaction is in the best interest of the University, authorize the resolution in Attachment C allowing the University to proceed with financing for Part II of the East Campus Central Plant.

Cecelia H. Foxley, Commissioner

CHF/NCT  
Attachments

**MEMORANDUM**

November 28, 2000

TO: State Board of Regents  
FROM: Cecelia H. Foxley  
SUBJECT: University of Utah - Long-Range Development Plan

Issue

The University of Utah is requesting Regents' approval for their Long-Range Development Plan (LRDP). They will specifically discuss the *Concept Plan* portion of the LRDP.

Background

The LRDP was completed in December of 1997 after three years of extensive dialogue with the campus and surrounding communities. Copies of the entire LRDP have been distributed at previous Board of Regents' meetings, and University officials will provide copies to new Regents as requested.

The *Concept Plan* section of the LRDP is attached for review. University staff will be present to answer questions concerning development of the plan and the plan itself.

Recommendation

It is the Commissioner's recommendation that the Board of Regents review the University of Utah's Long-Range Development Plan, ask questions of University of Utah representatives at the meeting, and if satisfied, approve the University's plan.

Cecelia H. Foxley, Commissioner

CHF/NCT/BK  
Attachment

**MEMORANDUM**

November 28, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: USHE - Authorization to Seek Revenue Bond Financing

Issue

In past actions, the Regents have conceptually approved two non-state funded capital development projects for which revenue bond financing will be needed. The Regents are now asked to seek revenue bonding authority from the Legislature for these two projects.

Background

In most cases, bonds issued for capital development projects on USHE campuses are issued under the name and with the authority of the Board of Regents. To utilize such bonding authority, the Regents must have prior approval of the Legislature. Two USHE projects are to the point where such legislative approval is needed.

Dixie Student Center Addition. This project was conceptually approved by the Regents in September 2000. Bonding authority not to exceed \$2 million is sought. Debt service for the bonds will come from a combination of student fees and operating revenue of the student center.

SLCC Cafeteria Remodel (Redwood Campus). This project was conceptually approved by the Regents in September 2000. Bonding authority not to exceed \$6 million is sought. Debt service for the bonds will come from a combination of student fees and operating revenue of the cafeteria.

If approved by the Regents, legislation authorizing bond issues for these two projects will be prepared and introduced during the 2001 General Legislative Session.

Recommendation

It is the recommendation of the Commissioner that the Regents authorize the preparation of legislation that would grant legislative authority to issue revenue bonds for the two projects outlined above.

CHF/NCT

Cecelia H. Foxley, Commissioner

**MEMORANDUM**

December 1, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: USHE - Projected 20-Year Space Needs

Issue

Presented here is an analysis that estimates 20-year space needs for the Utah System of Higher Education and its component institutions.

Background

At the joint meeting of the State Building Board and State Board of Regents held in August, members of both bodies requested staff to prepare an analysis showing 20-year space needs for the Utah System of Higher Education. These needs were to be based upon 20-year USHE enrollment projections that were presented at the joint meeting. The analysis has been completed. It shows projected space needs for the USHE as a whole, as well as for each of the nine USHE institutions.

The attached materials show estimated space needs compared to estimated available space over the 20-year period ending in 2020. The first chart, which depicts USHE totals, estimates that 5,289,280 of current assignable square feet (ASF) will still be useable in the year 2020 without major renovation or replacement. This compares to a projected need for 11,134,950 ASF. The gap between these two figures, 5,846,670 ASF, is an estimate of what will be needed in new and/or renovated space over the next 20 years. The total development cost of this need, assuming an average of \$150 per gross square foot (or \$225 per ASF), would be \$1,315,275,721 in current dollars, or an average of \$65,763,786 per year.

As with most statistical reports, the assumptions behind these numbers are important to note. Some of the more impactful assumptions will be briefly described here. In an effort to not overstate true need, staff has attempted to err on the side of conservatism in this analysis.

**Q&P Space Only** - Space included in this analysis is only that considered to be Q&P space. Q&P is a term used by the USHE to define space for which state funding can be sought through Regent processes. Categories of space considered Q&P space include classrooms, class labs, computer labs, study space including libraries, PE space, office space, general research labs, etc. Categories of space that are not considered Q&P include auxiliaries, hospitals, television studios, museums, theaters, hangars, etc. By restricting this analysis to Q&P space only, the results certainly do not show total need for space. However, they do estimate the need for space of the type the Regents and Building Board prioritize for state funding.

**Projected Growth** - Projected student levels underlying this analysis assume that 20% of all growth over the next 20 years will be accommodated through non-traditional means that do not have space implications (e.g., online, television, electronic correspondence). Currently, approximately 4% of USHE enrollments occur via technology. In all other ways, student estimates are based on official USHE enrollment projections.

**Space Needs** - Projected space needs for the 20-year period are derived by multiplying projected students by Regent approved Q&P space-per-student standards. Space needs are shown in five year intervals through 2020.

**Useable Space** - Calculating useable space over the 20-year period is a more difficult task. The ideal way of accomplishing this would be to use a direct method that calculates the useful life of each USHE building. Unfortunately, such data are not available. DFCM's Facilities Condition Assessments inventory may be able to be used for such purposes in the future. However, its completion is at least 12 months away.

In the place of actual useful life information, a statistical heuristic has been employed to estimate useable space over the 20-year period. As with other assumptions, it is designed to err on the side of conservatism. Useable space is calculated according to the following table:

Period	Current USHE Space Built in Period	Percent Needing Replacing by 2020
Before 1950	12.3%	35.0%
1950-1959	8.4%	35.0%
1960-1969	30.1%	80.0%
1970-1979	15.6%	35.0%
1980-1989	15.6%	0.0%
1990-2000	18.0%	0.0%

The above table presumes that most of the current USHE space that was originally built before 1960 has already been renewed. Examples of such space include: UofU President's Circle, USU Old Main, Snow Noyes Building, and SLCC South City Campus. The presumption is that there will be another 35% needing renovation or replacement over the next 20 years. Examples include: UofU Engineering Building, SUU Old Main, CEU Main, and Snow Crane Theater.

During the 1960's the State of Utah embarked on a major building effort to accommodate baby-boom students seeking access to college. More than 30% of current USHE space was built during this period. In fact, 20% was built between the years of 1965 and 1969. Presently, this space is between 30 and 40 years of age. All of it will exceed 50 years of age by 2020. Little of this space has been renewed. Consequently, the assumption is that 80% of the 1960's space will need renovating or replacing over the next 20 years. Current examples include: USU Engineering Buildings, WSU Collette Art Building, Dixie Graff Building, and SLCC Auto Trades Building.

Space built in the early 1970's will be approaching 50 years of age by the year 2020. Much of the UVSC's Orem campus was built during this period. However, it is presumed that only 35% of the space built in the 1970's will need renovating over the next twenty years. No space built after 1979 is presumed to need renewing over the projection period.

Other factors to consider in viewing this report include the following:

***Branches*** - Figures for institutions with major branch campuses represent institution-wide totals and are impacted by space conditions at the branch campuses as well as at the main campuses.

***Long-Term Orientation*** - The analysis should not be used as a means of evaluating current requests since its orientation is longer-term in nature and it is not specifically designed to be sensitive to current conditions.

***Educated Estimate*** - The analysis is not intended to be a 20-year building program but merely an educated estimate of 20-year space needs in the USHE. Should it be determined by the Regents and the Building Board that a more formal analysis is needed --such as a 20-year building program--such efforts will likely need to wait until the DFCM condition assessments are completed.

***Other Capital Needs*** - The needs estimated here are not all inclusive. Capital improvement

funding designed to preserve a facility through its useful life or improve the facility's technological capacity will continue to be crucial. Infrastructure projects, such as the Heat Plant at USU will continue to be needed. Finally, any major renovation to the health sciences campus of the University of Utah will add substantial cost to this analysis.

Pages 1 and 2 of the analysis quantify the 20-year space estimates in terms of ASF and current dollars. Pages 3 and 4 include individual USHE institutional information.

Recommendation

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

Cecelia H. Foxley, Commissioner

CHF/NCT  
Attachments



**MEMORANDUM**

November 22, 2000

TO: State Board of Regents

FROM: Cecelia H. Foxley

SUBJECT: INFORMATION: USHE Annual Report on Leased Space

Issue

In June of 1993 the Regents adopted a leased space policy calling for an "annual report of all space leased by USHE institutions, including space leased for off-campus continuing education programs and space leased in research parks."

Board policy requires institutions to obtain prior Board approval of leases funded from state appropriations that exceed \$50,000 annually or that commit institutions to leases for a 5-year duration or beyond.

Consistent with recommendations from a May 1993 report of the Legislative Fiscal Analyst, this annual report is to be reviewed by the Regents and submitted to the State Building Board for inclusion in its comprehensive 5-year building plan.

2000 Institutional Lease Summary			
Institution	Total Leases	Total Square Feet	Total Annual Lease/ Rent Expenditure
UofU	80	719,553	\$8,050,524
USU	19	128,523	\$928,174
WSU	7	43,930	\$73,578
SUU	13	35,732	\$206,675
Snow	0	0	0
Dixie	1	5,840	\$125
CEU	5	32,325	\$63,126
UVSC	19	194,238	\$735,652
SLCC	10	94,172	\$667,444
Total	154	1,254,313	\$10,725,299

Approximately \$10.7 million is expended by Utah higher education institutions for 154 leases, totaling about 1.2 million square feet of space. A summary of changes in leases since the last report is included on the following three pages.

Recommendation

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

Cecelia H. Foxley, Commissioner

CHF/NCT/BK

Attachments

**MEMORANDUM**

November 14, 2000

TO: State Board of Regents  
FROM: Cecelia H. Foxley  
SUBJECT: Information: Fall 2000 Enrollment Report Revisions

Issue

The attached report replaces the original 2000 USHE Summer and Fall Enrollment Report presented at the October Regents' meeting. The updated report reflects minor reporting reclassifications. It presents institution-by-institution and systemwide data on Summer 2000 and Fall 2000 USHE enrollments. Total budget-related and self-supporting enrollments for Fall 2000 grew by 3,073 FTE, or +3.62% over Fall 1999. For the same period, headcount grew by 3.23%.

Background

Summer and Fall enrollment numbers are arrayed in the attached report and tables. Enrollments have been reported in compliance with Board policy. Budget-related and self-supporting figures for Summer and Fall are included. Estimated end-of-year numbers are included as well. These estimates which will be incorporated into the USHE 2001-2002 operating budget request can be found in Table 1 of the report.

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

Cecelia H. Foxley, Commissioner

CHF/NCT/NGM

<b>UTAH SYSTEM OF HIGHER EDUCATION SUMMER AND FALL SEMESTER ENROLLMENT REPORT</b>
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### Methodology

At the end of Summer Semester and on the fifteenth day of Fall Semester, USHE institutions prepare an enrollment report that contains headcount and FTE enrollment data. From these data, the Office of the Commissioner prepares a report that summarizes institutional and system-wide enrollments for the two semesters. Actual Fall and Summer figures are used to estimate academic year FTE by utilizing weighted historical ratios.

This report complies with Board policy requiring institutions to report budget-related and self-supporting enrollments according to a prescribed set of enrollment definitions. The report also complies with other systemwide enrollment definitions and standards. Table 1 shows budget-related figures only while Table 2 reflects self-supporting enrollments. Tables 3 through 6 report total (budget-related plus self-supporting) enrollments. Only the budget-related enrollment projections are used for requesting state operating funding.

### Summary Information

Budget-related FTE enrollments for Fall 2000 Semester compared to Fall 1999 Semester are summarized below.

#### Budget-Related FTE Enrollment Fall 1999 Compared to Fall 2000

Institution	Fall 1999	Fall 2000	% Change
UofU	20,175	20,649	2.35%
USU	14,516	15,083	3.91%
WSU	10,499	11,092	5.65%
SUU	4,892	4,829	-1.29%
Snow	2,778	2,845	2.41%
Dixie	3,621	3,763	3.92%
CEU	1,851	1,841	-0.54%
UVSC	11,206	12,316	9.91%
SLCC	11,799	12,227	3.63%
<b>Total</b>	<b>81,337</b>	<b>84,645</b>	<b>4.07%</b>

Self-supporting enrollments for the same period are summarized below. Self-supporting courses include correspondence courses, certain contract courses, conferences, workshops, out-of-state courses, external instruction courses, certain concurrent enrollment courses, and remedial courses at UofU, USU, and SUU. No state operating funding is requested for these courses.

**Self-Supporting FTE Enrollment  
Fall 1999 Compared to Fall 2000**

Institution	Fall 1999	Fall 2000	% Change
U of U	168	129	-23.21%
USU	758	768	1.32%
WSU	360	427	18.61%
SUU	132	193	46.21%
Snow	330	314	-4.85%
Dixie	35	68	94.29%
CEU	105	100	-4.76%
UVSC	1,565	1,187	-24.15%
SLCC	139	171	23.02%
<b>Total</b>	<b>3,592</b>	<b>3,357</b>	<b>-6.54%</b>

Total enrollment, consisting of both budget-related and self-supporting enrollments, has increased over last year. The following table summarizes the increases in both headcount and FTE enrollments.

**Total Enrollment  
Headcount and FTE Summary  
Fall 1999 Compared to Fall 2000**

Institution	Headcount			FTE		
	Fall 1999	Fall 2000	% Change	Fall 1999	Fall 2000	% Change
UofU	25,788	26,180	1.52%	20,343	20,778	2.14%
USU	20,865	21,490	3.00%	15,274	15,851	3.78%
WSU	15,444	16,378	6.05%	10,858	11,519	6.09%
SUU	6,025	5,963	-1.03%	5,024	5,022	-0.04%
Snow	4,081	4,092	0.27%	3,109	3,159	1.61%
Dixie	6,191	6,515	5.23%	3,656	3,831	4.79%
CEU	2,688	2,704	1.35%	1,957	1,941	-0.82%
UVSC	20,062	20,946	4.41%	12,770	13,503	5.74%
SLCC	21,273	22,109	3.93%	11,938	12,398	3.85%
<b>Total</b>	<b>122,417</b>	<b>126,377</b>	<b>3.23%</b>	<b>84,929</b>	<b>88,002</b>	<b>3.62%</b>

Detailed Information

The attached tables provide additional detailed information.

Table 1	2000-01 Budget-Related Summer and Fall FTE, Academic Year FTE Projections and Annualized Year FTE Projections.
Table 2	2000-01 Self-Supporting Summer and Fall FTE.
Table 3	Total Budget-Related and Self-Supporting Enrollment: Fall 2000 FTE Enrollment Compared to Fall 1999. 2000-01 Academic Year FTE Projections and 2000-01 Annualized Year FTE Projections.
Table 4	Total Budget-Related and Self-Supporting Enrollment: Fall 2000 Unduplicated Headcount Enrollment Compared to Fall 1999.
Table 5	Total Budget-Related and Self-Supporting Enrollment: Summer 2000 FTE Enrollment Compared to Summer 1999.
Table 6	Total Budget-Related and Self-Supporting Enrollment: Summer 2000 Unduplicated Headcount Enrollment Compared to Summer 1999.

Table 1  
 Utah System of Higher Education  
 2000-01 Budget-Related Summer and Fall FTE,  
 Academic Year FTE Projections and Annualized Year FTE Projections

INSTITUTIONS	Summer 2000 Budget-Related FTE			Fall 2000 Budget-Related FTE			Projected Budget-Related 2000-01 Academic Year FTE			Projected Budget-Related 2000-01 Annualized Year FTE		
	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total
University of Utah												
Education and General	4,822	850	5,672	16,864	2,972	19,836	16,440	2,709	19,149	18,851	3,134	21,985
School of Med (MD)	4	2	6	334	64	398	333	63	396	335	64	399
School of Med (Non-MD)	35	20	55	256	159	415	241	147	388	258	157	415
Total	4,861	871	5,732	17,454	3,195	20,649	17,014	2,919	19,933	19,444	3,355	22,799
Utah State University												
Education and General*	2,207	665	2,872	12,208	2,208	14,416	12,024	2,091	14,115	13,128	2,424	15,551
Southeast UT CE Center	63	2	65	111	0	111	112	0	112	143	1	144
Uintah Basin CE Center	186	8	194	556	0	556	550	0	550	643	4	647
Total	2,456	675	3,131	12,875	2,208	15,083	12,686	2,091	14,777	13,914	2,429	16,342
Weber State University*	2,157	177	2,334	10,434	658	11,092	10,277	621	10,898	11,355	710	12,065
Southern Utah University												
Education and General	950	113	1,063	4,336	465	4,801	4,355	450	4,805	4,830	507	5,337
St. George Center	12	1	13	28	0	28	29	0	29	35	1	36
Total	962	114	1,076	4,364	465	4,829	4,384	450	4,835	4,865	507	5,373
Snow College	118	28	146	2,230	236	2,466	2,229	227	2,455	2,288	241	2,528
Snow South Postsecondary	55	0	55	227	5	232	327	7	334	354	7	361
Snow South Secondary	30	0	30	147	0	147	216	0	216	231	0	231
Total	203	28	231	2,604	241	2,845	2,772	234	3,005	2,873	248	3,121
Dixie College	436	49	485	3,403	360	3,763	3,277	328	3,605	3,495	352	3,847
College of Eastern Utah												
Education and General	195	23	218	1,438	98	1,536	1,433	91	1,524	1,531	103	1,633
San Juan CE Center	95	2	97	304	1	305	308	1	309	356	2	358
Total	290	25	315	1,742	99	1,841	1,741	92	1,833	1,886	105	1,991
Utah Valley State College	2,385	607	2,992	10,706	1,610	12,316	10,820	1,536	12,356	12,012	1,839	13,852
Salt Lake Community College	3,239	230	3,470	11,718	509	12,227	11,719	481	12,199	13,338	596	13,934
TOTAL USHE W/OUT MEDICINE	16,985	2,774	19,760	74,966	9,281	84,247	74,355	8,689	83,044	82,847	10,077	92,924
TOTAL USHE WITH MEDICINE	16,989	2,776	19,766	75,300	9,345	84,645	74,688	8,752	83,440	83,183	10,141	93,323

\* Includes University Center.

Table 2  
Utah System of Higher Education  
2000-01 Self-Supporting Summer and Fall FTE  
Academic Year FTE Projections and Annualized Year FTE Projections

INSTITUTIONS	Summer 2000 Self-Supporting FTE			Fall 2000 Self-Supporting FTE			Projected Self-Supporting 2000-01 Academic Year FTE			Projected Self-Supporting 2000-01 Annualized Year FTE		
	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total
University of Utah												
Education and General	251	248	499	108	17	125	350	35	385	476	159	635
School of Med (MD)	0	0	0	0	0	0	0	0	0	0	0	0
School of Med (Non-MD)	59	44	103	4	0	4	4	0	4	33	22	55
Total	310	292	602	112	17	129	354	35	389	509	181	690
Utah State University												
Education and General*	480	62	542	698	48	746	1,008	70	1,078	1,248	101	1,349
Southeast UT CE Center	18	0	18	1	0	1	1	0	1	10	0	10
Uintah Basin CE Center	14	0	14	21	0	21	22	0	22	29	0	29
Total	512	62	574	720	48	768	1,031	70	1,101	1,287	101	1,388
Weber State University*	496	117	613	243	184	427	983	196	1,178	1,231	254	1,485
Southern Utah University												
Education and General	486	11	497	138	5	143	294	7	301	537	13	549
St. George Center	0	0	0	49	1	50	49	1	50	49	1	50
Total	486	11	497	187	6	193	343	8	351	586	14	599
Snow College	4	1	5	314	0	314	208	0	208	210	1	210
Snow South Postsecondary	0	0	0	0	0	0	0	0	0	0	0	0
Snow South Secondary	0	0	0	0	0	0	0	0	0	0	0	0
Total	4	1	5	314	0	314	208	0	208	210	1	210
Dixie College	19	6	25	68	0	68	98	0	98	108	3	111
College of Eastern Utah												
Education and General	3	0	3	83	0	83	64	0	64	66	0	66
San Juan CE Center	3	0	3	17	0	17	19	0	19	21	0	21
Total	6	0	6	100	0	100	84	0	84	87	0	87
Utah Valley State College	116	3	119	1,135	52	1,187	767	81	848	825	82	908
Salt Lake Community College	62	12	74	162	9	171	1,545	30	1,575	1,576	36	1,612
TOTAL USHE W/OUT MEDICINE	2,011	504	2,515	3,041	316	3,357	5,414	419	5,833	6,419	671	7,090
TOTAL USHE WITH MEDICINE	2,011	504	2,515	3,041	316	3,357	5,414	419	5,833	6,419	671	7,090

\* Includes University Center.



Table 3  
Utah System of Higher Education  
Total Budget-Related and Self-Supporting Enrollment  
Fall 2000 FTE Compared to Fall 1999 --- Academic Year FTE Projections and Annualized Year FTE Projections

INSTITUTIONS	Fall Semester 1999			Fall Semester 2000			2000 Difference From 1999			1999 Percent Difference From 1998			Projected Total 2000-01 Academic Year FTE			Projected Total 2000-01 Annualized Year FTE		
	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total
University of Utah																		
Education and General	16,873	2,661	19,534	16,972	2,989	19,961	99	328	427	0.59%	12.33%	2.19%	16,790	2,744	19,534	19,327	3,293	22,620
School of Med (MD)	347	58	405	334	64	398	-13	6	-7	-3.75%	10.34%	-1.73%	333	63	396	335	64	399
School of Med (Non-MD)	261	143	404	260	159	419	-1	16	15	-0.38%	11.19%	3.71%	245	147	392	292	179	471
Total	17,481	2,862	20,343	17,566	3,212	20,778	85	350	435	0.49%	12.23%	2.14%	17,368	2,954	20,322	19,954	3,536	23,489
Utah State University																		
Education and General*	12,408	2,246	14,654	12,906	2,256	15,162	498	10	508	4.01%	0.45%	3.47%	13,032	2,161	15,193	14,376	2,525	16,900
Southeast UT CE Center	101	0	101	112	0	112	11	0	11	10.89%	---	10.89%	113	0	113	153	1	154
Uintah Basin CE Center	518	1	519	577	0	577	59	-1	58	11.39%	---	11.18%	572	0	572	672	4	676
Total	13,027	2,247	15,274	13,595	2,256	15,851	568	9	577	4.36%	0.40%	3.78%	13,717	2,161	15,878	15,201	2,530	17,730
Weber State University*	10,058	800	10,858	10,677	842	11,519	619	42	661	6.15%	5.25%	6.09%	11,259	817	12,076	12,586	964	13,550
Southern Utah University																		
Education and General	4,377	513	4,890	4,474	470	4,944	97	-43	54	2.22%	-8.38%	1.10%	4,649	457	5,106	5,367	519	5,886
St. George Center	131	3	134	77	1	78	-54	-2	-56	-41.22%	-66.67%	-41.79%	78	1	79	84	2	86
Total	4,508	516	5,024	4,551	471	5,022	43	-45	-2	0.95%	-8.72%	-0.04%	4,727	458	5,186	5,451	521	5,972
Snow College	2,450	271	2,721	2,544	236	2,780	94	-35	59	3.84%	-12.92%	2.17%	2,437	227	2,663	2,498	241	2,739
Snow South Postsecondary	257	2	259	227	5	232	-30	3	-27	-11.67%	150.00%	-10.42%	327	7	334	354	7	361
Snow South Secondary	130	0	130	147	0	147	17	0	17	13.08%	---	13.08%	216	0	216	231	0	231
Total	2,837	272	3,109	2,918	241	3,159	81	-31	50	2.86%	-11.40%	1.61%	2,980	234	3,213	3,083	248	3,331
Dixie College	3,315	341	3,656	3,471	360	3,831	156	19	175	4.71%	5.57%	4.79%	3,375	328	3,703	3,603	355	3,958
College of Eastern Utah																		
Main Campus	1,541	79	1,620	1,521	98	1,619	-20	19	-1	-1.30%	24.05%	-0.06%	1,498	91	1,589	1,597	103	1,699
San Juan CE Center	333	3	336	321	1	322	-12	-2	-14	-3.60%	-66.67%	-4.17%	327	1	328	376	2	378
Total	1,874	83	1,957	1,842	99	1,941	-32	16	-16	-1.71%	19.28%	-0.82%	1,825	92	1,917	1,973	105	2,078
Utah Valley State College	11,321	1,449	12,770	11,841	1,662	13,503	520	213	733	4.59%	14.70%	5.74%	11,587	1,617	13,204	12,838	1,922	14,759
Salt Lake Community College	11,425	513	11,938	11,880	518	12,398	455	5	460	3.98%	0.97%	3.85%	13,264	511	13,775	14,914	632	15,546
TOTAL USHE W/OUT MED	75,499	9,025	84,524	78,007	9,597	87,604	2,508	572	3,080	3.32%	6.34%	3.64%	79,769	9,108	88,877	89,267	10,748	100,015
TOTAL USHE WITH MED	75,846	9,083	84,929	78,341	9,661	88,002	2,495	578	3,073	3.29%	6.36%	3.62%	80,102	9,171	89,273	89,602	10,812	100,414

\* Includes University Center.

Table 4  
Utah System of Higher Education  
Total Budget-Related and Self-Supporting Enrollment  
Fall 2000 Headcount Compared to Fall 1999

INSTITUTIONS	Fall Semester 1999			Fall Semester 2000			2000 Difference From 1999			2000 Percent Difference From 1999		
	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total
University of Utah												
Education and General	22,028	3,090	25,118	22,086	3,412	25,498	58	322	380	0.26%	10.42%	1.51%
School of Med (MD)	347	58	405	334	64	398	-13	6	-7	-3.75%	10.34%	-1.73%
School of Med (Non-MD)	488	199	687	541	218	759	53	19	72	10.86%	9.55%	10.48%
Less Duplicates^	-328	-94	-422	-369	-106	-475	-41	-12	-53	12.50%	12.77%	12.56%
Total	22,535	3,253	25,788	22,592	3,588	26,180	57	335	392	0.25%	10.30%	1.52%
Utah State University												
Education and General*	17,016	2,560	19,576	17,467	2,552	20,019	451	-8	443	2.65%	-0.31%	2.26%
Southeast UT CE Center	222	0	222	237	0	237	15	0	15	6.76%	---	6.76%
Uintah Basin CE Center	1,106	2	1,108	1,262	0	1,262	156	-2	154	14.10%	---	13.90%
Less Duplicates^	-41	0	-41	-28	0	-28	13	0	13	-31.71%	---	-31.71%
Total	18,303	2,562	20,865	18,938	2,552	21,490	635	-10	625	3.47%	-0.39%	3.00%
Weber State University*	14,480	964	15,444	15,333	1,045	16,378	853	81	934	5.89%	8.40%	6.05%
Southern Utah University												
Education and General	5,274	583	5,857	5,358	508	5,866	84	-75	9	1.59%	-12.86%	0.15%
St. George Center	244	3	247	153	3	156	-91	0	-91	-37.30%	0.00%	-36.84%
Less Duplicates^	-79	0	-79	-57	-2	-59	22	-2	20	-27.85%	---	-25.32%
Total	5,439	586	6,025	5,454	509	5,963	15	-77	-62	0.28%	-13.14%	-1.03%
Snow College	3,021	266	3,287	3,298	240	3,538	277	-26	251	9.17%	-9.77%	7.64%
Snow South Postsecondary	489	2	491	380	5	385	-109	3	-106	-22.29%	150.00%	-21.59%
Snow South Secondary	467	1	468	392	0	392	-75	-1	-76	-16.06%	-100.00%	-16.24%
Less Duplicates^	-165	0	-165	-222	-1	-223	-57	-1	-58	34.55%	---	35.15%
Total	3,812	269	4,081	3,848	244	4,092	36	-25	11	0.94%	-9.29%	0.27%
Dixie College	5,663	528	6,191	5,977	538	6,515	314	10	324	5.54%	1.89%	5.23%
College of Eastern Utah												
Main Campus	2,125	86	2,211	2,164	94	2,258	39	8	47	1.84%	9.30%	2.13%
San Juan CE Center	475	4	479	493	2	495	18	-2	16	3.79%	-50.00%	3.34%
Less Duplicates^	-2	0	-2	-47	-2	-49	-45	-2	-47	---	---	---
Total	2,598	90	2,688	2,610	94	2,704	12	4	16	0.46%	4.44%	0.60%
Utah Valley State College	18,235	1,827	20,062	18,825	2,121	20,946	590	294	884	3.24%	16.09%	4.41%
Salt Lake Community College	20,532	741	21,273	21,364	745	22,109	832	4	836	4.05%	0.54%	3.93%
TOTAL USHE W/OUT MED	111,250	10,762	122,012	114,607	11,372	125,979	3,357	610	3,967	3.02%	5.67%	3.25%
TOTAL USHE WITH MED	111,597	10,820	122,417	114,941	11,436	126,377	3,344	616	3,960	3.00%	5.69%	3.23%

\* Includes University Center.

^ Duplicated headcounts between line items are subtracted from the total in order to obtain an unduplicated total.

Table 5  
Utah System of Higher Education  
Total Budget-Related and Self-Supporting Enrollment  
Summer 2000 FTE Compared to Summer 1999

INSTITUTIONS	Summer Semester 1999			Summer Semester 2000			2000 Difference From 1999			2000 Percent Difference From 1999		
	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total
University of Utah												
Education and General	4,630	783	5,413	5,073	1,098	6,171	443	315	758	9.57%	40.23%	14.00%
School of Med (MD)	1	0	1	4	2	6	3	2	5	300.00%	---	500.00%
School of Med (Non-MD)	86	45	131	94	64	158	8	19	27	9.30%	42.22%	20.61%
Total	4,717	828	5,545	5,171	1,164	6,335	454	336	790	9.62%	40.58%	14.25%
Utah State University												
Education and General*	2,614	647	3,261	2,687	727	3,414	73	80	153	2.79%	12.36%	4.69%
Southeast UT CE Center	56	0	56	81	2	83	25	2	27	44.64%	---	48.21%
Uintah Basin CE Center	111	1	112	200	8	208	89	7	96	80.18%	---	85.71%
Total	2,781	648	3,429	2,968	737	3,705	187	89	276	6.72%	13.73%	8.05%
Weber State University*	2,527	256	2,784	2,653	294	2,948	126	38	164	4.99%	14.84%	5.89%
Southern Utah University												
Education and General	1,300	134	1,434	1,436	124	1,560	136	-10	126	10.46%	-7.46%	8.79%
St. George Center	21	1	22	12	1	13	-9	0	-9	-42.86%	0.00%	-40.91%
Total	1,321	134	1,455	1,448	125	1,573	127	-9	118	9.61%	-6.72%	8.11%
Snow College	107	36	143	122	29	151	15	-7	8	14.02%	-19.44%	5.59%
Snow South Postsecondary	69	0	69	55	0	55	-14	0	-14	-20.29%	---	-20.29%
Snow South Secondary	40	0	40	30	0	30	-10	0	-10	-25.00%	---	-25.00%
Total	216	36	252	207	29	235	-9	-7	-17	-4.17%	-19.44%	-6.75%
Dixie College	383	41	424	455	55	510	72	14	86	18.80%	34.15%	20.28%
College of Eastern Utah												
Main Campus	211	13	224	198	23	221	-13	10	-3	-6.16%	76.92%	-1.34%
San Juan CE Center	111	1	112	98	2	100	-13	1	-12	-11.71%	0.00%	-10.71%
Total	322	14	336	296	25	321	-26	11	-15	-8.07%	78.57%	-4.46%
Utah Valley State College	2,252	543	2,795	2,501	610	3,111	249	67	316	11.06%	12.34%	11.31%
Salt Lake Community College	3,954	231	4,184	3,301	242	3,543	-653	11	-641	-16.51%	4.76%	-15.32%
TOTAL USHE W/OUT MEDICINE	18,472	2,731	21,203	18,996	3,279	22,275	524	548	1,072	2.84%	20.07%	5.06%
TOTAL USHE WITH MEDICINE	18,473	2,731	21,204	19,000	3,281	22,281	527	550	1,077	2.85%	20.14%	5.08%

\* Includes University Center.

Table 6  
 Utah System of Higher Education  
 Total Budget-Related and Self-Supporting Enrollment  
 Summer 2000 Unduplicated Headcount Compared to Summer 1999

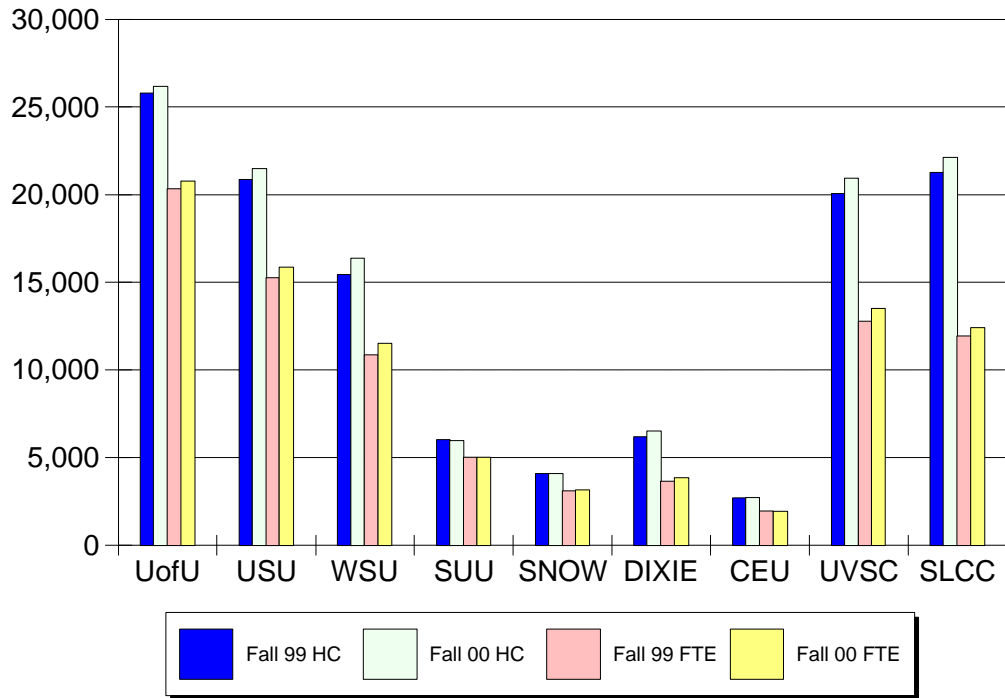
INSTITUTIONS	Summer Semester 1999			Summer Semester 2000			2000 Difference From 1999			2000 Percent Difference From 1999		
	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total	Resident	Nonres	Total
University of Utah												
Education and General	9,513	1,716	11,229	10,027	2,199	12,226	514	483	997	5.40%	28.15%	8.88%
School of Med (MD)	2	1	3	4	2	6	2	1	3	100.00%	100.00%	100.00%
School of Med (Non-MD)	198	103	301	207	114	321	9	11	20	4.55%	10.68%	6.64%
Less Duplicates^	-26	-9	-35	-48	-13	-61	-22	-4	-26	84.62%	44.44%	74.29%
Total	9,687	1,811	11,498	10,190	2,302	12,492	503	491	994	5.19%	27.11%	8.64%
Utah State University												
Education and General*	7,129	1,217	8,346	7,277	1,366	8,643	148	149	297	2.08%	12.24%	3.56%
Southeastern Utah CE Center	191	0	191	301	5	306	110	5	115	57.59%	---	60.21%
Uintah Basin CE Center	312	4	316	526	19	545	214	15	229	68.59%	375.00%	72.47%
Less Duplicates^	-32	-2	-34	-36	-3	-39	-4	-1	-5	12.50%	50.00%	14.71%
Total	7,600	1,219	8,819	8,068	1,387	9,455	468	168	636	6.16%	13.78%	7.21%
Weber State University*	6,197	461	6,658	7,039	592	7,631	842	131	973	13.59%	28.42%	14.61%
Southern Utah University												
Education and General	3,731	265	3,996	4,255	252	4,507	524	-13	511	14.04%	-4.91%	12.79%
St. George Center	55	1	56	31	4	35	-24	3	-21	-43.64%	300.00%	-37.50%
Less Duplicates^	-22	-1	-23	-14	-3	-17	8	-2	6	-36.36%	200.00%	-26.09%
Total	3,764	265	4,029	4,272	253	4,525	508	-12	496	13.50%	-4.53%	12.31%
Snow College	307	73	380	344	72	416	37	-1	36	12.05%	-1.37%	9.47%
Snow South Postsecondary	201	2	203	151	0	151	-50	-2	-52	-24.88%	-100.00%	-25.62%
Snow South Secondary	79	0	79	94	0	94	15	0	15	18.99%	---	18.99%
Less Duplicates^	-17	0	-17	-57	0	-57	-40	0	-40	235.29%	---	235.29%
Total	570	75	645	532	72	604	-38	-3	-41	-6.67%	-4.00%	-6.36%
Dixie College	1,429	91	1,520	1,475	144	1,619	46	53	99	3.22%	58.24%	6.51%
College of Eastern Utah												
Main Campus	465	22	487	558	28	586	93	6	99	20.00%	27.27%	20.33%
San Juan CE Center	215	1	216	189	2	191	-26	1	-25	-12.09%	---	-11.57%
Less Duplicates^	-13	0	-13	-22	-1	-23	-9	-1	-10	---	---	---
Total	667	23	690	725	29	754	67	7	74	10.04%	30.43%	10.72%
Utah Valley State College	6,856	936	7,792	8,782	1,037	9,819	1,926	101	2,027	28.09%	10.79%	26.01%
Salt Lake Community College	8,639	619	9,258	9,331	531	9,862	692	-88	604	8.01%	-14.22%	6.52%
TOTAL USHE W/OUT MEDICINE	45,407	5,499	50,906	50,410	6,345	56,755	5,003	846	5,849	11.02%	15.38%	11.49%
TOTAL USHE WITH MEDICINE	45,409	5,500	50,909	50,414	6,347	56,761	5,005	847	5,852	11.02%	15.40%	11.50%

\* Includes University Center.

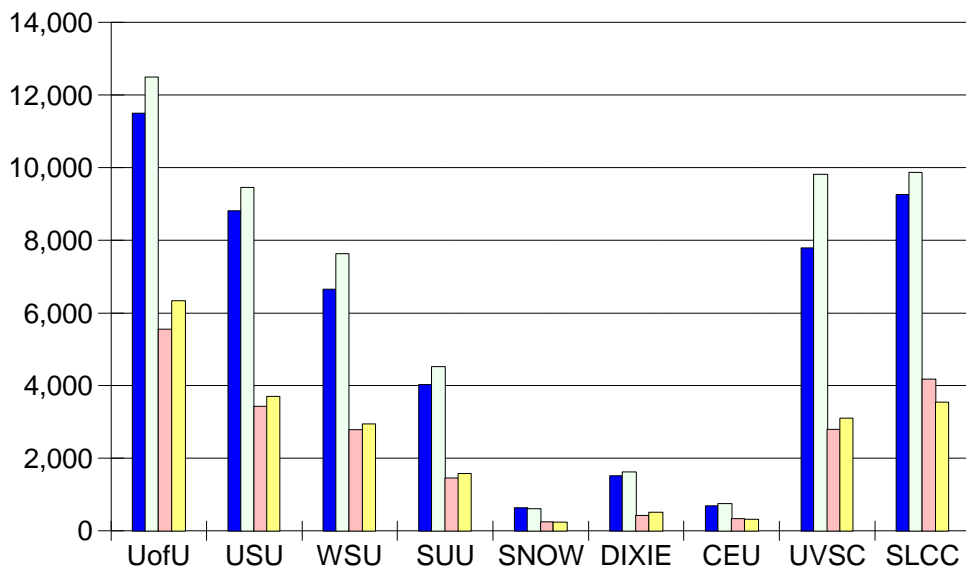
^ Duplicated headcounts between line items are subtracted from the total in order to obtain an unduplicated total.

# Figures 1 and 2

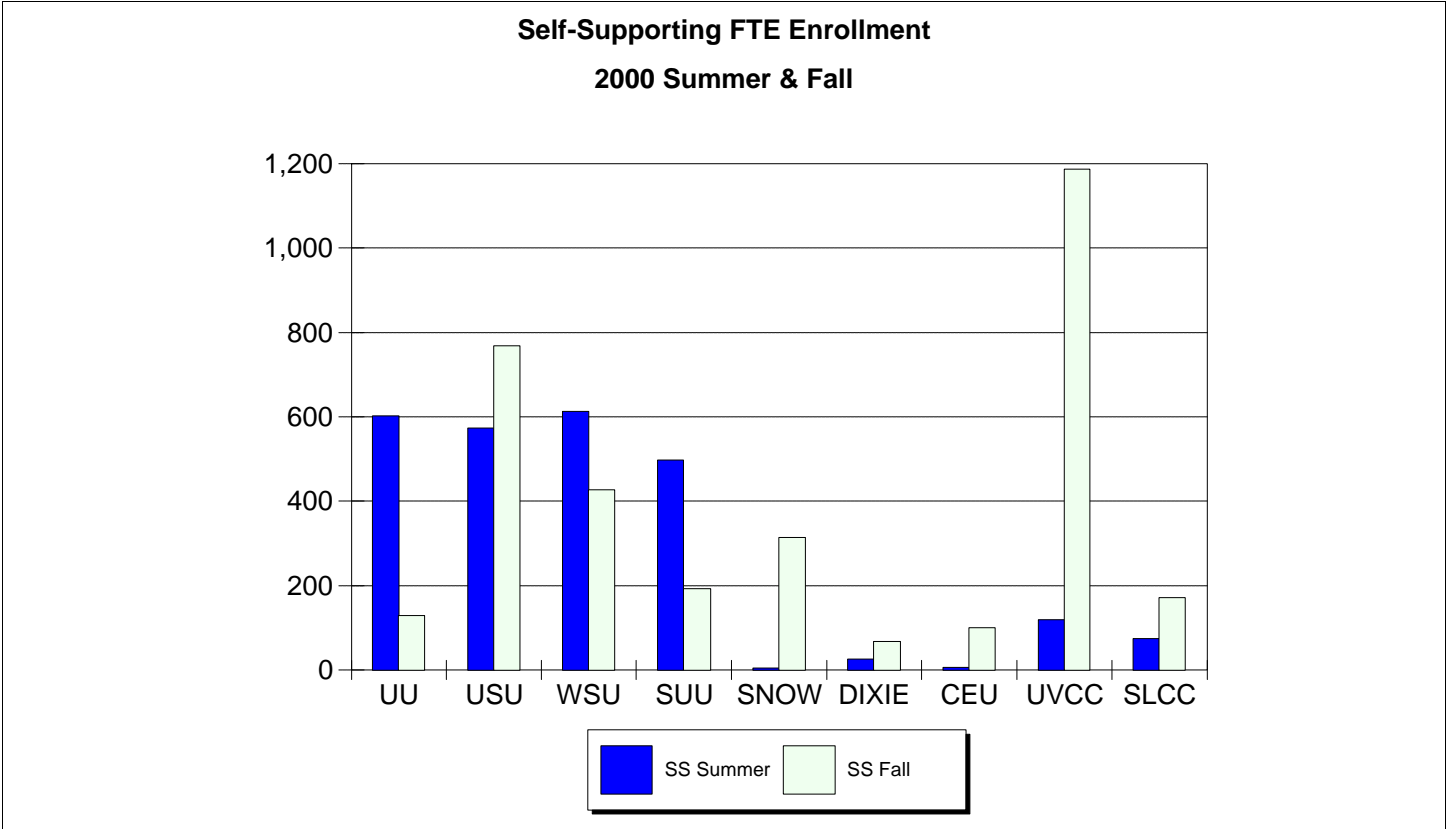
## USHE Fall 2000 Headcount & FTE Compared to Fall 1999



## USHE Summer 2000 Headcount & FTE Compared to Summer 1999



# Figure 3



**MEMORANDUM**

November 29, 2000

**TO: State Board of Regents**

**FROM: Cecelia H. Foxley**

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

**Report**

Since its last complete report to the Regents, the UHEAA Board of Directors met on October 25, 2000, and took the following actions:

1. Approved minutes for the Board's meeting on June 22, 2000 (attached as Exhibit A).
2. Adopted the following schedule for regular meetings during Calendar Year 2001–
  - a. Thursday, January 25;
  - b. Tuesday, March 6;
  - c. Tuesday, May 29;
  - d. Thursday, September 6;
  - e. Tuesday, November 13.

All meetings are scheduled for the Board of Regents Offices, starting at 10:00 A.M.

3. Reviewed and approved Monthly Investment Reports for May, June, July, and August, 2000, and Quarterly Investment Reports for the Quarter Ending June 30, 2000, for the Student Loan Guarantee Program (LGP), the SBR Loan Purchase Program (LPP), and the Utah Educational Savings Plan Trust (UESP).

4. Reviewed and accepted Fiscal Year 2000 Audited Financial Statements for LPP, LGP, and UESP, and a combined Management Letter, prepared by the State Auditor. State Auditor staff members who performed the audits were present to answer any questions regarding the audits. Copies of cover memorandums summarizing FY 2000 financial results for the three programs are attached as Exhibit B. The Board noted and commended Deputy Executive Director Richard Davis and Director of Accounting David Schwanke for the fact that no exceptions or problems were noted in the Management Letter.

5. Received a “Fiscal Year 2000 Financial Performance Analysis of the Student Loan Programs and UESP,” which provides in-depth information on changing trends and factors affecting the three programs. Copies are available upon request, from Ms. Lynda Reid, UHEAA Administrative Assistant [801/321/7207].

6. Approved a recommended fee change (reduction) for UESP, intended to reduce slightly the already favorably low investment cost for lower income families.

7. Discussed information illustrating a continuing decline in purchasing power of available need-based student financial aid for Utah students, and the need for greater emphasis on avoiding a further decline in the face of projected tuition and fee increases, and adopted a resolution that was reported to the Regents at their meeting on October 27. The resolution reads as follows: **“Be it resolved that the UHEAA Board of Directors once again endorses the State Board of Regents Strategy on Access and encourages the Regents to adopt a budget request that includes a substantial increase for need based financial aid with a priority sufficiently high to be within the likely funding level.”**

8. Received and discussed a progress report on “Planning and Preparations for LGP Systems Conversions” (copy attached as Exhibit C). The planned new systems, to be provided in a partnership relationship with the Pennsylvania Higher Education Assistance Agency, will provide improved efficiencies for the Utah Student Loan Programs, and significant improvements in services and Internet-based communications for Utah schools, lenders, and student and parent customers. The targeted conversion date continues to be March 31, 2001.

The Board also received a live demonstration of a comprehensive national web site providing college planning and student financial aid information and services for middle and high school students. The web site, [www.mapping\\_your\\_future.org](http://www.mapping_your_future.org), is jointly sponsored and supported by UHEAA and 33 other guarantee agencies. It is addressable through a link prominently displayed on UHEAA’s web site, [www.uheaa.org](http://www.uheaa.org). The Mapping Your Future site also provides a quality facility for on-line student loan entrance and exit counseling to meet federally-prescribed requirements, which is used by increasing numbers of institutions, both nationally and in Utah.

The next meeting of the UHEAA Board of Directors is scheduled for 10:00 A.M. on Thursday, January 25, 2000, in the State Board of Regents Offices.

**Cecelia H. Foxley, Commissioner**

Attachments

CHF/CGN



**EXHIBIT A**

**UTAH HIGHER EDUCATION ASSISTANCE AUTHORITY  
BOARD OF DIRECTORS  
MINUTES  
Thursday, June 22, 2000**

**Members Present**

Mr. Ed Alter  
Ms. Elva Barnes  
Ms. Aileen Clyde  
Dr. Cecelia Foxley  
Mr. John Goddard  
Mr. Brent Hoggan  
Ms. Marla Kennedy  
Ms. Peggy Leavitt  
Ms. Judy LeCheminant  
Dr. Steven Nadauld  
Mr. Chalmers Gail Norris  
Dr. Erlend Petersen  
Mr. Fred Stringham  
Ms. Marie Sweeten  
Mr. Norm Tarbox  
Mr. Scott Young

**UHEAA Staff Present**

Mr. Scott Brown  
Ms. Brenda Cox  
Mr. Richard Davis  
Mr. Brad Ewell  
Mr. David Feitz  
Mr. Scott Gilmore  
Dr. Dale Hatch  
Ms. Cathryn Judd  
Ms. Geri Petersen  
Mr. Bob McRae  
Ms. Lynda Reid  
Ms. Alice Schaelling  
Mr. David Schwanke

**Others Present**

Mr. David Jones, Assistant Attorney General  
Ms. Kristina Kindl Orme, Assistant Attorney General

The meeting was called to order and a quorum was declared present. Chairman Hoggan noted Mr. Gnemi, Mr. Grant and Dr. Romesburg were excused.

It was moved by Ms. Clyde and seconded by Mr. Young to approve the minutes of the April 11, 2001 meeting. The motion carried unanimously.

It was moved by Ms. Barnes and seconded by Dr. Nadauld to approve the minutes of the April 19, 2000 conference call meeting. The motion carried unanimously.

It was moved by Mr. Stringham and seconded by Mr. Young to approve the minutes of the May 4, 2000 conference call meeting. The motion carried unanimously.

It was moved by Dr. Peterson and seconded by Dr. Foxley to hold an Executive Session, if needed, at the close of the September 19, 2000 UHEAA Board of Directors' meeting. The motion carried unanimously

The first item considered was UHEAA Board Report One, Money Management Investment Reports.

Mr. Davis reviewed and discussed the investment reports and attachments for: 1) the Loan Purchase Program (LPP); 2) the Loan Guarantee Program (LGP); and 3) the Utah Educational Savings Plan Trust (UESP) for the months of February, March and April 2000 and for the quarter ending March 31, 2000.

Dr. Nadauld asked what is the asset allocation for each UESP option.

Mr. Norris said for Option 1, all funds are with the PTIF. For Option 4, all funds are invested in the Institutional Index Fund. For Options 2 and 3, the allocation will vary over time, depending on how many years the beneficiaries are from enrolling, because the allocations change to more conservative funds as they are closer to enrolling.

It was moved by Mr. Goddard and seconded by Dr. Nadauld to adopt the recommendation that the board approve the investment reports and attachments as presented. The motion carried unanimously.

The next item considered was UHEAA Board Report Two, Loan Purchase Program Year-End Fund Designations.

Mr. Norris discussed the fund designations and reviewed the seven borrower benefit programs offered by UHEAA. He indicated the borrower benefit provisions and designations of reserve funds are reviewed regularly. He noted the borrower benefits are based on two principles: 1) incentives for borrowers to repay their loans on time and 2) to use available cash flows to provide the best possible terms to borrowers. He discussed the proposed additions to the reserve fund for the continuation of the borrower benefit programs.

It was moved by Dr. Nadauld and seconded by Dr. Foxley, to recommend the approval of the proposed Fiscal Year (FY) 2000 year-end reserve fund designations in the Short Term Note Fund, totaling \$69,082,000 as presented. The motion carried unanimously.

The next item considered was UHEAA Board Report Three, Loan Purchase Program FY 2001 Operating Budget.

Mr. Norris reviewed and led an open discussion on the proposed FY 2001 Operating Budgets for LPP.

Dr. Nadauld asked if the arbitrage provisions in the FY 2001 LPP budget is adequate.

Mr. Davis reported the results of the recalculations and the issues of the interpretations of the tax laws, and noted the arbitrage provisions should be adequate.

It was moved by Dr. Nadauld and seconded by Ms. Clyde to recommend the approval of

the FY 2001 LPP Operating Budget as presented in Schedules I through II-C and Exhibits A through D. The motion carried unanimously.

The next item considered was UHEAA Board Report Four, Loan Guarantee Program Fiscal Year 2001 Operating Budget.

Mr. Norris discussed in detail the proposed LGP FY 2001 Operating Budget and related summarized schedules.

Mr. Norris noted the calculation for inflation and salary changes. He noted the Federal Fund and Operating Funds were established in FY 1999 because of changes in the Higher Education Amendments of 1998 (P. L. 105-244).

Mr. Norris noted the need for an increased budget to compensate for the conversion of the LGP database and the migration of LGP's operations to Pennsylvania Higher Education Assistance Agency's (PHEAA) systems. He noted the conversion is projected for completion by March 31, 2001.

Mr. Tarbox inquired regarding the guaranty volume totals for FY 2001.

Mr. Norris indicated the guaranty volume should remain stable. He noted the success of counseling students to avoid excessive borrowing. He also noted UHEAA supports the activities of the various schools in counseling their borrowers. He indicated UHEAA has created a new position of Manager of Outreach and Counseling. He stated Mr. Mike Johnson has accepted the appointment. He indicated Mr. Johnson will coordinate with student financial aid officers, high schools counselors and other education professionals in determining the needs for enhanced outreach activities in Utah.

It was moved by Dr. Nadauld and seconded by Ms. Sweeten to recommend the approval of the LGP Operating Budget for FY 2001 as presented in Schedules I through II-B and exhibits A through D. The motion carried unanimously.

The next item considered was UHEAA Board Report Five, UESP Fiscal Year 2001 Operating Budget.

Mr. Hatch and Mr. Norris discussed the proposed UESP FY 2001 Operating Budget. Mr. Norris noted because of the rapid growth in participant accounts, it was necessary to add an additional position to the UESP staff.

Dr. Nadauld recommended a proposal to develop a three-person UHEAA task force to benchmark other agencies, and report to the Board the best practices they found, and how UHEAA compares with their competitors.

Dr. Foxley indicated that during the Request for Proposal (RFP) process UHEAA had

already attained knowledge of best practices of the major agencies. She recommended adding the recommendation to a future Board agenda after the conversion to PHEAA.

Mr. Norris indicated a Bench Mark summary could be written from the statistical data received from the three RFP finalists. The summary would discuss the statistical data received and compare the data with the efficiency of the UHEAA process.

Dr. Nadauld indicated the recommendation should be revisited as quickly as it would be useful for UHEAA.

It was moved by Ms. Clyde and seconded by Ms. Kennedy to recommend approval of the Utah Educational Savings Plan Trust Operating Budget for FY 2001 as present in Schedules I through II-C and Exhibit A. The motion carried unanimously.

The next item considered was UHEAA Board Report Six, Planning and Preparations for LGP Systems Conversion.

Ms. Cox discussed the progress being made in the planning and preparation of the conversion from UHEAA's current processing system to PHEAA's Onelink system.

Ms. Leavitt asked if the schools will have the opportunity to see the PHEAA product before the conversion.

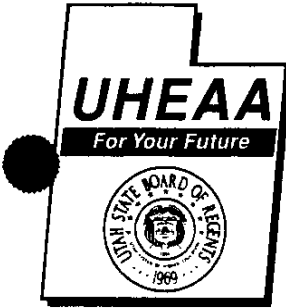
Mr. Norris responded UHEAA plans to have a focus group picked from the various schools to respond to the PHEAA product. He indicated the school's feedback is vital.

Mr. Feitz noted Tuesday, September 19 and Tuesday, December 5 are the last two scheduled meetings for the UHEAA Board of Directors for calendar year 2000.

The meeting adjourned at 12:40 p.m.

\_\_\_\_\_  
Secretary

\_\_\_\_\_  
Date



# Utah Higher Education Assistance Authority

Utah Student Loan Guarantee Program (USLGP)  
 Utah State Board of Regents Loan Purchase Program (SBRLPP)  
 Utah Centennial Opportunity Program For Education (UCOPE)  
 Utah Educational Savings Plan Trust (UESP)  
 www.uheaa.org

**FOR INFORMATION**

## UTAH HIGHER EDUCATION ASSISTANCE AUTHORITY STUDENT LOAN PURCHASE PROGRAM AUDITED FINANCIAL STATEMENTS FOR FISCAL YEAR ENDING JUNE 30, 2000

### REPORT #3A

**OCTOBER 25, 2000**

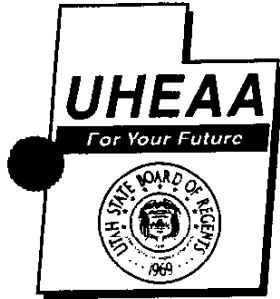
### INTRODUCTION

During the fiscal year ending June 30, 2000, the Program purchased student loans from originating lenders with a principal balance of \$157,985,390 and originated \$42,830,086 of consolidation loans. This activity increased the amount of student loans held by the Board to \$830 million as of June 30, 2000.

Following is a summary of the operating results for fiscal years ended June 30, 2000 and 1999:

	2000	1999
Total Revenues	\$ 76,937,522	\$65,903,843
Total Expenses	62,056,487	55,987,169
Excess of Revenues/Expenses	14,881,035	9,916,674
Less Operating Transfer	(2,250,000)	(2,100,000)
Fund Balance Beginning of year	132,798,040	124,981,366
Fund Balance End of Year	<u>\$145,429,075</u>	<u>\$132,798,040</u>

Presented in the attachments to this report are the audited financial statements and accompanying notes for the fiscal year ending June 30, 2000. An oral presentation on the financial statements and related schedules will be provided at the meeting.



# Utah Higher Education Assistance Authority

Utah Student Loan Guarantee Program (USLGP)  
 Utah State Board of Regents Loan Purchase Program (SBRLPP)  
 Utah Centennial Opportunity Program For Education (UCOPE)  
 Utah Educational Savings Plan Trust (UESP)  
[www.uheaa.org](http://www.uheaa.org)

**FOR INFORMATION**

## UTAH HIGHER EDUCATION ASSISTANCE AUTHORITY STUDENT LOAN GUARANTEE PROGRAM AUDITED FINANCIAL STATEMENTS FOR FISCAL YEAR ENDING JUNE 30, 2000

### REPORT #3B

**OCTOBER 25, 2000**

### INTRODUCTION

During the fiscal year ending June 30, 2000, the Program guaranteed 59,307 loans totaling \$222,224,878. At June 30, 2000, the Program had guaranteed student loans outstanding with an original principal amount of approximately \$1.323 billion.

Following is a summary of the operating results for the fiscal years ended June 30, 2000 and 1999:

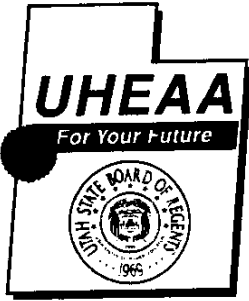
	<u>2000</u>	<u>1999</u>
Total Revenues	\$18,888,655	\$20,575,976
Total Expenses	<u>16,397,530</u>	<u>18,538,199</u>
Excess of Revenues/Expenses	2,491,125	2,037,777
Operating Transfer In	2,000,000	2,000,000
Fund Balance Beginning of year	<u>12,197,914</u>	<u>8,160,137</u>
Fund Balance End of Year	<u><u>\$16,689,039</u></u>	<u><u>\$12,197,914</u></u>

Presented in the attachments to this report are the audited financial statements and accompanying notes for the fiscal year ending June 30, 2000. An oral presentation on the financial statements and related schedules will be provided at the meeting.

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# Utah Higher Education Assistance Authority

Utah Student Loan Guarantee Program (USLGP)  
Utah State Board of Regents Loan Purchase Program (SBRLPP)  
Utah Centennial Opportunity Program For Education (UCOPE)  
Utah Educational Savings Plan Trust (UESP)  
www.uheaa.org

**FOR INFORMATION**

## UTAH HIGHER EDUCATION ASSISTANCE AUTHORITY UTAH EDUCATIONAL SAVINGS PLAN TRUST AUDITED FINANCIAL STATEMENTS FOR FISCAL YEAR ENDING JUNE 30, 2000

### REPORT #3C

**OCTOBER 25, 2000**

### INTRODUCTION

During the fiscal year ending June 30, 2000, the Utah Educational Saving Plan Trust (UESP) received deposits from 781 participants for 1,628 accounts in the amount of \$4,170,283. At June 30, 2000, UESP had total participant investments of \$5,475,103.

Following is a summary of the operating results for the fiscal years ended June 30, 2000 and 1999:

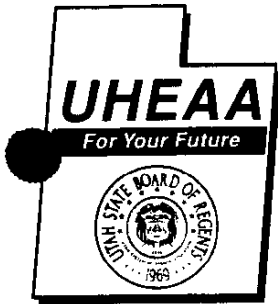
	<u>2000</u>	<u>1999</u>
Total Revenues	\$4,371,893	\$593,852
Total Expenses	<u>204,936</u>	<u>162,870</u>
Excess of Revenues/Expenses	4,166,957	430,982
Operating Transfer In	297,600	151,000
Fund Balance Beginning of year	<u>1,867,824</u>	<u>1,285,842</u>
Fund Balance End of Year	<u><u>\$6,332,381</u></u>	<u><u>\$1,867,824</u></u>

Presented in the attachments to this report are the audited financial statements and accompanying notes for the fiscal year ending June 30, 2000. An oral presentation on the financial statements and related schedules will be provided at the meeting.

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# Utah Higher Education Assistance Authority

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Utah Student Loan Guarantee Program (USLGP)  
Utah State Board of Regents Loan Purchase Program (SBRLPP)  
Utah Centennial Opportunity Program For Education (UCOPE)  
Utah Educational Savings Plan Trust (UESP)  
[www.uheaa.org](http://www.uheaa.org)

**FOR INFORMATION**

## **UTAH HIGHER EDUCATION ASSISTANCE AUTHORITY**

### **STATE AUDITOR MANAGEMENT LETTER**

**REPORT #3D**

**OCTOBER 25, 2000**

#### **INTRODUCTION**

Presented as an attachment to this report is a copy of the management letter prepared by the State Auditor in conjunction with their audit of the financial statements for the fiscal year ending June 30, 2000. The report covers the Loan Purchase Program, the Student Loan Guarantee Program, and the Utah Educational Saving Plan Trust. The management letter contains a report on compliance and internal control as required by Government Auditing Standards.

#### **FINDINGS AND RECOMMENDATIONS**

There were no findings or recommendations noted in the report.

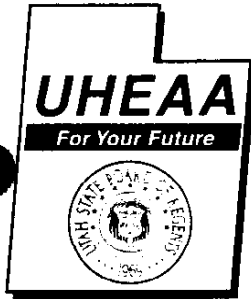
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# Utah Higher Education Assistance Authority

Utah Student Loan Guarantee Program (USLGP)  
Utah State Board of Regents Loan Purchase Program (SBRLPP)  
Utah Centennial Opportunity Program For Education (UCOPE)  
Utah Educational Savings Plan Trust (UESP)  
[www.uheaa.org](http://www.uheaa.org)

## FOR INFORMATION

### UTAH HIGHER EDUCATION ASSISTANCE AUTHORITY

#### PLANNING AND PREPARATIONS FOR LGP SYSTEMS CONVERSIONS

#### UHEAA BOARD REPORT #7

OCTOBER 25, 2000

#### INTRODUCTION

Immediately following the selection of PHEAA to provide computer systems and related services to the Utah Student Loan Guarantee Program (LGP), the staff began the initial planning and preparations for the transition to the PHEAA OneLINK system. While any conversion of this magnitude presents a number of challenges, significant progress has been made and the project is moving forward on an aggressive schedule.

As reported to the Board in June, the initial high-level project plan targeted the end of February 2001 for the conversion to OneLINK. Once the detailed plan was refined and the staff began working through the complexities of data mapping the somewhat antiquated system currently provided by Guarantec, it became apparent the February target date was not realistic. The project now calls for the final conversion to occur at the end of March 2001.

This report provides an update on the progress made in planning and preparing for the conversion. The report is separated into several key areas which describe at a very high level the various components of the project.

#### DATA CONVERSION

LGP is in the final stages of mapping its data to the OneLINK system. During the mapping effort, several areas of data purification were identified and efforts are underway to perform necessary correction.

LGP has provided a full extract of data from its current systems to PHEAA. This extract will be used to perform further data analysis and conversion program testing. Iterative testing of

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data reconciliation will be performed over the next several months. Any anomalies will be resolved through this process until a complete reconciliation is achieved.

## **SYSTEM ENHANCEMENTS**

As one of the first steps in the conversion project plan, LGP and PHEAA operations staff worked together to identify differences in functionality between OneLINK and the current LGP systems. The modern table-driven architecture of OneLINK allowed many of the differences to be resolved without requiring programming enhancements. Other differences were resolved by modifying LGP processing flows according to OneLINK functionality. These processing changes will allow LGP to attain enhanced efficiencies through OneLINK.

While many processing differences have been resolved without requiring programming changes, the staff did identify *24 differences needing a system enhancement*. LGP and PHEAA have agreed to the changes to be made and are now in the process of implementing those changes. To date, PHEAA has completed the detailed specifications for most of the 24 enhancement requests. The programming for 13 of those enhancements is currently in process or has been completed. PHEAA is now reviewing and developing detailed specifications for the remaining enhancements.

## **TRAINING and TESTING**

In preparation for the required testing, PHEAA provided key LGP staff with detailed training in late September and early October. These staff members have begun formulating the LGP test plan. This plan will be used as the basis for developing detailed test scripts and revised operational procedures. Testing the functionality of system enhancements and processing flows is scheduled to begin in December.

Although the conversion will not require LGP's trading partners to make changes to electronic processing interfaces, external testing will be performed to ensure a smooth transition. LGP has made preliminary contact with its lenders to plan the testing and will make similar contacts with participating schools.

## **NEW TECHNOLOGIES**

One of the exciting benefits UHEAA will gain from its new partnership with PHEAA, in addition to the use of a state-of-the-art guarantee system, is the implementation of integrated technologies that will improve significantly LGP's operational efficiencies and allow for improved services. An automated dialing system will provide for a tremendous increase in the volume of calls made in the default aversion and post-default collection areas and a digital imaging system will improve document storage and retrieval processes throughout UHEAA.

The automated dialing system includes the hardware and software necessary to perform predictive dialing, call blending and call center management with electronic interfaces to the OneLINK system. Through the use of this technology, LGP default aversion and collections staff will be able to focus on assisting students, rather than placing calls to individuals who are not home. In addition, supervisory staff will be able to monitor performance and identify training needs more effectively.

The imaging system is an integrated suite of hardware and software provided by PHEAA. The system will improve document and workflow management by allowing LGP to process, store and retrieve document images in conjunction with OneLINK. The imaging system will enhance processing efficiencies by reducing the amount of paper documents routed through the office. It also will allow LGP to provide enhanced services by giving schools access to view key documents electronically.

### **OneLINK FOR SCHOOLS**

Progress continues to be made on the graphical user interface (GUI) version of PHEAA's system screens which will give schools state-of-the-art Internet-based access to OneLINK. Schools will be able to process applications, disbursements, and changes electronically using the GUI screens with user friendly features such as drop-down menu boxes, navigation bars, and radio buttons. In addition, borrowers (and schools) will have look-up capability so that a student's account balance, disbursement dates and amounts, lender name and other loan data can be easily displayed using intuitive point-and-click screens with a consistent, polished look and feel.

While much progress has been made, the GUI screens are not yet completely available or functional. Enhancements are currently being made to improve change transaction and reporting capability. Weekly conference calls are being held to monitor progress and to discuss enhancements. The staff is working aggressively with PHEAA to have the GUI screens available early in 2001 so that schools can be trained and begin using the screens when UHEAA converts to PHEAA's system at the end of March 2001. The staff is also formulating a strategy to originate loans on PHEAA's COMPASS system which will provide schools real-time change capability for monetary transactions. In addition, the staff is planning to form a small school focus group to receive input. Individual sessions with selected technical users at the schools are also planned.

**MEMORANDUM**

December 4, 2000

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

- 1. 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 2000-2001 for the Office of the Commissioner is attached.
- 2. 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.
- 3. WSU Donated Property to Be Liquidated (Attachment C).** Weber State University has received six building lots, a home with 4.7 acres of land, and pasture land totaling 20.7 acres through the settlement of an estate. Because the properties are not integral to the future development of the University, the University desires to sell the properties. Some of the proceeds from the sales will be used to cover the costs of ownership while the properties are owned by the University. Sale of the properties has been approved by the WSU Board of Trustees. The University now seeks Regents approval to sell these properties.
- 4. Annual Money Management Report (Attachment D).** Board Policy R541, Management and Reporting of Institutional Investments, Section 4.10 directs that a comparative annual summary of investment results be submitted annually for Board approval. Attached are the comparative exhibits compiled from the reports submitted by the institutions. Copies of the full report will be available at the meeting. Complete institutional reports are on file in the Commissioner's Office. The Money Management Report will be submitted to the Governor and Legislature in compliance with the Money Management Act of 1974.

Cecelia H. Foxley, Commissioner

CHF/NCT/BK  
Attachments

**Memorandum**

November 29, 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 October 27, 2000, at Weber State University in Ogden, Utah.
2. Approval of the Minutes of the Special Meeting of the Utah State Board of Regents held November 8, 2000, at Utah State University in Logan, Utah.

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

1. University of Utah - Par 99-009 Functionalizing Biomaterials for NCS Repair, \$2,177,071; Patrick A. Tresco, Principal Investigator.
2. University of Utah - Gnome Science Education Program, \$2,158,400; Dorothy S. Dart, Principal Investigator.
3. University of Utah - Outpatient Early Intervention Service with Respect to HIV, \$2,153,883; Kristen Ries, Principal Investigator.
4. University of Utah - Breast Cancer in Mexico, \$7,786,812; Martha L. Slattery, Principal Investigator.
5. University of Utah - Differential Effects of Methamphetamine and Cocain (Program Project), \$5,334,534; James W. Gibb, Principal Investigator.

6. University of Utah - Center for Complex Optical Scattering Phenomena, \$10,211,950; P. Craig Taylor, Principal Investigator.
  7. Utah State University - Oral Cleft Prevention Trial: Philippines Pilot Study, \$4,500,457; Ronald G. Munger, Principal Investigator.
  8. Utah State University - SDL Support to Interim TIS Block 1 (Sharp & NAVIS Concepts), \$1,433,396; Niel Holt, Principal Investigator.
- D. Executive Session(s) — Approval to hold an executive session or sessions prior to or in connection with the meetings of the State Board of Regents to be held January 12, 2001, at Utah Valley State College, to consider property transactions, personnel issues, litigation, and such other matters permitted by the Utah Open and Public Meetings Act.

Cecelia H. Foxley, Commissioner

CHF:jc

Attachments

**MINUTES OF MEETING  
UTAH STATE BOARD OF REGENTS  
WEBER STATE UNIVERSITY  
October 27, 2000**

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MINUTES OF MEETING  
UTAH STATE BOARD OF REGENTS  
WEBER STATE UNIVERSITY  
OGDEN, UTAH

Friday, October 27

Regents Present:

Charles E. Johnson, Chair  
Aileen H. Clyde, Vice Chair  
Jerry C. Atkin  
Pamela J. Atkinson  
David J. Grant  
L. Brent Hoggan  
James S. Jardine  
Michael R. Jensen  
E. George Mantes  
Rob Peterson  
Winn L. Richards  
Paul S. Rogers  
Maria Sweeten

Regents Excused:

Karen H. Huntsman  
David J. Jordan

Office of the Commissioner:

Cecelia H. Foxley, Commissioner  
David Buhler, Associate Commissioner for Public Relations  
Michael A. Petersen, Associate Commissioner for Academic Affairs  
Norm Tarbox, Associate Commissioner for Finance and Facilities  
Chalmers Gail Norris, Associate Commissioner for Student Financial Aid  
Joyce Cottrell, Executive Secretary  
Linda Fife, Director of Academic Programs  
Jerry H. Fullmer, Director of Information Systems  
Nate Millward, Manager of Analytical Studies  
Edith Mitko, Director of Student Services and Minority Affairs  
Brad Mortensen, Director of Business and Finance  
Phyllis C. Safman, Assistant Commissioner for Academic Affairs  
Gary S. Wixom, Assistant Commissioner for Applied Technology Education and Special Projects

INSTITUTIONAL REPRESENTATIVES

University of Utah

J. Bernard Machen, President  
Michael T. Benson, Special Assistant to the President  
A. Lorris Betz, Senior Vice President for Health Sciences  
Paul T. Brinkman, Associate Vice President for Budget and Planning  
Arnold B. Combe, Vice President for Administrative Services  
Fred C. Eskin, Vice President for University Relations

W. Ralph Hardy, Assistant Vice President for Budget and Resource Planning  
Stephen H. Hess, Associate Vice President for Information Technology  
Nancy Lyon, Assistant Vice President for Governmental Affairs  
Barbara H. Snyder, Vice President for Student Affairs  
Jess Dalton, Student Body President and UCSP President  
Taylor Parkin, UCSP Legislative Vice President

Utah State University

George H. Emert, President  
Fred H. Hunsaker, Vice President for Administrative Services  
Richard W. Jacobs, Director, Budget Office  
Joyce Kinkead, Associate Dean and Professor, College of Humanities, Arts & Social Sciences  
Deanna D. Winn, Associate Dean, Teacher Education/Certification/Graduation

Weber State University

Paul H. Thompson, President  
David L. Eisler, Provost  
Georgine W. Bills, Associate Professor/Director, Respiratory Therapy  
Anand Dyal-Chand, Vice President for Student Services  
Carol V. Gaskill, Director of Budget and Institutional Research  
Gloria Perez-Jensen, Coordinator, Gender Equity Technical Assistance Center  
Marsha A. Richter, President's Office  
Dee Hansen, Student Body President

Southern Utah University

Steven D. Bennion, President  
D. Ray Reutzler, Provost  
Sterling R. Church, Vice President of Student Services  
Gregory L. Stauffer, Vice President of Administration/Financial Services  
Michael Wasden, Student Body President

Snow College

Gerald J. Day, President  
Rick White, Vice President for Academic Affairs  
Jake Christensen, Student Body President

Dixie State College

William D. Fowler, Vice President, Student Services  
Max H. Rose, Executive Vice President of Academics  
Wendi Prince, Student Body President

College of Eastern Utah

Grace S. Jones, President  
Raelene Allred, Vice President of Finance and Administrative Services  
Gail Glover, Dean of Administrative Services, San Juan Campus  
Allison McKinstry, Student Body President

Utah Valley State College

Kerry D. Romesburg, President

Lucille Stoddard, Vice President for Academic Affairs and Acting President  
Linda Makin, Budget Director  
Val Peterson, Associate Vice President for College Relations  
Bob Rasmussen, Director, Student Life & Leadership  
Ryan L. Thomas, Vice President for Administration and Campus Computing  
Douglas E. Warner, Vice President for Budget and Human Resources  
Bradley A. Winn, Vice President for Student Services and Campus Planning  
J. Karl Worthington, Associate Vice President for Academic Affairs  
Jared P. Finch, Student Body President

Salt Lake Community College

H. Lynn Cundiff, President  
Daniel Bingham, Interim Assistant to the President  
Marjorie Carson, Vice President of Academic Services  
Judd D. Morgan, Vice President of Student Services  
Richard M. Rhodes, Vice President of Administrative Services  
Jake Packard, Student Body President

Representatives of the Media

Matt Canham, *Daily Utah Chronicle*  
Kirsten Stewart, *Salt Lake Tribune*  
Allen Edwards, *Deseret News*

Others Present

Kari Bodell, Utah Council of Student Body Presidents (UCSP)  
Boyd Garriott, Office of the Legislative Fiscal Analyst  
Debra Headden, Office of the Legislative Fiscal Analyst  
David C. Jones, Attorney General's Office  
James Mainord, UCSP Lobbyist  
John Massey, Legislative Fiscal Analyst  
Ken Nye, DFCM  
Mel Parker, Governor's Office of Planning and Budget  
Blake Wade, Ballard Spahr

COMMITTEE OF THE WHOLE

Following meetings of the Board Committees and a student rally on the steps of the Shepherd Union Building, Chair Johnson called the meeting of the Committee of the Whole to order at 10:35 a.m. He welcomed the students and reminded the Regents that the reason for the Board's existence is for the sake of the students. He noted that Weber was ranked 24<sup>th</sup> in the nation in football. Snow and Dixie are also nationally ranked. He congratulated the institutions and their athletes for their accomplishments.

Student Leaders' Presentation

Chair Johnson introduced Jess Dalton, President of the Utah Council of Student Body Presidents and President of the University of Utah Student Association. Mr. Dalton began by asking Dee Hansen, President of

the Weber Student Association, to display a stack of books which were typical for one student to use in one semester who takes a 16 credit-hour load. Mr. Dalton asked the Regents to estimate the cost of those eight textbooks. He then asked the other student body presidents to introduce themselves. They briefly explained their priority issues.

Service Committee. Jake Packard, Salt Lake Community College Student Body President, explained that this year the USHE students had formed a Service Committee so they might give back to the communities and the state. This committee has bonded students together from their various institutions through service. The students will focus statewide on helping the homeless during January. A scholarship fund is also being planned. Mr. Packard concluded by quoting the lyrics from a rock song which included, "It's not what you've got; it's what you give."

Student Civic Engagement. Wendi Price, Dixie State College Student Body President, said the purpose of the Student Civic Engagement Committee was to increase voter awareness and registration. Each institution has begun a political awareness committee. A statewide voter registration drive has also been conducted. All college students were encouraged to become actively engaged by voting on November 7.

Technological Advancement Committee. Jake Christensen, Snow College Student Body President, spoke of the online advising system which had been developed to help students resolve their advising and transfer issues.

Diversity Committee. Mike Wasden, Southern Utah University Student Body President, said focus groups had been held across the state. The students have taken an official stance opposing Initiative A (English Only). He encouraged all voters to study the issues more closely and said the students were undertaking a study of issues which impact diversity throughout the state.

Tuition and Financial Aid. Dee Hansen, Weber State University Student Body President, welcomed the students who had traveled long distances to be at the meeting, many of whom had been up since 4:00 a.m. The students understand that tuition increases are inevitable, but they feel they should be reasonable. Nearly every one of the students in attendance worked full-time or part-time. Mr. Hansen pointed out that the more tuition is increased, the more hours students will have to work to pay for their college education. He noted that the price of the eight textbooks displayed earlier was \$516. He stressed that these books were typical for one student for one semester.

Financial aid is also a great concern for the students. Utah is currently ranked 44<sup>th</sup> in the nation for financial aid availability. Increasing tuition without increasing financial aid defeats the purpose of access to education. Many students do not qualify for financial aid. With the cost of their tuition and books added to their living expenses, they are incurring financial difficulties.

Mr. Dalton referred to the handout which the students had prepared for the Regents. He called attention to a chart which demonstrated the variables in constant dollars between funding from state appropriations and the increases in tuition and fees from FY1985 through FY1999. The 1980s recession caused a double-digit tuition increase. Mr. Dalton said a tuition increase above four percent would be representative of a state in recession, which Utah is not. Rather, we are in an educational recession. Utah's educational system is in a crisis situation. The western model of low tuition/high access accommodates the needs of the students and ensures equal opportunity for everyone to gain a college education. If tuition is increased more than four percent, access will be threatened and education will no longer be available to all students who want a college education. He stressed, "If we lose one student because of economic constraints, the system has failed all students." He asked the Regents to help the Legislators understand that there are alternatives to tuition increases and that tuition increases should be linked with increases in financial aid.

Mr. Hansen expressed the students' appreciation for the opportunity of expressing their concerns to the Regents. He thanked the students who had come from all USHE institutions, and expressed particular appreciation to the students from BYU and Westminster who attended the meeting. Mr. Dalton petitioned the students to address these concerns with their institutional presidents.

Chair Johnson thanked the student leaders for their articulate presentation. He said the Regents appreciated knowing of the diversity, service and civic opportunities which were being afforded the students in this state. The entire presentation was extremely well presented.

Regent Atkinson applauded the students' work in community service. She encouraged them to join with others who are already involved in existing programs to help the homeless. She commended the students for their past service projects. The Bennion Center and other programs throughout the state are providing a remarkable service in their communities. She quoted Winston Churchill, who said, "You make a living by what you get. You make a life by what you give." She admitted that it was hard to comprehend that the books required by the students can cost over \$500 each semester. However, it is the other expenses which the rest of us take for granted – rent, utilities, food – which the students must also pay. She proposed increasing tuition incrementally, saying that the Regents must be fair to the faculty, staff and infrastructure of the campuses, but they must also be fair to the students.

Regent Rogers thanked the students for representing their constituents so well. He challenged them to organize a similar, well-articulated and robust demonstration before the Utah Legislature. The Regents agree and support the students, but the legislators have the authority. The Regents can only recommend. Regent Grant challenged the Regents to collectively define the amount of money necessary to maintain the quality of the state's investment in higher education and encouraged the students to lobby the Legislature for it. Chair Johnson responded that it was the Regents' responsibility to obtain funding for the students.

Mr. Dalton responded that the students have obligations which prevent them from spending time lobbying the Legislature. Many students work full-time while taking a full class load. He commended the students for being actively involved in this cause and accepted the Regents' challenge to work together.

Regent Jardine recalled that in his first campaign, Governor Leavitt said he was surprised at how rarely higher education was mentioned by the citizens with whom he visited. The Regents alone have been responsible for raising public consciousness of how critical this issue really is. He assured the students that the Regents shared their passion. He asked how many of the students knew the names of their state legislators. When only about half raised their hands, he said until every student knows the name of his or her legislators, our attempts to gain increased state support will fail. He encouraged the students to call their legislators and ask, "What is your position on higher education, so I will know how to vote in this election?"

Chair Johnson explained that in this meeting the Regents would be approving concepts on funding formulas in specific categories. They will work with the Governor's office and the Legislature to develop these issues for approval. He verified that a system tuition increase would not be a matter for action in this meeting. The Regents will be discussing the concept of a flat-rate tuition, and the idea that certain degree programs or institutions may be entitled to additional tuition increases. He agreed that access and quality were intertwined.

Regent Atkinson recalled that last year in lobbying Legislative Leadership she was told, "This is public education's year for funding. It is higher education's turn next year." She said she had not heard that lately. She urged the Regents and students to remind the Legislature that it is "higher education's turn" this year.

Commissioner Foxley commended the student leaders for representing their constituents so well. The student body presidents have been in the Commissioner's Office, and have attended meetings of the Tuition and Financial Aid Task Force, pleading the students' case. They will be invited to make presentations to the Legislative Higher Education Appropriations Subcommittee. She supported Regent Jardine's suggestion that the students contact their individual legislators and ask them if they are supportive of an increased level of funding for higher education. If all students do that and continue their voter registration efforts, this will become a public citizen issue. Commissioner Foxley commended the students for what they are doing. She assured them that the student leaders were working closely with her staff on their behalf. She thanked them for traveling to Ogden to attend the meeting.

#### USHE 2001-2002 Budget Request

Chair Johnson referred to Replacement Tab K in the Regents' folders. He said the funding formula was a "design-build" project which contained the assumption of a 4% factor increase. This is not necessarily the figure which will be used in the final formula, so the request was for approval of the formula but not the factor increase. He asked Associate Commissioner Tarbox to discuss the formula.

Dr. Tarbox referred to Attachment A and said the Formula Funding Task Force had been working for 2½ years to come up with a formula for funding higher education. He read the charge to the Task Force and said simplicity was a goal in their work. The first component of the formula is the financing mechanism. It is intended to be a contract between the Regents and the Legislature. The second component allocates funding within the USHE; it would be an internal document for allocating funding equitably. An assumption is made about the compensation package; this will be determined by the Legislature. The funding formula is similar to public education's weighted pupil unit (WPU). The state funding mostly supports instruction (80%). Non-instructional costs such as research and public service will be adjusted as a separate free-standing part of the formula. Twenty-five percent of the state appropriation is offset by tuition. Chair Johnson clarified that the Legislature has set that 25% figure as their policy. Associate Commissioner Tarbox explained that each level of instruction has a very different cost structure. Regent Jardine suggested that a footnote be added to the "Tax Funds Financing Summary" explaining the various figures.

Chair Johnson asked Legislative Fiscal Analyst John Massey to comment. Mr. Massey said his office had been involved in the task force so it can be represented correctly to the Legislature. The formula is a good concept for funding higher education and will give the Legislature a better understanding of the higher education costs and funding sources.

Regent Atkinson pointed out that there would be a turnover in the next legislature. We will be working with Legislators who have had no experience with higher education and have never seen a higher education budget. Our goal is simplicity and a document which is easy to understand. She requested Mr. Massey's guidance in terms of presenting this to the new legislators.

Regent Atkin asked about revenue projections. Mr. Massey said they were looking at a 5% net sustainable growth in the Uniform School Fund. There is conditional revenue in the current fiscal year in addition to projections for the next fiscal year. He said a 4% compensation increase would be reasonable. Five-year revenue projections will be presented at the next Executive Appropriations Committee meeting.

Associate Commissioner Tarbox explained the Allocation Mechanism of the formula. Enrollment support is funded by the level of instruction and the type of institution. This implements Regent policy and provides direct

costs plus \$600, rather than the full cost for enrollment. Chair Johnson said the core principle of the formula was standard model costs.

President Emert questioned the numbers used for enrollment changes and asked that they be reasonable and accurate. Commissioner Foxley said time will be spent in November and December on these issues.

### Report of the Commissioner

Commissioner Foxley introduced David Buhler, the new Associate Commissioner for Public Relations. She thanked him for accepting the position and said she was looking forward to working with him. Although he will not official begin his duties for a week or two, she invited him to join the discussion groups.

The meeting recessed at 12:00 noon for lunch. Following the Regents' meeting with the Weber State University Board of Trustees for lunch, the business meeting reconvened at 1:40 p.m. Regent Grant was not in attendance for the remainder of the meeting.

### USHE 2001-2002 Budget Request (continued)

Discussion resumed on the proposed budget request. Commissioner Foxley referred to Attachment B of Replacement Tab K and said there were considerable needs outside the formula, e.g., O&M for new facilities, standard mandated costs, health and dental insurance premiums, and access and quality initiatives like ATE, engineering and technology, and USU's Co-op Extension and Agricultural Experiment Station. The Governor has stressed the need for increased numbers of students to be trained in engineering, computer science, and related technologies. His focus supports a priority the USHE has had for several years. She reviewed the one-time requests and supplemental increases for fuel and power, O&M, New Century Scholarships, and salary equity. Some ongoing expenses which were paid from one-time money last year need to be added to the ongoing request.

The Commissioner noted that there were no institutional priorities shown. Many institutional priorities are included in the formula or the other items just discussed outside the formula. By statute the Regents are required to forward a budget request to the Governor and Legislature which represents the needs of the institutions, taking into consideration the state's ability to finance those needs. Clearly, this is an economically healthy year. She encouraged everyone to help the new legislators realize the tie between the state's healthy economy and higher education. She requested the Regents' conceptual approval to forward this request to the Governor and the Legislative Fiscal Analyst's Office.

Associate Commissioner Tarbox commented that the ongoing \$77 million request appeared large. With the formula in place, the compensation increase is included in the request, based on a 4% increase. The other major difference from former budget requests is that in the past we have averaged an enrollment growth request of \$5 million. This year we are requesting \$17 million to fund enrollment growth.

Regent Hoggan said in committee Regent Grant had requested that the Regents issue a statement on bonding. Our state's bonding is very modest when compared with other states. We should try to get some one-time bonding money this year.

Regent Hoggan urged conceptual approval of the budget request, seconded by Regent Atkin. Chair Johnson clarified that the motion signified that tuition has not yet been set but would be set in a special meeting if necessary. The motion carried unanimously.

President Machen expressed his appreciation to the task force for coming up with a formula for funding equitably. He urged everyone's efforts in getting this request approved by the Legislature. Regent Jardine commended the task force for their achievements in establishing a workable funding formula.

Vice Chair Clyde said in her time as a Regent, this was the most important step the Regents had ever taken. It is vital to the future of the state and the quality of education to which all Regent are committed. She committed to help explain it to anyone who has authority to put it in place.

Regent Atkinson said she was dismayed that a number of high school students have never heard of the New Century Scholarship program. She asked if public education had embraced the program adequately. Commissioner Foxley said the New Century Scholarship brochure was distributed to members of the Joint Liaison Committee, who had received it with high interest. It has also been distributed through the assistance of the State Office of Education to all high schools and junior high schools in the state. All counselors have received the publication. The problem may be that the title of the program does not reflect its purpose. We have not been fully funded for this program. She asked, if it were very successful with no funding, what would we do? The commitment to fully fund this program needs to be fulfilled by the Legislature. Chair Johnson said it was another example of the Internet advising system's need to keep counselors informed of what is being offered.

#### Reports of Board Committees

##### Finance and Facilities Committee.

Utah State University – Property Purchase (Tab E). Chair Hoggan said the subject property was located adjacent to the west border of the main USU campus. This property is included in the Campus Master Plan as part of the expansion space for new facilities in the future. The \$278,000 purchase price is for the appraised value of the property. It will be funded by a \$193,000 Community Development Block Grant with the balance to come from institutional discretionary funds. No O&M will be required. He moved approval of the purchase. The motion was seconded by Vice Chair Rogers and carried unanimously.

Utah State University – Property Purchase (New agenda item). Chair Hoggan called attention to the new agenda item in the Regents' folders and moved that it be added to the agenda as an action item. The motion was seconded by Regent Clyde and carried. Chair Hoggan explained that the property was a fraternity house. Two appraisals were received – for \$252,000 and \$212,000, respectively. The University proposed to purchase the property for the higher figure of \$252,000, and the seller has signed a letter of intent to donate \$100,000 back to the University for scholarships. This would make the net cost \$152,000. Chair Hoggan moved approval of the transaction. The motion was seconded by Regent Atkin and carried unanimously.

Weber State University – Campus Master Plan (Tab F). Chair Hoggan said no changes had been implemented for the Ogden Campus since the master plan was last approved. He asked Vice President Simpkin to discuss the proposed Davis County Campus. Mr. Simpkin said President Thompson had spoken with the Finance and Facilities Committee earlier that day about the new campus in Davis County. The master plan includes programming with DFCM for this campus. He was pleased to see that the State Building Board had included programming money on their prioritized list. Activity is growing significantly in Davis County. The University has run out of space in the Gordon Avenue property, and officials are eager to get started on the new property. Chair Hoggan said the property lies between Layton and Clearfield, and Weber had received good cooperation from officials of both cities. Chair Hoggan moved approval of the Campus Master Plan. The motion was seconded by Vice Chair Rogers and carried unanimously.



Student Financial Aid – Replacement of Standby Bond Purchase Agreements, Student Loan Revenue Bonds, Series 1995L and 1988C (Tab G). Chair Hoggan said the two bonds were expiring. He referred to the Supplement to Tab G and explained that UHEAA had issued a request for proposals and received seven responses. From these responses, Lloyds TSB Bank was chosen. Chair Hoggan moved approval of the revised resolution in the Supplement to Tab G. The motion was seconded by Regent Atkin. Chair Johnson commended Associate Commissioner Norris for getting low interest rates on the bond purchase agreements. The motion was adopted with the following vote:

YEA:	Jerry C. Atkin Pamela J. Atkinson Aileen H. Clyde L. Brent Hoggan James S. Jardine Michael R. Jensen Charles E. Johnson E. George Mantes Robert W. Peterson Winn L. Richards Paul S. Rogers Maria Sweeten
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NAY:	(None)
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Summer and Fall 2000 Enrollment Reports (Tab H). Chair Hoggan explained that this was an information item and no action was required. Chair Johnson noted that the FTEs had increased faster this time than the headcount, which reverses a trend. He thanked the Commissioner’s Office for the good information contained in the report.

Consent Calendar, Finance and Facilities Committee (Tab I). Chair Hoggan referred to Revised Tab I in the Regents’ folders. He invited attention to Item C, donated property to the University of Utah from the Lillian Simister Estate. The beneficiary of the gift will be the College of Nursing. On motion by Chair Hoggan and second by Regent Atkin, the following items were approved:

- A. OCHE Monthly Investment Report
- B. UofU and USU Capital Facilities Delegation Reports\
- C. University of Utah – Donated Property Liquidation
- D. USHE Revised 2001-2002 Capital Development Priorities

Academic and Applied Technology Education Committee

Consolidation of Regents Policies R401, Approval of New Programs, and R402, Program Additions or Changes (Tab A). Chair Atkinson said this consolidation had taken at least six months and had involved individuals from all of the institutions under the leadership of the Commissioner’s Office. Particular acknowledgment was given to Kathleen Lufkin of Weber State University for her involvement. The new policy resolves conflicts between the original versions of policies R401 and R402. It provides definitions for degrees, provides minimum and maximum numbers of credit hours for each degree, and formalizes inter-institutional review procedures. Section 5.7 differentiates between new and existing program changes and explains which programs or changes are to be approved by the Boards of Trustees and which require Regent approval.

During the committee discussion it had been agreed that §4.1 should clarify that the Commissioner's review of the program would highlight potential impacts the program may have on other USHE institutions. In §9.1, it had been agreed the institution should report on its assessment of potential impacts that the new program would have on other USHE institutions, and how the program is consistent with and appropriate to the institution's mission, roles and goals.

Separate and apart from approval, Vice Chair Jardine asked the task force to consider the possibility of developing a scoring system for the elements included in the templates. Although a program could be worthy of being added, a scoring system would make a difference in the funding request. Chair Atkinson said the committee had not had sufficient time to discuss this document in depth. She agreed that a proposal should be developed with input from all the institutions.

Chair Atkinson moved acceptance of the Commissioner's recommendation with the changes previously outlined. The motion was seconded by Regent Clyde and carried unanimously.

Utah Valley State College – Bachelor of Science Degree in Earth Science (Tab B). Chair Atkinson recalled that this proposal had been brought to the Board last month. Several questions were raised and approval was delayed until further discussion could take place. Particular questions had been raised as to whether geology programs in four other institutions were efficiently utilized. The committee had a good discussion on the fact that resources are scarce and the Regents need to be careful in granting new degree programs. Chair Atkinson asserted that when questions are raised, they are not meant to attack the institution nor the quality of the program. Chair Atkinson moved approval of UVSC's proposal to offer a Bachelor of Science Degree in Earth Science. The motion was seconded by Regent Sweeten.

Regent Jensen asked for clarification of the difference between bachelor's degrees in geology and earth sciences and asked if this would prompt the other institutions to change their programs to earth science. President Romesburg indicated that earth science degrees are broader and support a wider range of employment opportunities. He noted that this would bring the total number of bachelor's degrees at UVSC to 15. Vice Chair Jardine said this would be UVSC's second bachelor's degree program in science. Chair Atkinson commended UVSC's overall strategic plan. President Romesburg said three more degree programs had been developed which would be coming to the Regents for approval over the next six months.

Vice Chair Clyde said the ATE Task Force has said we are drifting away from applied technology education by authorizing more baccalaureate degree programs. This is certainly not true. We need to help the Legislators understand that great importance is still placed on ATE. Commissioner Foxley said it was time for the Board to review the mission of Utah Valley State College and to look at a recommendation that the College is moving in the appropriate direction.

Vote was taken on the motion to approve UVSC's request to offer the Bachelor of Science Degree in Earth Sciences. The motion carried unanimously.

Information Calendar, Academic and Applied Technology Education Committee (Tab C). Chair Atkinson said the only item on the Information Calendar was WSU's discontinuance of its U.S. Japan Center. No action was required.

Consent Calendar, Academic and Applied Technology Education Committee (Tab D). On motion by Chair Atkinson and second by Regent Sweeten, the Board unanimously approved Weber State University's A.A.S. Degree in Clinical Laboratory Technician via Internet Delivery.

Chair Johnson thanked Regents Atkinson and Hoggan for their reports.

UHEAA Board of Directors Resolution in Support of SBR Appropriation Request for Student Financial Aid. Chair Hoggan moved, seconded by Regent Jardine, that this item (which was in the Regents' folders) be added to the agenda. Associate Commissioner Norris explained that it was an information item. The UHEAA Board wants the Regents to endorse their strategy on access in their budget request, including an increase for need-based financial aid.

#### Discussion of Master Planning Issues

Applied Technology Education (ATE). Chair Johnson referred to Agenda Tab L and said the Legislative Task Force on ATE had completed 80% to 90% of its work. He asked Assistant Commissioner Wixom to review the committee's work. Dr. Wixom said on October 16 the Task Force had begun to focus on their modified Joint Liaison Committee (JLC) proposal to address the ATE issues. The two documents discussed in committee were provided as Attachments 1 and 2 to Tab L. Attachment 1 was prepared by John Cannon and John Fellows, staff to the committee. The second document was a proposal by Senator Leonard Blackham. Similar areas were addressed in both documents. The Task Force made preliminary decisions on how a modified JLC would work. There was agreement that the committee would have jurisdiction, which would be defined, over the ATCs and ATCSRs and would coordinate with the State Office of Education on K-12 and the USHE on higher education. At its next meeting, the Task Force will hear a joint presentation from SLCC, the Wasatch Front South (WFS) Consortium, and the WFSATC. The work of the Task Force is moving rapidly to conclusion. The final two meetings in which the Task Force will conclude its work have been scheduled for October 30 and November 15. Chair Johnson reported that public education and higher education are working hard to stay together wherever possible.

Regent Atkinson said it was disturbing that in deciding the function of ATE governance, the Task Force did not include a discussion of other components and responsibilities of the JLC which have been clearly spelled out. These other roles are very important. The Joint Liaison Committee works on a continuum of education, not only applied technology education. They also work with teacher preparation, remedial education, etc. Hopefully this will be included in the new recommendation.

Associate Commissioner Petersen said it appeared that an ATE-only committee would not fill those roles and that probably a second committee would be needed to do that. Chair Johnson said the key is to get rid of the inefficiencies in the system.

#### General Consent Calendar

Regent Jardine commended the University of Utah for its \$26 million in contracts and grant proposals. On motion by Regent Hoggan and second by Regent Atkinson, the following items were approved on the General Consent Calendar (Tab M):

- A. Minutes
  1. Approval of the Minutes of the Regular Meeting of the Utah State Board of Regents held September 15, 2000, at Snow College in Ephraim, Utah.
  2. Approval of the Minutes of the Special Meeting of the Utah State Board of Regents held September 28, 2000 via conference call.

- A. Grant Proposals - Approval to submit the following proposals:
1. University of Utah - Biosensors for Chronic Biochemical Diseases; \$3,488,114; Joseph D. Andrade, Principal Investigator.
  2. University of Utah - Baa Daad19-R0009 Virtual parts Engineering Research Center (Viper); \$2,272,330; Richard F. Riesenfeld, Principal Investigator.
  3. University of Utah - Prevention of Hemodialysis; \$6,474,123; Alfred K. Cheung, Principal Investigator.
  4. University of Utah - Research Center for the Science and Technology of Quasicrystal Thin Films; \$10,891,235; Orest G. Symko, Principal Investigator.
  5. University of Utah - Professional Development with Emerging Technologies; \$3,000,000; Laura Hunter, Principal Investigator.
  6. Utah State University - Teacher Absenteeism and Substitute Teacher Effectiveness; \$1,366,241; Mathew J. Taylor, Principal Investigator.
- C. Proposed Policy R261, Parental Notification Regarding Alcohol and Drug Violations. Provides guidelines for institutional policy for the notification of a student's parent or legal guardian regarding a violation by the student of laws or institutional rules governing the use or possession of alcohol or a controlled substance.
- D. Executive Session(s) — Approval to hold an executive session or sessions prior to or in connection with the meetings of the State Board of Regents to be held December 8, 2000, at the University of Utah, to consider property transactions, personnel issues, litigation, and such other matters permitted by the Utah Open and Public Meetings Act.

Adjournment

Chair Johnson commended the Regents for their admirable discussion and the students for their excellent presentations.

The meeting was adjourned at 2:40 p.m.

Joyce Cottrell CPS  
Executive Secretary

Date Approved